

UNIVERSITY OF ZULULAND

**PERCEPTIONS OF LEARNERS AND EDUCATION OFFICIALS ON THE
PROVISIONING OF CAREER EDUCATION IN SCHOOLS IN THE KING
CETSHWAYO DISTRICT IN KWAZULU-NATAL**

BY

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DECLARATION

I, Bonginkosi Maniko Mnguni, declare that this study titled 'Perceptions of learners and education officials on the provisioning of Career Education in schools in the King Cetshwayo District in KwaZulu-Natal' is my work and has not been previously submitted for a degree purpose to any university. All the sources used in this study have been acknowledged by means of a comprehensive list of references.

B.M. Mnguni
January 2019

Candidate's Signature

Date: _____

Supervisor's Signature

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Co-Supervisor's Signature

Date: _____

DEDICATION

This work is dedicated to my late father, Msoleni Moses Mnguni, who biologically and through his teachings planted in me the enduring determination for self-transformation. May this achievement invoke his pride wherever he is.

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GLOSSARY OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CAPS	Curriculum and Assessment Policy Statement
CES	Chief Education Specialist
CGC	Career Guidance and Counselling
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
EMIS	Education Management Information Services
FET	Further Education and Training
GCP	Guidance and Counselling programme
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
IAEVG	International Association for Educational and Vocational Guidance
KZN	KwaZulu-Natal
LO	Life Orientation
OECD	Organization for Economic Cooperation and Development
PSE	Post School Education
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SMT	School Management Team
SNES	Special Needs Education Services
TVET	Technical and Vocational Education and Training
UK	United Kingdom

ABSTRACT

Career education is a statutory practice in South African public schools through the subject Life Orientation. Literature reveals that not much attention is given to the provisioning of career education in schools. Therefore, this study aimed at determining the perceptions of education officials, school principals, LO educators and learners on the provisioning of career education in schools. The sample comprised 2 education officials, 4 school principals, 4 LO educators and 200 grade 12 learners. The main objective of the study was to determine if education officials, school principals, LO educators and learners thought that career education in schools met the career development needs of learners. A convergent parallel mixed methods research design was used, in which one-on-one interviews and the questionnaire were used to collect qualitative and quantitative data respectively. A qualitative thematic content analysis was used to analyse qualitative data, whilst for quantitative data, an excel spreadsheet was used to capture and analyse data. The findings revealed that the main career education provisioning strategy included a five-pronged career development support programme funded through the HIV and AIDS conditional grant and delivery in the classroom as part of the subject Life Orientation (LO). Education officials and school principals perceived career education in schools as meeting the career development needs of learners. Learners as well, perceived career education in schools as meeting their career development needs. LO educators thought that career education did not meet the career development needs of learners. Some of the gaps and challenges identified by participants were lack of educators dedicated solely for career guidance, lack of a national career guidance structure and policy, lack of a career counselling service, lack of appreciation of the role of the school in career decision-making. Parental and community influence, and the elusive role of LO and its educators in career education delivery in schools. The study recommends the making of Career Guidance a stand-alone offering in schools by, among other things, appointing Career Development Educators.

Key terms: Career Guidance; Subject Life Orientation; and Life Orientation Educator

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. Introduction

Career Education in South Africa is compulsory in all public schools (Jonck & Swanepoel, 2015; South African Qualifications Authority (SAQA), 2012). It is formally provided as part of a school subject called Life Orientation from grade 7 up to grade 12 (Department of Basic Education, 2011). There are also unstructured, out-of-the-classroom career development support programmes that are organised either by the schools themselves or the District offices. These support programmes include: Career Exhibitions; Job shadowing programmes; Career awareness days; Taking learners to the career information centers in the Full-Service schools; Special career promotion events such as Aviation awareness, SAICA symposia, South African Actuaries Development Programme road shows, Career-Dress-Up day, and others (Modiba, 2017; Sefora, 2016; Sefotho, 2017).

Career Education does not happen in schools only. There are other sites of Career Education as well, such as the television, Government events targeting out-of-school youth, the Science centres, Education Centres, Career Information centres, and also Higher education institutions (Ngobese, 2018; SAQA, 2012). The study, however, sought to focus on school-based career education because it is more structured and organized. It is also the area of interest of the researcher.

The existence of career education in schools is well known and well documented (DoE, 2011). Not much is known about the extent of compliance with this practice by the schools and the extent to which it meets the career development needs of the learners (Jonck & Swanepoel, 2015). This study, therefore, is an exploration of the nature of career education provisioning in King Cetshwayo District and whether it enables the learners to set career goals, adopt career plans and work on implementing those career plans (Jonck

& Swanepoel, 2016) as perceived by the Education officials, High School principals, Life Orientation Educators and learners.

1.2. Study Rationale

The researcher is a Department of Education official based at the King Cetshwayo District office and is responsible for the coordination of Career development support programmes in the District. He is, therefore, interested in ascertaining the perceptions of the Education officials, High School principals, Life Orientation Educators and the learners regarding the scope of the prevalence of career education in schools and the extent to which it meets the career development needs of the learners.

The researcher sought to ascertain the extent to which learners think career education assists them to prepare for their work roles after school, gain insight into the link between their school subjects and the world of work, and make and implement effective career decisions (Organisation for Economic Co-operation and Development (OECD), (2004). This is a mixed-method study, combining both qualitative and quantitative data collection and analysis methods. The study followed the mixed methods convergent parallel design in that both quantitative and qualitative data gathering was conducted almost at the same time (Creswell, 2012).

Career education and guidance have become cornerstone measures to holistically prepare learners for the demands of the contemporary workforce (DBE, 2011; Jonck & Swanepoel, 2015). This study, therefore, is of necessity, especially from the perspective of the Department of Education. It is going to give a sense of the learners' and education officials' view on the output and effectiveness of career education in schools. It is also going to point out the aspects of career education that are more effective than others. It will help the Department of Education to determine the support needs of learners in as far as career education is concerned and the nature of resources needed to strengthen career education. It will also point out the gaps in career education provisioning.

1.3. Statement of the problem and research questions

Career Education is an integral part of the curriculum and education in general, as mentioned above, but it is not part of examinable instruction (DBE, 2011, Sefora, 2016). As a result, it is not closely monitored by education authorities (Ngobese, 2018). This, therefore, means that it is somewhat a voluntary phenomenon whose strength from school to school depends on the professional conscience of the school management and concerned educators (SAQA, 2012). Accountability for the frequency of prevalence and effectiveness of this practice is therefore weak at all levels of the Department of Education. Not much is known about the adequacy of the delivery of career education in schools (Maila & Ross, 2018).

Career development is at the centre of education provisioning (Jonck & Swanepoel, 2015). Learners are put through the schooling system so that one day they would find themselves pursuing various careers. This, therefore, obligates every school to ensure that learners can realise the link between what they are studying in the classroom and their career aspirations (OECD, 2004). The common practice therefore in every school, especially secondary schools, should be to ensure that career education is provided (DBE, 2011). The significance of this study, therefore, is to provide empirical evidence of the learners' and education officials' views on the output or lack thereof of this practice. It will conscientise the practitioners, especially educators and Career Guidance programme designers and managers about the areas of need in career education provisioning in schools. Career Guidance in South Africa is structured and embedded in the curriculum (DBE, 2011). The findings of the study should, therefore, be generalizable in most public schools that share the same qualities as schools from which the sample was taken.

The research questions that this study attempted to answer were:

- a) What does the Department of Education, including schools, do to enhance career education?
- b) Do learners and education officials think the provisioning of career education in schools meets the career development needs of learners?

- c) What are the gaps in the current provisioning of career education in schools?

1.4. Objectives of the study

- a) To ascertain the nature of services and mechanisms that the Department of Education, including schools, provide to enhance career education.
- b) To determine if learners and education officials think Career Education in schools meets the career development needs of learners.
- c) To identify the gaps in career education provisioning in schools.

1.5. Preliminary literature review

In order to strengthen career education, the ruling party, in South Africa, in its 52nd National Congress in Polokwane, South Africa, 2007, resolved that Career Guidance be made a compulsory subject from grade 8 upwards (African National Congress, 2007). The fact that the ruling party in this resolution did not only want to ensure that Career Guidance was provided in schools, but it also wanted to elevate it to the level of a full school subject by making it compulsory, speaks to the nature of the value that government places on Career Guidance provisioning in schools. Jacobs, Van Jaarsveld, and Van Mollendorf (1991) emphasise the need for schools to start providing Career Guidance as early as before Grade 7. They argue that at the end of Grade 7 a learner should choose the type of school that learner would like to attend, for example, an academic, Agricultural, Commercial or Art school. If the learner has not been prepared in the preceding years to make a valid decision in this regard, the possibility of a decision-making crisis arises. Bholanath (2007) found that Career Guidance programmes have a positive influence on the Career development of learners. Research also clearly indicates that there is a need for effective Career Development Programmes to provide learners with competencies in career decision-making and promote career development (Maila & Ross, 2018; Miles, 2008; Mmemma, 2010; Singh, 2016).

It is worth noting that during the 2010 United Kingdom (UK) general elections, Career Guidance was one of the election issues. The Conservative party promised to create a

new all-age Careers Service. They won the most significant number of votes (Watts, 2013). This speaks to the value that government and the peoples of the world place on career education. It would be noted that three years after the above-mentioned election, the Gatsby report by Holman (2014) still pointed out to the severe lack of quality career education in the United Kingdom. It seems that across the globe, even the rich countries and with the best political will, still have a challenge affecting and sustaining quality and consistent career education.

Higher education institutions still have an alarming dropout rate amongst their first and second-year students (Letseka & Maila, 2008; PACE, 2005). It has also been found that 70% of matriculants, especially from township and rural schools, do not know what they will do after they have completed their schooling (Bholanath, 2007; PACE, 2005; Sefotho, 2017). PACE (2005) contends that this situation has not come about overnight, but rather a symptom of many years of neglect in the area of Career Guidance. This emphasises the need for the reinforcement of Career Guidance programmes especially in rural and township schools where they have lacked the most.

PACE (2005) reported a significant increase in the number of female students in disciplines other than the humanities. However more work still needs to be done to reverse the effects of the traditional roles and values that have always been applied to women. There is still a need to encourage more women to enter the more stereotypical male careers such as engineering, agriculture and commerce (PACE, 2005). Career Guidance should play a critical role in this regard. PACE (2005), advocates for the encouragement of more females to venture into traditionally male-dominated careers, however, other theorists caution that career development programmes should be sensitive to women's unique career development patterns. Super, for example, in Zunker (2006) identified a double track career pattern among women wherein other than normal career development, homemaking is seen as a second career. The emphasis differs from woman to woman. Some women emphasise homemaking over normal career development and vice versa. Ginsberg in Zunker (2006) also identified three lifestyle patterns for women that inform their career development; these are Traditional (home

maker-oriented); Transitional (More emphasis on the home than on the job); and Innovative (Giving equal emphasis to the home and the job). Zunker (2006) further recognises that some women may be reluctant to become job oriented for fear of losing the stereotypical female identity so readily accepted by society. Zunker (2006) further observes that for many, the loss of this identity has indeed been threatening and deters a serious focus on career development.

Possibly the greatest need for Career Guidance is amongst the black and coloured communities (Sefotho, 2017). When career maturity levels of Blacks and Coloureds were compared to their white counterparts, the results indicated that both Black and Coloured groups had significantly lower career maturity scores than their white counterparts (PACE, 2005). These studies were compared to similar studies done in America, and although similar results were found, none of the American studies reported differences of the same magnitude as in South Africa (Reid van Niekerk, 1990 in PACE 2005). Career Guidance programmes should, therefore, alleviate this imbalance.

Legislation such as the Employment Equity Act, 55 of 1998 is beginning to have an impact on companies. As a result of this legislation and others, more opportunities are beginning to open up for Black youth (PACE, 2005, SAQA, 2012). Career Guidance programmes should, therefore, be geared towards assisting the learners to be aware of such opportunities and to be ready to take them up. The need for such awareness drive has been confirmed by Mmema (2010) who found that learners in rural KwaZulu-Natal schools still show a severe lack of awareness of what he termed 'nontraditional' careers.

Various theorists have suggested some theories on career choice and development. Most career development researchers base their studies on these theories. Herr (2002) states that career development theories provide insight into the developmental process inherent to career decision making, point out the essential elements that should be considered when designing a Career Guidance programme; and guide the Career Guidance practice. Isaacson and Zunker (2006) says that the career development theories form the shape,

provide the model, establish the pattern and introduce the basic concepts which are instrumental in providing the foundation for research in vocational behaviour and career planning.

According to Herr (2002), there are two broad approaches to career development theory and that is the psychological approach which suggests that the matching of a person to a career is the essence of Career Guidance and the social approach which suggests that past experiences inform career decision making.

The career development theories which form the basis of many career research projects include the following:

- Trait-and-factor theory: This is Parson's theory which maintains that Career Guidance can be achieved by first studying the individual, second by surveying the careers and finally by matching the individual with the careers (Zunker, 2002).
- Typology theory: This is John Holland's theory which advocates that individuals are attracted to a given career by their particular personalities and numerous variables that constitute their backgrounds. By this Holland suggested six types of personalities that define the type of occupations that individuals may be attracted to. These are: Realistic; Artistic; Investigative; Social; Enterprising and Conventional (Zunker, 2002). Jonck and Swanepoel (2016) say that core to Holland's theory is the congruence of alignment between the profile of the individual and that of the work environment.
- The Developmental approach: These were pioneered by Ginsberg and Associates and later championed by Donald Super (Sefora, 2016). The basic tenet of this approach is that career development is a process that takes place over the life span (Brown, 2002). This approach to Career Guidance programmes implies that they should be designed to meet the career development needs of individuals at all stages of their life (Herr, 2002). Some studies (Herr, 2002; Mashipata, 1998; Miles, 2008; Talib, Salleh, Ghavifekr & Ariff, 2015) use this approach as the basis for research. This study was benchmarked on this theory as it explored the provision of career education in King Cetshwayo district and the extent to which it enhanced career maturity especially at the crystallisation stage

(Zunker, 2002) as perceived by the Education officials, principals, educators and learners. Sefora, (2016) argues that the more highly developed and integrated the learner's ability and trait system the higher his/her readiness to cope with the developmental tasks of career choice and adjustment.

It would follow from most of the studies examined by the researcher that the quantitative method of conducting research on career development is the most preferred approach. This probably because career maturity and other career development variables can best be studied and measured quantitatively especially with learners as they are, as Mashipata (1998) observes, too immature to participate fruitfully in a structured interview. The variables that career development researchers are concerned with and are keen to study are: Career Decision Making; Vocational Self Concept, Self-Perceived Employability, Career Goals, Academic Motivation, Occupational Exploration; and Career Indecision (Bholanath, 2007; Choi, *Kim & Kim*, 2015, Hellmann, 2014; Herr, 2002; Jordaan, 2009; Ling Wu, 2014; Mashipata, 1998, Nobutaka & Kazufumi, 2012; Talib, *et al*, 2015). In this study, both qualitative and quantitative methods were preferred because this approach allowed the researcher to tap on the strength of both methods (Johnson & Christensen, 2012). Through the qualitative interviews, the researcher got an in-depth, detailed account of the perceptions of education officials regarding the provisioning of career education in schools whereas the quantitative survey allowed the researcher to reach out to a large sample of grade 12 learners.

The most common variable that features in most studies (Bholanath, 2007; Herr, 2002; Ngobese, 2018; Sefora, 2016) is career maturity as informed by Donald Super's theory of Life-Span approach to careers. Super's theory came up with five vocational development stages which form the framework by which career behaviour attitude should be understood. These stages are Growth - birth to age 15; Exploratory – ages 15 to 24; Establishment – ages 25 to 44; Maintenance – ages 45 to 64; Decline – ages 65 and above (Zunker, 2002).

Conformity to these stages manifests itself through the five vocational development tasks. These tasks are Crystallization –ages 14 to 18; Specification – ages 18 to 21; Implementation – ages 21 to 24; Stabilization – ages 24 to 35; Consolidation – ages 35 and above (Zunker, 2002). Career maturity then is the individual's ability to cope with and to achieve these developmental tasks (Sefora, 2016). It is related to the achievement of self-awareness, knowledge of occupations and planning ability (Zunker in Mashipata, 1998).

It would be noted, from most of the research projects that have been conducted on career development that researchers work from the premise that all Career Guidance and counselling programmes in schools should have as their primary objective the enhancement of career maturity among learners (Bholanath, 2007; Ngobese, 2018; Singh, 2016). The general trend among career development researchers (Bholanath, 2007; Hellmann, 2014; Herr, 2002; Mashipata, 1998; Miles, 2008) is that they premise their studies on the observation that learners leave school with no signs of career maturity due to lack of proper Career Guidance in schools. The researchers (Bholanath, 2007; Hellmann, 2014; Herr, 2002; Mashipata, 1998; Miles, 2008) conducted quantitative experimental studies, seeking to determine the effect of various career development intervention programmes on a variety of career development variables, chief among which is career maturity. All these studies have established that career development intervention programmes enhance career maturity. They conclude by advocating strongly for adequate provisioning of career education in schools.

Career development authorities have also attempted to prescribe the nature of Career Guidance and education in schools. Talib, *et al*, (2015) for example, suggest that Career Guidance programme should be module – based and cover such aspects as career planning, self-efficacy and career maturity. Herr (2002) supports the idea of the module – based approach and purports that Career Guidance programme should include modules on awareness phase, exploration phase, decision-making phase, preparation phase, and Employment phase. Sefotho (2017) asserts that Career Guidance programmes should promote social justice and redress.

Herr (2002) further suggests that the Career Guidance programmes should be shaped by the career development theories. He contends that Career Guidance should assist in identifying the unique traits in line with the trait-and –factor theory; assist in streamlining the many careers into career categories in terms of the Holland's typology theory; assist the learners with low self-concept reach their real potential in line with Super's self-concept theory; assist individuals to see beyond their initial career choice in line with Ginsberg and Associates' Life Span theory and allow individuals to experience careers in line with the social learning theory. Abbasi and Sarwat (2014) found that social inspiration had the highest score among other variables tested for the level of influence they have in inducing career decision. This confirms the need for the social learning theory to be taken into account when designing career education programmes.

The GATSBY report (2014) suggests eight benchmarks for effective career education design. These are stable careers programme, learning from career and labour market information, addressing the needs of each pupil, linking curriculum learning to careers, encounters with employers and employees, experiences of workplaces encounter with further and higher education, and personal guidance. These prescriptive suggestions of the nature of the career education programme set the backdrop and context against which provisioning of career education should be screened. They are relevant to this study.

Various researchers (Jonck & Swanepoel, 2016; Sefora, 2016; Singh, 2016; Stead, 2005) examined the state of Career Guidance in South Africa and agree that career education in South Africa is not adequate. Bholanath (2002) blames apartheid and argues that the inequalities of apartheid have led to differential access to educational and vocational opportunities. Herr (2002) supports this assertion by arguing that Career Guidance interventions focused on white males and females in grade 12. Naicker in Mashipata (1998) also argues that because of the history of inferior education for black learners in the past, many black learners are not exposed or even oriented to their future goals. Miles (2008, p.10) also observed that learners in many previously disadvantaged schools are still not being exposed to comprehensive career counselling or guidance. She laments "Despite our new democracy we are raising yet another generation of South African

people who will never realise their true potential". This study will, therefore, use these observations by researchers as background to establish the extent to which the legacy of apartheid still affects provisioning of career education.

Herr (2002) cites placement of Career Guidance within Life Orientation, overloading and multitasking of Life Orientation educators, career education vs Career Guidance imbalance as factors impeding effective Career Guidance in schools. Other challenges include ethos of indifference and despondency amongst young people, lack of parental involvement, lack of contextualisation of international career development theory to the South African situation (Miles, 2008; Sefora, 2016). Bholanath (2007) and Mashipata (1998) see educators training and personal limitations, the attitude of school management and educators towards career education and Life Orientation, urban-rural divide, shortage of facilities and resources, inefficient curriculum and socio-economic pressures as factors negatively affecting career education provisioning in schools. This study will ascertain if these factors still exist and the extent to which they inhibit provisioning of career education.

Other Studies reviewed by the researcher (Bholanath, 2007; Herr, 2002; Miles, 2008; Stead, 2005) seek to establish the effect of specific intervention Career Guidance programmes on various aspects of career development. Data collection and analysis methods in these studies are quantitative. Little attempt has been made by researchers to explore the perceptions of role players in career education such as educators, school managers and other departmental officials about the nature and quality of career education provisioning in schools qualitatively. The previous studies sought to assess the need for career education provisioning and this study sought to explore the nature of career education and guidance provisioning by allowing not only the learners as participants but also other significant role players in career education. Choi, *et al.* (2015) also suggest that future studies should examine the quality of career education experiences to evaluate their effectiveness. This study will follow a mixed-method approach with equal emphasis on both the qualitative and the quantitative methods (Swain, 2017).

1.6. Definition of key concepts

Career Development needs

In the context of this study career development refers to the ability to fulfil specific career development tasks such as formulating general career goal; resources, contingencies, interests, values and abilities awareness, formulating a career plan and taking first steps towards implementing the plan (Zunker, 2006).

Learner

The South African Schools act no.84 of 1996 defines a learner as any person that receives education or obliged to receive an education. 'Learners' in this study refers to children that are receiving education in a school setting.

Career Education Provisioning

Career education is the totality of school experiences through which one learns about and prepares to engage in work as part of living (Onivehu, 1991). Provisioning generally means providing or making career available to learners in schools. In the context of this study, therefore, career education provisioning would mean any conscious effort by all concerned to expose the learners to sufficient experiences and mainly career information that would enhance their preparedness for the world of work as part of living.

Perception

In the Cambridge Advanced Learner's Dictionary (2003) perception is described as a belief or opinion held by many people and based on appearances (Sathekge, 2014). In this study, it refers to a belief held by many people, that is, officials, educators and learners about the state of career education in schools.

1.7. Research methodology

1.7.1. Research design

This is a convergent parallel mixed methods design study where both qualitative and quantitative data were simultaneously collected and analysed and the results were used to understand the research problem (Creswell, 2012). Three research questions, as outlined above were identified. The first and the last questions were qualitative and were

answered by qualitative data gathering and analysis methods. The second question was answered by a quantitative survey of the learners' rating of career education about career development tasks. The interview schedule, used for qualitative data collection, had two close-ended questions seeking to assess the participants' perceptions regarding the extent to which career education in schools meets the career development needs of the learners. The research design will be detailed further in chapter three.

1.7.2 Sampling

A multilevel concurrent mixed sampling design (Johnson & Christensen, 2012) was used to select samples from the different levels of the KwaZulu-Natal department of education and King Cetshwayo District in particular. Purposive sampling (Creswell, 2012) was used to select 10 participants for the qualitative component of the study. Respondents for the quantitative part of the study were selected through Stratified random sampling (Johnson & Christensen, 2012). Sampling procedures will be detailed further in chapter 3.

1.7.3. Data collection techniques

An interview schedule and a questionnaire were developed. The interview schedule was used in one-on-one interviews to collect qualitative data to answer research questions 1 and 3. The interview schedule had two closed-ended questions soliciting answers for research question 2. The questionnaire solicited answers for research question 2. More on data collection and analysis procedures in chapter 3 and 4.

1.7.4. Ethical considerations

Ethical clearance for this study was applied for at the University, and the study was only conducted after it was granted. Permission to conduct research in public schools in KwaZulu-Natal was applied for, and it was granted by the KwaZulu-Natal Department of Education. A written letter requesting participants to be part of the study was given to participants. Participants were informed that data collected from them would be treated with a high level of confidentiality. They were informed about their right to withdraw from participation should they feel uncomfortable at any time during the course of the study. Participants also signed the informed consent before they participated in the study. Confidentiality and anonymity of the participants were maintained throughout the study.

1.8. Chapter Summary

This chapter served as an introduction to the chapters that follow. The next chapter deals with current and previous literature in relation to this study.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Chapter 2 places the term 'career education' in context by juxtaposing it with the term 'Career Guidance'. The chapter also explores the theoretical foundations of career education, and examines the world of work and its implications for career education and explores various models of career education applied in South Africa.

2.1.1. Career Education versus Career Guidance

Career Guidance is an organised programme to help young people develop self-understanding, learn about the world of work, gain experience that will help in decision making and find jobs. It includes counselling as a specialised service and encompasses all of the services that aim at helping pupils make occupational and educational plans and decisions (Tolbert, 1980). This definition is also supported by Zunker (2006) when he emphasises that Career Guidance encompasses all components of services and activities in educational institutions, agencies and other organisations that offer counselling and career-related programmes. Zunker (2006) further describes it as a counsellor coordinated effort designed to facilitate career development through a variety of professional services that foster each client's ability and desire to manage their career development. The above definitions reveal that the term 'Career Guidance' is an umbrella phenomenon that stands on three legs, that is: assisting the client to gain self-knowledge; assisting the client to gain knowledge about the world of work and assisting the client to match self-knowledge with the world of work knowledge and make a career decision.

The relationship between Career Guidance and career education is clearly demonstrated in the recommendation by the Committee for Differential Education and Guidance Laubscher in Herr, 2002); where it is recommended that Career Guidance at school should concentrate on providing information (career education) on occupations, helping

learners to develop a better understanding of themselves (self-education); and finally facilitating a match between the previous two steps with the aid of a counsellor (career counselling).

Career Guidance, therefore, has three main pillars, that is, assisting the clients to gain self-knowledge through tests and assessments, assisting clients to gain information about higher education, training options and the world of work through career education and assisting the client to adopt a career plan by matching self-knowledge with career knowledge through counselling. Jonck and Swanepoel, (2016) highlighted the necessary conditions for vocational choices to be based on not only information about careers, but also knowledge about alternative options, motivation to choose, as well as freedom of choice. Career education, therefore, is a component of Career Guidance. Career education enhances Career Guidance and ultimately career development and maturity. It is one of the three pillars of Career Guidance.

The unfortunate tendency in South African public schools is that schools emphasise career education at the expense of Career Guidance (Sefotho, 2017). Herr (2002) concurs with this observation and contends that current Career Guidance efforts in South African schools concentrate on career education. Other career planning tasks such as matching of self to the world of work, preparing for entry, gaining some experience before choosing a career are not included in the Career Guidance syllabus. Herr (2002) further observes that Career Guidance programmes schools have a tendency of providing learners with a list of alternative career options rather than helping such learners to enhance their career maturity so that informed career decisions can be made.

Career Guidance should raise career maturity to levels where individuals can make informed career decisions (Herr, 2002). Career Guidance cannot achieve this function of raising career maturity if it is offered to learners in an incomplete form. The pillar of career education alone is not sufficient to enhance career maturity instead. It can only improve career awareness.

Bholanath (2007) argues that there is a large gap between the real and the ideal situation regarding the quality and quantity of Career Guidance services in South Africa. The ideal situation is that the schooling system is the primary Career Guidance driver, provides comprehensive Career Guidance with all the pillars receiving equal emphasis. The reality is that only career education receives more emphasis at the expense of the other facets of Career Guidance which are assessment and counselling.

As far back as 1981, the Human Sciences Research Council, as cited in Herr (2002), coordinated a study into the situation surrounding Career Guidance in South Africa. The study found that :There was a drastic shortage of counsellors to provide person to person counselling; The guidance programme was burdened with too many other teaching-related tasks and Career Guidance suffered as a result; There was a need to expand the level of service relating Career Guidance; Some Career Guidance practitioners regarded Career Guidance as a once-off occurrence rather than part of a development process ; and insufficient emphasis was being placed on the importance of career research in the Career Guidance system. These findings were made so long ago, but Herr (2002) observed that they were still prevalent.

Shortage of financial resources is one of the factors contributing to the downscaling of the quantity of the Career Guidance content provided in schools (Adewumi & Adendorf, 2014). Her (2002) contends that budgetary constraints are forcing schools to focus on their core academic subjects. The net result has been a downscaling of Career Guidance (Sefotho, 2017). Lack of financial resources results to a shortage of human resources. The majority of public schools do not have career counsellors or even educators trained in proper Career Guidance (Stead, 2005). Herr (2002) observes that this is the case even in former model C schools which used to enjoy an abundance of Career Guidance human, material and physical resources. Studies (Bholanath, 2007; Singh, 2016) have confirmed that there is no formal (comprehensive) Career Guidance in schools and the little semblance of Career Guidance that is prevalent in some schools fails to meet its objectives.

2.1.2. Life Orientation and Career Education

What is being offered in schools is career education disguised as Career Guidance (Herr, 2002). The primary driver of this career education is Life Orientation. A careful perusal of the Further Education and Training Curriculum Assessment Policy Statement document (DBE, 2011) confirmed that almost 90% of the content of subject Life Orientation that is titled Careers and Career Choices is more on career education than any other pillar of Career Guidance (DBE, 2011). The little content that can be said to have anything to do with the pillar of career assessment is where the educators are expected to tell the learners about the need to find out more about themselves. No formal tools are given to educators to assist learners in exploring self-knowledge. The other little content that can be said to have something to do with career counselling is where educators are expected to tell learners to try and match self-knowledge with the world of work to come up with a career plan (Sefora, 2016). All this comes down to more career education than proper Career Guidance.

Most Life Orientation educators have a more significant teaching load than just Life Orientation. Life Orientation itself as a subject has other topics other than 'careers and career choices' as a result they do not get the space to do justice even to career education that they are supposed to deliver (Ngobese, 2018). Herr (2002) argues that the dual role of teaching an academic subject together with offering Career Guidance, amongst some other life skills topics means that guidance educators are often overburdened and are considered to be educators first and career counsellors second.

Overloading of Life Orientation educators leaves them with less time to research and broaden their knowledge on Career Guidance (SAQA, 2012). They end up underplaying their role in the career development of learners (Sathekge, 2014). While Mashipata (1998) argues that educators have a role to play in helping learners to acquire self-knowledge and career knowledge, Herr (2002) asserts that as careers become increasingly specialised and the time available for research is reduced, teachers find that their career knowledge is inadequate. This negatively affects the quality of the career education they can offer their learners. This argument is supported by Sathekge (2014,

p.48) in her study in which she sought to determine the role played by Life Orientation educators in learners choosing Nursing as a career. She found as follows:

“The majority (64%) of Life Orientation teachers in this study were aware that the roles of nurses had changed, but most of them were unaware of how nurses’ roles and responsibilities have changed and what the roles and responsibilities of modern nurses are. It may be concluded that these teachers have limited knowledge about nursing as a career and the roles and responsibilities of nurses. Teachers in this study are thus likely to provide inadequate advice on or information about nursing as a career of choice.”

This study was conducted in Johannesburg, a place considered to be urban and thus relatively enlightened and better resourced (Bloxom, Bernes, Magnusson, Gunn, Bardick, Orr & McKnight, 2008). Nursing is also considered to be a profession highly prevalent in almost all the communities, and thus information about it should not be difficult to source (Sathekge, 2014). If the educators’ knowledge about nursing in Johannesburg is found to be this limited, it is disturbing to imagine how the educators’ knowledge about actuarial science in King Cetshwayo District in rural Kwa Zulu-Natal would be.

Under the present dispensation, Life Orientation and Life Orientation educators are the only hope for Career Guidance being provided in schools. It is difficult to imagine that learners are getting the worth of their money regarding career development (SAQA, 2012). Life Orientation promotes career education only, at the expense of Career Guidance (Herr, 2002). Life Orientation educators are not trained in Career Guidance, and their knowledge of career education is also limited (Van de Venter in Singh, 2016). It is safe to conclude then that schools do not provide Career Guidance but instead provide shallow career education hence Bholanath (2007)’s assertion that the majority of young people leave school with little insight as to the most appropriate career direction for their abilities, interests and personality. It is safe to conclude then that within the South African public education system there is presently inadequate provision for Career Guidance. There is a more unwitting emphasis on career education.

2.1.3. Perceptions of education officials, including LO educators, on career education provisioning in schools

Officials referred to in this study range from provincial and district Career Guidance and counselling coordinators, school principals, to Life Orientation educators. All of these at different levels and in different ways have a role to play in enhancing career education provisioning and the impact thereof. For that reason, it is crucial to determine their perceptions regarding the state of career education provisioning in schools (Modiba, 2017). These officials command authority in their levels of operation. Their perception of the state of career education provisioning could either improve, stagnate or deteriorate the quality of career education (Sathekge, 2014). Jonck & Swanepoel (2016) recommend that it will be of valuable insight to also incorporate the views of the educators and all the stakeholders in future studies in order to evaluate the effectiveness of Life Orientation.

Mandera (2013) found that school principals in Kenya did not give guidance and counselling programmes the attention and seriousness it deserved. Mandera (2013) further found that the educator counsellors did not get time off to attend to their problems or carry out inquiries. The educators had full teaching loads that made them inadequate to guide learners.

A similar study relating to perceptions of education officials on Career Guidance in schools was conducted in the Eastern Cape Province of South Africa (Nzeleni, 2015). Nzeleni (2015) was however limited to District Directors, and it was on Guidance and counselling in general, but it does shed light on the thinking of this segment of education leadership regarding guidance and counselling services provisioning. This study is specific to career education and seeks to consider evidence from a range of education management and LO educators.

On the international front, it appears that perceptions of bureaucrats in government regarding career education are changing for the better. In Japan, for example, career education has been positioned as a priority action plan for educational reform. Career

education has been included in the national curriculum guidelines for special needs schools (Nobutaka & Kazufumi, 2012). As a result, there have been demands for the promotion of early career education through a systematic approach in special needs education. There is growing interest in career education among educators, and career education is emphasised even in career needs education (Nobutaka & Kazufumi, 2012). Mander (2013) supports this and cites among other things availability of resources, the importance the society gives to guidance and counselling, and the government policies on guidance and counselling as variables that affect the perceptions of educators towards career education. Mander (2013) further submits that the educator operates within the school environment which is either conducive or not conducive for carrying out career education.

In Nigeria, Adewale, Adisa, Ndububa, Olawoyin & Adedokun, (2017) studied the perceptions of educators and found that 42.1% of them agree that curriculum for vocational guidance was not comprehensive and it needed to be better developed in order to meet the standards necessary for proper training of learners. Adewale *et al*, (2017) further found that 51.2 % of educators felt that learners had sufficient access to modern equipment.

Shortage of resources seems to affect the perceptions of the officials on the impact of government programmes, including career education. Mahlangu (2011) asserts that limited resources impact negatively in the management of guidance and counselling services in schools. District officials find it difficult to visit schools due to transport problems. Mahlangu (2011) cites the example of the Gauteng Department of Education where, in the Special Needs Education Services sub-directorate, 11 officials in the district service 140 schools.

Mander (2013) submits that the behaviour of an individual is a function of the individual's way of perceiving. This means that the career choice that learners make result from their perceptions of the world of work. These perceptions of the world of work are shaped by among other factors, educators. This means the educators' perceptions of the world of

work influence the learners' perceptions about the world of work. Sathekge (2014) found that some educators did not perceive nursing as an intellectual enterprise and hence discouraged intelligent young and mostly female learners from taking up nursing as the priority occupation, even learners who have become nursing students report receiving stereotypical information and misinterpretations about nursing from their LO educators. According to Sathekge (2014), it is essential to determine the perceptions of Career Guidance educators regarding nursing as a career as they have a role to play in the career choices of high school learners by giving them accurate information regarding the different careers. Modiba (2016) Argues that educators who teach LO are charged with both the responsibility as well as the accountability for empowering and teaching learners about careers, but they appear to be confused and uncertain about their responsibilities regarding teaching career guidance.

It seems from a classic study recently concluded by Modiba (2017), in Limpopo, South Africa, that LO educators, who are regarded as Career Development Practitioners (DHET, 2017), are generally not comfortable in their role. Modiba found that they perceive themselves as being incompetent, insufficiently trained, not supported by the Department of Education, and without sufficient resources.

2.1.4. Perceptions of learners on career education provisioning in schools

Learners are the ultimate consumers of all the career education programmes offered in schools. To get a complete picture of the nature of such programmes, therefore, it is imperative to include them in the study as participants. Their perceptions of the effectiveness of such programmes indicate the degree to which such programmes can be said to be effective (Mandera, 2013). Jacobs (2011) argues that it is essential to listen to the voices of learners as they are the objects of LO. They can provide unique insights, and their opinions and experiences can shed light on the effectiveness of career education.

Studies conducted internationally show a general trend of learner satisfaction with career education offered in schools. In Taiwan, Ling Wu, Lin Tsai & Wu Chen (2014) found that learners perceived Career Guidance in their schools as being at an appropriately moderate level and it had a substantial impact on their self-esteem and self-perceived employability. These learners were also happy with the extent to which career education had enhanced their self-understanding and career planning. This finding could be aligned with the finding by Bloxom, *et al*, (2008) in Canada who found that most of the students surveyed reported a specific career plan and had reached a stage of decision making and commitment.

In the African region as well, studies reviewed by the researcher depicted a general trend of positive perceptions by the learners about the effect of career education in schools. In Nigeria Adewale, *et al*, (2017) found that the learners showed a positive attitude towards vocational subjects and 94% of learners understood the importance of vocational training. In Kenya, Mander (2013) found that 86% of learner respondents indicated that the most critical aspect of the guidance and counselling service for them was Career Guidance.

Studies conducted in South Africa, as well, depicted a general trend of learners who were satisfied with career education in schools. Dabula and Makura (2013) found that 80% of the participants felt that the Career Guidance programme in their school had raised their level of confidence when it came to career decision making. Other participants in Dabula and Makura (2013) felt that the Career Guidance programme had catered for their career development needs and they were ready for higher education. Other studies (Adewumi & Adendorf, 2014; Jacobs, 2011; Jonck & Swanepoel, 2015, 2016) also found that learners were satisfied with the efficacy of career education in their schools. Adewumi and Adendorf (2014), though, posit that although many learners professed to be positive about LO in their schools, it is difficult to determine how honest they were. The answer to this doubt could be the instrument devised by Jonck and Swanepoel (2014) designed to measure the effectiveness of Career Guidance provided as part of LO. Some studies have refuted the popular notion by the learners of a helpful career education programme. Jacobs (2011), for example, found that many learners perceived LO as unnecessary,

boring, and irrelevant. They perceived LO to be failing to accomplish its aims as laid out in the national curriculum statement. Maila and Ross (2018) in Johannesburg also found that half of the participants reported that their respective schools had no resources to offer comprehensive Career Guidance. As a result, there had been no Career Guidance at their schools. Other participants in Maila and Ross (2018) were confident about their career choices despite the lack of alignment of those career choices with their school subjects. These diverse findings speak to the divergence adherence to the dictates of the curriculum policies by the schools and many other problems associated with LO as a vehicle for career education delivery (Modiba, 2017).

Studies (Adewale, *et al*, 2017; Dabula & Makura, 2013; Jordaan, 2009) cite historical and cultural background, peer pressure, educators, relatives, and media as factors affecting the learners' perceptions about career education. Career maturity as well has been cited as a factor in how the learners perceive the effectiveness of career education. (Bin Shafie, Jamri, Bin Yatau, Bin Abdul Wahab, Bin Rahimi, Binti Mod Sukor, Binti Mod Yusof & Ngoh, 2018) argue that one must have career maturity to ensure that the job chosen is going hand in hand with the attributes, value and interests of the individual.

The irony that seems to be a thread running through almost all the studies reviewed by the researcher is that despite the general satisfaction of the learners about the efficacy of career education in schools, there is a general outcry about the lack of professional training of the LO educators in the delivery of career education. In Nigeria, Adewale, *et al*, (2017) found that educators did not have any added vocational training qualification and that might have affected the quality of their teaching and the learners' attitude towards vocational education. Jonck and Swanepoel (2015) add that educators are often inadequately equipped to teach Career Guidance programmes effectively and they are further limited in that they are not qualified to administer and interpret psychological measures of aptitude or personality inventories as such test require qualified professionals. Jonck (2014) also argues that effectiveness becomes even more questionable when facilitators of the subject LO receive minute formal training. Adewumi and Adendorf (2014) also lament that some educators are not qualified to handle LO and

learners at times feel shortchanged as a result and they end up questioning the value of LO when it is presented by unqualified educators. The learners end up not putting considerable effort into studying the subject. On the other hand, competent LO educators give learners enough information about the world of work to the point that learners gain a better understanding of a particular field of study and their specific career path. They form positive perceptions and set career goals (Jordaan, 2009). Mander (2013) found that there was a relationship between the perceptions of learners and the effectiveness of Career Guidance.

2.1.5. Career education provisioning in schools

The need for the provisioning of career education in schools seems to be gaining momentum worldwide (Tristianingsih, 2018). Career Guidance programmes should aim at developing essential skills for life and work (Dabula & Makura, 2013). The South Korean Ministry of Education is placing more emphasis on career education interventions through the school counselling system to improve learners' career awareness (Choi, 2015). In China, of late, Career Guidance is introduced during elementary school years (ages 7 to 12) in order to facilitate career development in later years (Liu, McMahon & Watson, 2014). In Malaysia and Lebanon, they have introduced school counsellors with training in school guidance and counselling. Ordinary educators no longer conduct Career Guidance. They have also introduced a school Guidance and Counselling Programme (GCP) which includes career development (Talib, *et al*, 2015; Khansa, 2015). Indonesia is strengthening vocational education and introducing vocational high schools (VHS) the equivalent of Technical and Vocational Education and Training (TVET) colleges in South Africa (Tristianingsih, 2018). In the African region as well provisioning of career education is rising. In Nigeria, there is an increasing awareness of the importance of vocational skills and vocational education for personal and national development hence its incorporation into the secondary school curriculum (Adewale, *et al*, 2017).

According to SAQA (2012), Career Development Services offered in South Africa are found in TVET colleges, Higher Education and Training Institutions (HEI's), Public

Employment Services, Sector Education and Training Authorities (SETA's), Statutory bodies, Non-Governmental Services, Private Services, and schools. This study is primarily concerned with career education in schools. Sefotho (2017) asserts that there is still great confusion in South Africa regarding the area of emphasis. Universities emphasise Career Counselling, while social context emphasises Career Guidance and national policy emphasises career Development.

Sefotho (2017) proposes a new vision in the provisioning of Career Guidance in South Africa, a vision of the restoration of social justice. Jonck and Swanepoel (2016) see LO as aiming at contributing towards promoting social justice within the South African context. Sefotho (2017) believes that the new vision should have as its starting point the combating of fragmentation in the field of Career Guidance provisioning.

Studies have yielded suggestions about the quality of career education that schools ought to deliver and how that quality can come about. Dabula and Makura (2013) schools must adopt a developmental approach tailoring the content of Career Education and Guidance to the learners' developmental stages. This study is benchmarked on Super's developmental stage of exploration which has as its crystallisation as its developmental task. Crystallisation has to do with the formulation of a career goal and the adoption of a career plan (Zunker, 2006). Jonck and Swanepoel (2016) suggest that career education should attempt to address issues of globalisation and the emergence of innovative careers based on specific skill sets by emphasising the preparation of learners for an environment categorised by a change in which knowledge and skills differ considerably from the past. Modiba (2017) observes that 21st-century learners are preoccupied with careers that would place them on the spotlight, such as models, Disc Jockeys (DJ's), musicians, actors and actresses.

As part of curriculum restructuring in South Africa, the Department of Education attempted to address the lack of Career Guidance for all the learners by incorporating Career Education in subject LO in both the General Education and Training (GET) and Further Education and Training (FET) bands. The career education component of Lo is called

'Careers and Career Choices' (DoE, 2011). Table 2.1 below presents the topics that are covered in 'Careers and Career Choices' per grade in the FET phase (grades 10 to 12) (DoE, 2011)

Table 2.1: Overview of ‘Career and Career Choices’ topics

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Subjects, career fields and study choices: decision-making. • Socio-economic factors • Diversity of jobs • Opportunities within career fields • Trends and demands in the job market. • The need for lifelong learning 	<ul style="list-style-type: none"> • Requirements for admission to higher education institutions. • Options for financial assistance for further education. • Competencies abilities and ethics required for a career • Personal expectations in relation to a job or career interest. • Knowledge about self in relation to the demands of the world of work and socio-economic conditions. 	<ul style="list-style-type: none"> • Commitment to a decision taken: locate appropriate work or study opportunities in various sources. • Reasons for and impact of unemployment and innovative solutions to counteract unemployment. • Core elements of a job contract. • Refinement of a portfolio of plans for life after school.

Life Orientation educators, therefore, are the sole statutory custodians of career education delivery in schools. Modiba (2017) posits that LO educators have the opportunity to impart career

Knowledge, guide, and also empower learners with knowledge and skills that may prepare them to make decisions about life after grade 12. Career Guidance ought to be designed and implemented to meet the needs of the learners and society (Dabula & Makura, 2013). The needs of the learners and society in relation to Career Guidance have evolved. Hughes, Law and Meijers, (2017) advise that whereas the 20th-century emphasis was on training well-socialised citizens and well-trained employees in the 21st century is

focused on active citizenship and adaptability to changing circumstances. Prerequisites for the 21st century are self-awareness and self-directedness of learners. This calls for paradigm shift in career education provisioning.

In the context of South Africa paradigm shift in career education delivery seems insurmountable in the light of widespread dissatisfaction with the calibre of LO educators. Modiba (2017) asserts that the Career Guidance Service is generally presented by educators who are distanced from the labour market and thus are not sufficiently knowledgeable to offer adequate career education that would reflect the changing trends in the labour market. The LO educators' lack of skills is aptly demonstrated by a participant in Modiba (2017) who admitted to having been provided with a career resource pack at a workshop but has kept it for two years without using it. The majority of the other studies (Dabula & Makura, 2013; Jonck & Swanepoel, 2015; Maila & Ross, 2018; Ngobese, 2018; Sefora, 2016) reviewed by the researcher cite skills and knowledge deficiency on the part of LO educators as a factor impeding effective delivery of career education. Educator participants themselves in Modiba (2017) cited feelings of incompetence and insufficient training as their negative experiences in their delivery of Career Guidance.

Outside of the classroom and away from LO learners did receive some career development support in the form of such activities as career exhibitions, career days/weeks, career conferences, job shadowing, information interviews, and volunteer work (Modiba, 2017). Sefotho (2017) submits that career exhibitions are beneficial to less-resourced learners who come from areas where there is insufficient media coverage as well as the internet and radio. Career exhibitions are used as the platform for sharing information directly with students. Modiba, (2017) laments, though, that learners regard career exhibitions and open days as outings, a chance to meet new people and have fun and thus the critical objective of the activity is lost. He further associates this learner behaviour in career fairs to the distribution of free marketing material in exhibitions and the failure of LO educators to prepare the learners for these activities and to accompany them to all the exhibition stalls. A participant in Modiba (2017) complained

that career exhibitions seemed to favour only Mathematics and Science grade, 12 learners.

The out-of-the-classroom career development activities for learners seem to be an international norm. In Malaysia, schools organise career fairs, career talks, career counselling, and career information dissemination days. These enhance learners' understanding of their career options and thus more explicit career decision-making (Talib *et al*, 2015). The difference is that Malaysian schools do this on their own whereas in South Africa career development support programmes are organised mainly by the District offices (Modiba, 2017). The apparent independence of Malaysian schools in this regard could be ascribed to the existence of counselling units in schools (Talib, *et al*, 2015).

Despite all the efforts to provide Career Education in South Africa, Jonck and Swanepoel (2016) still question the extent to which Career Education provisioning results to learners are feeling confident with their subjects and future career choices and whether these choices are adaptable to the ever-changing needs of the labour market. Sefotho argues that South Africa is the most diverse country in the world, but the development of Career Guidance Services is scarce. Modiba (2017) asserts that Career Guidance is still not considered to be a valuable subject for high school learners in South Africa. Like in China (Liu, 2014), the emphasis and pressure is on academic performance and the production of good matric passes and less on the holistic development of the learner (Modiba, 2017)

The shortage of resources for Career Education delivery has been identified by many studies (Jonck & Swanepoel, 2016; Modiba, 2017; Ngobese, 2018; Stead, 2005) as a challenge. On the human resource Sefotho (2017) found that most previously disadvantaged schools did not have teachers trained to provide Counselling Services nor were there psychologists in such schools. Modiba also found that participants cited shortages of resources of teaching 'Careers and Career Choice's. Even LO textbooks were in short supply.

2.1.6. Implications of career choice and development theories for career education provisioning

Career development theories provide insights into what is believed to be true about the process of career choice and development. They provide the foundation for career education research and practice (Zunker, 2006). In this subsection, therefore, an attempt is made to trace the origins of some of these theories. A select a group of theories will be discussed. The discussion will include underlying assumptions, key terms and most important implications for career education provisioning.

2.1.7. The origin of career choice and development theories

Right from the fifteenth century, there had always been efforts to assist people in choosing careers. Books on Career Guidance, choice and development were written, but all those were not based on a particular theory (Brown, 2002). It was only in 1908 that Frank Parsons came up with the first conceptual framework that helped shape the Career Guidance programmes up to today (Brown, 2002). His three-step formula theorised that career choice and development is accomplished by first understanding the individual; second by surveying the occupations; and finally, by matching the individual with the occupations (Zunker, 2002). This marked the beginning of a group of theories called Trait-and Factor theories whose central tenet is matching the individual with a career.

These theories dominated the career choice and development world and went unchallenged until 1942 when Carl Rogers tried to question the directive nature of the Trait-and-Factor theories. He advocated a client centred approach. This approach did not gain much support and did not manage to unseat the trait and factor school of thought (Brown, 2002).

In 1951 Ginsberg, Ginsburg, Axelrad and Herma came up with a theory that made a significant attempt to challenge the trait-and-factor theory (Brown, 2002). Their theory posited that career development is a lifelong developmental process. Career choices are characterised by compromise and once made are for the most part irreversible. This

theory stimulated much research but had little impact on the practice which remained loyal to the trait-and factor theory (Herr, 2002).

In 1953 Donald Super published his self-concept theory in which he advocated that career choice and development is an expression of the self-concept (Zunker, 2002). He theorised that individuals implement their self- concepts into careers that will provide the most efficient means of self-expression (Zunker, 2002). This theory has a significant impact on career development thinking, research and practice (Sefora, 2016).

Another dominant theory came up in 1959 with John Holland. His theory of typology was the extension of the trait and factor theory model (Brown, 2002). The main thrust of Holland's theory is that individuals are attracted to a given career because of their particular modal personal styles. Each modal personality style has a similar occupational environment to which it is attracted (Zunker, 2002). This theory has undergone numerous improvements and has played a major role in shaping research and practice (Brown, 2002).

Some other theories with varying degrees of impact on research and practice were crafted. The ones discussed above were more dominant and enduring. They have helped shape Career Guidance and programs including Career Guidance and counselling (Brown, 2002).

There has however been a criticism levelled against these theories in so far as their applicability in the South African context is concerned. There is a strong sentiment in the literature that these theories are influenced by Western individualistic values (Sefotho, 2017; Stead & Watson in Stead, 2005). Bholanath (2007) asserts that these theories seem to be based on the understanding that an individual is a free and autonomous agent.

African value systems, on the other hand, see personhood as embedded in one's family and community. Everything that one does and is should promote a harmonious relationship between oneself and community. Career choice and development therefore among Africans is influenced by the desire of these responsibilities. This is demonstrated

by the tendency among many Africans to choose investigative and social careers. The social usefulness of these careers is easy to explain (Bholanath, 2007).

Career education provisioning, therefore, in South Africa should take into account these African values. Career choice and development should be seen in the context of the circumstances and the conditions under which the majority of the South African children grow. The social, economic and cultural conditions that shape the future of the African child should be considered in designing Career Guidance programmes. Bholanath (2007), argues that career information that is delivered to learners should not only cater for the children of the middle class but should also exhibit core occupations and career paths that are reachable even by the most disadvantaged learners from deep rural areas and informal settlements.

Socio-economic conditions in South Africa force people to get into occupations by default and convenience. With the unemployment rate at 27.1% generally and 54.50% among the youth (Statistics South Africa, 2017), people have less chance to choose occupations freely. It is, therefore, not uncommon these days to find people stuck in occupations they would not have chosen had the economic situation been different.

2.1.8. Trait-and-Factor Theory

Frank Parson's theory of 1909 states that career guidance, "means matching the individual's traits with requirements of specific occupations subsequently solving the career-search problem" (Zunker, 2006). It is a three-step model where Parsons says vocational guidance is accomplished first by studying the individual, second by surveying occupations and finally by matching the individual with occupations.

Traits refer to characteristics which are typical of the individual, relatively stable over time, consistent in situations and which provide a basis for measuring, describing and predicting behaviour (Schreuder & Theron, 1997). Factor, on the other hand, refers to the characteristics of the work environment (Herr, 2002). This theory, therefore, advocates that a successful career choice subject begins with the matching of the individual's traits

with the requirements of a particular occupation. The assumption is that this link leads to job satisfaction and productivity.

The traits that have been found to be reasonably measurable and consistent are mental abilities, personality, interests and values (Schreuder & Theron, 1997)

The basic premises of this theory as seen by Schreuder and Theron (1997) are as follows:

- Career choice varies because individuals vary with regards to traits
- Each individual has a unique pattern of traits and strives to identify them and utilize them in work.
- The individual's traits can be reliably and validly measured by psychological tests.
- Occupations differ with regards to traits required from the individual.
- The correlation between individual traits and job requirements can be determined by means of test batteries.
- Career choice is a function of agreement between the individual and the job and the more agreement there is, the more likely productivity, and satisfaction in a given occupation can be predicted for a given individual.

It is, presumably, the above understanding of this theory that has informed the inclusion of the topic in the subject Life Orientation, grades 10 to 12, which says 'Self-knowledge in relation to subjects, career fields, study choices, demands of the world of work and socio-economic conditions' (Department of Education, 2011). Owing to the capacity and skills limitations on the part of Life Orientation educators and lack of resources in public schools, it is hard to believe that schools are doing justice to this topic. For self-knowledge assessment tools, schools rely on the Central applications office, the National Youth Development Agency and PACE career centre. The use of these tools is voluntary and is not enforced by the Department of Education (Sefora, 2016).

2.1.9. Holland's Theory of Personalities

This theory stems from the belief by John Holland that individuals are attracted to a given career because of their particular personalities. It advocates that career choice is an expression of personality into the world of work. According to this theory, career choice is determined by a comparison of self with the perceptions of an occupation and subsequent acceptance (Zunker, 2006).

Another key term in this theory is modal personal orientation. This term refers to the congruence of one's view of self with occupational preference. Holland says that one chooses a career to satisfy one's modal personal orientation. For every modal personal orientation, there is a corresponding modal occupational environment. This theory then says individuals are attracted to modal occupational environments that satisfy their corresponding modal personal orientation needs (Zunker, 2006).

This theory then operates from four basic assumptions:

- In our culture, most persons can be categorised as one of six types: Realistic, Investigative, Artistic, Social, Enterprising or Conventional.
- There are six modal environments: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.
- People search for environments that will let them exercise their skills and abilities, express their attitudes and values and take agreeable problems and roles.
- Behaviour is determined by an interaction between personality and environment.

The theory emphasises congruence which occurs when an individual's personality type matches the environment (Brown, 2002). Congruence leads to job satisfaction, career stability and good performance (Jonck & Swanepoel, 2016). Like the trait-and-factor school of thought, this theory also emphasises the accuracy of self-knowledge and career information necessary for career decision making. Jonck & Swanepoel (2016) though, question the applicability of this theory in the postmodern work environment which is no longer standardised and predictable.

The trait-and-factor-theory has led to the development of some assessment tools used to measure and describe personal attributes (Jonck & Swanepoel, 2016). Zunker (2006) adds that this theory has had and will continue to exert tremendous influence on career development research and procedures. Brown (2002) confirms this by arguing that this theory has been applied to the construction and interpretation of interest inventories, to the organisation and classification of occupational information in libraries to the construction of self-help materials, books and computer programmes. Inventories and diagnostic measures associated with this theory include Self-Directed Search, The vocational preference Inventory, My Vocational Situation, the VI Scale, the Position Classification Inventory, The Career Attitudes and Strategies Inventory (Brown, 2002).

Most of these tools are not immediately available to the majority of learners as they are mostly administered by qualified and registered professionals. Coetzee & Esterhuizen in Jonck & Swanepoel (2016) argue that the unequal distribution of resources in South African schools due to apartheid past contributes to the non-availability of these resources in public schools. The Department of Education recently purchased and distributed to schools' career information wall posters with occupations arranged in line with this theory. The first research question of this study sought to ascertain the career education provisioning mechanisms of the Department of Education and schools including the provisioning of resources.

2.1.10. A social learning approach

This approach represents a range of career development theories whose primary concern is a variety of variables that affect career choice and maintenance over the life span. These variables include social conditioning, social position and life events (Zunker, 2006). Exponents of note in this approach are J.D. Krumboltz, A.M. Mitchell and G.B. Jones (Tolbert, 1980). According to this approach, there are four main determinants in the career decision making process. These are genetic endowments and special abilities,

environmental conditioning, and events, learning experiences and task approach skills (Zunker, 2006)

Special abilities include inherited aptitudes which through environmental influences may become occupational skills such as intelligence, artistic ability, musical ability, and muscular coordination to mention some. Environmental factors include social, cultural, political and economic factors that influence career decision (Schreuder & Theron, 1997).

There are three types of learning experiences that affect career decision making. These are instrumental learning, associative learning and vicarious learning (Schreuder & Theron, 1997). Zunker (2006) describes instrumental learning experiences as those the individual learns through reactions to consequences, through direct observable results of actions and the reactions of others.

The associative learning experiences involve classical conditioning. It usually occurs when a neutral stimulus is associated with a particular stimulus and thereby acquires the same connotation that the particular stimulus has, for example, associating medical doctors with rich people and then developing an interest in medicine and then later realise that doctors are associated with the darker side of human life such as sickness and death and then losing the interest in medicine (Schreuder & Theron, 1997).

Vicarious learning occurs when an individual directly observes real life or fictitious occupational models (Schreuder & Theron, 1997). Observing a teacher, farmer, an engineer or a movie character may induce vicarious learning which may attract or scare the individual from those occupations. According to Tolbert (1980), these four factors interact and produce three kinds of influences. These are self-observation generalisations, world view generalisations and task approach skills.

Self-observation generalisations refer to the individual's perception of themselves regarding their self-efficacy. World view generalisations refer to the individual's observations in certain environments that they generalise as applicable to other

environments. Task approach skills refer to any skills or abilities that are used to cope with the environment. These skills include information seeking, setting goals, and generating alternatives (Tolbert, 1980). This approach has direct implications for career education provisioning in schools. Instrumental learning, for example, can be facilitated by the educators acknowledging and reacting positively to the child's achievements and in particular success in career development milestones. Career education at the school level should have a system of tracking and accounting for the learner's progress in the career development journey.

The career education system should provide and cause learners to seek as much occupational information as possible in order to facilitate and control associative learning. Sefora (2016) found that there were grade 10 learners who chose subjects due to pressure from their parents, lack of variety of subjects at school, or pressure from friends to take any subjects. Apart from the satisfying aspects of the occupations, learners should also know about the difficult aspects, the fundamental interests and skills, requisite school subjects and basic occupational entry requirements (Stead, 2005). The system should also afford learners an opportunity to interact with career people in order to facilitate vicarious learning.

2.1.11. Developmental approach

Developmental theories view career development as a lifelong process that is very inclusive (Zunker, 2006). They suggest that individuals make changes during developmental stages and adapt to changing life roles (Zunker, 2006). For purposes of this review and study, two theories are going to be considered under this group. Those are theories by Ginsburg and Associates and Donald Super.

2.1.11.1. Ginsberg, Ginsburg and Herman's developmental theory

Their theory propositions as outlined, in Schreuder and Theron (1997) were as follows:

- Career choice is a developmental process that takes place in three stages, that is Fantasy, Tentative and realistic. This process occurs throughout the life span.
- Career decisions taken earlier in life can always be reversed and changed depending on the strategy that the individual employs to implement the change.
- The individual continues to strive for optimisation. Optimisation refers to career choice as a process in which the individual seeks the best fit between desires and goals and the opportunities and restraints of the work sphere.

2.1.11.2. Super's Life-Span, Life-Space theory

Super viewed career development as a lifelong activity unfolding in a series of five major career developmental stages, namely: Growth, Exploratory, Establishment, Maintenance, and Decline (Zunker, 2006). These stages are like milestones in an individual's career development journey (Brown, 2002). Super theorised that these stages are determined by the individual's parents' socio-economic level, personality traits, and opportunities to which they are exposed (Talib, *et al*, (2015). Super's developmental stages, as shown in table 2.2 below, are demarcated with age bounds and task markers (Isaacson, 1986).

Table 2.2: Super's Vocational Developmental stages

No.	Vocational Developmental Stages	Ages	General Characteristics
1	Growth	Birth to 14 or 15	Development of capacity, attitudes, interests, and needs associated with self-concepts.
2	Exploratory	15 to 24	Tentative phase in which choices are narrowed but not finalised.
3	Establishment	25 to 44	Trial and stabilisation through work experiences
4	Maintenance	45 - 64	Continual adjustment process to improve working position and situation.
5	Decline	65+	Preretirement considerations, reduced work output, and eventual retirement

Source: Modified from Zunker (2006)

Super viewed these stages and transitions, as shown in table 2.2 above, as flexible and not occurring in an ordered sequence. He postulated that a person could recycle through one or more stages, for example, a person who experiences disestablishment in a particular job may undergo new growth and become ready to change careers. He called that mini cycling within the maxicircle (Zunker, 2006). This means that Super's vocational developmental stages are not limited to particular ages but can occur throughout the life span of an individual. Adolescents do experience decline and people in late adulthood do also experience growth. Part of the focus of this study on grade 12 learners who, according to table 2.3 below could be categorized as adolescents. The table shows that these learners could be experiencing all the five stages. Career education should recognize that and assist them in accomplishing these stages. Table 2.3 below shows the cycling and recycling of developmental stages through the lifespan.

Table 2.3: Super's Cycling and recycling of Developmental Stages through the Life-Span

No.	Life Stage	Ages			
		Adolescence 14 - 25	Early Adulthood 25 - 45	Middle adulthood 45 - 65	Late adulthood Over 65
1	Decline	Giving less time to hobbies	Reducing sports participation	Focusing on essential activities	Reducing working hours
2	Maintenance	Verifying current occupational choice	Making occupational position secure	Holding own against the competition	Keeping up what is still enjoyed
3	Establishment	Getting started in a chosen field	Settling down in a permanent position	Developing new skills	Doing things, one has always wanted to do
4	Exploration	Learning more about more opportunities	Finding an opportunity to do desired work	Identifying new problems to work on	Finding a good retirement spot
5	Growth	Developing a realistic self-concept	Learning to relate to others	Accepting one's limitations	Developing non-occupational roles.

Source: Modified from Zunker (2006)

The career developmental stages have corresponding developmental tasks. The developmental tasks, as shown in table 2.4 below, depict changes that people go through as they become career mature (Talib, *et al*, 2015).

Table 2.4: Super's Career Developmental tasks

No	Career Developmental tasks	Ages	General characteristics
1	Crystallisation	14 - 18	A cognitive process period of formulating a general career goal through awareness of resources, contingencies, interests, values, and planning for the preferred occupation
2	Specification	18 - 21	A period of moving from tentative career preferences toward a specific vocational preference.
3	Implementation	21 - 24	A period of completing training for career preference and entering employment.
4	Stabilisation	24 - 35	A period of confirming a preferred career by actual work experience and use of talents to demonstrate career choice as an appropriate one.
5	Consolidation	35+	A period of establishment in a career by advancement, status, and seniority.

Source: Modified form Zunker (2006)

The focus of this study is on the developmental task of crystallisation, as shown on table 2.3 above. This task is a “cognitive process period of formulating a general vocational goal through awareness of resources, contingencies, interests, values and planning for the preferred occupation” (Zunker, 2006, p.54). Crystallisation could also be viewed as the process by which clarity and certainty of a person's career self-concept develop (Barret & Tinsley, 1977). The career self—the concept is the subset of self-beliefs about career relevant attributes such as personality characteristics, abilities and types of jobs that would be satisfying (Talib, *et al*, 2015). Clarity generally precedes certainty. Brett and

Tinsley (1977) submit that the young child's career self-concept is tentative until additional life experience allows the child to develop certainty. The additional life experience in the case of this study is career education provided in schools. The elements of the career self-concept are interests, values, abilities, and personality (Brown, 2002).

The process of the development of the career self-concept involves the alternate expansion and narrowing of the range of career options under consideration, narrowing of the range of options by establishing priorities and eliminating less desirable alternatives, process going back and forth until some consolidation is desirable, assimilation of the new information, exhaustion of the opportunities for new learning, Stronger establishment of priorities, and the crystallisation of the career self-concept. The result of the process of crystallisation is more unambiguous self-understanding, confidence that a set of prioritised values will remain stable over time, and understanding of the world of work and implications of that knowledge for personal behaviour (Brett & Tinsley, 1977). Figure 2.1 below presents a summarised version of the process of crystallisation.

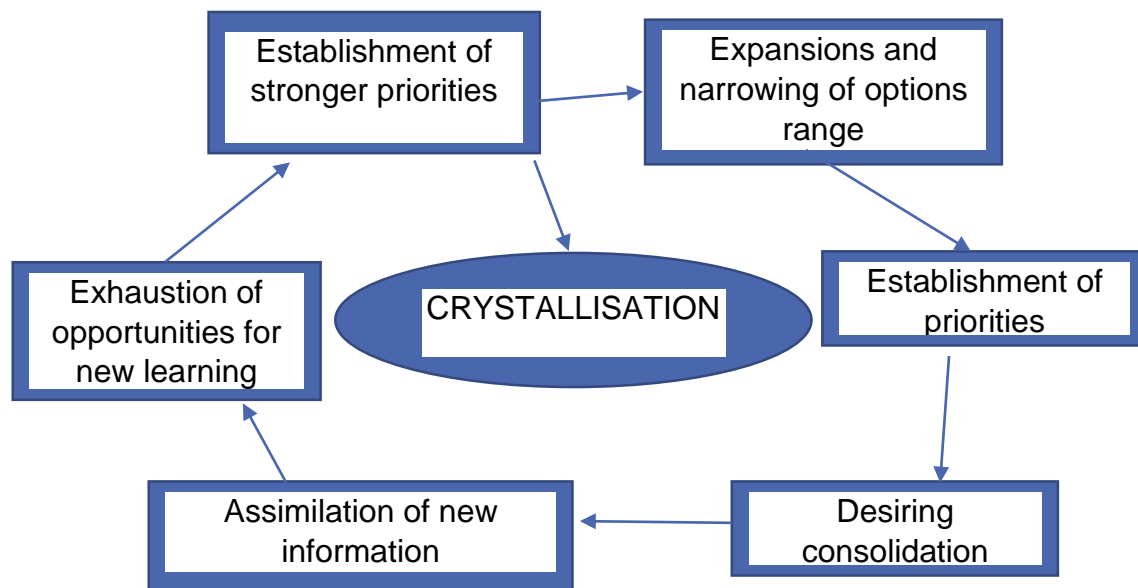


Figure 2.1: Summary of Super's crystallisation process

Crystallisation is essential for effective career decision-making. Well crystallised learners are much better able to differentiate between career alternatives that are and are not suitable for them. Lack of a well-crystallised career self-concept causes a variety of career difficulties which sometimes culminate in chronic career indecision (Brett & Tinsley, 1977). Learners should be assisted through interventions and programmes to accomplish crystallisation (Singh, 2016). The main thrust of this study is to establish whether the officials of the Department of education, the educators, principals and learners themselves think that the career education provided in schools does help the learners to accomplish crystallisation. Super believed that the completion of these developmental tasks is an indication of career maturity (Zunker, 2006). The study, therefore, seeks to establish if the mentioned role players perceive career education in schools as sufficient and effective in enhancing career maturity. In South Africa, the school readiness age is six years (DoE, 2001). Super's crystallisation years of 14 – 18, therefore, fall within the grades 8 to 12 schooling years. This means the crystallisation process according to Super's theory starts at grade 8 and should be completed at grade 12 hence the focus of the study on grade 12 learners.

2.2. The present world of work and implications for career education and guidance

Part of the function of Career Guidance is to enhance labour absorption through guiding the learners to pursue skills that are most needed by the economy. SAQA (2012) argues that Career Guidance and counselling, based on sound information, play a pivotal role in ensuring a match between labour demand and supply and ultimately increasing labour absorption. This then emphasises the need for all career development practitioners, at all levels, to keep up to date with the latest trends in the labour market. In the case of schools' career development practitioners are Life Orientation educators (DHET, 2015).

A scan of the labour market information-rich sites and literature (Department of Labour (DoL), 2015; SAQA, 2012) reveal that labour market trends change from time to time. These changes are influenced by the economy and also the legacy of apartheid in South Africa. Literature (DoL, 2015) reveals that the youth and women are still the highest in

unemployment figures, male employees still outnumber female employees in almost all occupations except in the domestic, technicians and clerk occupations. These trends should influence the career education delivery in the classroom. Career education should influence female learners to pursue careers that will enhance their employability and absorption. Statistics (DoL, 2015) also show that women are still poor, working for few hours, not so many in top management occupations and working in the industries that are paying lower salaries compared to their male counterparts. Career Guidance should improve this situation.

Another glaring trend is the issue of unemployed graduates. In the 2014/15 financial year, 16.2% of the unemployed people had tertiary qualifications. The Department of labour (DoL) (2015) attributes this to the relevance of their qualifications. The problem of the skills mismatch is still rife in South Africa (DoL, 2015), hence the identification by the Department of labour of the “need to strengthen the links between education providers, employers and employment services to better match work needs and the training of young people” (Department of labour, 2015: p.7). SAQA (2012, p.20) has also criticised the education system for “not delivering the skills needed by the labour market”. Watts (2009) asserts that Career Guidance should prioritise human capacity development in the area of limited skills.

Statistics South Africa (2016) reveals that the increase in employment was recorded in five industries. Those are construction, finance, trade, agriculture and transport. A decline in employment in the same period was recorded in four industries, and those are mining, manufacturing, utilities and services. Career development practitioners should be able to identify the factors influencing these labour market trends in order to determine the likely duration and sustainability thereof. The increase of employment industry could be influenced by the National Development Plan 2030 goal of infrastructure development (National Planning Commission, n.d.). That trend is likely to be sustained well into 2030. Acquiring skills and pursuing careers relevant to this industry could enhance labour absorption and reduce unemployment which is said to be at 27.1 and in the last quarter of 2015/16 (DoL, 2016).

Rising unemployment, especially in the formal sector of the economy, has driven a lot of employment seekers to the informal sector hence the growth there in the third quarter of 2016/17 (DoL, 2016). There is a belief that this sector gives people the opportunity to develop entrepreneurial activities and skills (Statistics South Africa, 2016). The reality of the matter, according to Statistics South Africa (2016), is that employment in the informal sector consists merely of survivalist activities which do not constitute employment in the real sense of the world, therefore, while it is an option for hopeless job seekers, it should not be promoted as a sustainable option for young career planners who still have the opportunity to pursue rewarding skills that could enhance their absorbability in the formal economy. Entrepreneurship should be promoted if it is going to be in the formal sector.

According to the National Planning Commission (2011), 40% of the South African population is rural. It is imperative that government plans and develops the rural economy in order to minimise the migration of rural people to the cities in search of livelihood (National Planning Commission, 2011). The development of such strategies as the New Growth Path, the Job Fund, the Rural Development Strategy and the National Skills Development Strategy is a government's response to this imperative (SAQA, 2012). It is most likely that these strategies have seen the reported growth in employment in the Agricultural industry (Statistics South Africa, 2016). This trend is likely to linger long and should inform the content of career education.

Statistics South Africa (2016) reports that in the third quarter of 2016/17 the White and Indian /Asian groups still dominated in skilled occupations. This is the legacy of apartheid which career education needs to turn around. These population groups attend better-resourced schools and probably receive Career Guidance that channels them into occupations with skills that are needed by the economy (Sefotho, 2017). The most critical resource is an appropriately skilled career development practitioner (DHET, 2015). Career Guidance provisioning policies should place a strong emphasis on the skilling of career development practitioners.

It is probably for the above-mentioned reason that the Department of Higher Education and Training (DHET) has developed the competency framework for the Career Development Practitioners in South Africa (DHET, 2015). This framework defines the profession of career development practitioners, its core skills and knowledge base. The framework also identifies specialisations within the field that are relevant to Career Development Practitioners who work in particular settings or with specific client groups. This framework is also a precursor to the development of training courses and qualifications for the field as there is no registered qualification for the Career Development Practitioners (DHET, 2015). All of this will lead to the professionalisation of the field of career development and thus the quality of career development services (SAQA, 2012). Proper quality Career Guidance could improve the labour force calibre and thus absorption.

Labour absorption is also determined by the amount of flexibility an individual can afford in the market (DoL, 2015). SAQA (2009) asserts that organisations are less willing to make long term commitments to individuals unless it is in exchange for flexibility about roles and tasks the individual will perform. Security lies not in employment but employability (SAQA, 2012). Individuals who want to maintain their employability have to be willing to learn new skills regularly. As the economy develops and changes so do the industries (SAQA, 2012). The new changes and technological advancements require new skills (Statistics South Africa, 2016). According to the DoL (2015) employees have to learn new skills quickly or be laid off. Retrenching people sometimes come at a massive cost for organisations (DoL, 2015). This has given rise to the phenomenon of fixed-term contracts. Fixed-term contracts enable the organisations to easily get rid of the employees who do not match the needs of the time.

It is for the above reason that WATTS (2009) has called for the term 'career' to be described as an individual's lifelong progression in learning and work. A career should, therefore, not be seen as a once-in-a-lifetime choice but rather as an ongoing attempt by an individual to learn and to progress (Watts, 2009). Learning should include informal learning as well, and progression should include lateral movement as well (Watts, 2009).

2.3. Models of career education provisioning in South Africa

Career education and development services in South Africa are distributed across various sectors under different ministries and jurisdictions (SAQA in Sefora 2016). They are offered at higher education and training institutions (universities and, universities of technology and Technical Vocational Education and Training colleges), public employment services, SETA's, statutory bodies, non-governmental services and most importantly schools (SAQA, 2012).

These sectors employ different models of career education provisioning and delivery, depending on the availability of resources and the ethos in that institution (SAQA, 2012). According to Sefora (2016), it is not uncommon that one organisation employs a combination of models. On the main, in South Africa, there are five career education provisioning and delivery models. These are the career centre model, industry-based model, the career event model, the ICT or virtual based model, the career centre model and most importantly the curriculum-based model (Arulmani, Bakshi, Leong, & Watts, 2014).

The career centre model refers to a practice where a unit or space is established and, in some cases, dedicated personnel is employed and trained to deliver Career Guidance and information related services (Arulmani, *et al*, 2014). Individuals are required to go to these centres to avail themselves for the service (Supreeth & Aravind, 2015). In India, Career centres are manned by career development experts with proper Career Guidance teaching and learning material (Supreeth & Aravind, 2015). Entities that apply the career centre model are higher education institutions, the labour centres of the Department of Labour, National Youth Development Agency, the non-governmental organisations and public libraries. The scope and intensity of services offered at these centres differ from centre to centre (Arulmani, *et al*, 2014). Recently the KwaZulu-Natal Department of education in, collaboration with MIET Africa, in line with the policy of inclusive education (Department of Education, 2001) established the career centres in full-service schools. In King Cetshwayo District, which is the focus of this study, this project was delivered in five

full-service schools. This project was not a success due to lack of support from the local schools that were supposed to use the centres and the under-resourcing of these centres.

The industry-based model refers to the Career Guidance related activities of employers and private employment agencies Arulmani, *et al*, (2014). They employ this model in order to identify and attract skills relevant to their needs. The information provided usually relates to skills development opportunities, placement and career pathing. SETA's also prepare career guides or booklets (Arulmani, *et al*, 2014). These guides are predominantly distributed in schools and schools and training institutions. This model has an industry bias and is popular in industries that require limited skills and promote mainly numerate careers (Arulmani, *et al*, 2014). Individuals wanting to pursue careers in the arts, for example, do not benefit from this model (Arulmani, *et al*, 2014). Rapid changes in industries necessitate that information provided in various media frequently (Stead & Wats, 1999). It is possible, therefore, that individuals relying on this model for career information end up getting outdated information especially in the form of pamphlets and brochures.

The ICT model offers services through the internet, helplines, call centres, mobi-sites, social networking, CD's and DVD's (Arulmani, *et al*, 2014, Supreeth & Aravind, 2015). In India, they call this the virtual model (Supreeth & Aravind, 2015). This model has a wide reach, and it is cost effective (Arulmani, *et al*, 2014). Some of these services may, however, be accessible only to people who have access to computers and phones and who are functionally and computer literate (Arulmani, *et al*, 2014). A typical example of this model is the national career advice portal which is an initiative of the Department of Higher Education and Training and the South African Qualifications Authority (DHET, 2015).

The career event model refers to career information offerings that are brief where various role players converge in one venue and provide many career advice and information services to groups or individuals (Arulmani, *et al*, 2014, Supreeth & Aravind. 2015). Examples of these events are career exhibitions, career fairs, or career awareness days

and school visits by the representatives of higher education institutions. The scale ranges from large national events small local events (Sefotho, 2016). The success of career events as career education vehicles depends on the quality of the organisation by the organisers, the quality of information provided and the desire of the consumers to acquire information (Sefotho, 2016). In the study by Sefotho (2016) many respondents said that they had benefitted from the career fair.

The curriculum-based model refers to Career Guidance as part of the curriculum (DBE, 2011). In the South African context, career education is provided as part of a compulsory subject called Life Orientation in grades 7 to 12 (Arulmani, *et al*, 2014). The main advantage of this model is that it can reach large numbers of school learners as they move through the schooling system. It is in the school phase where the foundation for career development is laid (Arulmani, *et al*, 2014). This model is the primary driver of school career education in South Africa (SAQA, 2012). It is the only means by which authorities can account that learners do receive career education. According to Arulmani, *et al*, (2014) the main limitation of this model is that Life Orientation competes with other subjects for time, teachers and other resources such as computer and internet access. Within Life Orientation, career-related content competes with other components of the subject. This results in limited time allocation (DBE, 2011). The calibre of educators who get allocated Life Orientation in their duty loads is usually not the best in the school. Life orientation does not receive the respect that such subjects as Mathematics, Physical Science and Accounting, and others receive (Singh, 2016).

Literature (Hooley & Dodd, 2015) reveals that other countries that employ the curriculum-based model, such as the United Kingdom's Kent model, place more value on career education than does South Africa. In a study conducted by Hooley and Dodd (2015), 26 of the 33 schools surveyed revealed that they employ full-time career educators whose sole duty is career education in the school. Some have more than one career educators. There is no doubt that the same practice can enhance career education in South Africa.

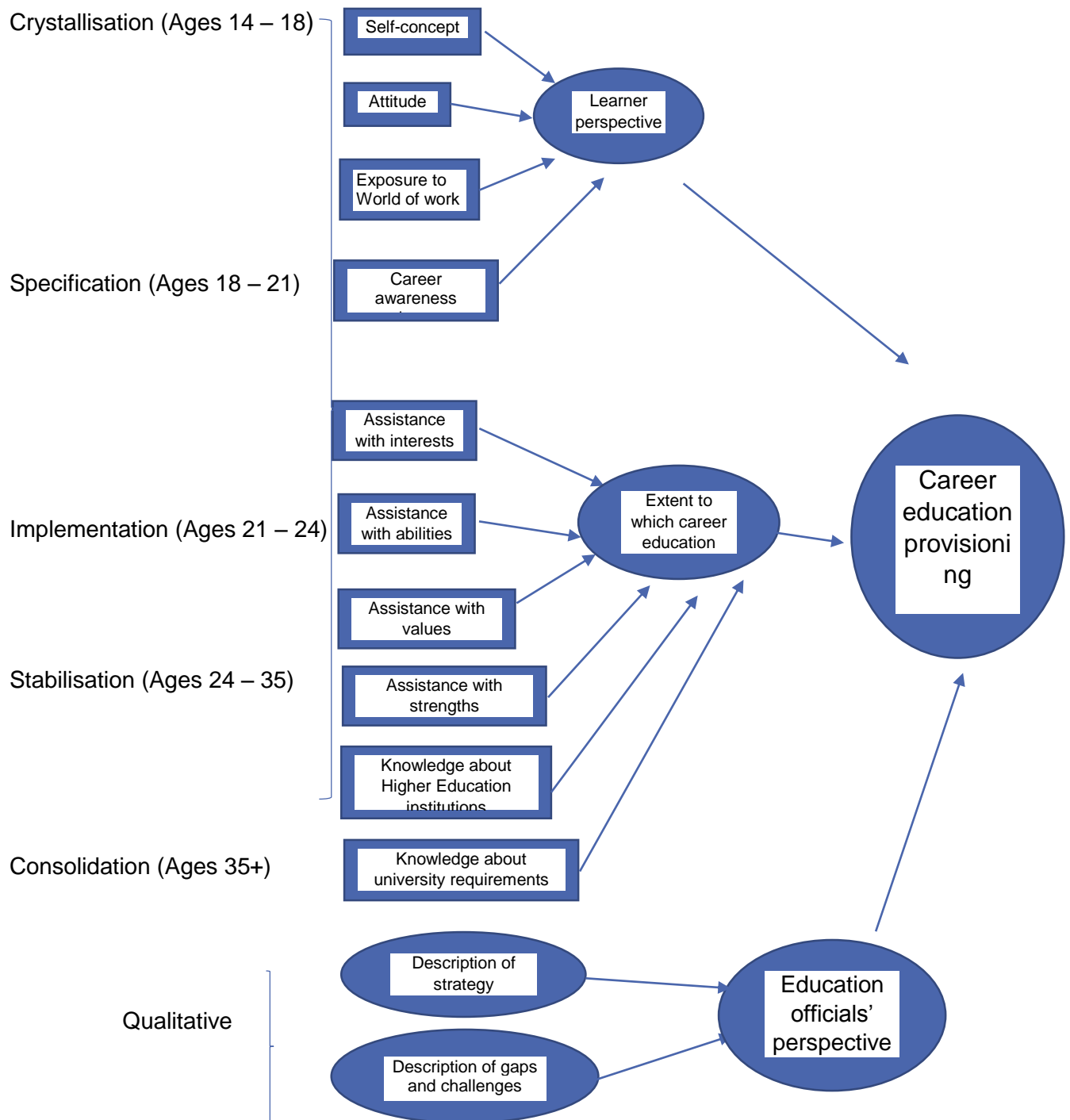


Figure 2.2: Model for this study showing how Super's Developmental tasks as elements of theory relate to the study variables.

2.4. Chapter Summary

This chapter was an attempt to place career education provisioning in perspective with regards to schools in South Africa. It also outlined theoretical foundations, the world of work and explored literature about the perceptions of education officials and learners. Figure 2.2 above is a model showing how Super's career developmental tasks, as elements of theory, relate to study variables. The next chapter reports on procedures and methods followed in participant selection and data collection.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This study aimed to solicit the Department of education's career education provisioning mechanisms, determine if the education officials, school principals, LO educators and learners thought that career education in schools met the career development needs of the learners, and to identify the gaps and challenges in career education provisioning. The research questions that the study sought to answer, therefore, were as follows:

- What does the Department of education do to enhance career education?
- Do learners and education officials think the career education provisioning in schools meets the career development needs of learners?
- What are the gaps and challenges in the current provisioning of career education in schools?

This chapter details the research methodology followed in the study. The following aspects are fully described with accompanying reasons for their choice as well as how these relate to the research questions: research design, research methods, sampling design, data collection methods, and data analysis methods. Issues of qualitative data reliability and quantitative data validity will also be discussed.

3.2. Research design

MacMillan and Schumacher (2010, p.20) describe research design as indicating “the general plan: how the research is set up, what happens to the subjects, and what methods of data collection are used”. This study follows a mixed methods design. The mixed method design uses a combination of qualitative and quantitative methods in a single study (Johnson & Christensen, 2012) to come to a better understanding of the research problem under investigation (Swain, 2017). The type of mixed method design followed was the convergent parallel design because both qualitative and quantitative data were collected and analysed almost at the same time and equal emphasis was given to each

method (MacMillan & Schumacher, 2010). Triangulation of the qualitative and quantitative data was affected through data comparison (Swain, 2017) at the results and findings discussion stage of the study. The data collection method for the qualitative phase of the study was the one-on-one interviews. The interview schedule is attached as annexure B to this report. Questionnaires were used to collect quantitative data. The questionnaire is attached as annexure A to this report.

3.3. Rationale for mixed methods design

The choice of the mixed method design was in line with the demands and the objectives of the study as embodied in the pragmatism philosophical worldview. According to Creswell (2012, p.537) “pragmatists believe philosophically in using procedures that work for a particular research problem under study and that one should use many methods when understanding a research problem” . A single method would not be able to produce the answers for all three research questions as stated in 3.1 above. The first and the third research questions were qualitative and were answered with the data collected through the one-on-one interviews.

According to Swain (2017, p.205) sometimes “one form of data is insufficient by itself, and there is a need to bring together the strengths of both quantitative and qualitative approaches to answer the same broad research question”. This observation applied to the second research question. Perceptions from a sample of 200 grade 12 learners had to be solicited using a questionnaire. The interview schedule also had two closed-ended questions aimed at soliciting the perceptions of the participants on career education provisioning in schools. The mixed method design was, therefore, the best approach to answering all three research questions (MacMillan & Schumacher, 2010). By combining qualitative and quantitative data, the researcher managed to collect data from a wide range of participants and respondents, a reach which could not be achieved with a single method. This helped to conjure a complete picture of the perceptions by education stakeholders about career education provisioning. The two methods, therefore, complemented each other (Johnson & Christensen, 2012).

3.4. Sampling design

A multilevel concurrent mixed sampling design (Johnson & Christensen, 2012) was used to select samples from the different levels of the KwaZulu-Natal department of education and King Cetshwayo District in particular. Purposive sampling (Creswell, 2012) was used to select 10 participants for the qualitative component of the study. Respondents for the quantitative part of the study were selected through Stratified random sampling (Johnson & Christensen, 2012).

3.4.1. The setting

The setting of this study was the King Cetshwayo District of the KwaZulu-Natal Department of Education in the Northern coastal area of the province. It covers the area between Gingindlovu in the South and Black Umfolozi River in the north, the Indian Ocean on the East and Uthukela River on the West. Towns like Richards Bay, Empangeni, Eshowe Melmoth, and Nkandla form part of the District. At the time of conducting the study, it had 209 high schools spread throughout the District. The geographic location spread of high schools was as follows (KZN DoE, 2018):

- Urban/Multiracial = (4.3%) ($n = 9$)
- Peri-Urban = (7.2%) ($n = 15$)
- Township = (8.6%) ($n = 18$)
- Rural = (79.9%) ($n = 167$)

The vast majority (79.9%) of high schools, as can be seen above, were in rural areas, some deeper in rural areas than others. The sample of high schools in which participants were drawn for both the qualitative and the quantitative phases of the study was taken proportionately from all the above-mentioned categories of high schools. Figure 3.1 depicts the map of King Cetshwayo District.

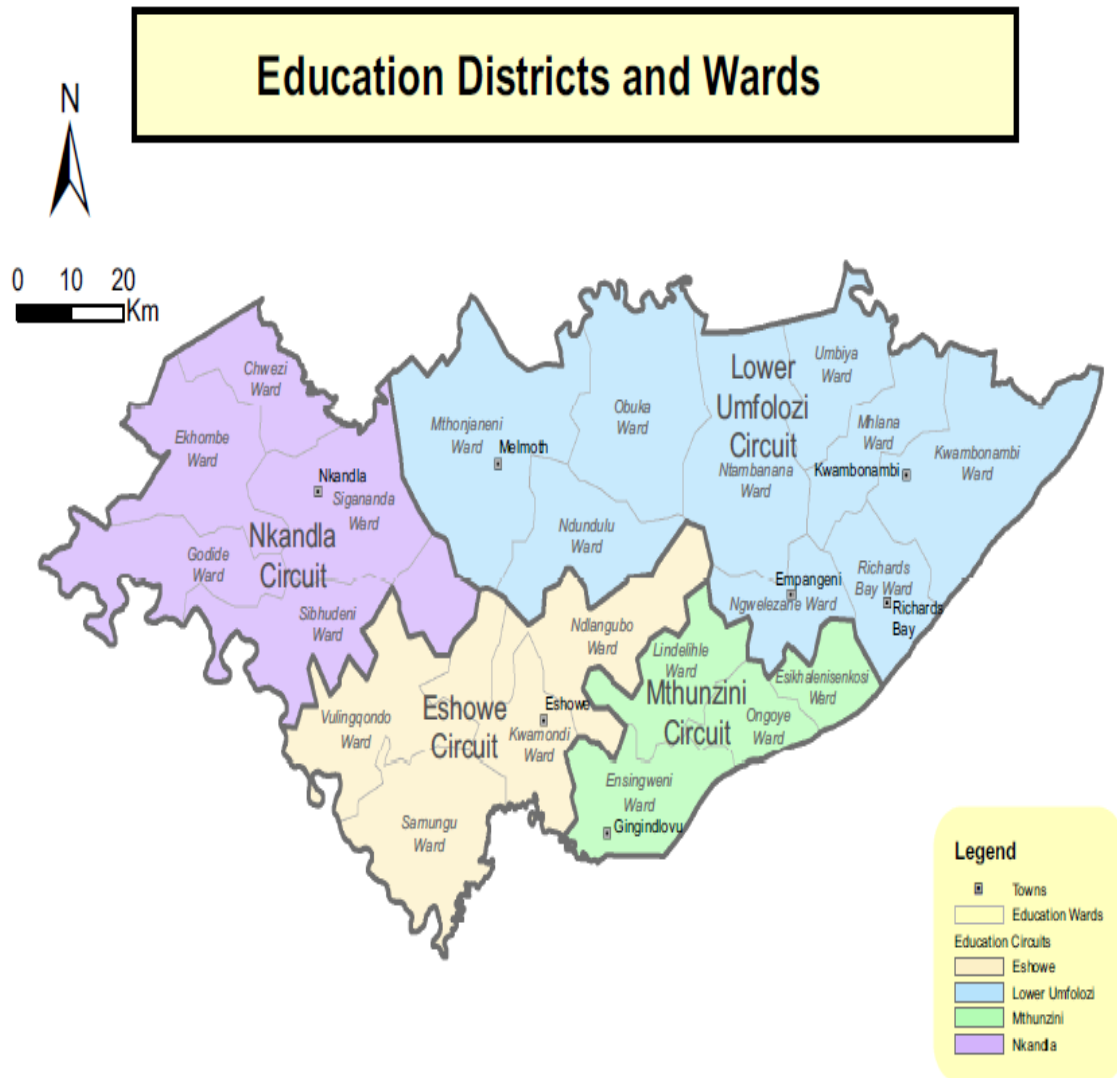


Figure 3.1: Map of King Cetshwayo District. (Source: Downloaded from Schoolmaps.co.za)

3.4.2. Selection of participants for the one-on-one interviews

The qualitative phase of the study had a sample size of 10 participants from 6 different sites. The first two sites and participants were purposefully (Johnson & Christensen, 2012) selected. These were the Provincial Career Guidance and Counselling Coordinator attached to the Career Guidance Sub-directorate at the provincial office of the KwaZulu-Natal Department of Education. The other one was the Chief Education Specialist (CES)

responsible for the Special Needs Education Services (SNES) Sub-directorate in the King Cetshwayo District of the KwaZulu-Natal Department of Education. The Provincial Career Guidance Coordinator was responsible mainly for the design, implementation and monitoring of the Career development support programmes in the province. She worked across 12 districts, one of which was King Cetshwayo district. By virtue of her position and exposure, she was expected to have superior knowledge in career development support programmes in the province. She was, therefore, deemed to be information rich (Creswell, 2012). She could articulate the provincial context of career education provisioning and would also contribute to the more in-depth understanding of the phenomenon of career education provisioning in the province, districts and ultimately the schools. One of the components falling under the SNES in the district was Career Guidance and Counselling. The CES was, therefore, also deemed to be informative rich and could articulate the district perspective of career education provisioning.

The 209 high schools in King Cetshwayo District were stratified according to their geographic locations (Johnson & Christensen, 2012) into urban/multiracial, peri-urban, township and rural schools. The urban schools were the ones in towns. They were multiracial. They offered English home language and IsiZulu first additional language. All of them were quintile 5 and were considered to be the best resourced among public schools. There were 9 of those schools in King Cetshwayo district.

Peri-urban schools were on the outskirts of the towns where mostly the towns interfaced with rural areas. They were characterised by rural-urban mix and informal settlements. The people in peri-urban areas worked in towns but did not afford to live in town. The communities around those schools were characterised by abject poverty and thus inability to pay school fees. These schools ended up struggling to maintain their infrastructure and other resources. Most of these schools were quintile 3. King Cetshwayo District had 15 of those schools.

Township schools were found in townships. They were mostly quintile four fee-paying schools. They were mostly overcrowded due to their perceived better-quality tuition. As a

result, the meagre resources that they had ended up being insufficient for large numbers of learners. They were 18 in King Cetshwayo District.

Rural schools were found in rural areas, some of them far deeper in rural areas than others. All of them were non-fee-paying quintile 1 and 2 schools. They were poorly resourced, some of them with under enrolment and not attractive to good educators. Tuition was perceived to be of inferior quality except a few isolated ones which were perceived to be offering high-quality tuition. The performance was measured by the matric pass rate. The ones that invariably achieved high matric pass rates attracted large enrolments and were thus overcrowded. The ones that regularly performed poorly in matric dwindled and some of them ended up being closed down. There were 167 rural high schools in King Cetshwayo district.

From each category, one school was selected through simple random selection (Creswell, 2012). A total of 4 high schools were selected. From each high school, the Principal and Senior Life Orientation educator were purposefully selected for the interviews. The senior Life Orientation Educator was the one teaching grade 12 and the most experienced in the school in Life Orientation teaching. Altogether there were 10 participants sampled for interviews selected from three levels of the KwaZulu-Natal Department of Education, that is, provincial, district, and school level.

3.4.3. Sampling procedures for questionnaire administration

The quantitative part of the study concentrated on 209 high schools in the King Cetshwayo district as the unit of analysis (Creswell, 2012). The target population was all the grade 12 learners in the district. In 2017 there was 22 264 grade 12 learners in King Cetshwayo District (KwaZulu-Natal Department of Education, 2018). The qualitative part of the study focused on education officials and educators. The researcher felt that the quantitative part of the study should project the learners' perspective. The grade 12 learners were targeted on the basis that they had stayed the longest in the system and were, therefore, in an excellent position to make better-informed perceptions about the

quality of career education the system made available to them. They could, therefore, supply the best information that the researcher could use to answer the research question. The research question that this part of the study would answer was: “Do the learners and education officials think the provisioning of career education in schools meets the career development needs of learners?”

Of the 209 high schools, 9.6% was sampled using stratified random sampling. Geographic locations were used to stratify the high schools into nine urban/multiracial, 15 peri-urban, 18 townships, and 167 rural high schools.

Under each subgroup systematic random sampling was used to select a small sample that would proportionately represent that subgroup. This approach was adopted in order to get the other types of schools represented in the sample (Creswell, 2012) because 79.9% of the high schools in the district were rural (KwaZulu-Natal Department of Education, 2018).

Through systematic random sampling, a sample of 20 schools was composed as follows: 2 urban/multiracial, three peri-urban, four townships, and 11 rural high schools. This was thought to be a balanced sample proportionately representative of all the types of high schools in the district. That would make it possible for the findings to be generalized to the entire population with a minimum sampling error (Johnson & Christensen, 2012).

In each of the 20 high schools, a sample of 10 grade 12 learners were selected systematically by dividing the number of grade 12 learners in each classroom the researcher wanted to select from that classroom. If, for example, the school had 5 grade 12 classrooms in each classroom the researcher would select two learners. If in the classroom there were 50 learners, 50 would be divided by 2, and every 25th learner would be selected. Altogether a sample of 200 grade 12 learners were selected.

3.5. Research sites

Both quantitative and qualitative data were collected in the field. Interview with the provincial Career Guidance officer was conducted at a restaurant next to the place where

she had been attending a meeting. Interview with the District Official in King Cetshwayo District was conducted in the board room of the district office. Interviews with four principals and four educators were conducted in their schools. Questionnaires with 200 grade 12 sampled learners were administered in their 20 respective schools.

3.6. Data collection instruments

Consistent with the mixed method approach followed in this study both the interview protocol and the questionnaire were used as data collection tools.

3.6.1. Interview protocol

The qualitative data were collected using one-on-one interviews (Creswell, 2012). All 10 participants were subjected to that oral interview (Fraenkel & Wallen, 2008). The actual data collection instrument was the interview protocol (Creswell, 2012) which Fraenkel and Wallen (2008) call the interview schedule. The interview protocol was designed by the researcher. It consisted of the header (Creswell, 2012). The header had the topic of the research project and the particulars of the interviewer. This was on the cover page of the interview protocol. The interview protocol was preferred because the interview was formal and standardised for all the participants. The interview protocol would, therefore, remind the researcher about the questions and the sequence thereof.

Inside the form had section A and section B. Section 'A' sought to capture the personal particulars of the participant such as race, designation, office/school, highest qualification, and years of service in the current position. The other details on section A were the date, time, and place of the interview.

Section B was the interview questions. There were 20 questions designed to solicit answers for all the three research questions. There were 18 open-ended questions and two closed-ended questions. The closed-ended questions were aimed at soliciting answers for the second research question as stated in 3.1 above. The researcher used

the digital voice recorder to record all the interviews from 10 participants. The researcher then transcribed the recorded interviews for purposes of analysis.

3.6.1.1. Trustworthiness of the interview protocol

According to Fraenkel and Wallen (2008) trustworthiness refers to the appropriateness, correctness and meaningfulness of the specific inferences' researchers make based on the data they collect. The data collection instrument, therefore, is said to be trustworthy if it enables the researcher to draw appropriate, correct and meaningful inferences.

The one method that Fraenkel and Wallen (2008) propose to ensure content-related evidence of trustworthiness is to give the instrument to somebody who is going to act as a judge to look at the instrument and determine the extent to which the items on it serve the purpose of the study. To satisfy this requirement, the interview protocol was submitted to the research supervisor who then read it and suggested changes where he felt the instrument needed to be adjusted to cover the full extent of both the construct 'career education provisioning and perceptions of education officials including educators. The changes he suggested were affected until he was satisfied with the content validity of the instrument.

3.6.2. Questionnaire

For the quantitative part of the study, data were collected with the use of a questionnaire. The instrument was designed to measure learner perceptions on the quality and usefulness of career education provisioning in schools. The questionnaire was designed by the researcher. It was completed by a sample of 200 grade 12 learners as participants.

One of the research objectives was: 'To determine if learners and education officials think career education in schools meets the career development needs of learners, Johnson and Christensen (2012) advise that the questionnaire should match the research objectives. The questionnaire was designed to match this research objective. A

questionnaire was preferred because it was economical to use with 200 respondents. The questionnaire helped with the standardisation of items for all the respondents, and it was easy to ensure anonymity on the questionnaire (McMillan & Schumacher, 2010).

The questionnaire was a 20-item closed-ended question instrument. Each question had five response options, i.e. 1. Strongly disagree 2. Disagree, 3. Unsure, 4. Agree, and 5. Strongly agree. They were listed horizontally. The 20 items were necessitated by the need to cover the full complexity of the construct career education (Johnson & Christensen, 2012). Some of the aspects that were covered in the instrument were career awareness, career knowledge, career information, career planning, and self-knowledge.

The researcher used five responses because he felt that a 5-point rating scale would provide the participants with enough reference points to express their perceptions. The even number of anchors would also provide a clear middle point which was 3. Unsure (Johnson & Christensen, 2012).

The participants were grade 12 learners drawn from across the King Cetshwayo District which was 79.9% rural so every attempt was made to pitch the language of the questionnaire at their level so that even the most rural of them whose English usage was not as proficient as that of their urban counterparts could find the instrument user friendly.

As Johnson and Christensen (2012) suggest, the demographic questions were on the last page of the 4-page questionnaire. The researcher made every effort to ensure that the instrument appeared professional, neat, clear not too long, and easy to use. The font type was Times Roman, and the font size was point 12. A 'Thank you' was written in bold at the end of the questionnaire.

3.6.2.1. Validity of the questionnaire

Fraenkel and Wallen (2008) suggest three levels of validity that the data collection instrument must satisfy. These are content, criterion and construct-related validity. Content related validity has to do with the content and the format of the Instrument. Criterion-related validity refers to the relationship between the scores obtained using the instrument and the scores obtained using one or more other instruments. Construct-

related validity has to do with the nature of the construct being measured (McMillan & Schumacher, 2010). To ensure the comprehensiveness of the questionnaire (Frankel & Wallen, 2008) the instrument had 20 items covering all aspects of the construct career education provisioning. Aspects such as career awareness, career knowledge, career information, career planning, and self-knowledge were covered in the questionnaire. It can, therefore, be argued that as Fraenkel and Wallen (2008) suggest, the content that the instrument contained was an adequate sample of the domain of content it was supposed to represent.

The format of the questionnaire also enhanced the content validity of the instrument (McMillan & Schumacher, 2010). The printing was clear. The font size was point 12. The font type was Times, New Roman. The language was pitched at a level appropriate for grade 12 learners in all types of high schools including deep rural schools. The instructions on the questionnaire were clear. The questionnaire was submitted to the supervisor of the study for his judgement on the content validity of the instrument. It was approved. The university research committee also approved the questionnaire.

3.6.2.2. Reliability of the questionnaire

Among other things, (Creswell, 2012) cites ambiguous and unclear questions on the instrument, non-standardized procedures on the administration of the instrument, and fatigued and nervous participants as factors causing unreliability of the questionnaire. To mitigate these factors, the questionnaire was submitted to the supervisor to ascertain the clarity of the items. The administration of the questionnaire was standardised in all the sites. The researcher also ensured that the participants were relaxed during the administering of the instrument.

3.7. Fieldwork

3.7.1. Conducting interviews

A total of 10 one-on-one interviews were conducted with participants, one from the provincial office, one from the district office, and eight from 4 high schools in King Cetshwayo District.

The researcher wrote letters to participants requesting their participation in the study. Participants in the provincial and district offices were attended individually. The participants in the four schools were written to collectively, that is, each school received one letter for both the principal and the Life Orientation Educator. Telephonic follow-ups were made to secure appointments with individual participants. School principals and Life Orientation educators were interviewed individually and separately.

Attempts were made to secure quiet, and distraction-free venue for interviews as Creswell (2012) suggests. At the interview, the researcher would come with the interview protocol, the voice recorder, the exam pad, the participant's informed consent form, and the researcher's declaration. The researcher would explain the purpose of the study and the interview with the participant. The participant would read the informed consent declaration form and sign it. The researcher would sign the researcher's declaration in front of the participant.

All 10 participants were subjected to the same interview protocol with 18 open-ended and two closed-ended questions. The interviewer led the interview but allowed the interviewees to express themselves as much as they could. Two Participants struggled to express themselves that despite intense probing not much data could be collected from them.

Question number 20 on the interview protocol gave the participants the opportunity to raise anything that they felt was relevant to the discussion but had not been covered in the interview. Interviews were completed by thanking the participants. All ten interview recordings were transcribed. Transcripts totalling 133 pages were produced. The transcripts were used for analysis.

3.7.2. Administration of the questionnaire

The questionnaire was a 20-item instrument which was designed and compiled by the researcher. The researcher personally administered the questionnaire in all the 20 High Schools after obtaining permission from the Head of Department, KwaZulu-Natal Department of Education and the principals of selected High Schools. The researcher contacted the principals telephonically to secure appointments. Upon arrival at the school, the researcher would explain the purpose of the study to the principal and also request to randomly select 10 grade 12 learners from all the grade 12 classes.

The researcher would personally go to each class with the principal or the teacher to facilitate the selection of the ten learners. The researcher would take the ten respondents to a quiet space which was usually the laboratory, library, classroom, boardroom, or one of the offices in the administration building. The principal or the educator would introduce the researcher to the respondents and leave the room. In all the 20 sites neither the principal nor the educator was present when the questionnaire was administered.

The researcher would explain the purpose of the study to the respondents, read out and explain the informed consent form and then ask the respondents to sign it. The researcher would also, in the presence of the respondents, sign the researcher's declaration. He would then issue out the questionnaires, explain them and emphasise the issue of confidentiality assurance and the need, to be honest. He would take the questions from the respondents and then allow them to fill out the questionnaire. The respondents were

allowed to ask for a translation if they needed it. There was no set duration for the filling out of the questionnaire. The researcher would wait until everybody had finished before collecting the questionnaires to avoid undue pressure to slow respondents.

The questionnaires were filled out anonymously. The name of the school had to appear on the questionnaire for analysis purposes. The whole exercise took about 30 minutes at each site. After collecting the questionnaires, the researcher would thank the respondents and release them.

3.8. Data analysis

Qualitative data analysis is a process of organising data into themes and identifying patterns and relationships among the themes (MacMillan and Schumacher, 2010). On the other hand, Creswell (2012) describes quantitative data analysis as a process involving preparing data for analysis, running the analysis, reporting the results and discussing them. In this study, the data were collected using one-on-one interviews with 10 participants and questionnaires with 200 respondents. Both qualitative and quantitative data were collected almost simultaneously, analysed independently, and results were compared at the end. The analysis of the qualitative data followed the thematic content analysis approach where qualitative data from the one-on-one interviews were read repeatedly and thereby identifying themes and sub-themes.

Qualitative data quality issues were also taken care of. Credibility was ensured by making certain that participants' viewpoints were portrayed as they were presented by the participants. Interviews were transcribed verbatim from a voice recorder into word documents. These were subjected to rigorous analysis. Examples of verbatim quotations which are evidence of raw data are provided in this report to prove trustworthiness of the of the analysis process (Creswell, 2012). To ensure confirmability the interpretation of the findings were crafted from the data itself (Johnson & Christensen, 2012).

For the quantitative data the Statistical Package for the Social Sciences (SPSS), version 22 (Creswell, 2012) was computed to summarise the frequencies and percentages of

levels of agreement or disagreement with items in the Likert scale. These were represented in tables and graphs.

3.9. Chapter Summary

This chapter was an expose' of the procedures and methods followed in participant sampling, data collection methods and data analysis methods. The next chapter reports on findings and results from data analysis.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1. Introduction

In this chapter, the findings and results are presented. The chapter is divided into three sections. The first section focuses on analysing and discussing qualitative data findings. The second section deals with quantitative data results. The last section triangulates the findings and results from both research methods.

The study aimed to explore the perceptions of the education officials, the high school principals, the educators and the learners on the state of career education provisioning in the high schools of King Cetshwayo District in the KwaZulu-Natal Department of education. The objectives, therefore, of the study were: To establish the nature of services and mechanisms that the Department of Education, including schools, provide to enhance career education; To determine if learners and education officials think career education in schools meets the career development needs of learners and to identify gaps that exist in career education provisioning in schools. The study sought to answer the following research questions:

- a) What does the Department of Education, including schools, do to enhance career education?
- b) Do learners and education officials think the provision of career education in schools meets the career development needs of learners?
- c) What are the gaps in the current provisioning of career education in schools?

4.2. Data analysis results

4.2.1. Findings from qualitative data (one-on-one interviews)

Ten one-on-one interviews were conducted. This was a cross-sectional inquiry in which different groups of participants were studied at the same time (MacMillan & Schumacher, 2010). The participants consisted of:

- Office based Departmental officials ($n = 2$)
- High School principals ($n = 4$)
- Life Orientation Educators ($n = 4$)

The high school principals and Life Orientation educators were from 4 geographically different high schools, that is, urban, peri-urban, township and rural schools. To conceal the identity of the participants, each participant was given a code. The codes were created according to the level of operation of the participant in the Department of Education. Participants who were office-based officials of the Department had the 'O' codes. Participants who were principals of the high schools were given the 'P' codes. Participants who were Life Orientation educators were given the 'E' codes.

The sample was a cross-section of Departmental role players at both management and operational levels of career education provisioning. Table 4.1 provides further elucidation of the participants. Table 4.1 below is a presentation of the profiles of the one-on-one interview participants.

Table 4.1: Profiles of the participants in the one-on-one interviews

Participant code	Type		Qualifications	Work profile
O1	Official		Masters Arts	Provincial CGC Coordinator
O2	Official		B Ed. (Hons) ESS	CES, SNES- District
P1	Principal, school	urban	B Ed. (Hons)	Post level 4
P2	Principal, urban school	peri-	B Ed.	Post level 4
P3	Principal, school	township	B Ed. (Hons)	Post level 4
P4	Principal, school	rural	Further Education Diploma in	Post level 3
E1	LO educator, school	urban	Higher Education Diploma in	Post level 1
E2	LO Educator, peri-urban school		B Ed. (Hons) School Improvement	Post level 1
E3	LO Educator, township school		BEd. (Hons) Educational Psychology	Post level 1
E4	LO educator, school	rural	Post Graduate Certificate in Education	Post level 1

20 questions were formulated with the aim of addressing the research questions as stipulated in 4.1 above. The first five questions served as the icebreakers (Creswell, 2012). They required the interviewee to give their understanding of the term career education and their role in career education provisioning. Questions 6 and 7 were addressing the first research question, seeking to know from the interviewees the actual career education provisioning and delivery mechanisms.

The second research question was: “Do learners and education officials think the provisioning of career education in schools meets the career development needs of learners?” Question 19 on the interview protocol sought to get an answer to this research question. Interviewees were asked to rate the extent to which they think career education in schools meets the career development needs of the learners on a scale of -5 to +5 where -5 is worst, and +5 is best. All participants were asked to explain their rating.

Questions 9, 10, 11,12,14,15, and 16 also sought to get the interviewees perception of career education provisioning on such aspect as human and financial resources, materials, knowledge, and skills. Question 17 and 18 were directly linked to the last research question which sought to establish the gaps in career education provisioning. Question 20 was a closing question which asked the interviewee to raise anything that had not been covered in the interview that they thought was relevant to the interview. As it was indicated in chapter 3, thematic content analysis was used to analyse qualitative data from the one-on-one interviews by identifying themes and sub-themes.

4.2.1.1 Discussion of the themes/sub-themes emerging from one-on-one interviews

When analysing the transcribed data the following themes and sub-themes, as laid out in table 4.2 below emerged.

Table 4.2: Themes and sub-themes from the qualitative data set

Themes	Sub-themes
a. Insight into the concept of career education	<ul style="list-style-type: none"> • Description of career education. • The role of the participant in career education provisioning.
b. Career education provisioning strategy	<ul style="list-style-type: none"> • Strategy from the provincial point of view. • Strategy from the district point of view. • Awareness of the strategy at the school level. • Implementation of the strategy at the school level. • Monitoring of career education delivery. • Career education provisioning impact assessment.
c. Resources in career education provisioning	<ul style="list-style-type: none"> • Human resource • Financial resources • Material resources
d. The rating of perceptions	<ul style="list-style-type: none"> • The general perception • Perception about career development impact of career education
e. Challenges and gaps	<ul style="list-style-type: none"> • Lack of educators dedicated solely for Career Guidance in schools. • The absence of the national Career Guidance structure • Lack of national policy on Career Guidance and Counselling • Lack of a proper Career Counselling Service. • Educators' appreciation of the role of the school in career decision making. • Parental and community influence. • The elusive role of LO and its educators in career education provision and delivery

a) Insight into the concept of career education

The researcher asked all the participants five questions to determine their level of insight into the concept of career education as discussed in chapter 2. Education officials at provincial and district levels were responsible for planning implementation and monitoring of career education provisioning in schools. The high school principals were supposed to manage delivery at the school level, and the Life Orientation educators were the custodians of career education delivery in the classroom and outside. It was, therefore,

logical to expect that they had a reasonable theoretical grasp of the concept of career education. Ngobese (2018, p.68) asserts that "...for LO educators to be able to provide Career Guidance and counselling effectively, they need to have an understanding of what Career Guidance and counselling is." The International Association for Educational and Vocational Guidance (IAEVG) in 2013 adopted a set of competencies that Career Guidance practitioners need in order to provide quality vocational guidance. One of the stipulations in that set of competencies decrees that the Career Guidance practitioner should "integrate theory and research into practice in guidance, career development, counselling and consultation." The Competency Framework for Career Development Practitioners in South Africa (2015) sites understanding of career development as one of the competencies expected of the Career Development Practitioners. During the discussions in the one-on-one interviews the following sub-themes emerged:

Description of career education

Different educator participants displayed different levels of sophistication in describing the concept of 'career education'. Participant E4 said:

Career education is whereby you teach learners about careers.

Participant E3 said:

I think career education is about educating learners about the careers that they have chosen or that they want to choose.

Participant E2 described career education as:

Just a process of ensuring that the learner, as early as grade 9, knows that what is it that he wants to achieve and what career he or she wants to pursue at the end of grade 12...It also includes ensuring that learners are motivated to be better people, not just know what he wants in terms of career.

Participant E1 said:

Career education would be the informed information to give to senior students especially grade 12 so that they have an idea of where to go with their future. This

informed information means that one has to find out where their strengths are, where their interests lie and then where they have a question I guide them on possible career choices that they can make which almost already starts in grade 9. The subject choices is very early for them to really have to know where they go but then when they get to their senior years as Life Orientation teachers, as guidance teachers at school we need to open their eyes and also give them the necessary tools so that they can find their own way through the internet and books to find out what careers are available and what the requirements are for them. So it is guiding them in the right direction. That to me is Career Guidance really.

It is worth noting that the level of sophistication of insight among LO educator participants moved along the lines of rural, township, peri-urban and urban schools. The rural school educator participant (E4) displayed the lowest level of sophistication. The urban school LO educator (E1) who also happened to be white displayed the highest level of sophistication in insight into career education.

Most high school principal participants seemed to agree on career information, self-knowledge, and subject selection guidance as elements of career education. Three out of four high school principal participant displayed a similar level of sophistication in understanding the concept of career education. P4 displayed the lowest level of sophistication. He said:

Career education they assist (sic) learners to understand different kinds of careers they may choose from.

Of the three categories of participants, the education official participants displayed the highest level of sophistication of insight into the concept of career education. O1 described it as:

Those curriculum programmes which cater for a learner experientially becoming oriented to the concept of career pathing and making connection within him or herself between particularly the FET band in education and how that relates to a particular field or occupation beyond school, but if it went even further, we would say that it is a combination of both career education providing curricula

programmes and also inherently support programmes which facilitate career decision making for learners, so career development support would be non-directive and it would include aspects of awareness creation. It would also include aspects of self-assessment on the part of the learner, and it would also include work-based learning programmes, and it would also include a facilitated decision-making process at certain points of articulation so that would be over and above what is mandatory in terms of curricula provisioning around career education in the classroom. Essentially it would be a programme that would support the child's progress through school and articulation of the learner from school into higher education programmes and progress beyond that. That would be my global understanding of career education.

The role of the participant in career education provisioning

Both education official participants saw their role in career education provisioning as one of policy interpretation, programme design, implementation and facilitating delivery. Participant O1 said:

Fundamentally being at the provincial office would require an understanding of policy, policy frameworks which govern provisioning and would speak to the interpretation of those policies and design of programmes emanating out of that policy framework which are customised for the province and which can be further customised at the district level.

Participant O2 said:

I ensure that the business plan for the year is there and all the financial implications are catered for, the budget is clear.

The high school principal participants saw their role as one of organising external support, networking, availing resources for career education delivery and ensuring that LO

educators do justice to the career education part of the subject Life Orientation. Participant P1 said:

Well, I must make sure that whatever resources Life Orientation requires in order to actually cascade the information to the learners is provided. I must make sure, for example, transport to take the learners to different career expos, I have got to make sure that it is provided. I make sure that we take our learners to DUT open day. We take our learners to the University of Zululand. We take our learners to different institutions so that our learners are given sufficient exposure. So I am here to make sure that whatever we teach, whatever there is that teacher needs to make it happen I make sure that the budget is there to fulfil that requirement.

Out of the four high school principal participant P4, the rural high school principal participant was the worst in trying to articulate his role in career education delivery at the school level. He said:

As the principal, I have to look at the education or educators that are teaching Life Orientation more especially. Do they really take the subject as it should be taught because I understand previously when Life Orientation was introduced it was taken as kind of subject that is not important and I was one of those until that I personally started to teach one of the grades teaching Life Orientation. It is when I started to look the subject otherwise (sic).

LO educator participants identified five of their roles in career education delivery at the school level. These are career information provision; Supporting learners when applying for admission to tertiary institutions; Supporting the career decision making process; Materials provisioning; and responding to queries by learners. Participant E4 summed their role as educators well and said:

For me as an educator, it is important to teach the learners about careers. To help them also for when (sic) they are doing the applications. To help them when they choosing (sic) the careers.

All the LO educator participants pointed to the fact that their role in career education delivery was compromised by the undermining of Life Orientation by the School Management Teams (SMT's). They alleged that SMT's regarded Life Orientation as a subject that any educator could teach. As a result, LO was allocated to educators who had fewer duty loads in order to balance up their load. LO ended up being allocated to non-LO educators. Participant E1 lamented:

The problem is with Life Orientation teachers is not always a teacher who has studied Life Orientation, but the teacher who has the least work load gets given the Life Orientation task...because we have had before that "our Mathematics teachers because they have those classes and they have got extra free lessons so we need to bulk up the time table so ok you can teach two classes of Life Orientation and it sorts out lessons that you should be on that level".

This practice resulted in educators not doing justice to the subject and in particular career education delivery in the classroom. Participant E2 further said:

And at the end when an educator goes to the classroom he or she will say "Hey I don't know what it is that I'm asked to do here" and the educator doesn't do any justice to Life Orientation he just goes there because he or she must be in classroom but not because he or she understands what Life Orientation is all about and if the educator does not understand how is he going to contribute positively to a learner? I think that is where the problem is.

b) Career education provisioning strategy

The researcher asked all the participants about the strategy of career education provisioning and delivery at their level of operation. The question aimed to establish the mechanisms of career education provisioning that the Department of Education has in place in line with the first objective and research question of this study as stipulated in 4.1.

Career Education provisioning strategy from the provincial point of view of the province

The strategy from the provincial point of view included: Maintaining the existing human resource framework; Developing and sustaining partnerships with various stakeholders and role players in career development, and a five-pronged career development support programme funded through the HIV and AIDS conditional grant; and classroom delivery as part of Life Orientation. The five-pronged strategy consists of five broad areas, namely: Learner support; Training and Development; Partnership programmes; Monitoring and evaluation; and Advocacy and networking. Participant O1 summed it up and said:

Strategy is one of utilizing the resources that we can access via the HIV and AIDS Life Skills conditional grant to cover these five areas of the framework and certainly stakeholder engagement and continuous motivation for partnerships to be maintained. I think that would sum up the strategy....just in terms of the quality of learning and the quality of support that learners are getting as they progress educationally also the fact that we have LO educators, Life Orientation educators who are provided for in schools means that there is always going to be some provisioning in terms of career education.

Career Education provisioning strategy from the district point of view

The provincial strategy as outlined above found expression in the district. The district organised and implemented the activities emanating from the five-pronged strategy. Programmes such as Career exhibitions targeting grade 12; the grade 9 career development seminars; and the training of LO educators on career development were some of the programmes that formed part of the district strategy. Over and above that the district also through the officials called Subject Advisors monitored the teaching of Life Orientation which was partly a vehicle of career education delivery. The district also

provided necessary career counselling. Participant O2 outlined the district strategy as follows:

Strategy for us as a district we've got career education facilitated within the classroom level and then we've got another strategy in terms of intersectoral collaboration where all partnerships are formed between us as a district with other government departments, unions, business sector, institutions of learning[sic], professional bodies, and communities at large. So our main activity is to mobilise ourselves and facilitate Career Guidance within the district; therefore there are activities which happen outside the classroom. Even the educator who is responsible for teaching the subject of Life Orientation he or she understand [sic] that there is something that he can coordinate outside of the classroom. So our career education strategy it is not that it will end within the classroom level. So sometimes learners need to be exposed to industries. They need to visit universities. They need to attend career exhibitions. So our strategy definitely I would it is got two-fold. It is inside the classroom and outside the classroom activities but also I will mention the third leg I have said it is counselling where we identify learners and look at their individual needs and then advise them accordingly.

Participant P2 confirmed that his school benefited from these activities and said:

So well grade 12 I think as it is happening that in grade 12 there are activities from the district and even from the local university they invite our grade 12's to visit their institution or district organizes may be a number of institutions to a certain center where our learners will be guided and given full information in as far as their possible careers are concerned. I think even that is a very good provision that the Department is doing in as far as career education is concerned.

Awareness of the career education provisioning strategy at the school level

The high school principal and LO educator participants displayed ignorance about the career education provisioning strategy as advocated by the province and the district. They

also admitted to lack of strategy in their schools. Participant P4 when asked about the strategy, he said:

I must be fair, No, no, no there is no such... Yes, no strategy.

Participant E3 said:

Because I am the one who is teaching LO, so there is no strategy.

Implementation of the career education provisioning strategy at the school level

Implementation of the strategy at the school level was found to be poor. Life Orientation was not viewed as part of the strategy to deliver career education. Participant P3 said:

Yes, so we are not focusing on Career Guidance. Yes, it is not a speciality. It is not a priority right now. So we just do it as the chapter in Life Orientation.

The implementation of the classroom leg of the strategy was marred by time constraints. All principal and educator participants alluded to the fact that Life Orientation was competing with other subjects for the LO educators' time. As a result, the LO educators did not have time to do justice to career education. Participant E1 said:

There is so much stuff that you could actually do. Like I said find different umbrella fields and say "Right these are possible careers in that field. Do some research! If you are interested in this, let us research this. This is what you can do". We do not have time for that. There is no time for that.

Schools were also not keen on organising out-of-the-classroom career development support activities. The schools relied on visits by the representatives of the higher education institutions. When asked whether his school organised these activities Participant P2 said:

No, except for these meetings that occur during the third term and the officials from the institutions who come to school. Other than that, there is no other.

When asked the same question, Participant P4 answered:

No, never. We have never organised.

Participant E1 on the question of organising career development support activities said:

Not from the school's own point of view. Like I said we wait for the universities. They phone and go through the guidance centre. They ask: "Can we come and address your matrics?" However, it is actually more on going to the university and not on careers. It is more about the acceptance." This is what you can study at the college. This is what it is gonna cost you". So, it is not really on careers itself.

Schools were not keen on proactively organising career development support programmes. It seems that the favourite out-of-the-classroom activity that some schools did resort to were the excursions to either destination sought by the schools or district organised activities. Participant P3 said:

It is only that in our academic improvement plan we have a slot talking about specifically about this Career Guidance. There is a commitment to let learners do excursions so that we can be exposed to some job opportunities and also know what other jobs entail or what all is about if you want to be a nurse may be if you want to be a scientist, we do have those. We provide but not so much.

Participant P1 said the following about the excursions:

We even take them on tours every year. We have four tours for example in the year. The purpose of those tours is to expose the learners. We go to Cape Town. We go to Gauteng. We go to Mpumalanga. We take our learners so that it is not just about what happens in the classroom and the only way we can succeed is that everybody is on board.

It is one participant from only one school that reported more career development activities happening in his school: That was participant P1. He said the following about career days that his school organises:

Every second week we invite people to come here and talk to the learners, whether it be somebody from Damelin, whether it be somebody from the computer world, whether it is our local doctor. They will come in and just show learners what they need to get to where they are.

Participant P1 also reported that his school also has a counselling service for learners:

Yes, I have got a counselling team obviously headed by my subject head. In fact, it is a team of four, and of course, each one of them has got a day like on a certain day if a learner needs any counselling on that particular day they know. In fact, each one has got a programme where we book a time. The learner must book a time whether it be career counselling, but every single day I have got a counselling team that is available to counsel learners.

Participant P1 also reported that his school had a referral system. He said:

Parents are part of that when the child goes to our own counsellors but obviously if it goes beyond that the child needs to go and see a Psychologist.

This school appears keen on career development support programmes which include career awareness events and a bit of career counselling.

Monitoring of career education delivery

From the provincial and district point of view, the Department did have a monitoring mechanism through a tool that the province developed. District officials were expected to use this tool to monitor career education delivery and the impact thereof in schools. Participant O1 described it as rudimentary and said:

It's rudimentary. It is not a sophisticated form of monitoring at all, and there is not really an evaluative element to it. I think one would call it monitoring of whether or

not support is filtering through to schools. I think the most important thing that has to be said about it is that it is not ...ehm it is a self-initiated form of monitoring where officials whether they are placed at head office level or at the district office level it is a tool that we have developed just to engage schools on whether or not support reaches the schools and how the school experiences that support and or whether or not learners are beneficiaries of those support programmes.

The above-mentioned monitoring tool was solely for monitoring the delivery of out-of-the-classroom career development support programmes. The classroom delivery of career education as part of Life Orientation was supposed to be monitored by the district officials called Subject Advisers who were perceived to be mainly interested in curriculum coverage. Participant O2 describing the perceived role of subject advisors in this regard said:

In terms of quality, educators themselves, they cannot rely on Subject Advisors for the content and methodology for career education. The subject advisor is just there to give guidance to say “We are expecting so much. You are now behind your curriculum with the subject as a whole”.

Participant E1 concurred with the above sentiment about the inefficiency of the Subject advisors in the monitoring of Career education in school. She said:

Yes, they look at the LO syllabus as a whole and just require from us to do the right thing and the subject advisor will also make sure that you do your tasks that are given and they are not career oriented at all.

It also seems that even the monitoring of the out-of-the-classroom career development support programmes was not adequately felt in the schools. As a result, educators lacked direction in as far as those programmes were concerned. Participant E2 said the following in that regard:

One of the challenges is that we as educators also do not know what career education is. Yes, we do not know what career education is. That is the main challenge. We do not know. May be if we were monitored may we would have known. That is we do not know anything about Career Guidance which I think is the result of our ignorance. We do not get to be monitored because if we were monitored, we would have known what we are supposed to do.

Participant E3 also supported the notion of a lack of monitoring and said:

We are not monitored, but the Department provide what you call the career exhibition for the learners and then send the circular so that we will know the date of that career exhibition, but we are not being monitored.

Probably the lack of sufficient human resource from the side of the district office was a contributing factor to minimal monitoring of career education delivery in schools.

Participant O2 said in this regard:

Depending on the number of officials as you can see, so it is going to [sic] be minimal one because relying on one official to visit schools because monitoring mostly happens when you do onsite visit to the school.

Career education provisioning outcomes assessment

All the participants alluded to the fact that neither the province, the district nor the schools themselves can scientifically account for the impact of career education on learners. The only reflection of the success of the programmes is through anecdotes of the learners who access tertiary education and ultimately careers. When describing this assessment Participant, O1 said:

Data is collected in a specific way and is not analyzed in any way particular. So, one could not speak scientifically of the impact that a programme is making. So, the impact that one speaks of is largely anecdotal where one is able to get feedback from schools where learners are and where learners themselves would

feedback information on the value of the programme for their personal development.

At the district level as well, the district can only account for the reach of the programme but not the impact. Participant O2 said the following when asked if the district does conduct any scientific impact assessment:

No, no, no scientifically we cannot. We only use our reports to say we have visited so many schools then we can say a number of schools visited in terms of support. A number of materials distributed this year. A number of learners who have accessed career education in terms of expos and whatever.

Participants from schools also confirmed anecdotes of success by learners as the only means by which they gauge the impact of the career education they give to learners. Participant E2 said:

Even though there is no formal strategy in place, but there are things that can tell me the extent at which the Career Guidance has on the learner (sic). Most of our learners are at tertiary institutions pursuing different career fields then I would say that somehow, we have not failed them.

Participant E1 also confirmed the impact of assessment-by-success-stories theory and said:

You see once they leave the school, they are kind of out there. Some of them come back. Some of the past pupils come back and say: "You know teacher this teacher advised me to this or that and I am enjoying what I am doing and thanks to that teacher who told me about this job". We have got them few and far between. That is the only feedback we get, but in general, we do not really know what ...if what we have done at school for careers has actually really assisted them.

A few other participants confirmed this way of gauging success of the Career Guidance programme as the only way known by the schools.

c) Resources in career education provisioning

Human Resources

At provincial and district level the human resource structure was there, but it was perpetually shrinking as vacant posts were not being filled. Participant O1 painted a gloomy picture and said:

Well, we have not seen the creation of new posts, and we have not seen the filling of posts where there is attrition. The framework is there. It still exists, the framework for human resource provisioning.

Participant O2 confirmed this at the level of the district and said:

Right now we are limited in terms of resources. Number one in terms of human resource I have said I have got...We have got only one person responsible for career education provisioning. Looking at the number of schools and number of activities that need to be coordinated then it is so limited.

In schools, delivery of career education was in the sole custodianship of Life Orientation educators. Participant P1 said:

Well except for Life Orientation educators it is the only teachers that the school is relying on.

Life Orientation educators were however not considered sufficient as a human resource in career education provisioning. There was an expressed desire by most of the participants that there be a dedicated post for a Career Guidance educator who was not going to teach other subjects but solely concentrate on career education matters and programmes. Participant P2 said:

Well, the human resource is not enough. In fact, I think the Department must reach a stage where it will create posts for this because this is a very important aspect in as far as the quality education is concerned. If the Department could make a

provision wherein each school would have a dedicated teacher for a career. I think that will help a lot because with our teachers they are heavily loaded with work so little attention that they give (sic) to this Career Guidance.

Participant P3 also confirmed this desire and said:

May be if there are posts provided by the province specifically for Career Guidance may be that will help and may be our learners will end up focusing.

Many participants also raised issues of incapacity among Life Orientation educators in as far as career education is concerned. There was a serious lack of knowledge, skills, expertise and experience when it comes to the actual delivery of career education. Participant E4 said:

We do not have skills. We do not have the capacity.

When asked about career education delivery strategy, Participant E3 said:

Yes, we just teach them cos that's the only thing we can do.

Participant E2 also confirmed the issue of incapacity and said:

I would not say that we have got enough neither skills nor knowledge.

Participant E1 also voiced her frustration about the lack of expertise among LO educators and said:

Not when it comes to career education. Like I said, we do not have enough expertise in going really in-depth into a career to really help the learners in the right direction.

Part of the reason, seemingly, why LO educators seemed incapable of delivering career education was that educators who were qualified in Life Orientation did not get allocated the subject when they were appointed in schools, but the subject was allocated to non-LO educators who happened to have fewer duty loads. Participant E1 said:

Life Orientation teacher is not always a teacher who has studied Life Orientation but the teacher who has got the least workload gets given the Life Orientation task

because we've had before that our Mathematics teachers because they have those classes and they got extra free lessons so "We need to bulk up time table so ok you can teach two classes of Life Orientation and it sorts out lessons that you should be on that level"

This practice seemed to come from the perception by SMT members that Life Orientation was a non-specialist subject that any educator who understood English could teach. Participant P2 said:

Well in most cases the books that we are using. The information that is there is not difficult to understand. Teachers use their experience to make learners understand what is there in these books. I fact this Life Orientation is what in our days Guidance was. It just becomes the general knowledge that must be imparted to the learners.

Financial resources

Career education was an unfunded mandate in the Department of Basic Education. There was no provision in the line budget for Career Guidance. The sub-directorate Special Needs Education Services (SNES) depended on limited HIV and AIDS conditional grant to deliver some of the Career Development support programmes. Participant O1 described the financial situation as follows:

Well, as I said, it is not a funded mandate, and now because of cost-cutting measures within the Department, there is not a budget that exists specifically for career development support programmes. Are we able to motivate for a limited amount of funding from the conditional educational grant for HIV? AIDS and Lifeskills on the basis that a clear reason for the conditional grant existing or continuing to be allocated to the province is for retention of learners in schools because retention of learners is a protected factor.

Participant O2 confirmed this financial situation at the level of the District and said:

I can indicate that in terms of line budget within the Department there is nothing which is specific for Career Guidance. It is so limited to personnel benefits only, but we only rely on the conditional grant. That is an HIV/AIDS conditional grant.

The schools as well did not have dedicated funds to pursue career education programmes. If there was a programme to be conducted the parents had to foot the bill. Participant P2 described the financial situation in schools as follows:

Well, so far there are no funds for Career Guidance because as I said before, even if learners need to go to some places where they are addressed, it is parents who must fund those trips because a school in the budget of the school there is no specific cost centre that is dedicated to Career Guidance. So the school does not have the financial resources.

Material resources

At the provincial and district levels the production, procurement and distribution of career education material was hampered by financial and human resources constraints. Participant O1 said:

In an ideal world, we would have, as a primary focus, the career development support unit, continuous development of support materials which meet the needs of the learners in the classroom directly. There would be a unit within the career development support function which looks to development of support material which looks to continuous refinement and extension of those materials. There would be a monitoring unit which would look to the quality of those materials and the quality of the experience of learners in respect of those materials. At the moment we are accessing the career decision-making materials from industry and as one says they are not ideal because they are not necessarily created for the learners that we have in mind.

Participant O2 at the level of the district confirmed this scenario and said:

Because material provisioning go [sic] hand in hand with financial resources and sometimes go hand in hand with human resources there are that material which we can design as a district but we are not able to design such material because we are limited in terms of staff and then at the same time even with distribution for what that we receive from our partners we need to have a distribution plan. So far one person to distribute to all these schools sometimes materials will reach the schools later.

Schools as well were unable to purchase career education material on their own. They depended on meagre supplies by the Department of Education. Participant P2 said:

Well the material, as I said before, we rely on the material given by what by the Department because as a school we cannot buy. Yes, we do not have resources for that. So we rely on that and ensure that the material documents that we have we keep them. We give them to the learners but ensure that the learners return all those documents for future use.

d) The rating of perceptions

The researcher asked all the participants to rate their general perception of the state of career education provisioning in the province, district and schools and the extent to which they thought it helped the learners to meet their career development needs on a scale of -5 to +5 where -5 was worst, and +5 was best. The two questions asked in this regard were aimed at responding to the second research objective and question as stated in 4.1 above.

The general perception

On the average, the Education official participants scored 2.5. This would mean that they thought that the state of career education was generally good. In support of this rating participant O1 said:

Although there is not adequate depth to our programmes in terms of the degree of access of learners to our programmes we can access learners who are most needing through the programmes that we do have.

Participant O2 defended her rating from a negative point of view and said:

Career education provisioning from District office it depends on a number of factors for it to reach +5. I have indicated a number of factors such as human resources, such as financial implications and also attitude and also limited capacity in terms of understanding from our other sections. These factors affect the rate to move faster. Towards what we intend to reach.

The high school principal participants scored an average of 3 which also indicated that they saw much good in the state of career education provisioning in their schools. In defence of the rating Participant P3 said:

There are so many learners who are employed even in university staff. Most of the university staff come from this school. So there is a lot. Even when you go to Mthunzini police station. Esikhawini police station we have got a lot of them who are coming from this school.

Participant P2 explained his rating from a pessimistic point of view and said:

It is not bad. It is not excellent, but the school is trying its level best. Yes, its level best to ensure that learners are taught in terms of their future careers, though at the same time resources also limit us as a school.

Life Orientation educator participants scored an average of 2 which also indicated general optimism about the state of career education in schools. Ironically all of them defended their ratings from the pessimistic point of view. Participant E4 said:

I put it at +2 because as the school we are not doing well or I can say we are not giving more to the learners as the school the whole (sic). So it ends up being one-

person thing. One teacher thing of which when it comes to the career I think all the teachers need to be fit in that work of educating our learners about careers.

Participant E2 also confirmed this pessimistic outlook to the general state of career education in her school and said:

From this interview we are having right now. I have realised that as a school we are not doing any justice to the learners. I have seen that there is so much to be done. We are lacking a lot. Yes, it is only now that I have come to this realisation.

The participants here generally seemed to perceive the state of career education provisioning at various levels of the department as generally good albeit the negative motivation of the ratings. This finding is supported by the finding made by Ngobese (2018). In her study, 55% of the participants rated Career Guidance as effective in their schools.

Perception about career development outcome of career education

The original scale on the interview protocol which the participants used to rate their perceptions was -5 to +5. Upon analysing data, the researcher realised that 2 of the participants had rated their perceptions 0.5 and -4. This posed a challenge when it came to calculating the average. To solve this problem, the researcher converted the scale to 1 to 10 by adding 5 to all the ratings.

Yet again, here, the education official participants scored an average rating of 7 (70%). This reflected an optimistic perception of the extent to which career education in schools helped the learners to meet their career development needs. Participant 1 said, in support of her rating:

Although learners don't receive sufficient support lower down, when I say lower down I mean in their earlier years in education, certainly by the time they reach grade 9 I think that they have a global awareness now in KZN schools of the importance of appropriate subject selection and I think the fact that we have a centralized application system and the fact that there is such a strong partnership

between the Department of Education provincially and the Central Applications office means that we have a very high rate of applications in the province. Learners' applications to higher education institutions speak to the depth of the career development support programme in the province.

Participant O2 also rated her perception at 7 (70%) but ironically justified her rating from a pessimistic point of view and said:

I am tempted to give us seven because learners if you go to institutions of higher learning early January you find them still thinking, still looking. We are changing now and then.

The high school principal participants scored an average of 7.4 (74%), but 3 out of 4 of them defended their rating from a pessimistic point of view. Participant P3 said:

Maybe I can place it at seven because we are not explicitly driving them as we are not knowledgeable enough, but they find their job may be Agricultural people, industrial workers and all those coming from the school but not goal driven by the school. There is no specific plan to enable them to formulate a goal.

Three out of four LO educator participants perceived career education in schools as not assisting the learners in meeting their career development needs. Participant E4 said:

Cos I put a six because as a school we are not helping the learners enough yes to meet their career development needs. Yes, we are not helping enough.

It was felt by participant E2 that where learners showed signs of proper career development, it was out of their efforts and not that of the school. She said:

I would hear with the grade 12 learners. It is an (unclear) of learners and the educator but mostly comes from the learner. At this stage the learner knows what he or she wants then the learner will push an educator to find that which the learner wants.

The majority of the participants, that is, education officials and school principals recorded a general affirmation of the perception that career education in schools did help the learners to formulate career goals and adopt career plans. This finding is in line with the finding made by Ngobese (2018) who found that 41% of the participants, who were LO educators, thought that Career Guidance programmes in their schools were effective. Dabula and Makura (2013) say that Career Guidance ought to be designed and implemented to meet the needs of the learners and society. Singh (2016) argues that the provision of career education at school should help learners prepare for and successfully negotiate the post-secondary environment. It seemed that the officials and principals thought that career education in schools fulfilled this requirement.

The educators, though, had a different take on the effectiveness of career education in schools. They perceived career education that they offered in schools as not helping the learners to meet their career development needs. The differing perceptions between educators and principals, in particular, is striking. The possible explanation here could be that the principals as managers want to portray a positive picture about what is happening in their schools while educators are genuinely concerned about the poor quality of their offering in the classroom. This could be a matter that needs further research and engagement.

e) Challenges and Gaps

The researcher asked all the participants to mention what they perceived to be the challenges impeding career education provisioning at the provincial, district and school levels of the Department of Education.

The questions were asked in order to gather data in response to the last research objective and question as stated in 4.1.

Lack of teachers dedicated solely to Career Guidance

The challenges such as the perceived low status of Life Orientation as a school subject; Capacity issues such as knowledge constraints; and multitasking of LO educators have been discussed above. All of these challenges point out to the gap of a dedicated educator trained and solely responsible for career development programmes in the school. Participant P2 said:

... The Department must reach a stage where it will create posts for this because this is very important in as far as the quality education is concerned. If the Department could make a provision wherein each school would have a dedicated teacher for a career. I think that will help a lot because with our teachers they are heavily loaded with work, so there is little attention that they give to this Career Guidance.

In support of the idea of a dedicated career Guidance educator, Participant P1 said:

Look obviously the focus would be purely on Life Orientation. Main focus would be trying to get these children out there, in other words, to expose the children to what is out there, and so they would not have a split focus kind of a thing. The focus would be purely on making sure that different career things are organised or visit different organisations are organised. So that will be her main focus. You know at the end of the day there will not be a split.

Lack of the National Career Guidance structure

Participant O1 also pointed out the lack of a National Career Guidance and Counselling structure in the national Department of Basic education as a challenge. She said:

The fact that we do not have a corresponding directorate in the national Department of Basic Education means that our existence as a career development

support function is not even recognised nationally and therefore provisioning is severely affected. It does mean then that one cannot formalise structures and systems for the provision of Career Guidance in the province. They are completely reliant on a particular administration within the provincial education department seeing the continued need for the existence of the unit because it is not provided for in the national framework.

This meant that the provincial sub-directorate responsible for Career Guidance and counselling existed in isolation and did not have a national structure to whom it reports. This finding confirmed the observation made by the South African Qualifications Authority (2012) that one of the challenges in Career Guidance provisioning is lack of a framework for leadership coordination and guidance. As a result, most of the stakeholders are trying to fulfil their mandate on their own. The South African Qualifications Authority (2012) further describes Career Guidance as a national imperative. It was, therefore, an anomaly that there was no structure coordinating the provisioning nationally. This had negative implications for delivery at the school level. SAQA (2012) further describes Career Guidance as an intricate component of the education system that plays a vital role in making educational offerings accessible to individuals and is therefore linked to human rights in terms of learning, working and social justice. They say the lack of national coordination of Career Guidance, therefore, undermines the quality of services and may lead to Career Guidance becoming subsumed by the other challenges faced by the various role players involved in the delivery of Career Guidance services.

Lack of National Career Guidance and Counselling policy

Linked to the absence of the national Career Guidance directorate was the lack of the national policy regulating Career Guidance provisioning. Participant O1 said:

There is a policy framework which caters for education in the classroom or curricula programmes but not one which nationally determines norms for the provisioning of support.

This meant that no national norms and standards were regulating the provisioning of career development support. This spoke ill of the quality of career education learners received in schools. The South African Qualifications Authority (2009) says that national strategic policy leadership in the career development field with stakeholders' inclusion is key to foregrounding Career Guidance and providing coordination and strategic direction to ensure quality coherence and access to Career Guidance for all. Dabula and Makura (2013) also see the provision of proper policy enablers and Career Guidance and development programmes at high school level in order to prepare learners for higher education as one of the challenges that shape student access and retention in universities.

Lack of a proper career counselling service

It seemed that learner access to proper career counselling as part of Career Guidance was a challenge and a gap in schools' career education provisioning system. This resulted from a lack of counselling skills even from among some education officials. Participant O1 said:

Counselling is regulated as a profession in this country, and so the counselling function is limited because it is dependent on whether or not, as I said, officials are sufficiently trained and have the authorization to do that kind of work.

It appeared that instead of proper career counselling learners had to make do with advice. Participant O2 said:

I will mention that third leg I have said counselling where we identify learners and look at their individual needs and then advise them accordingly.

Participants from peri-urban, township and rural schools did not mention counselling as part of their career education delivery strategy. Participant E3 when asked about her school's career education provisioning mechanism said:

Yes, we just teach them. Yes, that is it. We just teach them cos that's the only thing we can do.

It is only participants P1 and E1 from the urban school that admitted to having some form of career counselling in their school. Participant P1 said:

Yes, I have got a counselling team obviously headed by my subject head. It is a team of four, and of course each one of them has got a day, like on a certain day if a learner needs any counselling on that particular day, they know, in fact, each one of has got a programme where we book a time.

This was, however, lay counselling. Participant E1 said when describing a counsellor in her school:

Yes, yes her training as you know it is lay. She is not a registered counsellor as such a no she is not.

Lack of educators' appreciation of the role of the school in career decision making

There was a belief projected by many participants that career decision making facilitation was not a primary responsibility of the school. There was an expectation that learners should on their own develop career goals and even career plans. Many participants expressed this belief. Participant P4 said:

When I am talking to the learners, they cannot tell you about something that the goal is that [sic] in order to reach that destination, I have to work very hard. They will say... (Unclear) They will simply tell you of driving a truck.

Participant E3 corroborated this frustration and said:

It is not that easy. Yes, it is not that easy cos some of the learners you will find that they want to be doctors when they finish school yet they fail Mathematics and Physical Science, also Life Sciences. So it is really hard for me to implement it here at school.

Parental and community influence

Some participants pointed out to the parental and community influence as a challenge in career education delivery. Some participants believed that high levels of illiteracy in especially rural communities had a demotivating effect on learners. Learners did not have role models in their communities. Participant E4 said:

We also have the challenge of the environment that the school is in cos. I think 90% of the people who are living here are not educated. So that is why I said even the learners they do not see the importance of being educated or have a career as such cos is something that they know that even if you are not educated, you can live, taking that experience from their home.

The communities were also not helping schools in career education delivery. Community members displayed disinterest when asked to contribute. Participant E1 said:

Also possibly lack of interest from the community. If we approach somebody: "Won't you come and address the learners on what does a beautician do?" "No, I cannot come because I do not really think it is my place to come and talk to pupils" or "I cannot come because I have bookings. You know I am losing money." So there is lack of interest from the community.

Parents as well, especially in rural areas, were perceived as not being keen on their children pursuing higher education. They were reluctant to sacrifice their possessions (cattle) for the education of their children. Participant P4 said:

And people here when you are driving along the road you will see many cattle. Some cattle are costing even more than R10 000. So if you say: You know that four out of twenty cattle that you have the learner can complete" You are talking something very difficult for a person that can sell four cattle.

Participant O2 confirmed this observation and added that parents neglect the career development of their children and leave that to the sole responsibility of the school. She said:

Maybe it is one of the other gaps that we can also highlight within career education to say parents also depend on school alone to develop career aspirations in learners.

The elusive role of LO and its educators in career education provisioning and delivery

A participant expressed doubts about the efficiency of LO and LO educators in effective career education delivery. Participant O1 said the following about the LO educators' competence and turn over:

They will always phone: "Can, eh, the official come to this school to motivate our learners" They do not understand that it is their own role. So the negative part is that much as we try our best, but it is not that every person understands his or her role like our Life Orientation educators as I have mentioned they are changing each and every year. Sometimes we train these as I've said we train 10 per year but next year you'll find that that person is no longer teaching u Life Orientation so all those skills and knowledge or content we've given, even the material you've provided for the school can no longer, eh, accountable for [sic]

Life Orientation educators also do not have the time and skill to offer Career Education. Participant E1 said:

Life Orientation has its place at school, but when it comes to Career Development it is not there...and I also think that a lot of times the educators are not always knowledgeable themselves to give information about certain careers.

Participant E2 confirmed the incompetence of LO educators and said:

Educators are lacking knowledge. Educators are not committed. the educators' non-commitment and their lack of knowledge.

4.2.2. Summary of the one-on-one interview findings

It seems from the one-on-one interview findings presented above that the level of sophistication in grasping of the concept 'career education' varied with the level of operation of the participant. Education officials displayed the highest level of sophistication while rural school LO educators displayed the lowest level of sophistication.

The strategy of career education provisioning involved: Maintaining the existing human resource framework; Developing and sustaining partnerships; a five-pronged career development support programme funded through the HIV and AIDS conditional grant; and classroom delivery as part of the subject Life Orientation. Schools were however not aware of the strategy yet they were custodians of career education delivery. The Department did not monitor delivery, but monitoring was rudimentary and non-evaluative. The impact assessment was not scientific, but only anecdotal.

At the provincial and district office the human resource structure was continually shrinking. At the school level, career education delivery was marred by the allocation of Life Orientation to non-Life Orientation educators and the multitasking of Life Orientation educators. Financial and material resources were scarce in all the levels of the Department of education.

All participants were generally optimistic about the state of career education provisioning in the province, the district and the schools. When it came to the perception about the extent to which it assisted the learners to achieve their career development goals the participants differed. The education official and the high school principal participants thought that it was helping the learners, but the LO educator participants thought that the schools were not helping the learners to achieve their career development needs.

The challenges and gaps in career education provisioning identified by participants included: Lack of educators dedicated solely for Career Guidance in schools; Lack of a national Career Guidance policy and structure; Lack of access to career counselling; Lack

of appreciation by educators of the role of the school in career decision making; and the role of the parents and communities.

4.2.3. Results from the quantitative data (questionnaire)

This section presents the results from the analysis of the data collected through the questionnaire. This data was collected to mainly answer research question number 2 which says: “Do learners and education officials think the provisioning of career education in schools helps the learners to meet their career development needs?” It would be noted that the questionnaire only catered for learners and the views of the education officials were elicited through the interviews. 20 High schools were selected. In each high school 10 grade, 12 learners were selected. The researcher physically went to all 20 schools and administered the questionnaire. All 200 questionnaires were completed in full, with a response of 100% as the researcher was physically administering the questionnaire.

The questionnaire was a Likert scale with 20 Likert items (Warmbrod, 2014). Items were related to the respondents’ perceptions regarding the existence of career education in their schools, the sufficiency thereof, the quality and whether it met the career development needs of the learners.

The questionnaire consisted of 2 sections. The first section consisted of the 20 Likert items to each one of which the respondent had to choose one response option out of five. The five response options were: Strongly disagree; Disagree; Unsure; Agree; and strongly agree (Allen & Seaman, 2007). The last section of the instrument consisted of the personal particulars of the respondent excluding the name and surname. The identity of the respondents remained concealed.

Distribution of respondents according to the geographic locations of the schools

The sample of 200 respondents was drawn from four types of schools as was mentioned in chapter 3. The respondents were drawn as shown in table 4.4 below:

Table 4.3: Distribution of respondents according to the geographic location of the schools

No	Stratum	Schools	Schools %	Respondents	Respondents %
1	Urban	2	10%	20	10%
2	Peri-urban	3	15%	30	15%
3	Township	4	20%	40	20%
4	Rural	11	55%	110	55%

Respondent Demographics:

In terms of gender participation, the number of male respondents was 78 (39%), and the female respondents' number was 122 (61%). The district is predominantly rural, and 95 % ($n = 190$) of the respondents were Black and Zulu speaking while 5 % ($n = 10$) were White and Afrikaans speaking. Table 4.4 below shows the distribution of respondents according to FET subject streams:

Table 4.4: Distribution of respondents according to FET subject streams

No	Stream	Number of Respondents	Respondents %
1	Science	107	53.5%
2	Commerce	28	14%
3	Technical	13	6.5%
4	Humanities	47	23.5%
5	Undeclared	5	2.5%

The four categories of analysis

Data from the quantitative analysis revealed the four aspects of the learners' rating of career education provisioning in their schools. The four aspects were as follows:

- a) The school does offer career education.
- b) Career education is enough.
- c) Career education is of good quality.

- d) Career education meets the career development needs of learners.

The three items that were seen not to be related to any of the above-mentioned aspects were not used in this analysis (Hall, 2017).

After a series of the quantitative analysis procedures data was finally simplified by reducing the five response categories into the final three. This was done by combining the two response categories on either side of the middle response category (Allen & Seaman, 2007). This simplification can be summarised as follows:

(Strongly disagree + disagree) = Disagree; Unsure; (Agree + strongly agree) = Agree

The middle category (Unsure) was left as is.

The results are about the respondents' ratings regarding the following aspects deduced from the analysis:

- My school does offer career education.
- Career education in my school is enough.
- Career education in my school is of good quality.
- Career education in my school meets my career development needs.

Aspect 1: My school does offer career education.

The four items related to this aspect of the questionnaire were:

- My educators talk and teach a lot about careers.
- I get my career information more in my school than outside of my school.
- My educators have assisted me to know different study programmes and their entry requirements.
- My school has assisted me to know the link between my school subjects and the world of work. Table 4.5 below represents the results on aspect 1

Table 4.5: Results on ‘My school does offer career education’

• 1, My school does offer Career Guidance (4 statements)				
		Disagree	Unsure	Agree
A	Urban schools (<i>n</i> = 80)	22,50% (<i>n</i> = 18)	25% (<i>n</i> = 20)	52.6% (<i>n</i> = 42)
B	Peri-urban schools (<i>n</i> = 120)	20,90% (<i>n</i> = 25)	14,20% (<i>n</i> = 17)	64,70% (<i>n</i> = 78)
C	Township schools (<i>n</i> = 160)	13,70% (<i>n</i> = 22)	13,10% (<i>n</i> = 21)	73,20% (<i>n</i> = 117)
D	Rural schools (<i>n</i> = 440)	20,70% (<i>n</i> = 91)	11,80% (<i>n</i> = 52)	67,50% (<i>n</i> = 297)

Figure 4.1 below is a graphic presentation of the results on aspect 1

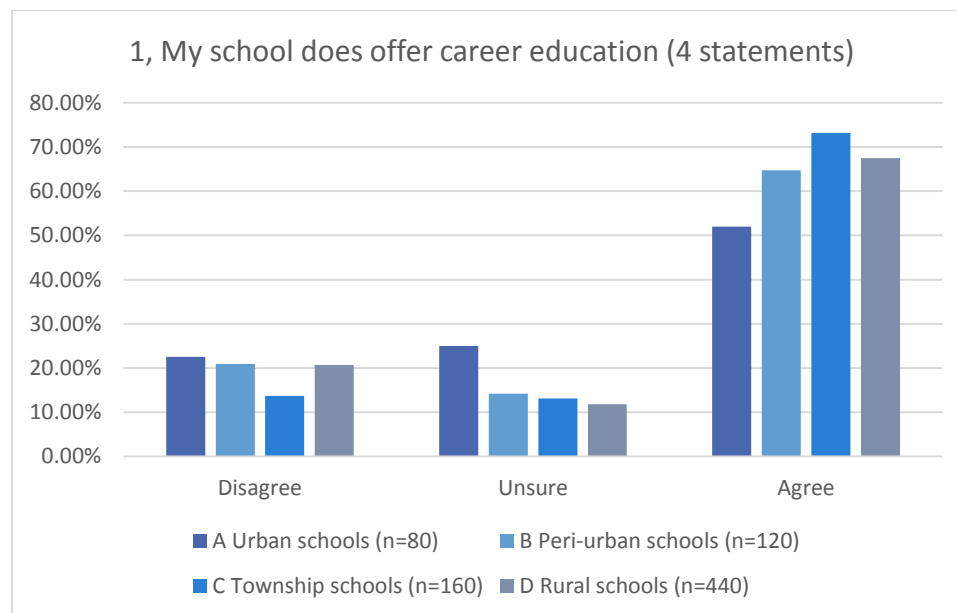


Figure 4.1: Results on aspect 1: My school does offer Career Education.

With regards to this aspect, respondents from township schools recorded the highest level of agreement (73%) (*n* = 117). Respondents from the urban schools recorded the lowest level of agreement (52%) (*n* = 42). It was also worth noting that the respondents from urban schools recorded the highest level of being unsure (25%) (*n* = 20). All the

respondents from all the four types of schools recorded an above 50%-mark agreement with the statements which means that career education is generally offered in the schools. Respondents from the urban schools recorded the highest level of disagreement with the statements (22%) ($n = 18$). Table 4.1 and figure 4.1 above are a representation of the above-mentioned results.

Aspect 2: Career Education in my school is enough.

The two items related to this aspect of the questionnaire were:

- I have enough knowledge about the career that I want to pursue.
- My school has given me enough information about the world of work.

Table 4.6: Results on aspect 2: Career Education in my school is enough

2, Career education in my school is enough (2 items)				
		Disagree	Unsure	Agree
A	Urban schools ($n=40$)	12,50% ($n = 5$)	42,50% ($n = 17$)	45% ($n = 18$)
B	Peri- urban schools($n=60$)	18,40% ($n = 11$)	30% ($n = 18$)	51,70% ($n = 31$)
C	Township schools ($n=80$)	16,30% ($n = 13$)	28,80% ($n = 23$)	55% ($n = 44$)
D	Rural schools ($n=220$)	18,20% ($n = 40$)	22,70% ($n = 50$)	59,10% ($n = 130$)

Figure 4.2 below is a graphic presentation of the results on aspect 2: career Education in my school is enough.

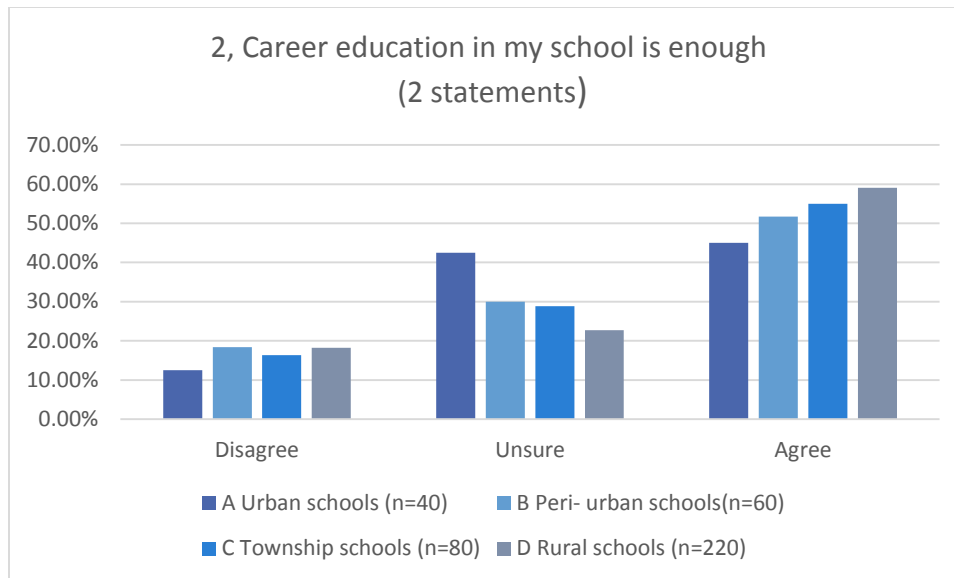


Figure 4.2: Graphic presentation of the results on aspect 2: Career Education in my school is enough.

With regards to this aspect, respondents from rural schools recorded the highest level of agreement with the statements (59.1%) ($n = 130$). Respondents from urban schools again recorded the lowest level of agreement with the statements (45%) ($n = 18$). A noticeable number of respondents also from urban schools (42%) ($n = 17$) fell in the unsure column. They were unsure if the career education they were receiving from their schools was enough. The respondents from the township schools were above the 50% mark in agreement with the statements.

Aspect 3: Career education in my school is of good quality

The nine items related to this aspect of the questionnaire were:

- Career education in my school has assisted me to discover my interests.
- Career education in my school has assisted me to discover my abilities.
- It is career education in my school that has assisted me to know my personality.
- It is career education in my school that has assisted me to know my values.
- Career education in my school has assisted me to discover my weak and strong points.

- It is because of career education in my school that I know about the different types of higher education institutions and what they offer.
- My school has given me enough information about different career entry requirements and qualifications.
- My school has assisted me to know about different higher education study funding options.

Table 4.7 below presents the results on aspect 3: Career Education in my school is of good quality.

Table 4.7: Results on aspect 3: Career Education in my school is of good quality.

3 Career education in my school is of good quality (9 items)				
		Disagree	Unsure	Agree
A	Urban schools (n=180)	19,45% (n=35)	21,11% (n=38)	59,44% (n=107)
B	Peri-urban schools (n=270)	19,63% (n=53)	15,93% (n=43)	64,44% (n=174)
C	Township schools (n=360)	10% (n=36)	17,78% (n=64)	72,23% (n=260)
D	Rural schools (n=990)	22,93% (n=227)	20% (n=198)	57,07% (565)

Figure 4.3 below is a graphic presentation of the results on aspect 3: Career Education in my school is of good quality.

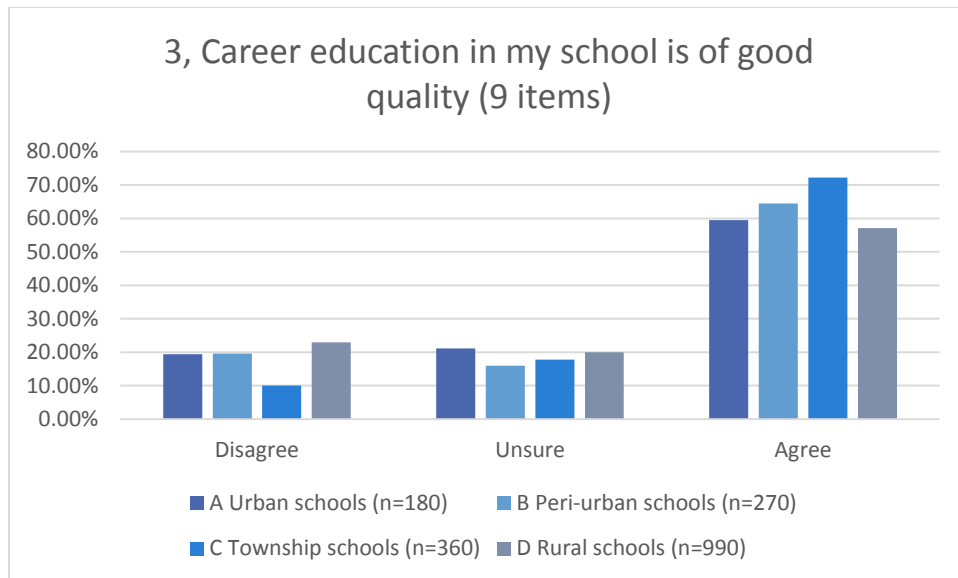


Figure 4.3: Graphic presentation of the results on aspect 3: Career Education in my school is of good quality.

With regards to this category township schools again scored the highest level of agreement (72.23%) ($n = 260$). The respondents from the rural schools recorded the lowest level of agreement (57.07%) ($n = 565$). Again, here all the respondents from all four types of schools recorded an above 50% agreement with the perception that career education in their schools is of good quality. It is worth noting that the highest level of disagreement was 22.93% ($n=227$) from rural schools.

Aspect 4: Career education in my school meets the career development needs of learners

This area was directly linked to the research question that the quantitative design sought to answer. Which was “Do learners and education officials think the provisioning of career education in schools meets the career development needs of the learners?” The two items related to this aspect of the questionnaire were:

- I have a clear career plan.
- My school has assisted me to adopt a clear career plan.

Table 4.8: Results of aspect 4: Career Education in my school meets the career development needs of learners

4. Career Education in my school meets the career development needs of the learner (2 items)				
		Disagree	Unsure	Agree
A	Urban schools (n=40)	17,50% (n=7)	37,50% (n=15)	45% (n = 18)
B	Peri-urban schools (n=60)	25% (n=15)	23,33% (n=14)	51,67% (n = 31)
C	Township schools (n=80)	11,25% (n=9)	18,75% (n=15)	70% (n = 56)
D	Rural schools (n=220)	19,10% (n=42)	19,50% (n=5)	61,30% (n = 135)

Figure 4.4 below is a graphic presentation of the results on aspect 4: Career Education in my school meets the career development needs of learners.

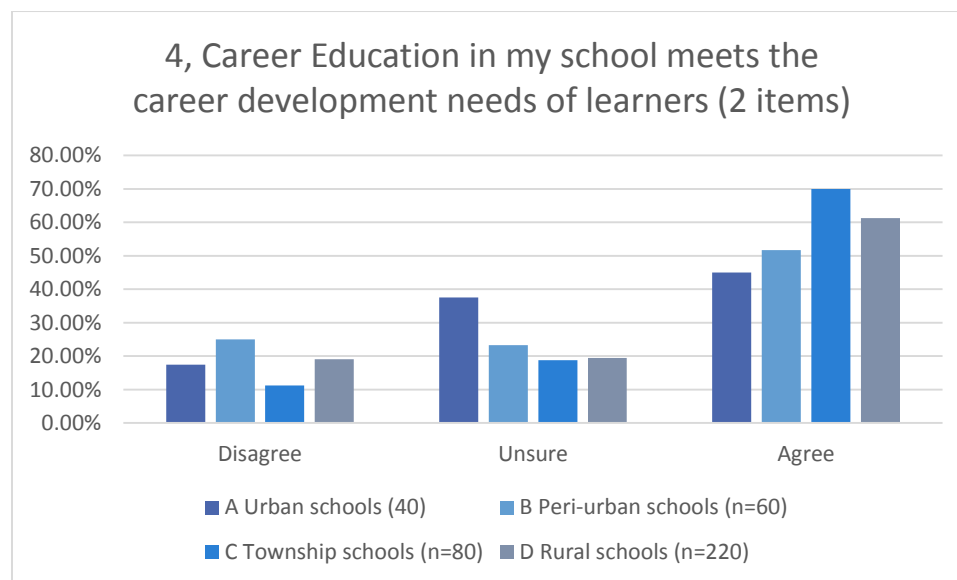


Figure 4.4: Graphic presentation of the results on aspect 4: Career Education in my school meets the career development needs of learners.

With regards to this aspect, respondents from township schools recorded the highest level of agreement with the statements (70%) (n=56). The urban schools recorded the lowest level of agreement (45%) (n=18). Of the respondents from urban schools, 37.5% (n=15) were unsure as to whether career education in their schools met their career education needs. The respondents from peri-urban schools recorded the highest level of disagreement with the statements. The majority of respondents, that is, from peri-urban, township and rural schools recorded an above 50% agreement with the statements. It is safe to say that the majority of respondents harboured a perception that career education in schools met the career development needs of learners.

4.4. Summary of the comparative findings from both datasets and schematic representation of the findings

Creswell (2012) says that the mixed method researcher compares the results from quantitative and qualitative analyses to determine if the two databases yield similar or dissimilar results. This section presents a triangulation from qualitative and quantitative data analysis. The participants in the qualitative design were education officials, high school principals and Life Orientation Educators. In the quantitative design, it was the grade 12 learners from 4 types of schools, that is, urban, peri-urban, township and rural schools. The grade 12 learners were selected from the same schools as the high school principals, and Life Orientation educators referred to above with the addition of 16 schools.

4.4.1. Findings: Research Question 1

The research question was: What does the Department of Education, including schools do to enhance career education? This question sought to establish the actual mechanisms that the Department of Education and schools employ in order to affect career education provisioning and delivery. The research objective aligned with this research question was: 'To establish the nature of services that the Department of Education, including schools, provide to enhance career education.

In answering the research question, 1 participant from the qualitative design stated the career education delivery strategy as one of Developing and sustaining partnership career development programmes; Five-pronged career development support programme, funded through HIV and AIDS Life skills conditional grant; and Classroom delivery as part of the Life Orientation. Schools also conform to this strategy as they avail the learners for programmes such as career exhibitions and career development seminars as organised by the district or province. Life Orientation educators also deliver career education as part of the subject in the classroom. The Life Orientation educators, however, did not see Life Orientation as part of the career education delivery strategy owing to some challenges impeding Life Orientation as an effective tool for career education delivery. Data analysis from the quantitative design confirmed this finding as all the respondents from all four types of schools recorded an above 50% agreement with the perception that their schools did deliver career education. The highest level of agreement (73.20%) was recorded from the township schools while the lowest level of agreement (52.6%) was recorded from the urban schools.

4.4.2. Findings: Research question 2

This research question was: 'Do learners and education officials think the provision of career education in schools meets the career development needs of learners?' This question sought to establish whether the participants in the qualitative design and the respondents in the quantitative survey perceived career education in schools as assisting the learners in meeting their career development needs especially those ones of formulating a specific career goal and adopting a career plan.

The participants in the qualitative section were asked to rate their perceptions in this regard on a scale of 1 – 10. The majority of participants, that is, Education officials; and high school principals rated their perceptions at 70% and above meaning that they thought career education did meet the career development needs of learners. The LO educator participants, however, felt that career education did not help the learners to meet their career development needs.

On the quantitative section again the majority of respondents recorded an above 50% level of agreement with the Likert items which means the majority of them thought that career education in their schools met the career development needs of learners. The lowest level of agreement (45%) was recorded from urban schools. The highest level of agreement (70.9%) was recorded from the township schools

4.4.3. Findings: Research Question 3

This research question was: What are the gaps in the current provisioning of career education in schools? The qualitative design established the following as gaps and challenges in the provisioning and delivery of career education in schools:

- Lack of educators dedicated to Career Guidance only in schools.
- Lack of a National Career Guidance Structure and Policy in the Department of Basic Education.
- Lack of proper career counselling service in the Department of Basic Education.
- Lack of appreciation of the role of the school in career decision-making.
- Parental and community influence.
- Illusive role of the Life Orientation and its educators in career education delivery.

Despite these challenges, the respondents in the quantitative design survey recorded a high level of agreement with the perception that schools were delivering good quality career education. The lowest level of agreement (59%) was recorded from urban schools. The highest level of agreement was recorded from the township schools. figure 4.5 below is the summary of the interview findings and the questionnaire results.

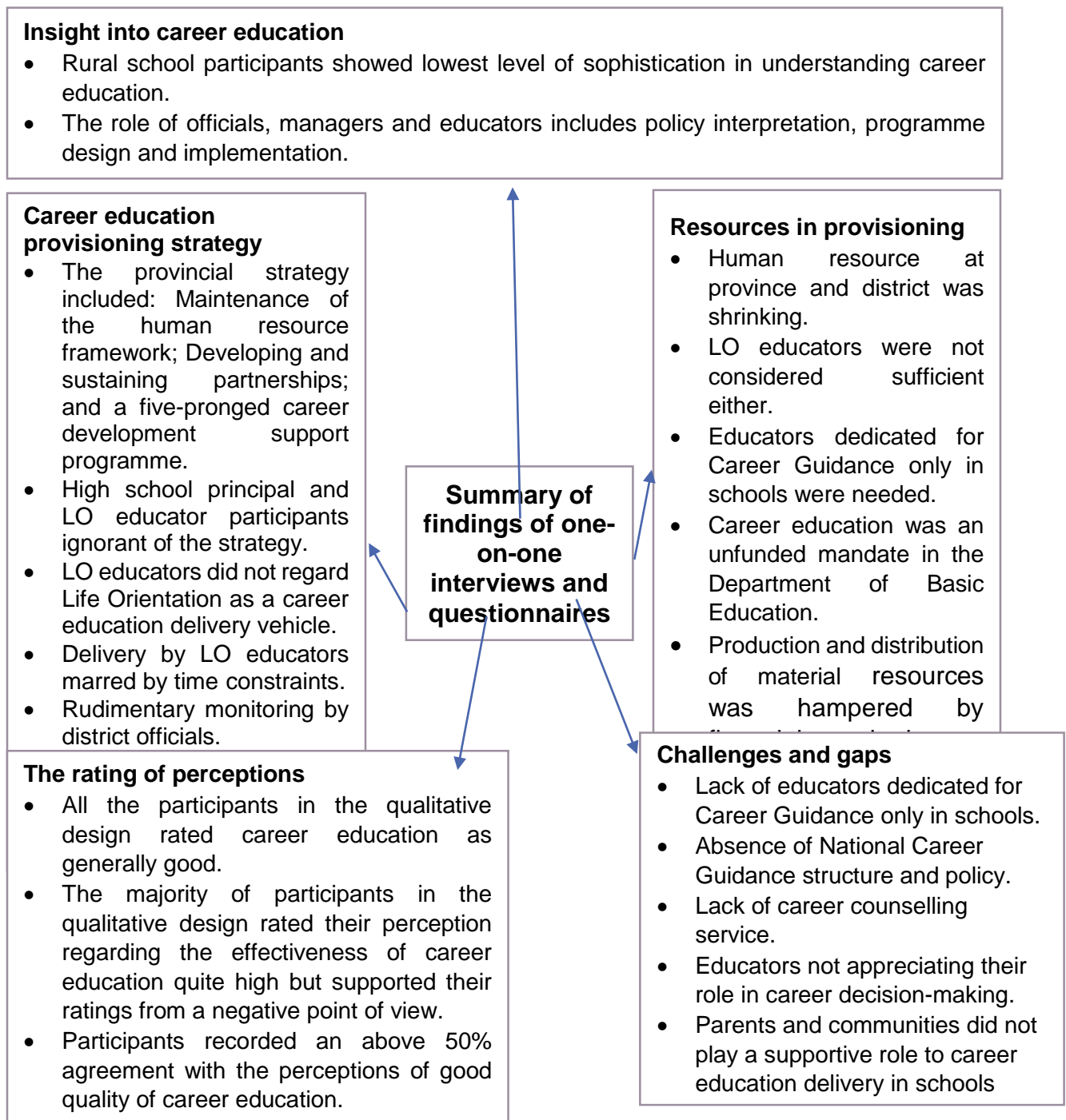


Figure 4.5: Summary of the interview findings and the questionnaire results.

4.5. Chapter Summary

In this chapter, the researcher reported findings gathered from both quantitative and qualitative designs of the study in line with the purpose of the study.

The data collected through the qualitative design was classified into themes. Sub-themes were also identified and connected to the main themes. The sub-themes that emerged from the qualitative design were: Description of career education; The role of the participant; Provisioning strategy from the provincial point of view; Strategy from the district point of view; Awareness of the strategy at school level; Implementation of the strategy at school level; Monitoring career education delivery; Career education provisioning impact assessment; Human Resources; Financial resources; Material resources; The general perception; Perception in relation to career development impact of career education; Lack of educators dedicated only for Career Guidance in schools; Absence of national Career Guidance structure; Lack of national policy on Career Guidance and counselling; Lack career counselling service; Appreciation of the role of the school in career decision making; Parental and community influence.

The four main categories delineated from the questionnaire were: The school does offer career education; career education in my school is enough; career education in my school is of good quality; career education in my school meets the career development needs of learners. The qualitative design revealed that the Department of education delivers career education through the subject Life Orientation; partnership programmes and the five-pronged career development support programme funded through HIV and AIDS conditional grant. The education officials, the high school principals and the learners perceived career education as meeting the career development needs of learners. LO educators perceived career education in schools as not meeting the career development needs of learners. In the next chapter, the researcher will discuss the findings, draw conclusions, list the limitations of the study and make recommendations emanating from the study.

CHAPTER 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1. Introduction

In chapter 4 the findings from both the qualitative and quantitative research designs were presented. This chapter closes the research report by highlighting and discussing the main points of the findings and making recommendations based on the findings. Suggestions for further research will be made focusing on the improvement of similar research in future with some recommendations on specific areas of focus. Limitations of this study will be declared. The discussion of the main points will be done by comparing the findings of the study from both research designs to the research questions. This study had three research questions. These were: (a) What does the Department of Education, including schools, do to enhance career education? (b) Do learners and education officials think the provision of career education in schools meets the career development needs of learners? (c) What are the gaps in the current provisioning of career education in schools?

5.2. Discussion of the findings of the study about the research questions

The summary of the main points from the literature review, research methodology, one-on-one interviews and the questionnaires is addressed in this section. In chapter 2 a detailed literature review was conducted with regards to the understanding of the concept 'career education' in juxtaposition to the concept 'Career Guidance'. It was established that what is more prevalent in public schools is career education which is just one leg of the comprehensive Career Guidance programme. Life Orientation as a vehicle for career education delivery was also scrutinised. It was established that Life Orientation under the present dispensation is not a reliable vehicle for career education delivery. Sefora (2016) suggests that schools need to have school guidance offices offering career counselling assistance with qualified career counsellors which may help learners to make informed subject choices, explore new careers and career technology programmes.

Some career choice and development theories were considered. Super's developmental stages theory, in particular, forms the main thrust of this study. Of particular interest is the exploratory stage (ages: 15–24). To mark the accomplishment of this stage an individual has to master the developmental task of crystallisation. Zunker (2006) describes this developmental task as a cognitive process of formulating a general vocational goal and planning for the preferred occupation. The main focus of this study was to establish whether the education officials, principals, educators and learners in King Cetshwayo District perceive career education in schools as assisting the learners to accomplish Super's developmental task of crystallisation.

The need for Career Guidance practitioners to come to grips with the obtaining conditions in the world of work and the need to deliver responsive career education programmes was examined. Different models of career education were considered. It was established that South Africa employs five models of career education delivery that is the career centre, the industry based, the career event, the ICT and the curriculum-based models. The main anchor is the curriculum-based model.

In chapter 3 the research methodology was discussed in depth. The study adopted a mixed-method approach. This method helped the researcher to obtain a balanced view of the perceptions about the impact of career education in King Cetshwayo District from a cross-section of role players as discussed above. Data collected from the grade 12 learners would either corroborate the findings from education officials, high school principals and LO educators or contradict it. In the qualitative design of the study, the following themes were directly related to the research questions: Career Education provisioning strategy; Resources in career education provisioning; the rating of perceptions; and the challenges and gaps.

5.2.1 Research question 1: What does the Department of Education, including schools, do to enhance career education?

In chapter 2 a distinction between Career Guidance and career education was drawn. It was established that Career Guidance is an umbrella concept which stands on three subcomponents, that is, career assessment, career counselling and career education. Career education is, therefore, one of the pillars of Career Guidance. It is mainly about assisting the clients to gain information about higher education, training options and the world of work. Singh (2016) defines career education as the knowledge obtained in the interaction between a learner and an educator within the school environment during Life Orientation classes.

The reason for this study to focus on career education in particular and not Career Guidance, in general, was that, as observed by Herr (2002), public schools in South Africa schools can only offer career education and not the entire package of Career Guidance. This research question, therefore, sought to establish the actual career education mechanisms, as perceived by the participants, which the Department of Education, including schools, has in place to enhance the career education that the schools are only able to offer.

When analysing qualitative data from the one-on-one interviews the following subthemes relevant to this research question emerged: Description of career education; the role of the participant in career education provisioning; the career education provisioning strategy from the provincial point of view; the career education strategy from the district point of view; Awareness and implementation of the strategy at school level — monitoring and evaluation of career education provisioning and delivery, and resources in career education provisioning.

5.2.1.1 Description of career education

The researcher asked all participants to describe the concept ‘career education’ to determine their level of insight into it and what it entailed. The level of sophistication of

insight among LO educator participants moved along the lines of rural, township, peri-urban and urban schools. The rural school educator participant displayed the lowest level of sophistication. The urban school LO educator who also happened to be White displayed the highest level of sophistication in insight into career education. Three out of four high school principal participant displayed a similar level of sophistication in understanding the concept of career education. Of the three categories of participants, the education official participants displayed the highest level of sophistication of insight into the concept of career education. The educator's insight into Career Guidance is fundamental to the success of the Career Guidance programme. In the study conducted in New Zealand by Furbish and Reid (2013) where best practices in career education were identified and examined it was found that the career advisor's enthusiasm, dedication and knowledge were some of the elements of best practice.

Participants stated career information, self-knowledge, subject selection guidance, and career development support as the elements of career education. The elements of career education identified by the participants are consistent with the findings by Ngobese (2018) who also found that the LO educators identified self-knowledge acquisition, subject and career choices guidance, Career Guidance material provisioning and learner support and motivation as the main elements of a Career Guidance programme in schools.

5.2.1.2 The role of the participant in career education provisioning

The education official participants saw their **role** in career education provisioning as one of policy interpretation, programme design, implementation and facilitating delivery. The high school principal participants saw their role as one of organising external support, networking, availing resources for career education delivery and ensuring that LO educators do justice to the career education part of Life Orientation. This finding is consistent with the one arrived at by Wanjohi in Manderu (2013) where he found that if the principal supports the educators responsible for Career Guidance, the learners tend to respond positively to the Career Guidance programmes offered by the school. Ngobese (2018) also found that LO educators 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. The role of high school principals as curriculum managers in their schools is critical in improving the output of career education efforts.

LO educator participants identified five of their roles in career education delivery at the school level. These are career information provisioning, supporting learners when applying for admission to tertiary institutions, supporting the career decision-making process, material provisioning and responding to queries by learners. This finding is consistent with the finding made by Ngobese (2018), who found that teachers make their efforts to guide learners to choose subjects wisely so that they can be able to pursue their career aspirations. Ngobese (2018) further found that some educators exposed learners to various career fields by implementing programmes such as taking a child to work and job shadowing and also supplying learners with the information they needed in order to apply to institutions of higher learning. This role of educators is a response to the needs of the learners as expressed in the study by Bloxom *et al.* (2008) where 27.6% of the respondents who were grade 12 learners sighted post-secondary school information as their primary career planning need. This finding points out the role of educators as catalysts in the career development of learners.

All the LO educator participants alluded to the fact that the undermining of Life Orientation compromised their role in career education delivery by the School Management Teams (SMT's). They asserted that SMT's regarded Life Orientation as a subject that any educator could teach. As a result, LO was allocated to educators who had fewer duty loads in order to balance up their loads. LO ended up being allocated to non-LO educators. This practice resulted in educators not doing justice to the subject and in particular career education delivery in the classroom. This finding is supported by the finding made by Mander (2013), where she found that principals did not give guidance and counselling programmes the attention and seriousness it deserved.

5.2.1.3 The career education provisioning strategy from the provincial point of view

The strategy from the provincial point of view included maintaining the existing human resource framework, developing and sustaining partnerships with various stakeholders and role-players in career development, a five-pronged career development support programme funded through the HIV and AIDS conditional grant, and delivery in the classroom as part of the subject Life Orientation. The five-pronged career development support programme consists of five broad areas, namely: Learner support, Training and development; Partnership programmes; Monitoring and evaluation; and Advocacy and networking. This finding reveals a well-balanced strategy on face value because it concerns itself with both the classroom offering and the out-of-the-classroom career development efforts. The successful implementation of this strategy at district and school levels need a considerable workforce.

5.2.1.4 The career education provisioning strategy from the district point of view

The provincial strategy outlined above found expression in the district. The district organised and implemented some of the activities emanating from the five-pronged career development support programme. Programmes such as career exhibitions, targeting grade 12, the grade 9 career development seminars and the training of LO educators on career development were some of the programmes that formed part of the district strategy. Sefotho (2017) contends that one of the most feasible ways to reach needy learners in remote schools is through career exhibitions. Motivating for career exhibitions, Sefotho (2017) says:

The advantage is that in a single day the reach is greater than what one does with individuals or small groups. Most libraries in less-resourced communities do not have information about careers. Many of them have book donations which often have no relation to the country's context or curriculum. During the fairs, we share information relevant to the entrance to universities, the subjects that are there, the financial support that can be found and other information to support the students.

Over and above that the district officials called Subject Advisors monitored the teaching of Life Orientation which was partly a vehicle of career education delivery. The district also provided career advice.

5.2.1.5 Awareness and implementation of the strategy at the school level

The high school principal and LO educator participants displayed ignorance of the career education provisioning strategy as advocated by the province and the district. They also admitted to lack of strategy in their schools. It is possible here that these participants had a different understanding of the term ‘strategy’ or they indeed meant that although there was some form of Career Guidance happening in their schools, there was no formal and well-documented career education delivery strategy. This points out to lack of advocacy programmes on the part of the province and in particular the District. Advocacy programmes with the educators and school principals would enable these participants to understand the provincial and district’s career education provisioning strategy, and how the strategy found expression in what was happening in the schools.

Implementation of the strategy at the school level was found to be poor. Life Orientation was not viewed as part of the strategy to deliver career education. The implementation of the classroom leg of the strategy was marred by time constraints. All principal and educator participants alluded to the fact that Life orientation was competing with other subjects for the LO educators’ time. As a result, the LO educators did not have time to do justice to career education. This finding is consistent with the finding by Ngobese (2018) who found that lack of time to teach Life Orientation was one of the challenges in Career Guidance delivery. Ngobese (2018) argues that this results in learners not being fully guided and supported in preparation for post-school education (PSE). Mander (2013) also found that the teacher counsellors (the Kenyan equivalent of LO educators) did not get time off to attend to learners’ problems or attend to their queries. They also have full teaching loads which makes them ineffective in guiding learners. Of the teacher counsellors, 42.9% cited a lack of time for guidance as a challenge. South Africa is

however better off because LO is timetabled. In Kenya Guidance and Counselling is not even timetabled (Mandera, 2013).

Schools were also not keen on organising out-of-the classroom career development support activities most probably because they thought that it was the duty of the District office to do that or because of time constraints. Another explanation for this gap could be lack of knowledge and expertise on the part of the LO educators who were expected to organise and run the career development support programmes. Ngobese (2018) found that LO educators do not get Career Guidance training. About 74% of the educators in Ngobese (2018) said they did not receive in-service training on Career Guidance and as such did not have skills needed to support learners. The schools relied on visits by the representatives of the Higher Education Institutions. The favourite out-of-the-classroom activity that some schools resorted to were the excursions to destination sought by the schools or district organised activities. It is one participant only that reported more career development activities happening in his school including a lay counselling service and a referral system.

5.2.1.6 Monitoring and evaluation of career education provisioning and delivery

The Department of education did have a monitoring mechanism through a tool that the province had developed. District officials were expected to use this tool to monitor career education delivery and the impact thereof in schools. This tool was solely for the monitoring of the delivery of the out-of-the-classroom career development support programmes. The classroom delivery of career education as part of Life Orientation was supposed to be monitored by District Officials called Subject Advisers. Subject advisors were perceived to be mainly interested in curriculum coverage and not so much on career education delivery. Due to inadequate human resource in the district office Career education monitoring was not adequately felt in the schools and educators lacked direction in as far as career education programmes are concerned. Monitoring and evaluation is an integral component of career education provisioning. Dabula and Makura (2013) recommend that the sustainability and monitoring of the CG programme in schools

should be maintained with a view to assisting the schools to take ownership of the programme and develop it further. Dabula and Makhura (2013) further argue that monitoring is part of the support and it should be increased.

All participants alluded to the fact that neither the province, the district nor the schools could scientifically account for the impact of the career education on learners. The only reflection of the success of the programmes was through anecdotes of the learners who accessed tertiary education and ultimately careers.

5.2.1.7 Resources in career education provisioning

At the provincial and district level the human resource structure was there, but it was perpetually shrinking as vacant posts were not being filled. In schools, delivery of career education was in the sole custodianship of Life Orientation educators. Life Orientation educators were not considered sufficient as a human resource in career education provisioning. There was an expressed desire by most of the participants that there be a dedicated post for a Career Guidance educator in each school who was going to concentrate on Career Guidance matters and programmes solely. Many participants also raised issues of incapacity among Life Orientation educators in as far as career education was concerned. There was a severe lack of knowledge, skills, expertise and experience when it came to the actual delivery of career education. Lack of expertise among educators who are custodians of career education delivery is another, seemingly, continent-wide phenomenon. In the study by Manderu (2013), in Kenya, 60.9 % of teachers said they were not trained in guidance and counselling yet they were called teacher counsellors.

In the South African situation, this is anomalous because the Department of Higher Education and Training (2015) which is regarded as the custodian of career development services regards LO educators as career development practitioners. In terms of the Competency Framework for the Career Development Practitioners in South Africa (2015) the core competencies for career development practitioners include delivery of an

effective career development service and understanding of career development. This policy further identifies Career Guidance, counselling and specialised learning support as possible areas of specialisation for the teachers. In the study by Jacobs (2011), 67 % of the learners cited 'Life in General' as the topic covered the most in LO. A logical inference from this result could be that out of lack of knowledge and expertise LO educators resorted to lecturing to learners about life in general instead of delivering on the actual topics that should be covered in LO.

Career education was an unfunded mandate in the Department of Basic Education. The schools as well did not have dedicated funds to pursue career education programmes. If there was a programme to be conducted the parents had to foot the bill. The issue of funding of the Career Guidance and counselling programmes by governments seems to be a continent-wide challenge. Manderu (2013) in her study of Career Guidance and counselling in Kenya also found that shortage of funding was a challenge in programme delivery.

At the provincial and district levels, the production, procurement and distribution of career education materials were hampered by financial and human resource constraints. The schools were unable to purchase career education material on their own. They depended on meagre supplies by the Department of Education. This finding is consistent with the finding made by Ngobese (2018) who also found that there was a lack of Career Guidance resources which resulted in learners not being fully guided and supported in preparation for post-school education (PSE). In the study by Manderu (2013) 65.2% of the teachers said there were not enough books in their schools. Maila and Ross (2018) found that schools lacked basic furniture, a school library, laboratories and even recreational facilities. Shortage of Career Guidance material is a challenge that stakeholders in career education provisioning should continuously address because without materials delivery of career education content is doomed.

5.2.1.8 Results from the quantitative data about research question 1: What does the Department of Education, including schools, do to enhance career education?

In the quantitative design, all the respondents from all four types of schools recorded an above 50% agreement with the perception that their schools did deliver career education. The highest level of agreement (73.20%) was recorded from the township schools while the lowest level of agreement (52.6%) was recorded from the urban schools. This finding is consistent with the finding by Bloxom, *et al.* (2008) who also found that many facets of career planning services received strong affirmation by the grade 12 learners. Maila and Ross (2018) also found that only 2 out of 13 participants indicated they were not aware of career choices offered by the different training institutions.

5.2.2 Research question 2: Do learners and education officials think the provision of career education in schools meets the career development needs of learners?

The participants in the qualitative data collection tool were asked to rate their perceptions in this regard on a scale of 1 – 10. The majority of participants rated their perceptions at 7 (70%) and above meaning that they thought career education in schools met the career development needs of learners. The LO educator participants, however, felt that career education in their schools did not meet the career development needs of learners. The different perception of LO educators in this finding is worth scrutinising because Life Orientation at schools in South Africa should guide and inform learners on career decision-making and the world of work (DBE, 2011). LO educators are at the coal face of career education delivery in the classroom. They know what constitutes an impactful career education intervention. Part of that is skills, knowledge, expertise and ample time.

In the one-on-one interviews, all of them asserted that they lacked some or all of that. Jonck and Swanepoel (2015) observed that the National Curriculum Statement specifies that the aim of the world of work section of Life Orientation is to assist learners to make informed subject choices and to participate in the economy. However, guidelines on how to do that in the classroom are omitted and are left to the discretion of teachers who have no formal Career Guidance training, except for workshop attendance. Educators'

dissenting perception, therefore, is most probably informed by the knowledge that they do not have what it takes to offer a career education programme that meets the career development needs of learners.

On the quantitative data collection tool again the majority of the respondents thought that career education in their schools met the career development needs of learners. It was noted that respondents from historically black schools in the descending order of township (70%), rural (61.30%), and peri-urban (51.67%) recorded the highest agreement with the perception that career education in their schools met the career development needs of learners. The respondents from urban schools were much more critical and recorded the lowest level of agreement (45%). These results essentially depicted an uneven picture of the perceptions of the learners about the extent to which career education in their schools met the career development needs of learners. It was stated in chapter 2 that career education exists in all the schools in South Africa and is embedded in Life Orientation (DBE, 2012; Sefotho, 2017). A literature review revealed in chapter 2 that Life Orientation was not a reliable vehicle for career education. The argument was supported by many participants in one-on-one interviews. Sefora (2016) argues that despite the efforts by the Department of Basic Education Life Orientation is not successfully meeting its objectives of preparing the learners for the world of work.

The majority of the respondents here have recorded an above 51% agreement with the statements related to the perception that career education meets the career development needs of learners. The difference is in the distribution of levels of agreement. Respondents in urban schools recorded the lowest level of agreement (45%) while the respondents in township schools recorded the highest level of agreement (70%). This is despite Singh (2016) submitting that learners in schools in higher socio-economic areas benefit more from Career Guidance than learners in disadvantaged schools. This could be an indication that the perception by outsiders that all is well with career education in affluent schools is not supported by evidence.

Sefora (2016) conducted a study at a private school in Pretoria, South Africa, and found that grade 12 learners were disappointed in their school because their educators were not involved with their career development. They felt that they were not getting sufficient information from the school and teachers regarding career choices. This made them be anxious about role transition and frustrated at the lack of access to information. This was compounded by difficulty to obtain bursaries without support from the schooling system. The learners were also concerned that the educators were under pressure and could not focus on every learner. They felt that they were not getting the opportunities as other learners in other schools who obtained information and were taken to university open days. They believed that the school was more obsessed with them finishing off matric and leaving the school. They were dissatisfied with certain subjects not being included in the Further Education and Training (FET) curriculum, which indirectly forced them to take subjects which they thought would narrow their career options after matric. This left some of them uncertain about their plans. Sefora (2016) further found that the school did not organise or attend career events or exhibitions for learners in grade 12. There was perceived tension between career exploration and the immediate task of completing schooling, and a low level of career maturity was also identified in some of them as they showed no knowledge of their chosen careers. Private schools in South Africa, especially in affluent towns like Pretoria, have a general reputation of being richly resourced.

Perhaps another possible explanation for this anomaly could be historic. Career Guidance has always been foreign to the Black child, and it has always been the instrument of government of apartheid to subjugate the black students (Sefotho, 2017). Legislation before 1994 required white learners to receive Career Guidance lessons for half an hour per week while there was no provision for Black learners to receive any Career Guidance support (Sefora, 2016). Sefora (2016) further asserts that Career Guidance in many South African schools was for many years compromised by the apartheid ideology. Maseko in Stead (2005) says despite the progress in creating a developmentally oriented career education framework for career education at a statutory level, there is currently no standardised programme for the implementation of career education in secondary schools in South Africa. The reason for this lack could be partly

ascribed to the fact that career education is a brand new subject in schools. Schools have not been allocated career resources such as career guides or workbooks. Stead (2005) says that the context of career education in South Africa is such that learners in historically Black schools have little exposure to career information and planning. This is a result of the education system which historically has placed little emphasis on the preparation of learners for the world of work. Therefore, the respondents from historically Black schools, that is, peri-urban, township and rural schools value the little career education that they get from Life Orientation so much because it is all that they know and have. While the urban learners are much more stringent in their value judgement of the career education in Life Orientation most probably because they have always been exposed to better Career Guidance than what Life Orientation offers. Sefotho (2017) says there was a great abandonment of Career Guidance discipline in the Black schools which affects the education system even today.

5.2.3 Research question 3: What are the gaps in the current provisioning of career education in schools?

Findings revealed that the following gaps and challenges were militating against proper career education provisioning and delivery: Lack of educators dedicated for Career Guidance in schools; Lack of a national Career Guidance structure and policy in the Department of Basic Education; Lack of proper career counselling service in the Department of Basic Education; Lack of appreciation of the role of the school in career decision-making; Parental and community influence; Illusive role of the Life Orientation moreover, it's educators in career education delivery. Despite the above-mentioned challenges, the respondents in the quantitative design felt that career education met the career development needs of learners.

5.2.3.1 Lack of educators dedicated solely for Career Guidance

Literature review in chapter 2 revealed that the schools were only able to formally offer career education instead of a full package of Career Guidance. This was due mainly to a

shortage of resources, knowledge and skills. Under the then dispensation the Life Orientation educators who were supposed to be the custodians of Career Guidance delivery in schools were not Career Guidance specialists. They lacked basic Career Guidance delivery skills and knowledge. Participant E4 when asked about her skills, she confessed and said:

Ja I am trying my best. Not that I am not teaching well I am not good also [sic].

Besides the lack of skills and knowledge, the Further Education and training curriculum Assessment policy statement confines the Life Orientation educators to career education and leaves out assessment and counselling (DBE, 2012).

The participants in the one-on-one interviews asserted that the provisioning of educators dedicated only to Career Guidance in schools would bolster the provisioning efforts. This could result in learners getting a full package of Career Guidance in schools. Otherwise the present career education provisioning system is shortchanging the learners on an aspect of their education which is the main reason why they are at school in the first place. This finding is in line with the finding made by Sefotho (2017) that most marginalised schools do not have teachers trained to provide counselling services, nor are there psychologists in schools. This is the issue that the Department of Education must look very closely into in order to improve the quality of education until then learners will continue to receive a raw deal in as far as Career Guidance is concerned.

Most probably the hope here was that those teachers would be better trained than the then LO educators. South African Qualifications Authority (2012) has observed that schools are not able to provide sufficient and comprehensive assistance to learners when they choose subjects or study fields because LO teachers are not adequately trained hence their recommendation that DBE must provide for a Life Orientation curriculum that includes Career Guidance and ensures that LO teachers are competent to provide Career Guidance and if not to ensure that every school has access to the services of a Career Guidance Practitioner. Nzeleni (2015) also points out at the unavailability of guidance and

counselling specialists in schools as a challenge. Maila and Ross (2018) also cited exposure to unqualified teachers who lack competence as one of the challenges faced by learners. In the study by Bloxom *et al.* (2008) career planning needs identified by learners were as follows: 27.6 %: Post-secondary school information, 19.7 %: Career information, and 11%: Work experience.

Only a fully-fledged Career Guidance educator in the school can ensure that the Career Guidance programmes in the school meet all these needs identified by the learners. Singh (2016) says that although career education is part of the curriculum, numerous challenges complicate its provision at the school level. These include inadequate teaching methodologies, a lack of qualified teachers and inaccurate information.

5.2.3.2 Lack of a national Career Guidance structure and policy in the Department of Basic Education

The issue over the absence of the national Career Guidance structure and policy in the Department of Basic Education was raised sharply in the one-on-one interviews as one of the factors impeding Career Guidance provisioning. Regarding the absence of the national policy, participant O1 said:

Unfortunately, the situation that obtains at the moment is that provinces would need to make conscious decisions to implement career development programmes within provinces because there is not a national policy framework within the Department of Basic Education.

About the absence of the national structure participant O1 lamented and said:

There is also a sense of instability that is created by the fact that while we exist as a support function within the province, the fact that we do not report or receive support from a corresponding function within the national Department of Education, it means that we remain an unfunded mandate while the mandate for career development support exists within the province it is not funded. So there is

a sense of instability that is created by that because one cannot confidently define programmes, motivate for the provision of the physical resources, the human resources that are necessary and one cannot easily systematise the support function within schools, within districts. There is not a national framework. There is not a coordinating function in the Basic Education Department nationally.

The lack of the national chief directorate responsible for the provisioning of Career Guidance country wide means that each province employs its unique approach in Career Guidance provisioning. It may well be that other provinces may ignore this vital aspect of education due to a lack of a national accounting structure for national provisioning. In KwaZulu-Natal, the highest accounting structure is a sub-directorate. The fact that this sub-directorate does not have a corresponding structure nationally means that it is not monitored and the quality of its output is compromised. Sefotho (2017) says that the lack of harmonisation in the field of Career Guidance is global but is more rooted in some countries. Disharmonisation is a disadvantage in a country as complex as South Africa, so it is urgent to harmonise Career Guidance.

The same concern goes for the absence of a national policy on Career Guidance. The lack of national policy translates to the absence of the national norms and standards in the provisioning of Career Guidance. This then leaves provisioning in the provinces in limbo. The Curriculum Assessment Policy Statement (DBE, 2011), which is the only national policy regulating the delivery of Life Orientation in schools caters only for career education to the exclusion of career assessment and counselling. There is no policy regulating the out-of-the-classroom career development support in the Department of Basic Education. Sefotho (2017) argues that it is difficult to follow the thread from basic education and what has to happen about guidance. Sefotho (2017) further observes that the lack of Career Guidance policy is mostly the basis of the problem of disharmony. Many of counselling services do their own thing, and it is not easy to disaggregate who offers what kind of service, as a result it is not easy to implement the Career Guidance curriculum because it is not clear what the focus of career psychology in South Africa is.

In 2009 cabinet assigned the responsibility of career development services to the Ministry of the Department of Higher Education and Training (DHET, 2017). Cabinet tasked the DHET ministry to develop a national policy framework for the coordination of career development services in South Africa and DHET fulfilled this task in 2017 (DHET, 2017). The advantage of this policy framework is that it cuts across all sectors of society and caters for all ages (DHET, 2017). This finding though reinforces the idea that this is not enough. The Department of Education as the custodian of career education in schools needs to have its national policy. This is an international trend (Akkok, 2015). Policy reviews by international organisations such as OECD, World Bank, and European Commission have shown the significance of national Career Guidance policies to be the improvement of policy and systems coordination and cooperation between sectors and services and development of quality assurance of Career Guidance provisioning (Akkok, 2015). In Malta, the Maltese Career Guidance Taskforce (2007) found that the national Career Guidance policy is needed in order to improve both qualitatively and quantitatively the Career Guidance services within the Maltese educational system.

5.2.3.3 Lack of proper career counselling service in schools

It was found from the one-on-one interviews that career counselling as a pillar of Career Guidance did not happen in schools. This finding confirms the observation made by DHET (2015) that career counselling is available in some schools not all of them. Counselling complete the Career Guidance process (Herr, 2002). It is an essential factor in the career decision-making process (Singh, 2016). Lack of counselling, therefore, is a severe gap in the provisioning chain and should be viewed in a serious light. In the study conducted by Bloxom, *et al.*, (2008) 15.8% of students said they approached school counsellors for help.

The importance of counselling in the process of career decision making is reflected on the assertion by Dabula and Makura (2013) that in the South African context career choices for many high school students are accidental, rash decisions, imposed by external forces or by circumstances. Optimal career choices should be a result of a

continuous process of conscious decision, self-discovery and aligned to the world of work. Dabula and Makura (2013) go on to suggest that universities put in place admission rules and regulations that compel schools and prospective candidates to undergo career counselling. Maree (2014) in Sefora (2016) says that only a small percentage of learners across the country ever receive career counselling and it remains the almost exclusive preserve of learners from affluent homes. Sefotho (2017) confirms this and asserts that most students in less-resourced communities do not have the means to attend counselling sessions, although they do need it. This is also because of a lack of proper training and skills among educators. In the study by Stead (2005) 87% of LO educators surveyed had never received training on Career Guidance. It is a gap that needs profound attention by the Department of Education.

5.2.3.4 Lack of appreciation of the role of the schools in career decision making

There was an expressed frustration by the participants about the fact that some learners if not most of them could not on any of their own demonstrate sound career decision-making. It seemed that educators did not appreciate the fact that sometimes a proper career decision follows an appropriate career development intervention by a trained professional (Singh, 2016). This frustration pointed out to lack of training and expertise by LO educators because the LO Curriculum and Assessment Policy Statement (CAPS) stipulates that at grade 10 learners should be taken through the subject, career fields and study choices (decision –making skills). At grade 11 they have a topic which says ‘knowledge about self about the demands of the world of work and socio-economic conditions. In grade 12 they have to demonstrate a commitment to a decision taken and refine their portfolio of plans for life after school (Department of Basic Education: 2011). This is classroom work which if done correctly can see the learners making proper career decisions and adopting appropriate career plans.

This belief is a challenge in career education provisioning and delivery. Educators should realise that learners need Career Guidance before they can be expected to express

appropriate career plans. This finding is another call for more educator development in the field of Career Development.

5.2.3.5 Parental and community influence

The findings revealed that part of the challenge to career education delivery is the attitude by the communities and parents. The high levels of illiteracy especially in rural communities have a demotivating effect on learners. Learners lack career oriented role models in their communities. A child's sense of values is influenced by the educational statuses in the family. The behaviour patterns and training which a child learns from the family determines its job perception and subsequent occupation decision (LGSETA, 2015). In the study by Ngobese (2018) 58% of the participants felt that community level of literacy and socio-economic statuses in the local community has a significant impact on the implementation of Career Guidance in schools.

Furthermore, the community members show disinterest when asked to come and share career information with learners. They regard that assistance as a time waster and decline invitations from schools. In the study by Ngobese (2018) 62% of the participants strongly believed that externally sourced people should be invited to offer assistance to learners.

Parents, especially in rural areas, are also seen to be not keen on sacrificing their meagre possessions for the education of their children. Some parents in rural areas possess cattle. They express disinterest in letting go of these in favour of the education of their children. Some parents also have been observed to be reluctant to give their children career advice and contribute to their career decision-making. They leave that to the sole responsibility of the school. Sefotho (2017) asserts that it may be helpful for parents to support their children in their career choice because sometimes it is the parents themselves who become barriers when their children choose careers. The role of parents in career decision-making is evident in the findings by Maila and Ross (2018) who found that parents have an essential role as they can help their children in decision-making. Maila and Ross (2018) also found that educated parents were more likely to place a high

priority on education. This finding highlights the challenges faced by learners born of illiterate parents in rural areas.

Singh (2016) found that lack of cooperation from parents was one of the challenges impeding Career Guidance provisioning. Miller as cited in Local Government Sector Education and Training Authority (LGSETA) (2015), also discovered that parental attitude and behaviour are positively associated with students' career maturity. Maila and Ross (2018) however argue that the parents may have a negative role in the children's career decision-making as they sometimes impose their career preferences on their children without considering their aptitudes and abilities. Bear and Roeber as cited in Local Government Sector Education and Training Authority (2015) also project the family as having a profound influence on the evaluative aspects of the child's development including its judgement on which career to pursue.

5.2.3.6 Illusive role of Life Orientation and its educators in career education provisioning and delivery

Life Orientation educators are the custodians of career education delivery in schools. In reality, Life Orientation does not have ample notional time for the career education part of the subject, neither does this part cover all the three pillars of Career Guidance that is assessment, information and counselling (DBE, 2011).

In some schools, the educators who get allocated Life Orientation are not the trained Life Orientation educators, but they are the educators who do not have enough duty load. The trained Life Orientation educators get allocated other subjects.

Educators who teach Life Orientation also have many other subjects to teach. Owing to the status of Life Orientation in the Department of Education and schools those teachers give more attention to the other subjects that are regarded as more important than Life Orientation. Life Orientation is not a reliable vehicle for the delivery of career education in schools. Modiba (2016) found that LO educators were feeling incompetent, insufficiently

trained, not sufficiently resourced and not getting enough time to offer proper Career Guidance.

5.3. Conclusion on results

The findings of this study have revealed perceptions of a cross-section of participants and respondents ranging from education officials, High school principals, Life Orientation Educators to grade 12 learners on the nature and quality of career education provisioning and delivery in King Cetshwayo District High Schools. The reason for the inclusion of all these stakeholders was well canvassed in chapter 3.

The findings revealed that the primary mechanisms for the provisioning and delivery of career education are the classroom curriculum delivery as part of Life Orientation and a five-pronged career development support programme funded through the HIV and AIDS Life Skills conditional grant. This is not sufficient. Life Orientation covers career education only and does not offer a full package of Career Guidance which includes assessment and counselling. The learners, therefore, do not receive the worth of their money. Career education in schools is a façade. The system must develop to the level where the schools are going to offer a full package of Career Guidance and not just primary career education (Herr, 2002).

It also emerged from the findings of the study that all the participants and respondents perceive career education as assisting the learners in meeting their career development needs. The career development needs that were flagged were the formulation of a career goal and adoption of a career plan (Zunker, 2006). Participants, in other words, thought that career education in schools enables the learners to formulate career goals and to adopt career plans. Although there is no scientific method in the Department to measure the impact of career education the Department depends on anecdotes of success to get a sense of the impact of the career education programme in schools. Monitoring was also described as non-systematized and rudimentary. One wonders whether the results of a

formal and scientific system of monitoring and evaluation will corroborate the perception that career education in schools meets the career development needs of learners.

The findings of the study highlighted some challenges and gaps in career education provisioning and delivery in the Department of Education and in particular King Cetshwayo District. These include: The lack of a national Career Guidance structure and policy; The absence of teachers dedicated solely for Career Guidance in schools; Lack of career counselling service; Educators not appreciating their role in career decision-making; Parents and community not helping the schools in their quest for quality career education delivery, and the elusive role of Life Orientation and its educators in career education provisioning and delivery.

As a result of these challenges career education is delivered on an ad-hoc basis; Schools offer career education only instead of a full package of Career Guidance; Undecided learners move through the schooling system without the benefit of a proper career counselling service; Educators languish in frustration instead of reinforcing Career Guidance; Cooperation between the schools, parents and communities in career education delivery does not happen, and learners continue to receive a raw deal in terms of Career Guidance.

5.4. Recommendations

Based on the findings from both the one-on-one interviews and the questionnaire the researcher recommends as follows under each research question:

5.4.1. Recommendations based on research question 1

- The Department of Education should broaden the scope of its offering in terms of the career development of learners. A full package of Career Guidance that comprises career assessment, career information and career counselling should be made available to learners in schools.

- The Career Guidance provisioning and delivery strategy should be advocated in schools to secure understanding and cooperation.
- Career Development in the Department of Basic Education should be institutionalised. Career development support should be beefed up with more staff and line budget funding. It should be a fully funded mandate.
- The career development support function should include formalised monitoring and evaluation. With the necessary tools and expertise, the Department should be able to account scientifically for the impact of the career development services in schools and ongoing improvement thereof.

5.4.2. Recommendations based on research question 2

- Schools on their own and with the support of the District office should have well-planned programmes of out-of-the-classroom career development support activities. The programmes should be the extension of curriculum-based classroom offering. All the schools should have programmes such as career awareness day, career dress-up day, career information seminar, career corner in the library, industry-specific career awareness programmes, and many others. This will increase the depth of the career development support programme by ensuring that at least all high school learners from grade 8 to 12 have access to career development support endeavours. This should be a compulsory and statutory practice in all the high schools. In the study by Sefora (2016) learners recommended that they are offered opportunities for exposure to activities that are career-related such as job shadowing and internships.
- King Cetshwayo district should be coordinated in such a way that all the sub directorates advocate career development support services. The Life Orientation subject advisors, in particular, should pay particular attention to the components

of the subject that deal with career education. They should see to it that all Life Orientation educators do justice to this part of the subject.

- High schools in King Cetshwayo District and schools should consider seriously the role that can be played by past learners who are successful in their careers in the enhancement of career development. The schools should keep a database of these alumni and use them as a resource in career development among other things. Sefora (2016) recommends that guest speakers and mentors could be invited to schools to hold talks and information sessions where learners may become aware of employment opportunities and training /education needed for various positions.
- Professional development of Life Orientation educators in their role as Career Development Practitioners (DHET, 2016) should be done on an on-going basis. Their skills and knowledge in career development support should be improved continuously considering their high turnover in schools. Manderla (2013) found that teacher training was one of the challenges in Career Guidance delivery in schools. Pillay in Singh (2016) argues that the absence of ongoing teacher training in Career Guidance can perpetuate inaccuracies thus highlighting the need for such training. In the experimental study conducted by Stead (2005) it was found that the train-the-trainer career development intervention programme resulted in 8,26% improvement in career maturity of learners. Stead (2005) therefore argues that career education is a specialised subject that demands special skills and competencies. There is a need to provide specialised training to Lo educators on career education in South Africa especially to those that have been newly introduced to the subject. There is a need to provide basic training but also to provide an advanced level of training in order to enhance the professional status of the field. Sefora (2016) also recommended an investigation into how LO educators could be empowered with the necessary training to support learners.

- Career development in schools should be the duty of every educator. All the educators should, regularly, show the learners the connection between their subjects and the world of work. Career information charts should be displayed in all the classrooms. In the study conducted by Furbish and Reid (2013) where they were considering the best practices in career education in New Zealand they found that in all the schools considered to be the epitome of the best practices in career education a central feature of the programme was the involvement of all the subject teachers in career education and guidance through their teaching and classroom activities.
- The use of the ICT career development model in rural areas should be explored. Singh (2016) assert that where career education is provided at school, it is not always helpful to learners. ICT based Career Guidance programmes, therefore, could help enhance the impact of the Career Guidance programme in schools. It could also alleviate the problem of lack of access to resources and up-to-date information as pointed out by Prinsloo in Singh (2016).

5.4.3. Recommendations based on research question 3

- The Department of Basic Education should consider seriously the possibility of making Career Guidance a stand-alone offering in high schools by creating and availing dedicated posts for Career Guidance educators. These will be retrained and given all the necessary tools resources to offer a full package of Career Guidance in collaboration with all the other educators in the school. In the study by Bloxom *et al.* (2008) 74% of the respondents (Students) viewed career planning as being important in the grade 12 years. This necessitates more specialised workforce to assist in this regard.
- The Department of Basic Education should establish a Career Development Directorate that will regulate the provisioning of career development in schools nationally. The Directorate will establish the norms and standards and the policy

framework for Career Guidance provisioning and delivery. The investment in this Directorate will improve the quality of education in general.

- Career development advocacy programmes involving parents should be started by both the King Cetshwayo District office and the schools. Partnerships with community-based organisations should be started and strengthened.
- Life Orientation teaching load should be allocated to qualified Life Orientation educators only. The practice of allocating it mainly to educators with less duty load should be banned forthwith.
- The Department of Basic Education should accord Life Orientation the same status as other subjects, at least at FET level. It should be formally examinable and its notional time increased.

5.5. Limitations of the study

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

The researcher is an official of the KwaZulu-Natal Department of Education based in King Cetshwayo district in the Special Needs Education Services (SNES) sub-directorate. He is the First Education Specialist responsible for Career Guidance programmes in the district. His work involves supporting the implementation of Career Guidance programmes in the schools. From time to time he would visit schools to monitor the delivery of Career Guidance.

District officials are perceived to be authorities with power over schools irrespective of their rank. A post level 3 district official is perceived to have more power and authority over a post level 4 school principal. Some principals and educators are intimidated by this perceived authority and power. Despite the considerable effort by the researcher to get the participants in schools, especially during interviews, to take him as just a researcher,

it is possible that some of them still regarded him as a district official and attempted to paint a positive picture regarding career education provisioning in their schools. This had the potential to negatively affect the integrity of the data collected from such participants. The power relation between the researcher and the participants (Fraenkel & Wallen, 2008) could have inhibited the participants from saying what they thought. To mitigate this possibility, the researcher probed the interviewees to get them to substantiate the claims they were making about the quality and quantity of career education in their schools.

When completing the questionnaires, the respondents did not have the opportunity to expand on the questions of particular interest or importance (Fraenkel & Wallen, 2008). The items were closed-ended. The perceptions reflected on the questionnaire were, therefore, not substantiated. Inferences from the questionnaires were based on the assumption that the participants understood the meaning of the Likert items and were sincere in their responses (Fraenkel & Wallen, 2008). Questionnaires were in English. Some of the schools were deep rural. In deep rural schools, English usage is not as proficient as in urban schools. Even though participants were encouraged to request translation where they needed it they could still have been shy or embarrassed to ask for such. Despite the emphasis by the researcher on the need for honesty, some participants could still have opted for answers that would paint their school in a particular light.

5.6. Suggestions for future research

This study is anchored on Super's theory of five career development stages. The stages are Growth, Exploratory; Establishment; Maintenance, and Decline. He identifies five developmental tasks that correspond to these stages. The study was on the perceived effect of career education in schools in the fulfilment of the developmental tasks that correspond with the exploratory stage. Those tasks are career goal formulation and adoption of the career plan. Participant O1 expressed a feeling that career development theories that South Africa relies on for the compilation of career development programmes are based on Western ideas. She said:

I think that the model speaks, the model that is proposed for South Africa right now is predicated on what one would call Western ideas. I think that there needs to be far more attention paid to how career decision –making happens in the African context.

Stead and Watson (1999) in Stead (2005) say “The adoption of Western career training programmes, however, can lead to problems in terms of culture validity. In South Africa, for instance, all career theories on which career training programmes are based are derived from studies of North American and European populations in conditions where young people have a wide scope of opportunities and a relatively smooth career path”. A study, therefore, that will culminate in a suggestion for South African contextualised career development theory is still necessary.

Furthermore, in chapter 2 literature review revealed that South Africa uses career centre, Industry-based, Career Event; Curriculum based, and ICT Career Guidance models. Considering the proliferation of ICT in South Africa, the researcher is of the view that the role of ICT in career development has not been fully explored especially in respect of rural schools. Bloxom *et al.*, (2008) says that students may not perceive career development resources available at the high school level as being useful. Mander (2013) found in her study that Guidance and counselling services were viewed with scepticism by learners. The role of ICT in career development, therefore, still needs to be explored.

The study also revealed that Life Orientation educators who are the custodians of career education in schools lack the requisite skills and knowledge to this critical task. Their specific training needs concerning career development were not touched. A further investigation of the professional development needs of Life Orientation educators as career development practitioners still needs to be pursued.

It also emerged from the study that the career development monitoring and evaluation function is not well developed in the Department of Basic Education. The participants described the monitoring and evaluation efforts as rudimentary and anecdotal respectively. The KwaZulu-Natal Department of Education spends more than R4 000 000

of HIV and AIDS Life Skills conditional grant on career development support programmes. King Cetshwayo District in 2018/19 financial year was allocated R340 750 of this budget. Failure to account scientifically for the impact of this expenditure could be affecting career development efforts in one way or the other. Singh (2016, p.84) concluded that “The need to improve practice monitoring and evaluation on Life Orientation in South African schools still exists”. The role of monitoring and evaluation in Career Guidance provisioning and delivery still needs to be investigated.

Analysis of data collected through the questionnaire revealed that respondents from urban schools perceive career education in those schools as not meeting their career development needs. These are the schools that are believed to be well resourced in comparison to single race schools in peri-urban, townships and rural areas. This anomaly needs to be investigated further.

In the quantitative design of the study, the learners only responded to Likert items using the response options provided. They could not expand on their responses. Their responses were left unsubstantiated. The researcher is of the view that a qualitative study to seek the learners’ views on the quality of career education they receive in schools would yield more insights than the ones produced in this study.

To deal with the issues raised above the following studies could be pursued:

- An investigation into factors affecting career decision- making in the South African context: Towards an Afrocentric career development theory.
- The possible role of ICT in career development in rural schools.
- Professional Development needs of Life Orientation educators as Career Development Practitioners.
- The role of monitoring and evaluation in Career Guidance provisioning and delivery.

- A comparative study of Career Guidance delivery in Multiracial urban schools and Single-race schools
- Learner perceptions on the quality of career education in high schools: A qualitative investigation.

5.7. Conclusion

The majority of participants and respondents in this study have displayed overall optimism on the quality of career education efforts in schools. There is however a substantial number of participants and respondents, including Life orientation educators and learners from Multiracial urban schools who expressed their dissatisfaction with the quality of career education in schools. This points out to the dire need for the Department of Education to work earnestly on institutionalising Career Guidance provisioning, management and delivery at all the levels of the Department. Until that happens, learners will continue getting a raw deal in as far as Career Guidance is concerned. The Department of Basic Education and the Provincial Departments of Education should heed the lament by Singh (2016, p.93) that “Despite the numerous studies that have highlighted the deficiencies in the teaching of LO not much has changed in the policy or delivery of this subject”.

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ANNEXURE A: QUESTIONNAIRE



UNIVERSITY OF ZULULAND

DATA COLLECTION QUESTIONNAIRE

In the study towards

MASTER OF EDUCATION

In the field of

Educational Psychology and Special Education

With the provisional title:

Perceptions of Learners and Education Officials on the Provisioning of Career
Education in Schools in the King Cetshwayo District in KwaZulu – Natal

FACULTY OF EDUCATION

Candidate: B.M.Mnguni

Student Number: 19920661

Supervisor: Prof M.M. Hlongwane

To what extent do you agree or disagree with the following statements

		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1	My educators talk and teach a lot about career					
2	I once attended a career awareness event either in my school or outside					
3	I have enough knowledge about the career that I want to pursue					
4	My school is one of the best in career education delivery					
5	I get my career information more in my school than outside of school					
6	I get my career information more outside than inside of the school					
7	I have a clear career plan					
8	Career education in my school has assisted me to discover my interests.					
9	Career education in my school has assisted me to discover my abilities					
10	It is career education in my school that has assisted me to know my personality					
11	It is career education in my school that has assisted me to know my values.					
12	Career education in my school has assisted me to discover my weak and strong points.					
13	It is because of career education in y school that I know about the different types of higher education institutions and what they offer					
14	My school has given me enough information about different career entry					

	requirements and qualifications					
15	My school has assisted me to know different study programmes and their entry requirements.					
16	My school has assisted me to know about different higher education study funding options.					
17	Career education programmes in my school assisted me to base my career decision on my personal attributes.					
18	My school has assisted me to adopt a clear career plan.					
19	My school has assisted me to know the link between my school subjects and the world of work.					
20	My school has given me enough information about the world of work					

Just something more:

Your Age:.....

Gender:.....

Grade:.....

School:.....

FET Stream {Science/Commerce, etc].....

Today's date:.....

THANK YOU

ANNEXURE B: INTERVIEW QUESTIONS



UNIVERSITY OF ZULULAND

INTERVIEW QUESTIONS

In the study towards

MASTER OF EDUCATION

In the field of

Educational Psychology and Special Education

With the provisional title:

Perceptions of Learners and Education officials on the Provisioning of Career Education
in Schools in the King Cetshwayo District in KwaZulu – Natal

FACULTY OF EDUCATION

Candidate: B.M.Mnguni

Student Number: 19920661

Supervisor: Prof M.M. Hlongwane

During the interviews, the questions will be adjusted according to the operational level of the participant.

A. IDENTIFICATION PARTICULARS

1. Participant :
2. Race :
3. Designation :
4. Office/school :

5. Highest Qualification :.....
6. Years of service in current position:.....
7. Date of Interview :.....
8. Place of interview :.....
9. Time of Interview :.....

B. INTERVIEW QUESTIONS

1. How would you describe career education?
2. In your understanding what should, career education provisioning entail?
3. How does your job influence career education provisioning in the province/district/school?
4. What is it like to be at the management/implementation level of career education provisioning in this province/district /school?
5. How would you describe the commitment of this province/district/school towards ensuring that learners access quality career education?
6. What is the strategy of career education provisioning in the province/district/school?
7. How does the department of education monitor and evaluate career education provisioning in schools.
8. Comment on the capacity of management at all levels of the Provincial Department of education including schools to ensure effective career education provisioning.
9. What is your view of human resources in the provisioning of career education in the province/district/school?

10. What is your view of the financial resources in the provisioning of career education in the province/district /school?
11. What is your view of materials in the provisioning of career education in the province/district/school?
12. What is your view of knowledge and skills in the provisioning of career education in the province/district/school?
13. How does the department/district/school assess the impact of career education in schools?
14. On a scale of 0 to +5 or 0 to -5 rate your perception of career education provisioning in the province/district/school.

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5

15. In your opinion, what is the general state of career education provisioning in the department/district/school?
16. How would you describe the quality and quantity of career education that learners have access to in schools and outside?
17. What are the challenges facing career education provisioning in this province/district /school?
18. What are some of the gaps in career education provisioning in this province/district/school?
19. To what extent do you think career education in schools helps the learners to meet their career development needs (formulation of a specific career goal and plan)
20. Do you have anything you would like to add, that we have not talked about regarding career education provisioning in the province/district/school?

APPENDIX C: TURNITIN REPORT

PERCEPTIONS OF LEARNERS AND EDUCATION OFFICIALS ON THE PROVISIONING OF CAREER EDUCATION IN SCHOOLS IN THE KING CETSHWAYO DISTRICT IN KWAZULU-NATAL

By BONGINKOSI MANIKO MNGUNI

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