

**A Comparative Study of Communication
Perspectives of Factors Influencing Students'
Career Choice at UNIZULU and DUT**

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ETHICAL STATEMENT BY RESEARCHER

With the signature below, I Mofoluwake Oluwadamilola Taiwo hereby declare that the work “A comparative study of communication perspectives of factors influencing students’ career choice at UNIZULU and DUT” that I present in this thesis is based on my own research, and that I have not submitted this thesis to any other institution of higher education to obtain an academic qualification. All sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Mofoluwake Oluwadamilola Taiwo

11/1/2018

DEDICATION

This work is dedicated to the Holy Trinity, the Alpha and Omega of life and the Source of wisdom, knowledge and understanding. You are everything to me, great is thy faithfulness.

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Alleluia! What can I say unto the Lord, all I have to say is “Thank you, Lord.” Really, “with God, all things are made possible” Unto God is the glory, honour and majesty for the completion of this project. He has been my strength, shield, protector and my sufficiency always.

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A comparative study of communication perspectives of factors influencing students' career choice at UNIZULU and DUT

ABSTRACT

The choice of career is a delicate matter that demands caution and serious attention. Many people have become victims of circumstances of incorrect career choice due to lack of proper career guidance and information. On the other hand, there is a debate among academic researchers in the field of career counselling and guidance that learners in urban areas have more advantage in understanding career choice compared to their rural counterparts. The findings, however, have been controversial. Hence, this study sought to examine and compare the extent to which communication perspective on factors influencing students' career choice in rural and urban tertiary institutions of learning are the same or different. An in-depth literature of prior studies in the field of counselling and guidance was conducted to create the theoretical foundation for this study. On the basis of the literature review, a conceptual framework for the Department of Basic Education was developed. A self- designed questionnaire under descriptive survey was adopted and simple random technique was employed to administer a total of 370 questionnaires to students from one rural and one urban university in South Africa. The participants comprised first-year undergraduates from Durban University of Technology (DUT) and University of Zululand (UNIZULU). The data were analysed through the MoonStats and later transferred to tables and average mean. The study indicated that friends, internet, and university open day were the major channels of communication by which career services were provided to potential university' students. The study also revealed that first-year students from DUT were well-equipped on knowledge of career choice information than the first-year students of UNIZULU. Students from the two universities have similar views that parents, admission requirements and matriculation results were the major factors influencing their choice of course of study in the higher institution of learning. The study further offered recommendations and further study based on the research objectives of the study

WRITING CONVENTIONS

The following conventions are used in this study:

- The abbreviated Harvard style of referencing in this study, for example, Arens et al. (2012:125), meaning Arens, Schafer and Weigold 2012 page 125.
- Illustrative tables and figures are all given as Figures 1-4 and Tables 1-8 in their chronological sequence of appearance.
- Such website addresses are included in the dissertation, both for verification purposes and for acknowledgement of the source of information. An example of a typical website is: www.ehow.com
- The World Wide Web (www) is transient and ever-changing, therefore, one should expect that websites from which information is gathered will be offline or may alter the contents of the website over a period.
- In instances where the electronic document has been downloaded from a website, the author is mentioned, followed by the year as in Wirterat (2013)
- This thesis adopts the British English writing style.

ACRONYMS

CHE - Council on Higher Education

DBE - Department of Basic Education

DUT - Durban University of Technology

LO - Life Orientation

NCS - National Curriculum Statement

OECD - The Organisation for Economic Co-operation and European Communities

SCCT - Social Cognitive Career Theory

UNIZULU - University of Zululand

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CHAPTER 1

ORIENTATION

1. INTRODUCTION

Communication is the preceding signal regarding life (Bright, 2005:89). It begins with the screaming of a 'new-born child', which is concrete evidence that the child is alive. Arens *et al.* (2012:125) agree that from our first cry at birth, survival depends on our ability to inform others or persuade them to act. Communication serves as a tool which is used in our daily activities of life and it is also used to express our feelings and views towards one another. It is important Chatterjee (2011:23) notes that humans communicate to express and try to understand one another's responses either by spoken words, written words or through non-verbal communication. McLaughlin (1997:67) also indicates that man cannot succeed or flourish on his own particular thought; he needs another member of society to complement his thoughts. Communication contributes to every decision made, including career-based ones. Therefore, when engaging in this process, one needs to seek advice and express oneself clearly and concisely especially when it comes to career choices. Furthermore, career choice is an aspect of an individual's life which is very important, and has the ability to contribute positively or negatively towards one's future. Proper communication is therefore needed to assist one in making proper decisions when it comes to selecting the correct career path. According to Farheen and Saba (2012:3385), career choice is a process of choosing a profession or occupation which designs one's future life/lifestyle. Greenhaus (2003) defines career choice as the process of making career decisions about pursuing a job or career, which will eventually bring changes to the occupational fields. Natalie (2006) adds that career choice is the total arrangement or organisation of a person's activities which will be held during a person's lifetime.

Wood (2014:10), describes human communication as a way by which people share their ideas and thoughts in the form of symbols to bring out meaningful interpretations. Hypel and Weaver (2007:8) explain that communication deals with the sharing of information, the emotions either in the form of written words, nonverbal or verbal which add understanding to the message.

Communication is not static but is a two-way process of sharing ideas, information, and feelings from one person to another.

It can be argued that communication takes place in every facet of human lives and in all areas of human endeavours, especially in career and decision making. Career choice is an aspect of an individual's life that is very important which can build or ruin one's life. A career choice is an important decision because it impacts on the quality of a person's life. Career decisions also influence the degree of success and joy which a person achieves during his/her lifetime. Oluwagbemi *et al.* (2014:1) are of the view that a good career path can promote quality of life, create sufficient income, and influence the social and economic sphere of any nation. A career choice frequently depends on the secondary school attended by learner. (Ferry 2006:37). He further opines that major crossroads in peoples' lives was experienced when they had to make decisions in high school. Shahzad *et al.* (2014:9) affirm that students' make career decisions while in high schools. Career choice is a phenomenon that looks simple and admirable but in most cases, it proves to be very challenging. Many people become victims of circumstances simply because of incorrect career choice. Farheen and Saba (2012:3385) state that the choice of an appropriate career is very significant for any person, but an incorrect career choice can lead to various problems in the long run. Pavlina (2007) indicates that it is extremely challenging to arrive at an accurate career choice even with deliberate and mindful introspection. Uwaifo (2010:4) also maintains that if a career choice is not appropriately chosen, it may result in frustration and emotional pain which could ruin one's happiness for life. Salami and Salami (2013:33) agree that the choice of career is a delicate matter that demands caution and serious attention.

2. BACKGROUND OF THE STUDY

Many high school students' find it very difficult to plan for their future or to decide what to choose as a pathway in life before entering the higher institutions of learning. Subsequently, they find it difficult to cope and this negatively affects their academic performance. This is one of the factors which contribute to high dropouts in the first year of university. The study conducted by Moodley and Singh (2015:91) reveals wrong career choice as being the main factor that led to the dropout of students' in higher institutions of learning. Letseka (2008:95) observes that lack of career guidance is one of the reasons for academic failure and drop out. Issa and Nwalo (2008) affirm that many youths choose incorrectly or go into unfitting careers

due to lack of proper career guidance, ignorance, inexperience, parental influence or peer pressure. Talib and Aun (2009) state that one of the problems faced by young people is an undecided career option. This is a source of anxiety for many first-year students' which could lead to a lack of confidence, lack of interest or academic failure during their course of study.

An incorrect career choice is a contributing factor to the low level of employment in a society. Odo (2015:3) indicates that an incorrect career choice contributes to spiralling unemployment rates. Uko and Achu (2013: 247) maintain that the process of making a career choice is a blueprint which people use for aiding gratifying employment opportunities and to design favourable lifestyles. Ogundele and Feyisetan (2014:57) argue that many graduates are jobless as a result of the wrong choice of career which are irrelevant to the needs and aspirations of the society. Moreover, the influence of wrong career choice has increased the number of unemployed people, robbers, troublemakers and hooligans among others. Issa and Nwalo (2008) indicate that when people experience a problem in career choice: such people may constitute a nuisance to themselves, people around them or the general community.

3. LITERATURE REVIEW

Considine and Zappala (2002) are of the view that the type of school which a child attends influences his or her future educational output and academic achievement. The type of influence is determined by the social and psychological make-up of the school management, school facilities and the culture of learning which the school adopts. Kwesiga (2002) agrees that the school influences the academic performance of a student. However, in terms of school location in career choice, the education system in rural and urban areas seems to differ from each other. Some of the differences are school facilities, teachers, learning environment and career information. Motala and Dieltiens (2010) note that most school children who drop out of school are found in rural areas as opposed to urban areas.

However, the literature review covered four objectives which are:

Objective one: begins with the review of the literature on the role of career awareness and guidance programmes for first-year students'.

Objective two: focuses on the review of the literature on factors which influence first-year students' in their choice of study at the University.

Objective three: discusses with relevant literature on the consequences of choosing a wrong course of study in the first-year.

Objective four: deals with the literature on the various forms of communication used in disseminating career guidance services to a potential university student.

Chapter 2 provides a detail qualitative review which is based on the four objectives.

4. MOTIVATION OF THE STUDY

One of the major factors that stimulated the need for this study is the challenges faced by rural area students' compared to their urban counterparts. The issue of lack of finance, lack of proper career information, poorly equipped school libraries, shortage of teachers, less quality education, less exposure to computer literacy and poor academic output among others in rural areas still generate issues among educational stakeholders. In the research conducted by Tremblay *et al.* (2001) relating to factors affecting the performance of grade three learners, the results demonstrate that urban students perform better than rural students. It is noted that students in rural schools experience poor learning conditions compared with students' in urban schools. Bojuwoye and Mbanjwa (2006) observe that there are many issues such as financial need, lack of proper career partnering, poor performance academically and insufficient career guidance services can negatively influence the career choice of tertiary students' from rural schools. According to the National Development Plan (2012), the data on the nature of the universities in South Africa is alarming in terms of knowledge creation, low attendance, high disintegration rate and lack of adequate ability to create the appropriate level of skills. Van Schalkwyk (2007) notes that South African first-year students' class attendance rates are deficient. This is as a result of uncommitted and unprepared students which can be further traced back to poor career guidance. CHE (2014:1) observes that higher education is wanting in its basic mission of producing equipped graduates who are needed for the rehabilitation and development of South African society. Further, in their explanation, they state that half of the 18% of 20 to 24-year-old students, who enrolled at higher institutions of learning, drop-out without acquiring the qualification they enrolled for.

Motala *et al.* (2007:52) agree that despite the improvement taking place in rural areas, many students' still experience lack of proper infrastructure, lack of proper career information and career guidance, lack of proper learning environment, lack of quality literacy, badly stocked

school libraries, poor trained educators, less access to broad curriculum range and poor academic results compared to urban areas or schools. They explained that students who performed poorly in the Department of Education's national assessments in Grades 3 and 6 are primarily students from townships, farms, rural and remote rural schools. Butters and Fischer (2008) explain that there is a scarcity of information or research on the economic learning between rural and urban students. Further, in their explanation, the research carried out amidst Nebraska high school students in Lincoln shows that the performance of urban students was higher than that of the rural students.

Nkambule *et al.* (2011) explain that education in rural areas face a lot of challenges like geographic location of schools, different learners' background and different learning styles which need drastic intervention for changes to occur. This research was conducted using first-year students in the rural-based University of Zululand (KwaDlangezwa) and urban-based first-year students at the Durban University of Technology (City of Durban). The researcher investigated and compared whether the communication perspectives of factors influencing students' career choice in a tertiary institution of learning is the same in the two selected universities. The study also compared students between these universities since both attract their intake from rural and urban areas.

5. STATEMENT OF THE PROBLEM

Many past studies on career choice in South Africa have focused on the aspects that determine the choice of career of the students. For instance, the multiple factors and determinants that influence career choice such as poor academic performance, media, finance, self-realization, personal interest, role model, job satisfaction and parents have been discussed in many studies (Sarwar and Azmat; 2013, Mudhovozi and Chireshe; 2012, Edward and Quinter; 2012, Haase and Lautenschlager 2011; Bojuwoye and Mbanjwa 2006; Mau and Bikes 2000 and Kerka 2000). While a few studies have identified factors that affect performances of learners in rural and urban settings (Nkambule *et al.* 2011; Butters and Fischer, 2008; Mortala *et al.* 2007 and Tremblay 2000).

However, the literature review reveals that the studies stated above have not examined the communication perspective on how values and potential impacts of communication can be constituted or integrated on students' career choice in a tertiary institution of learning and, therefore, there is a scarcity of empirical data on the effectiveness of communication on career choice in urban and rural settings. Also, none of these studies has made a comparative study on

the communication perspective of factors influencing students' career choice in tertiary institutes of learning between rural and urban areas. Regarding this, there is need to fill the gap by investigating the communication perspective of factors influencing students' career choice in tertiary institutions of learning. Also, the study will be based on a comparative study of rural and urban universities.

The core question for this research is:

How can proper communication influence and guide students in making the correct decision when choosing a qualification for their career?

6. AIM OF THE STUDY

This study examined how communication influences students' career choice in a tertiary institution when engaging the selection process in KwaZulu-Natal province.

7. OBJECTIVES

The following are the objectives of this study:

1. To investigate the role of career awareness and guidance programmes for first-year students.
2. To identify factors which influence first-year students in their choice of study at the University.
3. To examine the consequences of choosing a wrong course of study in the first-year.
4. To examine the various forms of communication used in disseminating career guidance services to a potential university student.

8. RESEARCH QUESTIONS

1. What is the significance of career awareness and guidance programmes for first-year students?
2. What are the factors that influence first-year students in their choice of study at the University?
3. What are the consequences of choosing a wrong course of study in the first year?
4. What are the various forms of communication used in communicating career guidance to a potential university student in South Africa?

9. RESEARCH METHODOLOGY

Henning *et al.* (2004:36) explain that research methodology deals with being able to convey the data and findings discovered during the course of research in such a way that reflects the purpose of the study and the research questions through a logical group of techniques. The research method employed in this study was the quantitative approach. A survey method with the use of simple, random sampling technique was adopted for the quantitative method. The instrument selected for this research was self-administered questionnaires in an organised form. MoonStats was used for the data capturing which was subsequently combined into Microsoft Excel and Microsoft Word. ‘Descriptive statistics’ were used in analysing data through the use of tables, graphs, charts, percentages and frequencies. Chapter four of this study provides a detailed explanation of the research method employed in the data collection for this study.

10. INTENDED CONTRIBUTIONS TO THE BODY OF KNOWLEDGE

It is hoped that this study could:

- Assist in reducing the drop-out rate of first-year university students;
- Empower the government of South Africa to implement the best techniques to communicate career-guidance to high school learners as well as to assist in decision-making regarding career choice of first-year students;
- Support the communication perspectives of factors influencing students’ career choice in a tertiary institution of learning.
- The declaration from this study shall open the door for forthcoming researchers who may show interest in the topic relating to the importance of communication on career choice in other institutions of learning.
- The findings of the study will be published in open access journals so that other researchers could use this information for further research -; and workshops will be offered to different schools in order to help students to make correct decisions when it comes to career choice.

11. ETHICAL CONSIDERATION

Participants were well-versed with the nature of the study and the issue of confidentiality was explained with all respondents of this study. Data collection for this study was based on the respondents' consent and a confidentiality agreement was signed by participants that were involved in this research. This was voluntary and those participating were treated with respect and were allowed to express themselves liberally. Also, their names were kept anonymous and their responses remained confidential, and this formed part of the ethical considerations to be met. The researcher ensured that the dissertation was a significant communication study enhancing developmental needs of the two Universities involved. The appropriate acknowledgement was given to authors for the use of their recorded works. All statements in this study relating to other researchers' work were acknowledged and properly referenced. Plagiarism and unwholesome reprography in terms of photocopying/reproduction of creative and intellectual works is discouraged in this study. Necessary permission was taken where applicable to ensure adequate protection of rights.

12. OVERVIEW OF CHAPTERS

Chapter Two: gives an overview of the literature reviewed based on the research objectives. The chapter discusses the following 1-4 topics: (1) To investigate the role of career awareness and guidance programmes for first-year students. (2) To identify factors which influence first-year students in their choice of study at the University (3) To examine the consequences of choosing a wrong course of study in the first year. (4) To examine the various forms of communication used in disseminating career guidance services to a potential university student. Furthermore, the chapter provides insights contributed by scholars that focus on communication perspectives and factors that influence students' career choice. Moreover, the chapter emphasises on the following: career awareness and programmes, factors influencing students career choice, consequences of wrong career choices and various forms of communications adopted in offering career guidance services to students.

Chapter Three: presents a discussion on two theories (the combination of Social Cognitive Career Theory and Shannon and Weaver Theory). The researcher used Social Cognitive Career Theory (SCCT) to examine how academic interests and career choice of people are developed and Shannon and Weaver theory to examine the free flow of communication in the educational sector. These two theories are used in conceptualising a conceptual framework. The framework

is designed to assist in scientifically examining the various forms of communication used in disseminating career guidance services to a potential university student (objective 4). The chapter also contains the conclusion at the latter part of the chapter.

Chapter Four: discusses the research methodology used for this study, which comprises research design for the study; target population; sampling and data gathering instruments. It also presents the reliability and validity of the instrument to be used for this study. The last section of chapter four is the conclusion.

Chapter Five deals with the interpretation and analysis of the data gathered from the field. It provides graphical illustrations in the form of table and graphs. The similarities and differences between the communication perspectives on factors influencing students' career choice between both universities is also explained as a summary for each finding.

Chapter Six provides an overall summary of the study which includes recommendations and conclusions.

13. OPERATIONAL DEFINITION OF KEY TERMS

The following are the operational definition of key terms used in this study:

Career Choice: Bandura *et al.* (2001) describe career choice as the outcome of a lifetime experience which takes place for a longer time. Greenhaus (2003) defines career choice as the process of making career decisions about pursuing a particular job or career, which will eventually bring changes to the occupational fields. Therefore, the term 'career choice' provides the reader with an understanding that individuals have the option to choose or prefer an occupation over another. Students, therefore, have this option to make meaningful and correct career choices.

Career Guidance: Is a process which assists students to acquire knowledge skills, information and explore numerous opportunities that will assist them in selecting a career path. Guidance is an important part for decision making. Furthermore, Chauhan (2009) describes career guidance as a methodically prepared stage of the educational procedure which helps young people to have a focus for their lives by making the correct career decision, and at the end contributing to the development of society. Therefore this term is used within this study to highlight the decision-making process.

Career Orientation: This term speaks about guiding learners with information which assists them in their career decision. Career orientation is important for decision making and by

making students aware of the various career opportunities. Furthermore, Ryyänen (2001:8) defines career orientation as an individual's approach towards certain specialized occupations. Gerber *et al.* (2009) affirm that career orientations are guides which influence an individual's career decision making and also shows an individual's desire to pursue a particular occupation. Therefore, this key term is used in this study to promote career awareness which ultimately assists students in their decision-making process.

Channel: Jacobsen and Thorsvik (2007: 252) refer to channel or medium as the form through which the message moves from the sender to the receiver. This term is used to explain to the reader the various medium of communication used in disseminating or transferring information from one person to another.

Communication: In this study, communication is the transmission of information from one person to another. Communication is essential in a career decision making process. Furthermore, Hypel and Weaver (2007:8) refers to communication as the sharing of information, the emotions either in the form of written words, nonverbal or verbal which add understanding to the message. In addition, Wood (2014:10) describes human communication as a way by which people share their ideas and thoughts in the form of symbols to bring out meaningful interpretations. The key term used in the study reveals that is not static but is a two-way process of sharing ideas, information, and feelings from one person to another.

Feedback: Berg (2011) explains that feedback involves the response of the receiver or recipient to the message received from the source. Jacobsen and Thorsvik (2007: 252) agree that the feedback is the concluding aspect of a communication process which shows the reaction and understanding of the receiver to the source message. In this study, the key term 'feedback' means the response given to a message or information received from the sender. For effective communication to take place, feedback is important to order to know whether the recipient of the message understands the information transmitted to him or her.

Interest: In this study, interest means the feeling of wanting to know something. Interest is paramount in career decision making process. Sear and Gordon (2002) define interest as something that grasps one's courtesy and awakens one's curiosity. This key term 'interest' is used within this study to highlight the decision-making process.

Message: Trompenaars and Hampden (2011:74) describe message as the core content in the communication process which conveys the thought of the sender through the use of spoken

words, written words, symbols, non-verbal cues and images to the receiver. In this study, the key term 'message' means the information transferred from the sender to the receiver.

Receiver: In this study, receiver means the recipient of the information transmitted from the sender. Furthermore, receiver or recipient of the message is the individual to which the message is directed to and who needs to understand and interpret the message (Steinberg 2007:254). For complete and proper communication to occur, the receiver is important. Therefore, using this key term reveals how information is received and decoding the information passed across from the sender.

Noise: The communication process speaks about elements that disturbs or interrupts the free flow of information from reaching its designated destination. Noise is anything which can affect or stand as an obstacle to the free flow of communication from the sender to the receiver (McLean 2005). Therefore, this term 'noise' is important for this study and it provides the reader to identify what distorts the free flow of information concerning career choice.

14. CONCLUSION

This chapter provided the orientation of the study which explores the communication perspectives of factors influencing students' career choice at the university with specific reference to the University of Zululand and Durban University of Technology. The motivation of the study, the problem statement, aim, objectives of the study, research methodology and ethical issues were highlighted. Furthermore, the study aims to investigate the communication factors that influenced the choice of career among the students that selected a Higher Education Institution for further learning. The next chapter provides a comprehensive review of the four major areas of literature. The four areas are made up of:

1. Investigating the role of career awareness and guidance programmes for first-year students.
2. Identifying factors which influence first-year students in their choice of study at the university.
3. Examining the consequences of choosing a wrong course of study in the first-year.
4. Examining the various forms of communication used in disseminating career guidance services to some potential university students.

CHAPTER 2

LITERATURE REVIEW

2. INTRODUCTION

The previous chapter outlined the orientation of this study and the following areas were discussed: the aim of the research, research objectives, statement of the problem and limitation of the study. This chapter reviews relevant literature while focusing on the identified objective of this study which are:

Part A: To examine the Role of Career Awareness and Guidance Programmes on First-Year Student's Choice of Career.

Part B: To identify factors which influence first-year students in their choice of study at the University

Part C: To examine the consequences of choosing a wrong course of study in the first year

Part D: To examine the various forms of communication used in disseminating career guidance services to a potential university student

2.1 PART A: TO EXAMINE THE ROLE OF CAREER AWARENESS AND GUIDANCE PROGRAMMES ON FIRST-YEAR STUDENT'S CHOICE OF CAREER.

In this knowledge-driven world, the need for career awareness and guidance programmes in the educational sector is of utmost importance to life endeavour. This study has revealed that career awareness and guidance programmes are of high significance because they assist students in their decision-making and also encourage them to examine other career alternatives before making a choice. Plant (2004), Du Toit (2005) and Bernes *et al.* (2007) indicate that there is a necessity to broaden career awareness in the educational sector as a global phenomenon. The Organisation for Economic Co-operation and European Communities (OECD) (2004) defines career guidance as the activity which is planned to help people of various age categories throughout their lifetime by making educational and occupational training which will assist them in their career decision. This study shows that career guidance is a meaningful activity

aimed at assisting students in making decisions that inform their career choice in life. Career guidance and awareness programmes are provided to students in order to assist them to understand and develop their abilities. According to Watts and Fretwell (2004), career awareness and guidance programmes are services offered to people to assist them in their career decision - making and to empower them on the various job opportunities available which will help them throughout their lifetime. To support this assertion, Gesinde (2008) agrees that career guidance is a wide-ranging method with services and programmes offered in schools with the aim of positively influencing and enhancing the personal growth and psychological competencies of learners. Career awareness and guidance programmes play a crucial role in students' career decision-making processes. Career awareness equips students by instilling confidence and positive attitude in them. This is expected to help provide relevant career information to students in future and inform their decisions in such areas. Kidd (2006) explains that career awareness involves the provision of career information and job-related abilities needed for educational and work decisions. Chauhan (2009) describes guidance as a methodically prepared stage of the educational procedure which helps young people to have a focus for their lives by making appropriate career decision and consequently contributing to societal development. Career guidance is vital as it enables students to contribute to the economy. Omoni (2009) considers career awareness and guidance programmes as “an all-encompassing notion which aids better understanding of young people with a view to render assistance to them. According to him it is important that career awareness and guidance programmes organised in schools are not out-dated in order to ensure that guidance services provided in schools to equip students are effective and efficient. Palmer (2005) avers that young people should be guided on how to make the right career choice through proper career awareness. It is therefore imperative to guide young people on their career decision-making through the provision of career awareness and guidance programmes in order to assist them in making right career choices.

Kidd (2006), however, argues that most high school learners have difficulties in their career decisions due to insufficient career information, abilities and awareness. A research conducted by Muroyama (2006) shows that due to lack of career awareness on career decisions, “learners” are made to choose based on their academic abilities rather than what they are interested in doing. The studies carried out by Stern (2003) and Van Schalkwyk (2007) reveal that lack of proper career awareness and guidance in high schools and poor academic preparedness are

major problems in career decision- making and pursuing a university education. From the cited scholars, it can be seen that several high school learners have difficulty in making career decision due to a lack of proper career information. This implies that career awareness and guidance programmes are not considered as being important in some schools and this has resulted into negative outcome on the students' career decision-making process. Strong (2009: 2) is of the view that effective career awareness and guidance programmes should be given to learners, as it tends to assist and influence their career decisions.

Pascopella (2007) notes that lack of proper career awareness and guidance programmes sometimes influences first-year students in their class attendance which may result in poor academic performance. Hocking (2008) support this notion that lack of class attendance from students can cause students to constitute nuisance to the development of the society. This study shows that lack of proper career awareness and poor academic preparedness of students negatively affects the class attendance of first-year students at the university. Wight and Maree (2007) observe that the dropout rate from higher education institutions is due to limited career information and less qualified students. A research conducted by Lawer (2007) on evaluating the efficacy of career awareness and guidance programmes reveals that the majority of high school learners are not aware of the most important occupational groups. Thus, most high school learners lack information on their career interest, abilities and necessary requirements for employment in different occupations. VitalStats (2012) reveals that the throughput rate for students who enrolled in 3-year degree programmes in public higher education institutions in South Africa excluding UNISA in 2006 shows that there is low throughput rate. 29% of the students who enrolled, completed their degree at record time, while there is an increase in the dropout rate. Council on Higher Education CHE (2013) agrees that the throughput rate of students who enrolled into public higher education system between 2000 and 2006 reveals that the condition is not improving because it is hindering the economic and social development of South Africa at large. Nevertheless, the throughput rate of students graduating from universities is low and the drop - out rate is alarming. Council on Higher Education, CHE, (2013:52) argues that 5% of African and Coloured young people are excelling in the South African Higher education while the remaining find it challenging to achieve their aim as a result of lack of proper career guidance with the combination of low attendance rate and high dropout rate from institution of learning. According to the National Development Plan (2012), the data on the nature of universities in South Africa is alarming in terms of knowledge creation, low

attendance, high disintegration rate and lack of adequate ability to create the appropriate level of skills. However, due to insufficient career information and proper career awareness programmes, students' academic performances have been influenced negatively. This has resulted into the high drop - out rate of students from higher institution of learning which affects the economy of South Africa at large.

Van Schalkwyk (2007) notes that South African university first-year students' class attendance rates are deficient as a result of uncommitted and unprepared students. This is attributed to poor career guidance. CHE (2014:1) observes that higher education is wanting in its basic mission of producing equipped graduates who are needed for the rehabilitation and development of South African society. Further, in their explanation, they state that half of the 18% of 20 to 24-year-old students who enrolled at higher institutions of learning drop-out without acquiring the qualification they enrolled for. According to Makura *et al.* (2011), the poor rate of graduands in some higher institutions of learning can be traced to lack of career guidance and poor academic preparedness. Edwards and Quinter (2012) point out that many high school learners lack adequate career information on various occupational opportunities which guide and assist them in their choice of career. Suffice to state that, learners who are furnished with adequate career information on different occupational opportunities are more likely to perform better compared to their counterparts with limited or no career information on occupational opportunities.

The study carried out by Oyamo and Amoth (2008) on high school learners in their final Certificate of Secondary Examination in Kenya shows that most students who wrote the exam lacked adequate career awareness and career information concerning the various kinds of career they have chosen. The study conducted by Khan *et al.* (2011) indicates that most of the South Asia learners in high school have no idea about career counselling and are unaware of their abilities, strengths and skills. George and Cristiani (2012) are of the view that lack of proper career awareness and guidance programmes weaken the economic productivity of a country. They aver that many high school learners lack proper career awareness and guidance programmes on what career to pursue in the future. Another research was conducted by Muzongondi (2012) which aimed at examining the preparedness of high school learners concerning career decision-making. The findings of the study indicate that out of 300 learners, only 8% had received awareness on career planning, preparedness and decision-making in school, 82% had not received any guidance in school while the remaining 10% had received other types of guidance mostly outside the school setting. He concluded that learners had

limited awareness and guidance on career decision. Based on the findings of the study by Muzongondi (2012), it can be deduced that many institutions of learning fail in providing career awareness and guidance programme for students. Hence, most students lack proper career awareness and guidance information on various occupations before making career decisions in life.

On the other hand, Rob and Achola (2008) observe that lack of career awareness and guidance programmes are ascribed to shortage of time and human resources needed for the process to take place, and this has resulted in inappropriate career choice which has led to widespread of poor performances at the workplace. Scott, Yeld and Hendry (2007) point out that lack of financial aid and lack of proper career guidance are related to poverty which plays a significant role in determining the success rate of students. Thus, lack of proper career awareness and guidance programmes can be traced to certain factors such as poverty, shortage of time, family background, among others. These factors sometimes influence students career decision and also determine the success rate of the students. Tinto (2014: 6), after his visit to South Africa, is of the opinion that providing students with access without supporting them academically, socially, financially as well as giving them career guidance in order to assist them in the completion of their degree of study - is not opportunity. Career guidance is of great importance to the level of success experienced by students. However, when career guidance is not given, the quality of education provided remains questionable.

From the views of scholars above, it can be argued that the roles of career awareness and guidance programmes are significant to the growth of an educational system of the nation. In this regard, career awareness and guidance programmes perform the following functions regardless of the motive of schooling:

2.1.1. Provision of information

History reveals that career awareness and guidance programmes provide necessary information. Career awareness and guidance programmes provide students with important career information which will be useful for them in their career decision making. Sultana and Watts (2007) explain that career awareness and guidance programmes provide career information which serves as the most important element for an effective career guidance provision. McLeod (2007) argues that career awareness and guidance programmes are important events because they are long-term goals in education and for the goal to be properly achieved, learners should be given proper career information before making career decisions. Career information package

need to include information on various occupations, job opportunities and the connection between the two. McMahon and Watson (2007) maintain that career information given to learners about various careers have effect on learners' career decision and this helps them throughout their lifetime.

Moreover, Kariuki (2008) indicates that career information received at the high school level through career awareness programmes help students in their career decisions and pursuance of career that will enable them to achieve their dreams. Cheek *et al.* (2002) maintain that information on effective guidance programmes will assist and improve learners' career decision and achievement in life. Zelloth (2009) affirms that career information should include information on the labour market as well as varying stock relating to different professions. Career awareness and guidance programmes provide information on various occupations which will assist students in making right career decisions as well as pursuing their dreams in life. Watts (2010) adds that career awareness and guidance programmes provide information on career, academic and personal or social areas. Chapman (2010) states that good career information for high school learners should be clear, precise and provide information on the requirements for various courses of study so that learners can plan and make proper career decisions. It is of paramount importance that career awareness and guidance programmes should provide information which are clear and exact in order to enhance easy understanding for students.

2.1.2. Creation of careers opportunities

Career opportunities are a result of good career awareness and guidance programmes. Career awareness and guidance programmes assist students to explore various career opportunities before making career decision. Perry and VanZandt (2006) declare that career awareness lays the foundation for exploring various career opportunities. Rivera and Schaefer (2008) agree that proper attention should be given to career awareness programmes because it is the beginning of career development. Eliason and Patrick (2008) describe career awareness as people's consciousness on various available career opportunities in terms of job requirement, job availability, job environment, rules and regulations connected to desired jobs.

2.1.3. Career orientation

Career awareness and guidance programmes serve as impetus to career orientation which influences learners' decision-making. Anon (2008) states that career orientation should be

cherished by learners because it will direct them into correct career paths for the future. Gerber *et al.* (2009) define career orientation as the development and behaviours that show individuals wish to pursue a particular occupation. Career orientation influences the career decision making because it helps in identifying an individual's abilities.

In a study conducted by McKnight (2009) among high school final year learners, it shows that failure to introduce career orientation to learners at an early stage in school has resulted in the delay of learners' planning in respect to which career to choose in the future. Lami and Mile (2013) believe that career awareness and guidance programmes create career orientation which is a pointer to individual freedom in determining his or her own specialised career in the future. Career orientation equips and guide learners on the right career path through the availability of career information. Failure to introduce career orientation to students at an early stage of their lives can cause a delay in their career decision making in life. Milloshi (2013) maintains that career orientation helps in developing an educational environment by equipping learners with the right sustenance and helping them to identify their physical, intellectual and personal qualities.

2.1.4. Career planning

Career planning can be effectively rooted from career awareness and guidance programmes. Career planning has important value on the career growth of people. Adıgüzel (2009) states that career planning is not only a theory but should be assessed within education and the business context. Bayraktaroğlu *et al.* (2011:138) define career planning as the preparation of the growth and promotion of an individual within an organisation where the individual serves by helping him to reach his career goals in respect to employees understanding, skills and motivations. Leung *et al.* (2011) explain that if learners' do not receive proper career guidance and orientation, it may lead to waste of time when they begin their life and business in future. Özen (2011) argues that career planning allows the organisation to regulate and identify its career goals by being aware of the business opportunities and working towards achieving the business opportunities and career goals on time. In other words, career awareness assists people in their decision making because people are inclined to choose a profession which may be able to provide comfortable conditions enough for them both economically and personally. Soysal and Söylemez (2014) observe that one of the reasons for career planning is the benefits provided to the person with regards to the work.

2.2 TYPES OF CAREER AWARENESS

According to Agarwala (2008:362), career awareness can be classified into two. These are:

1. Protean (new career awareness)
2. Boundaryless (traditional organisational awareness).

2.2.1. Protean (new career awareness)

Protean which is one of the types of career awareness is defined by Hall (1976) as a career which is motivated by the individuals involved and will be developed by the person constantly as the transformation occurs to the person and settings. Niles *et al.* (2002:11) argue that protean careers are such individuals that are equipped and able to personally adapt to changes, anticipate developing tendency as well as reconstruct their abilities to embrace such changes. Hall (2002) explains that the main protean career standards are independence and growth. The main conditions of achievement are subjective (intrinsic/intellectual success) and not objective (extrinsic/physical). Hall (2004) states that the “protean” career is a type of career which is guided practically by people who are self-directed by their own principles rather than by the organisational rewards. Baruch (2004:71) defines a protean career as a modern method through which individuals rather than the organisation take obligation for changing their career pathway and take career decisions as their responsibility. Thus, protean career is basically an agreement with oneself, rather than with the organisation. Briscoe and Hall (2006) note that protean career awareness reveals the point to which an individual accepts a view of his/her career.

2.2.2. Boundaryless (traditional organizational awareness)

Boundaryless career awareness is an inter-organisational mobility. Arthur *et al.* (2005) explain that the boundaryless career is mostly known as ‘physical mobility’ which refers to and is frequently measured by the flexibility across organisations. Sullivan and Arthur (2006:21) assert that boundaryless career which is physical mobility is wider and it refers to the definite movement between jobs, firms, occupations, countries among others. Briscoe *et al.* (2006:31) argue that boundaryless career is the approach that people embrace toward starting and following work-related relations across organisational restrictions from a certain location. Segers *et al.* (2008) observe the influence of gender, age, education, and managerial experiences at work, in relation to physical and psychological career mobility. They further explain that most women have high percentage of inspiration which is related to psychological

mobility, while men have a high percentage of stimulation which is related to physical mobility. It can be argued that many young people display higher physical career mobility and higher managerial experience than the older people. This is related to physical and psychological mobility.

Sammarra *et al.* (2013) explain that the traditional career model which is categorised as a permanent job with only a single employer which has gradually interchanged by a contemporary career model (boundaryless career). It is noted that boundaryless career stresses inter-organisational mobility and temporary contracting provisions. Kim (2013) affirms that boundaryless career increased in the USA during the 1990s and early 2000s with extensive kind of jobs. Bagdadli *et al.* (2003:796) argue that the progress of the Italian labour market discovers that inter-organisational mobility (boundaryless career) is more common than in the past, especially among younger generations, who are working in the specialised and new job sectors.

2.3 PART B: TO EXAMINE FACTORS INFLUENCING FIRST-YEAR LEARNERS IN THEIR CHOICE OF STUDY AT THE UNIVERSITY

2.3.1 CAREER CHOICE

The term career is deduced from Latin and French words which mean a *pathway* or the *cause of an act* (Collins, 2006). Bandura *et al.* (2001) describe career choice as the outcome of a lifetime experience which takes place for a longer time. Akomolafe (2003) states that the type of career a person chooses determines many things in human existence. Attieku *et al.* (2006) define career choice as the act of choosing a particular profession from multiple professions for the achievement of a preferred solution. Based on various definitions of career choice from scholars above, it can be said that career choice means the act of choosing a particular profession over another.

Alberts *et al.* (2003), however, note that career choice is a difficult decision for young people as they are about to finish schooling. In line with this, Obidigbo (2004) and Ayuk (2012) are of the opinion that the pressure on adolescents in making right career choices serve as a rotating part in their lives and is classified as “a stage of distinctiveness and misunderstanding.” However, the stage of distinctiveness and misunderstanding is a stage which explains the failure or success rate in a person’s life because it is at this stage that most adolescents identify what their interest is as well as their dream in life. Issa and Nwalo (2008) argue that the kind of

career path, subjects to be chosen, and the course of study are a nightmare for young people. Hutchings (2009) reveal that most high school learners who choose their subject decision and career choice at the age of 13, continue to change their career decision until they have made an advance level choice. Therefore, it can be argued that many high school learners do not have proper career information about various career paths which are expected to help them in career decision making. Wattles (2009) indicates that in making a career decision, one needs to do a comprehensive career research so that one is able to change with the developing socio-economic conditions. Similarly, Mashige and Oduntan (2011) and Olamide and Olawaiye (2013) admit that most learners often experience difficulties when deciding on their choice of career. Hence, the choice of career people make can impact positively or negatively on their future.

In terms of factors influencing career choice, Kankam and Onivehu (2000) reveal that academic ability, type of school attended, family background, family setting, one's character, skills, self-confidence, principles and environmental factors can influence people in their career decisions. Kerka (2003) states that career decisions are influenced by numerous factors which include: people's behaviour, socialisation, globalisation, role models, financial abilities, career information, interests, self-concept and public support. McQuaid and Bond (2003) point out that some people are influenced by certain factors such as level of accomplishment, culture, ethnic background, interest, choice of course of study and job availability. This implies that many factors influence people in their career decision making. These include role model, culture, academic abilities, goals, self-esteem, type of school attended among others. For instance, the study carried out by Myburgh (2005) on factors influencing first-year accounting students in their career choice at the University of Pretoria showed that the advice students got from their parents/caregivers, school teachers, relatives and friends influenced their decision in choosing to become chartered accountants. Amedzor (2003) and Annan (2006), learning experience, status, behaviour and developmental opportunities can influence learners' choice of career. In the same vein, Taylor and Buku (2006) state that academic abilities, family, goals, self-esteem, school attended, and desires can influence people's choice of career. Students are influenced by the concepts Taylor and Buku provided especially when they are making career decisions. In a study conducted by Natalie (2006), the relationship of young people with their family, school and community can be an antidote to their choice of career. To Perry (2006),

choice of career of young people is influenced by their perspectives toward life, individual capabilities and educational accomplishment

Bojuwoye and Mbanjwa (2006) argue that the career choice of learners from disadvantaged schools are influenced by lack of proper career guidance, lack of proper career information, lack of finance and poor academic performance. A research conducted by Ferry (2006) on the key factors influencing adolescents and rural young adults career decisions in central Pennsylvania indicated that family and community are two prime factors which assist young people in their career decisions. Most young people learn about career decision processes from the family and the community and this assist them in their career choice. Maharaj (2008) points out that career decision is influenced by various factors which include: gender, type of school attended, job availability, lifestyle, salary rate, interest, one's ability, funding, enthusiasm and culture. Bandura *et al.* (2001) and Watson *et al.* (2010) are of the view that when people experience the process of choosing career, they are influenced by their personal abilities and educational achievement. Various factors influence the career decisions of people and this can have effect on their career choice later in future. On the other hand, Edwards and Quinter (2012) discovered that availability of learning experience, as well as developmental opportunities, are factors influencing the career decisions among learners. A study conducted by Mudhovozi and Chireshe (2012) on factors influencing high school students' choice of career showed that most learners who attended rural public schools took time in their career decisions. This study shows that most learners were influenced by their parents, teachers, friends and their academic ability in their choice of career. In terms of classification purposes, Haase and Lautenschläger (2011) categorise factors influencing career decisions into three namely: status orientation, self-realisation and self-determination. According to Sarwar and Azmat (2013), factors which influence career choice are grouped into three parts: (i) personal factors, for example, respect given to an individual; (ii) socio factors at a tertiary institution like job opportunities and necessities of the public; and (iii) socialize such as relatives, parents and media among others.

2.3.2 FACTORS INFLUENCING FIRST YEAR STUDENTS' IN THEIR COURSE OF STUDY AT THE UNIVERSITY

Having highlighted likely factors influencing career choice by different scholars in different locations of the world, the following factors, among others, are recognised as specific factors influencing the first year learners in their course of study at a university:

2.3.2.1. Parent/Care Giver

The parent/caregiver cannot be excluded from factors influencing career choice. Parents / caregivers play an important role in career decision-making. Mau and Bikos (2000) and Otto (2000) agree that most high school learners cited their parents as one of the factors which influence them in their career decision and career development. A comparative study was conducted by Adjin (2004) on factors influencing students a choice of career and how effective guidance counsellors are handling students' problems on career choice. The result of the study shows that majority of the students in high schools received assistance from their parents/caregiver in their career decision. Parents are representing one of the factors that influence their children in their choice of career and as a result many young people choose the kind of career their parents wish in order to please them. Taylor *et al.* (2004) state that parental backing and advice are important factors which have been discovered to influence young people in career choice. Ahmad *et al.* (2004) assert that in the Asian context, advice and prospects from parents are considered crucial in controlling their children's career decision-making and because of this, children tend to choose careers which mismatch their personality. Esters and Bowen (2005) agree that parent/caregiver has been found to influence learners' in their career decision and educational achievement. Bojuwoye and Mbanjwa (2006) report that parents have a major influence on their children's career choice most especially mothers. This implies that mothers hold an important role in their children's choice of career. Roe (2007) observes that a child's first career choice is determined by the parent's reaction towards the child's choice.

Muthukrishna and Sokoya (2008) add that mothers are the ones that children seek advice from concerning their choice of career. Beyer (2008) affirms that the goals and expectation of the parents seem to affect the output of their children because they serve as role models in their lives for them. A study conducted by Oyamo and Amoth (2008) reveals that parents play major roles in the career choice of their children. Thus, most of the learners tend to seek help

concerning their career choice from their parents. Hewitt (2010) believes that most young people are influenced by the type of career chosen by their parents and they are pleased with. Furthermore, Ogbuezi (2013) concurs that families have great influence on a child's choice of career most especially parents.

2.3.2.2. Personal Interest and Passion

The personal interest of a learner is a significant factor which tends to influence the choice of career. According to Perrone *et al.* (2001), learners' personal interest serves as the main reason for their choice of career. Sear and Gordon (2002) define interest a phenomenon which grasps one's curiosity and awakens one's curiosity. According to a study carried out by Lart *et al.* (2002), there are two factors which are highly influential in career choice, they are: interest and passion. It can be said that personal interest and passion serves as a distinctive factor which influence students' choice of career as well as their performance in any chosen career. Adjin (2004) observes that interest serves as the main motivating factors in their career decisions. Hewitt (2010) explains that people choose a career they have interest and passion in. Edwards and Quinter (2012) point out that the personal interest and passion of learners is an important factor which influences career choice in terms of subject combination selection, job and learners behaviour. Ayuk (2012) affirms that most learners make career choices based on their interest and passion. Hooley (2012) maintains that interest means people's likes and dislikes which are considered by people's concentration of sensation about a particular subject or thing. It can therefore be deduced that success rate in any activity will be less than expectation without interest and passion.

2.3.2.3. School attended

The school is a social institution where learners are educated and has an important influence on career choice. According to Garrahy (2001), schools are a communal establishment which emphasizes gender like behaviour, jobs and wellbeing. Folayan (2003) posits that learners are differently prepared to experience various career opportunities in life due to the type of school they attend. Diemer (2007) states that the school influences learners' choice of career and also impacts them on their career ambition and prospects through career seminars. In line with this, Bojuwoye and Mbanjwa (2006) are of the opinion that the type of school attended impact learners' choice of career through learners' involvement in school activities. The study shows that the quality of teaching, school policies, learning materials, the subject choice among others

serve as contributing factors which influence students' decision making. The study conducted by Lisack (2008) shows that 32.8% of the learners indicated that the type of school attended influenced their career decision. Furthermore, Kniveton (2004), Falaye and Adams (2008) & Mudhovozi and Chireshe (2012) state that the type of school attended by learners can influence their choice of career. Schools are therefore social institutions which support learners' interest, ability, behaviour and occupational choice through the help of the teachers.

2.3.2.4. Academic Performance

Academic performance is a major contributing factor in students' entry into the tertiary institution of learning. Njeru and Orodho (2003) and Sharm (2012) describe learner's academic performance as how well a student achieves in his or her studies. Abiola (2012) asserts that academic performance is the best pointer which shows peoples' potential for success in life. Academic performance displays peoples' abilities, reliability, concentration and determination in becoming successful in life. According to Sharm (2012), peoples' presence, academic result and extra-curricular activities can determine learners' academic performance. Bell (2013) views that in learning establishment; people's achievement is measured by their academic performance

2.3.2.5. Gender

Gender is one of the factors which influences students in their choice of career because there is an assumption that some careers tend to suit males rather than females. There are careers which are assumed to be for males or females in most African cultures and because of this, the society tries to ensure that children are trained towards such direction (Momsen, 2000). A study carried out by Ballantine and Spade (2001) shows that learners' gender differences begin at pre-school and continue throughout a lifetime and career decision. Similarly, a research conducted by Njeru and Orodho (2003) show that poor academic performance of females compared to males in the examination influence few females in their career choice and also create the opinion that some careers are more appropriate for the male than the females. According to a study carried out by Denga (2004), it was found out that gender stereotypes exist between male and female from primary school as they aim towards various job opportunities.

The study of Quimby and DeSantis (2006) on gender differences demonstrates that females are influenced by role models in their career decision. Behrend *et al.* (2007) argue that women cherish chances to provide wide-ranging care to people more than men among medical students

when choosing a speciality. In addition, a study conducted by Creed *et al.* (2007) reveals that most females tend to seek constricted kind of jobs than males because they feel that numerous jobs are suitable for males because males are focused and think of greater job opportunities. Perera and Velummayi-lum (2008) contend that due to stereotype intuition, some female learners' neglect some career fields for their male counterparts. In line with this, Mihyeon (2009) is of the opinion that young men and women tend to have separate ways of thinking when it comes to career choice. It can therefore be deduced that men tend to have more ordered way of thinking while women desire substantial and a broadminded way of thinking. Furthermore, Hewitt (2010) observes that females like jobs that are predictable, substandard, less financially prolific, low-stress levels and they avoid occupying leadership and decision-making positions.

2.3.2.6.. Personality

A person's personality in terms of attitude and thoughts have the potency of having influence on career decision and the way people interact with one another. Britannica (2002) states that personality is a distinctive method of conducting oneself, feeling and gathering of impressions which are thought to have been made on other people. Personality is defined by Hewitt (2010) as the gathering of potentials or traits which are constant across circumstances.

In terms of choosing a career, Ferguson (2000) agrees that people should be tailored toward their personality. Sear and Gordon (2002) maintain that it is important to know more about one's personality because it will help in identifying one's desired career and help to build self-awareness in oneself. Hin *et al.* (2007) posit that personality is an essential component in career decision making which to some extent can be influenced by the environment. Bassali (2008) explains that some careers expect that one has the personality that is directly proportional to the criteria of the occupation. Mihyeon (2009) posits that personality is one of the factors which influence people's choice of career. This implies that most students make a career decision based on their personality. Wattles (2009) maintain that personality has an important role in the choice of correct career. Schreiner (2010) affirms that most learners choose careers that are similar to their personality. Suffice therefore to state that personality may guide students in their choice of career and also creates self –awareness which assists students to pursue their desired career in life.

2.3.2.7. Values

Sear and Gordon (2002) observe that values are people's basic principles which serve as the foundation of motivation which can be seen in their pursuit for things such as money, position and power among others. According to Hofer *et al.* (2007:17), values are the global opinion about the desirability of performances and actions. Huseyniklioğlu (2010:12) defines values as ethics guiding the life of an individual, work, career choices, communication, inspiration, development and problem-solving as well as maintaining the integrity of the individual. Value plays an important role in influencing students' choice of career. Rice (2006:234) and Vurgun and Öztop (2011:219) are of the view that values are the basis for assessing and judging people's opinion, activities and guides on how to respond to the needs of the society. Sears and Gordon (2002) state that the value that a community possesses plays a strong role in influencing student career decision. Can *et al.* (2006:93) assert that values are learned in the course of developing and maturing because they change throughout people's life. Hofer *et al.* (2007:17) believe that values are not restricted to definite activities, matters, parts of study but cover all facets of human lives and help in choosing careers. Karalar and Kiracı (2010:81) maintain that individual values are arranged in order of importance and vary in different individuals. Hewitt (2010) argues that how active people pursue their education is connected to the tenacity of value they place on it. Hooley (2012) adds that people tend to pursue values that are meaningful to them than those that are less important. Value, therefore, differs in people and this serves as a motivating factor in people's career pursuit.

2.3.2.8. .Religion

Religion serves as another significant factor which influences career decision and career achievement. Abuznaid (2006) states that religion has a strong influence on career choice as well as human and social behaviour. Stebleton (2007) explains that religious beliefs play influence people's career choice. Duffy and Dick (2009) believe that the religion of most people in terms of faith influence their career decisions. Parboteeah *et al.* (2009) agree that religion forms important career opportunities and restrictions which people need to respect if they want to be acknowledged in the society. Most people are influenced in their choice of career as a result of their religion and belief. Mattis (2002) and Bassey *et al.* (2012) describe religion as a way through which the purpose and commitment of life are realised. However, religion plays a significant role in learners' career decision-making

2.3.2.9. Job Availability

In a study carried out by Miji (2002) in South Africa, most learners choose career to study in the university with the purpose of improving themselves to get good jobs and salaries. Myburgh (2005) explains that job availability is one of the most influential factors in learners' choice of career. Ming (2010) maintains that most learners are interested in receiving university education due to various career and present job opportunities which are available for university graduates. Kochung *et al.* (2011) state that most learners choose certain career due to the benefits involved in terms of job availability, salary, respect / prestige connected to the profession, ability to apply for skills and job among others. Mashige and Oduntan (2011) conducted a study among South African learners who are applying to study optometry at the university, the finding confirms that job availability is one of the factors influencing their choice of career. Most students make career decisions based on job availability and the benefits involved in the job. Van Zyl and de Villiers (2011) indicate that most accounting students are influenced by the security involved in the job, satisfaction, skills and salary earnings. In addition, Sarwar and Azmat (2013) affirm that job opportunities is an important factor influencing career decision in terms of working hours, work benefits and expected salary. Thus, job security, satisfaction, availability, among others are contributing factors influencing students' career decision.

2.3.2.10. Role model

Role models play important roles in influencing learners' career choice. Gibson (2004) maintains that role models have crucial influence on students' career choice. DeSantis and Quimby (2004) explain that research has shown that there is a relationship in the influence of role models and career decision making results such as career ambition, career choice and career maturity. Karunanayake and Nauta (2004) observe that most people tend to seek help from role models that have similar criteria with them such as gender and race. Smith and Erb (2006) state that research shows that female learners' view role models to be very important most especially for non-traditional careers. Dryler (2008) agrees that role model is one of the factors influencing career choice most especially with familiar and educational people rather than famous societal people. Role models are people who inspire, influence and motivate people in various facets of life, inclusive of career choices. Basoc and Howe (2009) define role modelling as people's existence and action which influences other people's lives in some ways.

2.3.2.11. Financial aid

Financial aid is a factor which influences learners' career decision. Watson (2004) explains that the thought of getting financial aid or sponsorship in paying for tuition fees and upkeep at the university influences most learners' choice of career. It can therefore be deduced that many students make career decision based on the availability of financial support available for their education. Yusof *et al.* (2008) opine that financial assistance offered by the university to the student also influence learners' career choice. A study conducted by Ismail (2009) on the outcome of information on learners' career choice shows that students are pleased with career choice information with regards to financial factors which include financial aids and affordable payments. By extension, financial aids influence the career choice of students.

2.3.2.12.. Geographical location of the University

The geographical location of an institution is also a significant factor that influences the career choice of students. Brennan (2001) explains that the geographical location of the university influences students' career decision and the course of study in the university. Ming (2010) acclaims that most students' want to go to institutions that are closer to their home so as to assist their family. He further explains that some students choose to go to universities far from them so as to move away from home. This implies that most students consider the geographical location of a university when making career decisions.

2.4 PART C: CONSEQUENCES OF CHOOSING A WRONG COURSE OF STUDY IN THE FIRST YEAR AT THE UNIVERSITY

Many students are displaced from achieving their goals and aspirations due to ignorance of identifying exact courses of study for their lives. There is an assertion which states that people perish for deficiency of knowledge. Salami (1999) explains that many young people in the world make wrong career choices due to lack of proper career information, ignorance, peer pressure, role models, lack of career guidance and prestige which is attached to some professions. Edward (2006) argues that decisions are important for people's success or failure in life. Proper career decision helps learners in identifying and following correct career paths. On the other hand, wrong career decisions lead to absenteeism, nonchalant attitudes, frustration, dismissive and eventual drop-out from school. Squeaky (2006) maintains that wrong career decision can be viewed as a curse because the effect of wrong career choices can

be disturbing, stressful and make people unhappy with whatever is being done. These people have to force themselves to carry out given tasks and tend to always have excuses for not carrying out such tasks appropriately.

Incorrect career decision can ruin one's future and happiness in life. This can lead to anxiety, regret, poor academic performance and psychological dysfunction. Issa and Nwalo (2008) attest to the fact that wrong choice of career can lead to one's frustration and low productivity in the choice of career and in life. Barry (2008) observes that when people follow correct careers paths which they are interested in, they tend to gain happiness and fulfilment from it, but when they follow wrong career paths, they tend to be unhappy, feel annoyed and depressed. A research conducted on the impact of career choice, career satisfaction and job performance on people by Van *et al.* (2005), reveals that people who are unhappy due to their career decisions are people who do not have achievable goals or are influenced by others while people who make their career decisions based on their personal choice feel more fulfilled and perform better in their jobs.

Gioia (2010) notes that the reason people make wrong career decision is due to wrong influence from peer group, parental prospects and role models. Ayuk (2012) agrees that when people make a wrong choice, the results are negative which includes: anxiety, confusion, regret, lack of job satisfaction among others and it eventually causes physiological disorders for them. The study shows that such people do not contribute meaningfully to their family, society and nation at large due to wrong career decisions. Surmise to state that wrong career decision often leads to the following: lack of enthusiasm in a chosen field, low productivity at work, emotional depression, and lack of focus in life.

2.4.1. Regret

Regret is one of the consequences of wrong career decision making. Abraham and Sheeran (2003) explain that regret comes as a result of the type of decisions or indecisions made on certain issues. Gilbert and Ebert (2002) observe that people who regret their career decision feel obliged to clasp to their career decision in order to reduce their anxiety based on their decision. Lack of information on career options and choices, may lead to wrong career choice and eventually cause regret for such individuals. Botti and Iyengar (2004) argue that regret is overstated when people re-examine the various available options and think of the happiness they would have received from other available options. Sagi and Friedland (2007) view that most people feel regret due to how they made their decision. Most people regret their actions or

career decisions because they have the impression that they would have been able to make proper and correct decisions if they had been exposed to more career information.

2.4.2. Lack of Interest

Lack of interest affects a person's life goals and aspirations. Robbins (2004) argues that lack of interest can affect an individual in terms of his or her success in life and even in academics. Anastasi and Urbina (2007) agree that students' lack of interest in schooling and course of study can have negative effect on such a student in terms of his or her academic performance in the school. A person who has chosen the wrong course of study, the passion, motivation and tenacity to attend lectures or even do assignments given in school will be missing and as a result of this, poor academic performance will occur. Kpolovie (2010a) argues that students' lack of interest can affect everything concerning him or her not only academics but also in terms of psychological behaviours, emotional knowledge, academic achievement, self-control, determination to work and self-regulatory abilities among others. A wrong choice of career in a course where interest is lacking will lead to failure for such student.

2.4.3. Lack of Self-Confidence

Lack of self-confidence devalues a person's ability to life academic attainment. Khodadad (2003) observes that a person's lack of self-confidence can be as a result of wrong choice of study which can negatively affect the person's performance and this can make such a person to be viewed as incompetent. Houtte (2004) explains that in the accomplishment of a person's academic performance, self-confidence which is a personal factor plays an important and supportive role. We can therefore deduce that lack of self-confidence can be traced to wrong career choices which can lower a person's self-esteem. Yashima *et al.* (2004) affirm that due to lack of self-confidence, a learner can be unwilling to participate in oral activities in school because there will be lack of effective communication. Dörnyei (2005:211) states that self-confidence can be defined as a person's ability to accomplish a certain task. Rubio (2007:7) argues that lack of self-confidence can integrate anxiety, insecurity, indecision and social distance. Wrong career choice will affect the level of confidence that students will have on themselves and that will in turn affect their academic performance. Also, studies carried out by Harris (2009) and Aryana (2010) show that a person's level of self-confidence can increase his or her academic achievement whereas the reverse may be the case for a student who lacks self-confidence.

2.4.4. Absenteeism

A person's personality and integrity to life development can be jeopardised by absenteeism at his/her duty posts. Reid (2003) argues that absenteeism among students is a world-wide problem within school systems and it involves all age group and there is slight proof that student attendance proportions are not improving. Teasley (2004) agrees that absenteeism among students is a major problem in the world today and little attention has been given to it due to other pressing issues which are being faced by social workers and other service agencies. Thus, some identified reasons for absenteeism include lack of proper career information, health conditions, incorrect career decision, poverty and finances. Reid (2005) maintains that when people make wrong career decisions, they begin to absent themselves from school. Absenteeism makes students miss out a lot from school and this affects their academic performance. RI Kids Count (2007) affirms that students' absenteeism is a problem which increases every-day and this makes them to steadily become detached from the school. DeSocio *et al.* (2007) state that absenteeism is one of the consequences of wrong career decision and it affects students' academic performance in school as well as results into high risk of students dropping out of school. Absenteeism which is the process of staying away from school or obligation without a motive can be caused by wrong career choice.

2.4.5. Anxiety

Anxiety can make or mar the confidence of an individual. Huberty (2009) explains that anxiety which occurs in certain situations is a normal reaction in human being but when it becomes unadorned, it turns out to be a serious issue which needs speedy intervention. However, when a student performs badly in his or her academics, anxiety creeps in and this can have adverse effect on the person if care is not taken. Muris *et al.* (2010) agree that anxiety is a problem which tends to interfere with the wellbeing of humans. Nelson and Harwood (2011) are of the view that students facing anxiety challenges have difficulty in receiving, understanding and retrieving information back as and when due thus affecting both their academic performance and their memory. Anxiety is a feeling of worry, fear and nervousness which could interfere with one's daily activities. Owens *et al.* (2012) state that a person with anxiety problem can be depressed due to fear of academic failure and malfunctioning of the brain. Thompson *et al.* (2013) argue that incorporated fears and illogical thoughts are ingredients of anxiety.

2.4.6. Poor Academic performance

Poor academic performance can be a threat to life if not properly handled. Siqueira and Juliana (2011:79) define poor academic performance as the performance from an assessment which is below expectation and also contributes negatively to the growth of the institution. Lack of proper career awareness can have a negative effect on students by resulting into poor academic performance. Aremu (2000) reveals that poor academic performance may be the result of an assessment which occurs due to lack of academic preparedness by the student. Stephen (2003:46) states that poor academic performance and social preparation by student for tertiary education in school can be as a result of wrong choice of course or career which leads many students into becoming drop-outs from school. The findings of a study conducted by Karande and Kulkarni (2005:961) indicate several factors contribute to student poor academic performance such as: medical issues, low intelligence, wrong career decision, specific learning incapacity and emotional problems. Perry *et al.* (2008) agree that poor academic performance as a result of wrong course can lead to emotional state. Suffice to state that poor academic performance can occur as a result of incorrect career decision which can later lead to frustration and students dropping out of the institution.

2.5 PART D: TO EXAMINE FORMS OF COMMUNICATION USED IN DISSEMINATING CAREER GUIDANCE TO HIGH SCHOOL LEARNERS.

Every integral part of human activity is thrived by communication and life, without such, communication will be insignificant and human interaction will be empty. Rensurb and Angelopulo (2000:1) note that communication is vitally linked to the success and effectiveness of human lives and it creates what they are, how they perceived and how they perceive others. Majaro (1993:119) opines that communication occurs in every walk of life including all areas of human endeavour. Morreale *et al.* (2008:4) assert that communication is important in the growth of human beings. Communication facilitates human interaction, creates and develops friendships among people. Mersham and Skinner (2002:7) observe that one of the most vital features of human existence focus on the ability to connect with people through the use of verbal and non-verbal means of communication. Japp *et al.* (2005:183) argue that communication performs a major function in career decision-making. In other words, without proper gathering of information from different angles through various media, worthwhile

decisions may be impossible. Ince and Gul (2011:106) affirm that communication is an inseparable part of human life which plays a vital role in all of human activities.

2.5.1. Definition of Communication

Communication is not static rather it is an act of sharing ideas, information, and feelings from one person to another. Pearson and Nelson (2000:6) delineate communication as a process of transferring and having knowledge of a given information. Cleary *et al.* (2008:1) describes communication as a process of transmitting messages or information through two or more people and trying to get a feedback about the interpretation of the information sent through different means, such as facial expressions, among others. Bearden *et al.* (2004) describe communication as the term used in defining the method of exchanging ideas, information from the sender to the receiver of the information. Barrett (2006) entitles communication as the conveyance of content from one person to another through verbal and non-verbal interactions. According to Samovar *et al.* (2007:12), communication is a process which is not static; rather, it is a continuous activity which has an endless process. Communication is a two-way process of exchanging ideas, thoughts, feelings and information to people.

Steinberg (2007:40) asserts that communication is a term applied to affect attitudes and opinions. Skinner *et al.* (2007:85) describe communication as a method through which messages are packed, sealed off and transmitted by the sender towards the receiver via various channels in which the receiver is able to decode the message by giving a feedback to the sender. Communication is an act of exchanging information through a medium from a sender to a receiver. Cleary *et al.* (2008) reveals that the term communication originated from a Latin word known as *communicare*, which means ‘to make common’. He further opines that when communication takes place a mutual understanding is formed. Altinoz (2009:223) defines communication as a collective method which allows continuous transfer and free-flow of information from one person to another. Luneburg (2010:1) explains that “communication is derived from the Latin phrase, *communis*, which emphasizes on the fact that until a mutual understanding occurs from the transfer and exchange of information, there is no communication”. Communication is therefore a process of using words, signs and sounds to express comprehensible ideas and thoughts to someone else.

Communication is the process of transmitting information from one place to another. Emmitt (2010) is of the opinion that communication is the method of obtaining all important information, understand and successfully spread the information to other relevant parties.

Wood (2014:10) perceives communication as an organised method in which individuals inter-relate with one another through the use of symbols to develop and interpret meanings. Having made a brief attempt at the definitions of communication from various scholars, communication can be said to mean transmission of messages from a sender to a receiver with a view to reaching a mutual understanding.

2.5.2. Functions of Communication

The significance of communication cannot be overlooked and underestimated in life. Communication is used as a transaction to achieve our daily needs. The table below provides different perspectives which show the vital roles of communication in our daily routines.

Banerji and Dayal (2005) add that communication enables appropriate interaction amidst the organizational members and this can contribute to the achievement and success of the organization.
Densie (2005) states that communication helps in building, sustaining and maintaining the community at large.
Goldfrab (2006) agrees that communication is an appreciated means required in any given society because it provides information to the society. To corroborate this assertion, Apata and Ogunrewo (2010) affirm that communication brings development to the society through provision of “capacity building” and enabling the community.
Pearson et al. (2006:133) explain that communication helps in building and developing relationship amidst people or one another.
Steinberg (2007:19) believes that people need love and companionship. This can take place through communication from family, friends, people and co-operation among co-workers in an organization.
Steinberg (2007:20) states that communication helps us in our decision making whether intentionally and unintentionally.
Ivy and Wahl (2009:50) maintain that communication helps in creating mutual understanding and building harmony among people.

Table 1: The roles of Communication

2.5.3 Elements of Communication Process

For human communication to occur, certain elements are needed and without them, there is no communication. According to Van Schoor in Mersham, Rensburg and Skinner (1995:7), there are definite elements which form part of the important arrangement of human communication. It can be stated that communication process is characterised by various elements. Van der Walt *et al.* (1996) opine that to create effective communication flow, all elements involved must work together in order to avoid misinterpretation of information. In this regard, communication scholars have identified basic components of communication. Dwyer (2005) asserts that communication process involves seven various elements which include sender, message, channel or medium, receiver, feedback, environment or setting and noise thus interacting with one another. We can therefore deduce that communication elements are important for the free flow of communication and without them, the communication will be incomplete. DeVito (2013:5) agrees that elements of communication are interconnected not separated. Every element in the communication process survives in affiliation to other element and any changes occurring in the communication process affects the other elements. In other words, the various elements of communication work together to achieve the desired communication that takes place. The diagram below shows the flow of how communication takes place:

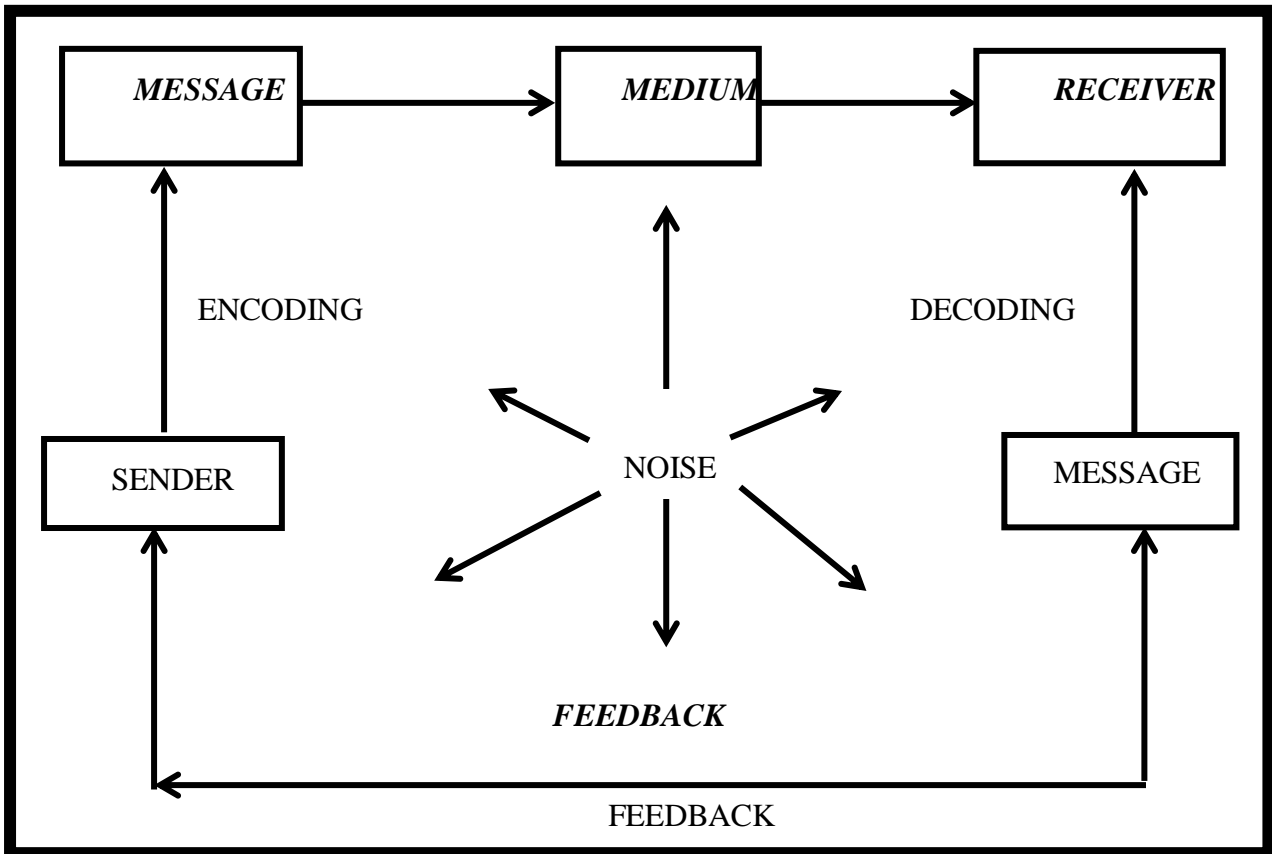


Figure 1: Elements of Communication Process

Source: *Hartley and Bruckmann (2002:18)*

From figure 1, Van der Walt *et al.* (1996) explain that the communication process begins with the sender who initiates the flow by encoding the message through communication and channel either verbally or non-verbally and sends to the receiver in order for him or her to decode the information transmitted. Seiler and Beall (2011:21) state that communication source performs four roles (1) he or she determines the meaning of what is to be communicated, (2) encodes the meaning into a message, (3) sends the message (4) perceives and reacts to a listener's response.

DeVito (2001:11) defines messages as indicators which serve as motivation for the receiver including aural (hearing), optical (seeing), tactual (feeling), olfactory (smelling) and gustatory (tasting) stimuli. The message is in form of idea and thought which is to be communicated from one person to another. Van Riel (2001:301) is of the opinion that the message should be in a clear form in order to enable the receiver to understand and interpret the information. Steinberg (2007:12) states that the receiver in the communication process is the person to whom the message is sent through a vehicle which is called channel through which information passes

before getting to the receiver. Examples of channels through which messages can be transmitted include face-face, emails, letters, billboards, memos and interviews with others. To corroborate this assertion, Pearson *et al.* (2006:11) view that message can be conveyed through the use of words, facial expressions, body language and gestures in order to communicate ideas or piece of information.

In addition, Du Plooy and Louw (2003:15) state that encoding is a reasoning method of transferring concepts into codes and expressing them into message while decoding is the procedure of taking both oral and non-verbal information received from the sender and giving it meaning. Pearson *et al.* (2006:13) describe decoding as a method of ascribing meaning to the ideas or information received from the encoder.

Du Plooy and Louw (2003:22) refer to feedback as “reply of a message which can be either verbal or non-verbal. It serves as a vital part of the communication process in that it notifies the sender to know whether the message has been decoded or not”. Talukhaba *et al.* (2011) argue that without feedback, communication is delayed, incomplete and ineffective. On one hand, communication between the sender and receiver may be interfered or hindered by noise. Smith (2005:118) asserts that noise is anything which interrupts the flow of communication and creates a barrier between the sender and the receiver. Also, Steinberg (2007) observes that noise is anything which disrupts the flow of information from the sender to the receiver.

2.5.4. Channels of Communication in Career Choice

There are different ways of communicating career guidance to high school learners so as to help them in their career decision. Kingazi (2006) enumerates forms of communication in maintaining effective communication on career choice which includes newspaper, radio, television and magazines. Danaher and Rossiter (2011) add that there are various forms of communication in order to guarantee effective communication such as television, radio, newspaper, internet, SMS and a host of others. However, there are different ways of communicating career choice to high school learners. These are: career orientation, career guidance, career day, social media, radio, among others.

2.5.4.1. Career Orientation

Career orientation as a channel of communication focuses on awareness of career choice in relation to various occupations available to the human race through individuals’ special skills. Ryyänen (2001:8) defines career orientation as an individual’s approach towards certain

specialized occupations. A research conducted by Nikolaou (2008) on the role of career orientations shows that career orientation programmes have contributed positively to learners on their awareness about career choice. It also improves their abilities and skills required for various occupations. Career orientation creates awareness and provides information on career choice to students. In addition, Kariuki (2008) observes that information received from high school through career orientation can assist many learners in making correct career choice and pursuing better future in life

Gerber *et al.* (2009) affirm that career orientations are guides which influence individuals' career decision making and also show their desire to pursue specific occupations. Ari *et al.* (2009) agree that career orientation is very important because it helps in addressing individual's special skills. Lami and Mile (2013) are of the view that career orientation is one of the factors which guide individual personal choices in life. Thus, career orientation is a channel of communication which is essential because it assists and guide students to identify their abilities and ensure that they make right career decisions. Milloshi (2013) indicates that career orientation creates an educational environment for learners by providing them with appropriate information on various careers and also helps them to recognize their physical, intellectual and personal qualities. Wirotterat (2013) maintains that career orientation creates career awareness for learners and also improves their level of information and skills on career choice which tends to impact their lives positively. Career orientation provides information on various occupation to students and ensure that such students make well informed decision which will ensure better future for them.

2.5.4.2.. Career Guidance

Career guidance is a form of communication which simply means career assistance for a right career decision. Niles and Bowsbey (2002) assert that career counsellors help learners to develop career choice skills, self-awareness, job awareness and implement their awareness by making right career decisions. Zunker (2002) states that learners receive appropriate career guidance from school which enhances their career decision-making for the future. Career guidance is a channel of communication which assists and guide students in their career decision making. Rosenbaum and Person (2003) note that school career counsellors provide career intervention in schools with the goal of giving guidance, career information and academic advice to learners. Wadsworth *et al.* (2004) state that career counsellors are professionals / trained personnel who specialise in the psychological perception of people by

offering several services to them. Career counsellors are professionals who offer career guidance to students and help them in their choice of career. According to Rashid *et al.* (2009), career counsellors provide academic advice, career direction, develop career interest, career plan and help learners in making right career decisions about their future. Watters (2010) supports Rashid *et al.* by stating that career counsellors help learners to sustain their interest beginning from their early stage of schooling and this serves as a strong predictor in their career decision. Career counsellors play significant roles in students' career decision because they provide career information to students, encourage them and assist them in making right career choices. Sari (2010) believes that career counselling is an essential part of the educational system because it provides valuable assistance to learners in their career decision-making phase. He further states that career counsellors who are liable to function as school counsellors play important roles by providing suitable career information to learners, encouraging career goals and presenting career opportunities to learners in all fields of work.

2.5.4.3. Career Day

Career day as a means of communication is a programme which is used by institutions of learning to communicate career guidance and provide career information to high school learners on career choice. Macera and Cohen (2006) explain that career day creates opportunities for learners to associate with one another and it helps them to learn about their career path, the academic requirement for each occupation and the functions of each job. Kingazi (2006) states that career day is a programme which assists learners in gathering important and necessary information needed in making career decision. Berger (2009) observes that career day gives learners the ability to experience university environment and also helps them to evaluate whether the value of a degree outweighs the fee. This study shows that career day helps most universities to transmit career information to students and also assists the universities to increase their enrolment for each field of study.

2.5.4.4. Social Media

Social media as a vehicle of communication refers to sources of online information formed, distributed and used by people in order to educate one another about certain information and products found accessible in the marketplace, (Murugesan, 2007). Kaplan and Haenlein (2010:6) describe social media as the accumulation of internet-based operation that is formed on theoretical and technical basics of Web 2.0 which authorises the formation and exchange of

user-generated content. Papacharissi and Rubin's (2000) state that social media serves as a source of information for users seeking information on various careers. Social media is a useful channel of communication to the public. Whatis (2012) opines that "social media is the combination of all online communication mediums devoted to relations, community-based input and sharing of ideas" which includes career information among users. Williams *et al.* (2012) affirm that social media is a channel of communication which helps users to access thousands of information as well as communicate with people all over the world in order to get assistance when making their career choices. Social media is a platform for communal interaction and also a channel of communication for sharing knowledge and career information to its users. Temmel (2014) emphasises that social media is an important channel of communication on career information and awareness to users, such as learners.

2.5.4.5. Radio

Radio has been a medium of communication for many decades. Coldevin and FAO (2003:11) see radio as a vital means of communication which is used in disseminating information as well as career awareness to millions of people. Souleymane and Kadiatou (2006:139) affirm that radio is an essential form of communication which is used in transmitting information and ideas to members of the public and also changes the mindset of people in their career decision-making. Thus, radio is a channel of communication which is used in transmitting ideas, thoughts and opinion to the listeners.

According to Servaes (2008), radio is a form of communication which is universal, handy and affordable. Anifowose (2013) observes that radio is a form of communication used by professionals in disseminating important information on various careers to mostly rural people in order to improve their career choices. From the scholars, it is believed that radio is a channel of communication which educates, transfer information such as career information and also entertain listeners

2.5.4.6. Television

Television is a telecommunication system where images of objects are transmitted. Saglik *et al.* (2001) admit that television is an effective device used in expressing theoretical ideas. Duncan (2002) posits that television is a medium of communication which is active and significant in disseminating information such as career awareness to people through dramatic audio and visual manner. Television is a powerful persuasive form of communication which attracts large

number of viewers. Valkenburg (2004) argues that television is viewed by young people for pleasure as well as acquiring educational information on several available careers which guide their career decisions.

Mahmood and Sheikh (2005) add that television serves an important role in awareness creation and information provision about career choice to people. Hoffner *et al.* (2006) note that television has become an essential form of communication for young people because it provides various career and job information. A study carried out by Soria *et al.* (2006) using 105 respondents among second-year university students from Faculty of Medicine at the University of Zaragoza (Spain) shows that 11 percent of the respondents took a decision to study medicine as a result of the information acquired through television. Television is an important channel of communication because it creates awareness to the public and also transmits information on various occupations to a large audience.

2.5.4.7. Newspapers

Newspapers are regarded as daily or weekly publication on folded sheets made available for knowledge transmission to the public. Flor (2002) and Babalola (2002) add that newspapers are available in order to publicize various kinds of information (including career information) for the public to read and know them. Furthermore, Hussain (2005) declares that newspapers are used in disseminating information on diverse issues including career decision. Igbeka and Ola (2010) assert that newspapers are among the most widely read reviews which provide latest information on local, state/provincial, national and world matters to the public. Thus, newspaper can be viewed as a channel of communication used in disseminating information including career information in order to assist students in their career decision.

2.6. CONCLUSION

It has been revealed by scholars that lack of proper career awareness and guidance programmes in high schools poses major problems in career decision-making. In this chapter, the researcher explained the factors influencing first-year students in their choice of study at the university. The researcher further listed the factors which have influenced first-year students in their career choice. These factors include: role models, culture, academic abilities, goals, self-esteem, and type of school attended. Furthermore, the meaning of communication, various forms of communication and functions of communication used in disseminating career guidance to students was discussed. It can therefore be stated that communication is a two-way process of

exchanging ideas, thoughts, feelings and information to people. The next chapter will discuss two communication theories which are used in conceptualising a theory which can serve as a guide to the Department of Basic Education in South Africa in formulating policies and curricula for high school learners focussing on career choice.

CHAPTER 3

CONCEPTUAL FRAMEWORK

3. INTRODUCTION

The previous chapter gives an overview of the role of career awareness and guidance programmes on career choice for first-year students. It also provided a comprehensive explanation of the factors influencing first-year students' in their choice of study at the university. Further, it discussed the consequences of choosing a wrong course of study in the first year and the various forms of communication used in disseminating career guidance services to potential university students.

This chapter presents a discussion on two communication theories which are used in conceptualising a theory which can serve as a guide to the Department of Basic Education in South Africa in formulating policies and curriculum for high school learners on career choice. The purpose of this chapter is to design a conceptual framework using scientific theories which will *guide the final recommendations* after the results of the quantitative analysis has been completed. The framework is designed to assist in scientifically examining the various forms of communication used in disseminating career guidance services to a potential university student (objective 4). In summary, this scientific framework will regulate the final recommendations.

3.1 AN OVERVIEW OF NATIONAL CURRICULUM STATEMENT POLICY ON LIFE ORIENTATION

Prior to planning the framework, it is necessary for the reader to get an overview of the National Curriculum Statement Policy on Life Orientation.

Figure 2 and Table 2 below is an excerpt that was taken from South African National Curriculum Statement on Life Orientation for grade 10-12. From the figure below, Life Orientation (LO) focuses on six subjects in the curriculum namely: (1) "Development of the self in Society (2) Social environment responsibility (3) Democracy and human right (4) Careers and career choices, (5) Study skills (6) Physical Education". Moreover, the table below shows the teaching period allocated for Life Orientation and other learning programmes like Home language and First Additional Language. From the table, the teaching time allocates for

Life Orientation in the curriculum is 2 hours in a week which is very short in equipping learners in six subjects of Life Orientation.

According to the Department of Basic Education (2011) (DBE), two hours per week is allotted to Life Orientation in the National Curriculum Statement (NCS). However, due to insufficient teaching time allocation on life Orientation, this may result in learners finding difficulty in their career choices. Wight and Maree (2007) observe that the dropout rate from the higher institution of learning is due to limited career information and less qualified students. The empirical study conducted by Muroyama (2006) shows that due to lack of career awareness on career decisions, many learners have chosen based on their academic abilities rather than what they are interested in. The findings of the research conducted by Lawer (2007) reveal the efficacy of career awareness and guidance programmes in senior secondary schools at Kumasi Metropolitan. The findings of the study reveal that many of the high school learners at Kumasi Metropolitan are not aware of the most important occupational groups in Ghana.

Nevertheless, it can be argued that more teaching time attention should be given to Life Orientation programmes especially in the area of career choices like other learning programmes for grades 10-12. Career choice is an aspect of an individual's life that designs one's future life and lifestyle. Uwaifo (2010:4) maintains that if a career choice is not appropriately chosen it may result in frustration and emotional pain which could ruin one's happiness for life. Salami and Salami (2013: 33) agree that the choice of career is a delicate matter that demands caution and serious attention. Career and career choice in Life Orientation programmes is very significant because it enables the learners to make knowledgeable decisions about their career choices as well help in the growth of an educational system of the nation. Strong (2009) views that effective career awareness and guidance programmes should be given to learners' because this will assist and influence their career decisions. Ferry (2006:37) argues that major crossroad in peoples' lives was experienced when they had to make decisions in high school. Shahzad *et al.* (2014:9) affirm that students' make career decisions while in high schools.

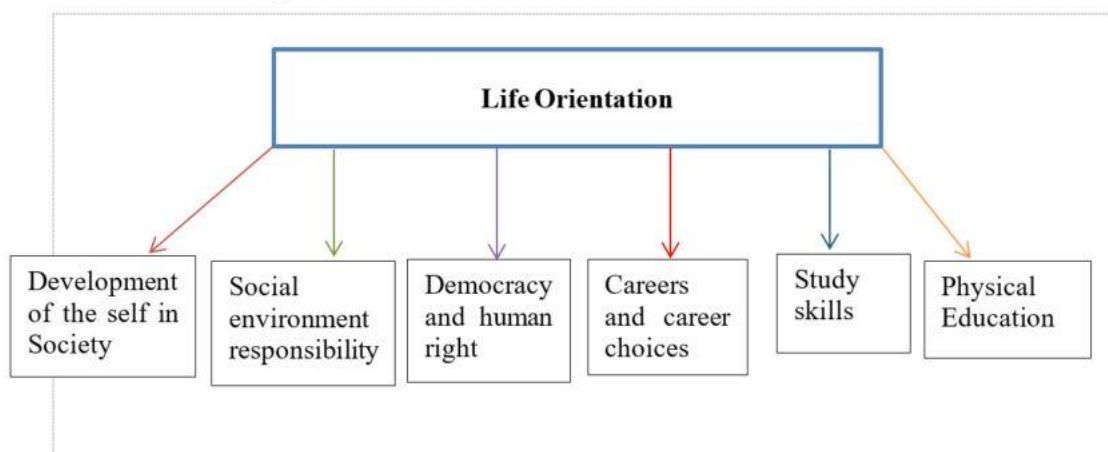


Figure 2: An excerpt from National Curriculum Statement policy on Life Orientation programmes for grade 10-12

Subject	Hours
Home Language	5
First Additional Language	5
Mathematics	4, 5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
Total	27,5

Table 2: Instructional Time allocation for learning programmes for grades 10-12.

Source: National Curriculum Statement policy on Life Orientation programmes for grade 10-12

3.2 CONCEPTUAL FRAMEWORK

A conceptual framework is a systematic tool with several variations and contexts. It is used to make conceptual distinctions and *organize ideas*. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. The *conceptual framework is not a model* but a scientific organisation of ideas based on existing theories. Levering (2002:38) explains that conceptual framework as the representations which offer information not only on tough evidence but also on an easy understanding of goals.

3.3 FUNCTIONS OF CONCEPTUAL FRAMEWORKS

Steinberg (2007) mentions the function of conceptual framework as the following:

1. Conceptual frameworks highlight the free flow of communication among two or more people and also give a perfect understanding of communication.
2. Conceptual frameworks highlight analytical roles and significance which assists human in answering questions relating to the future.
3. Conceptual frameworks *serve regulatory purposes* because they assist us in identifying problems and provide solutions to them in order to avoid ineffective communication.

3.4 COMMUNICATION THEORIES

Academic researchers in communication fields have tried to understand communication process through the use of theories. Slukova (2013) explains that theories are brief and exact because they provide clarifications to complex occurrences and dealings. King (2013) agrees that theories are basic illustrations which offer a broad perception of the represented element. Huebsch (2014:45) states that theories should highlight the key components of communication by showing the connection between these components. Mortensen (2011:71) believes that theories should direct people to latest inventions which are significant.

Hence, in this chapter, two theories are explained and adopted. These theories are Social Cognitive Career Theory and Shannon and Weaver Theory.

3.5 SOCIAL COGNITIVE CAREER THEORY

The Social Cognitive Career Theory (SCCT) is the theory that examines how academic interests and career choice of people are developed. The origin of -SCCT- comes from Social Cognitive Theory by Bandura (1986). According to Chang and Hsu (2009:167), Bandura was a famous American Psychologist in the 1970s, who proposed Social Cognitive Theory. Lent *et al.* (1994) propound SCCT and indicate that Social Cognitive Theory (SCT) serves as the foundation for SCCT which provides extensive perception in examining the motive why individuals embrace assertive behaviours. Lent *et al.* (1994) further state that the Social Cognitive Theory highlights the roles of cognitive limitation which are: self-efficacy belief, outcome expectation, and goal choice which have considerate effects on SCCT. Lent *et al.* (2000) believe that SCCT is an appropriate theory which can be well-thought-out when developing models for the transition of learners from high school to the university.

Sharf (2006) affirms that Social Cognitive Career Theory (SCCT) enlightens how people make career choices by viewing the connection between an individual (internal factors) and the environment (external factors). Lent *et al.* (2000) point that SCCT centers on how person's cognitive variables, such as self-efficacy, outcome expectations, goals and how the features of the student assist in preparing them for their future careers. Cunningham *et al.* (2005) argue that -SCCT- is a model which is designed to define the method through which individuals (a) develop fundamental academic skills and career passion, (b) create and review both their educational and vocational strategies, and (c) accomplish performances by variable excellence in both their decided academics and career quest.

Lent *et al.* (2003) reveal that SCCT has gathered extensive experimental sustenance for the relationship of self-efficacy understandings and the outcome of this prospect towards the formation of goals in career searches. Brown and Lent (1996) discover plans for career counsellors through SCCT in order to help learners in extinguishing perceptual and cognitive misrepresentations, overcoming supposed obstacles, and transforming imprecise self-efficacy views to widen learners' job-related prospects. Blustein (1999:349) described SCCT as one of the most significant theoretical viewpoints on career advancement.

According to Lent *et al.* (2004), Social Cognitive Career Theory (SCCT) offers help on career awareness and decision-making processes. Brown and Associates (2002) note that Social Cognitive Career Theory (SCCT) serves as one of the most used theories in career choice and development. Furthermore, this theory helps in the learning experience, career attitude, individual awareness and goals influence a person's career decision. In addition, Flores *et al.* (2010); Gushue (2006) indicate that SCCT has been extensively used for research on career choices by exploring the choices young people make in diverse contexts. Fouad *et al.* (2002) add that Social Cognitive Career Theory has been used in academic fields such as Mathematics, Science, Art including major career decision making.

Lent *et al.* (2002) highlight the six extensive factors recommended by SCCT model which are the following: "individual factors, individuals' background contextual factors, learning experiences, self-efficacy, outcome expectations, and career interest". This factor affects how people develop their career goals and influence their career decision-making.

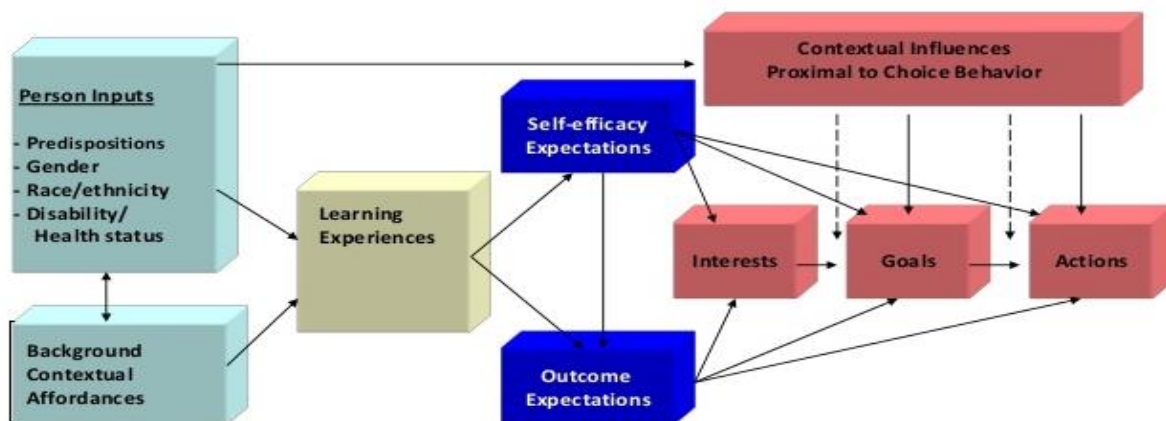


Figure 3: Social Cognitive Career Theory

Adapted from Lent et al. 2002

Based on figure 3, the following six factors will be examined below.

1. Individual Factors
2. Individuals' Background Contextual Factors
3. Learning Experiences
4. Self-Efficacy
5. Outcome Expectation
6. Career Interests

3.5.1. Individual Factors

Wood (1997) explains that the SCCT theory outlines the individual factors which comprise gender and age. The study conducted by Wood shows that gender seems to strongly influence the career choice of people because some jobs are professed to suit a particular gender. Janta (2011) state that age is another factor which influences career choices and opportunities because some professions apparently suit younger people. Magd (2003) add that most career opportunities are professed to belong to people of certain age groups.

3.5.2. Individuals Background Contextual Factors

Sharf (2006) states that school teachers, peer groups, ethnic values, parents, friends and job opportunities are acknowledged as 'individuals' background contextual factors. Brien (2004) point out that individuals' background contextual factors can inspire or serve as an obstacle for people. Qiu and Lam (2004) declare that cultural value is another factor which can serve as an obstacle for people in deciding to work in certain parts of the world.

3.5.3. Learning Experiences

Sharf (2006) opines that the learning experiences of a person can have a meaningful influence on his/her career decision because it permits individuals to examine and learn more about his/her skills in performing certain responsibilities. Littlejohn and Watson (2004) note that when learners are in pursuit of their degree, certain factors tend to impact on their learning experience in relation to their future career.

3.5.4. Self-Efficacy

Cunningham *et al.* (2005:122) state that self-efficacy is the confidence in a person's skill by being able to succeed in any definite circumstance. Lent *et al.* (1994) note that self-efficacy serves a significant role in defining people's behaviour and the continual variations of opinions about people's ability to flourish at any given task. Nilsson *et al.* (2002) observe that people who have confidence in their capabilities in accepting a specific assignment are possibly pursuing the assignment obstinately in order to succeed.

Bandura (1986) explains that self-efficacy denotes individuals' opinions concerning their skills in completing and succeeding at any given task assigned to them. Kidd (2006) state that SCCT shows the significance of understanding the effect of self-efficacy on contextual variables such as family, collective class, gender, culture, learning experiences and the quality of the educational prospect.

3.5.5. Outcome Expectation

Smith (2002:2) explains outcome expectation as conceivable costs of action which results from individual opinions. Lent *et al.* (1994) indicate that outcome expectation means the impact of excelling or failing any given task. Further, in their explanation, there are three types of outcome expectations that can influence people's behaviour, and these are physical, collective

and self-evaluative. Gore and Leuwerke (2000) state that SCCT theory proposes that outcome expectations are essential factors for career passion and aims.

Lent and Brown (2006) maintain that academic outcome expectations are an individual relation between technical act (such as reading by having better academic performance) and their career vision (diverse career choices). Ochs and Roessler (2004) add that career outcome expectation stresses the relationship among appropriate career conducts and success in future because outcome expectation has an effect on aims and objectives.

3.5.6. Career Interests

Cunningham *et al.* (2005:123) note that career interests are the tenacity for which people perform certain act or sequence of the deed. Lent *et al.* (1994) opine that career interest envisages individuals aims.

3.6 SHANNON AND WEAVER THEORY

Fournier (2007:86) state that Shannon and Weaver in 1948 worked together as an electronic engineer at Bell Telephone Company in the United State of America with the intention of finding a solution to minimize signal distortion. Steinberg (2003:28) adds that Shannon and Weaver fixated on how the various channels of communication can be effectively used in transmitting information from the sender to the receiver just like how a telephone message is being conveyed.

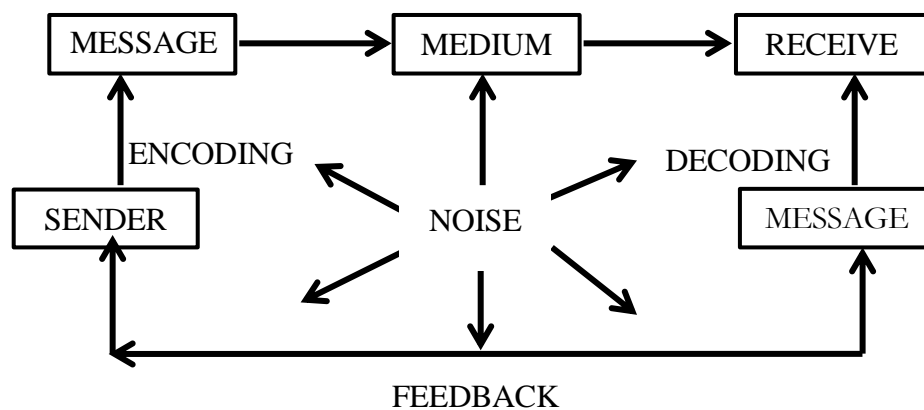


Figure 4: Shannon and Weaver’s theory of communication
Adapted from Hartley and Bruckmann (2002:12)

Pearson and Nelson (2000) state that in Shannon and Weaver theory, for communication to occur the seven elements in Figure 4 above are needed. These components comprise: ‘sender,

message, receiver, feedback, channel, context or setting and noise or interference'. Steinberg (2003:29) explains that in the figure above, the information source known as the sender encodes the message which is being transformed by the transmitter into a signal which is passed across through a channel to the recipient of the message. Dwyer (2005) indicate that the seven elements are essential in the communication process because if one is missing, it will result in incomplete or ineffective communication flow.

In addition, Eunson (2005:8) views that Shannon and Weaver theory assist in streamline the intricacy of communication and make it easier to analyse the element involved in the communication processes. Steinberg (2003:30) notes that this theory represents the significant association between the sender, message and the receiver as a linear communication process.

3.7 ELEMENTS OF A THEORY

A systematic communication theory encompasses certain components (Shannon and Weaver 1949). These are as follow:

- The information source, who creates a message which is known as the sender
- The transmitter of this messages which interprets them as signals
- The channels of communication through which signals are implemented for broadcast.
- The receiver/recipient of the message who decodes the message received from the signal.
- The destination of the message when it arrives
- Noise, a flaw factor, meaning interference of the message which is being transmitted from the source to the receiver

In this study, the above theories will be embraced in order to address the communication breaches which are likely to occur within the educational system of rural and urban high school learners in South Africa. It can be stated that some of the possible communication problems that can occur include the following:

- Ineffectual communication mediums,
- Misinterpretation of messages
- Lack of feedback mechanism
- Communication barriers (noise)

THE CONCEPTUAL FRAMEWORK

3.8 A CONCEPTUAL FRAMEWORK FOR DEPARTMENT OF BASIC EDUCATION ON CAREER CHOICE

For the learners to have adequate information on career choices, I propose a framework in figure 5 that will assist the Department of Basic Education and learners to achieve career choices in Life Orientation objectives.

3.8.1.Source

In view of Social Cognitive Career Theory as well as the Shannon and Weaver theory, I propose in figure 5 that the Department of Basic Education and School administrator as a source of communication who have ideas or information to provide to high school learners, must basically recognise the high school learners as active receivers of teaching programmes by conducting research survey on what are the roles of life orientation on learner and examine the impact of guidance counsellor on the learners. This will create an opportunity for the learners to express their own opinions and views on career choices in Life Orientation programmes and this will serve as two-way communication between the Department of Basic Education and high school learners.

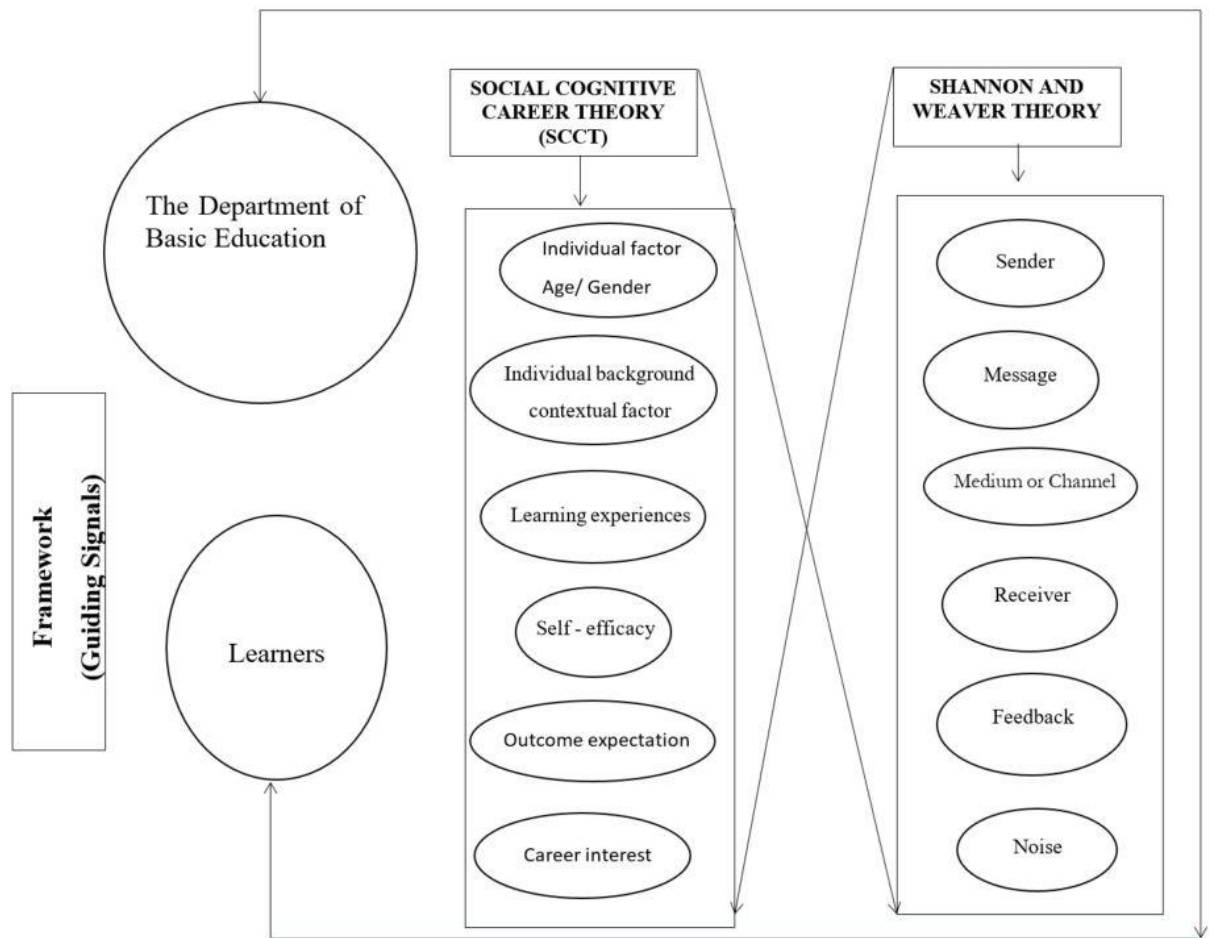


Figure 5: Conceptual framework for the Department of Basic Education

The outcomes or results of the research survey can serve as an avenue for the Department of Basic Education to be able to design methods through which learners will develop career passions and techniques to create and review both educational and vocational strategies.

3.8.2. Message

Trompenaars and Hampden (2011:74) opine that the message is the core content in the communication process which conveys the thought of the sender through the use of spoken words, written words, symbols, non-verbal cues and images to the receiver. Figure 5 depicts the message here that Life Orientation which is part of one of the core subject should serve as one the pre-requisite in gaining admission to the university so as to assist the learners in taking the subject seriously. Also, more information on career choice should be provided to learners by equipping the school library with career books. Furthermore, the curriculum should be adequately equipped and developed for teachers in other to assist the learners. Also, more practicals should be provided to learners on various subjects rather than only theoretical aspects. In addition, bringing role models to high school will encourage, motivate and assist the learners in their career decision making towards applying to a higher institution of learning.

3.8.3. Medium or Channel

Jacobsen and Thorsvik (2007: 252) refer to channel or medium as the form through which the message moves from the sender to the receiver. Bloisi (2003: 312) note that channel or medium is the manner through which the message is transmitted from the source to the recipient either through verbal, written or non-verbal channels such as telephone, face-to-face, painting, pictures etc. According to figure 5, the various medium or channel should be used to communicate career guidance in order to assist learners in their career decisions such as the use of Guidance Counsellors, Teachers, Parents, Well-equipped school libraries, Open days, Career Centre, Television, Newspapers, Radio, Billboards and Internet. Sharf (2006) opines that the learning experience of a person can have meaningful influence on their career decision because it permits individuals to examine and learn more about their skills in performing certain responsibilities.

3.8.4. Receiver

Steinberg (2007:254) opines that the receiver or recipient of the message is the individual to which the message is directed to and who needs to understand and interpret the message. Dominick

(2005:6) adds that the receiver accepts and decodes the message pass across from the sender. Mersham and Skinner (2002:18) indicate that decoding a message deals with conveying raw facts into important information. In figure 5, the Department of Basic Education must see the high school learners are the receiver of the message and need to understand and interpret the message of teaching programmes effectively.

3.8.5. Feedback

Berg (2011) explains that feedback involves the response of the receiver or recipient to the message received from the source. Jacobsen and Thorsvik (2007: 252) agree that the feedback is the concluding aspect of a communication process which shows the reaction and understanding of the receiver to the source message. Figure 5 shows that there should be a feedback from the learners back to the source on the messages received from the Department of Education, School administrators and guidance counsellors in order to show their understanding of the message.

3.8.6. Noise

Mclean (2005) states that noise is anything which can affect or stand as an obstacle to the free flow of communication from the sender to the receiver. Bloisi (2003: 313) observe that noise is one the element which disturbs communication process and hinders the message from reaching the designated destination. Figure 5 indicates that language barrier which can be physical, psychological and linguistic can serve as noise in hindering the flow and effectiveness of communication from the source to the receiver, thereby, making the communication process incomplete. However, in order to avoid this, it is suggested that all the 11 languages in South Africa should be used to communicate career guidance to high school learners in order to assist them in their career decisions.

3.9 THE CONCEPTUAL APPROACH AS RELATED TO THIS STUDY

The Department of Basic Education needs to absorb the following to allow the easy flow of two-way communication with learners and fulfil their career needs:

3.9.1 Planning and coordinating

The Department of Basic Education is the singular authority and information source who disseminate information to schools and who needs to make its ideas and messages into simple

procedure before communicating. The Department of Basic of Education will require feasible planning and coordination on what to accomplish with this message which is to be transmitted to the learners and which will benefit the learners. The planning and coordination approach can encompass carrying out a research or seek the opinion of other people before passing across a particular message through a channel or medium of communication. This channel or medium of communication must not be incoherent with a view to receiving feedback from the learners. The feedback will show the effectiveness of the message through their interpretation or understanding and whether the message has impacted their lives by achieving their desired goals.

3.9.2. Active participant

In order to reduce incorrect career choices, the Department of Education has to see the learners as active participants so that they will know what they need and also carry out an assessment exercise to examine the effectiveness of the message passed across to them. This can be done through the use of questionnaires on the following questions:

- What are the roles of career awareness and guidance programmes on the learners?
- What are the outcome expectations of Life Orientation on learners' career decision?
- What are the factors that influence learners in their career decision?
- What are the learners' career interests before making career choices?
- What motives learners to further their education to the University?
- What are the learners' preferred ways of communicating career choice to them?

3.10 CONCLUSION

This chapter used the combination of Social Cognitive Career Theory and Shannon and Weaver theory to design a conceptual framework using scientific theories which will guide the final recommendations after the results of the quantitative analysis has been completed. The framework is designed to assist in scientifically examining the various forms of communication used in disseminating career guidance services to a potential university student (objective 4). In summary, this scientific framework will regulate the final recommendations. The next chapter explains the research method which will be applied in this study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4. INTRODUCTION

The previous chapter presented a discussion on two theories (the combination of Social Cognitive Career Theory and Shannon and Weaver Theory). These two theories were used in conceptualising a conceptual framework for this study. This chapter provides details on the research methodology used in this study. Among the variables for discussion include the research design and methods, research instrument and population employed for this study. It also provides an account of the sampling method applied, pilot study and fieldwork carried out in both study areas. It further explains data instrument and ethical considerations used for this study. The last part of this chapter contains the procedure involved in analysing data processing with the precautions used in managing the data and conclusion. The significance of this chapter is to provide the readers with an insight on how the study was conducted.

An in-depth understanding of research approach is needed in evaluating the quality and value of a piece of research. Fraenkel and Wallen (2000:9) define research as an organized study which makes an inquiry about certain fields of knowledge in order to ascertain facts and values. Grinnell and Unrau (2008) argue that research is centred on mutual and corroborated proficiencies of participants in a systematic community rather than specific involvements.

In terms of research methodology, Polit *et al.* (2004:233) indicate that research methodology is the procedure of gathering, forming and evaluating data. Henning *et al.* (2004:36) explain that research methodology deals with being able to convey the data and findings discovered during the course of research in such a way that reflects the purpose of the study and the research questions through a consistent set of techniques. In this regard, research methodology can be viewed as a technique adopted by a researcher to convey a specific research project. Bernard (2013:15) states that research methodology deals with the technique by which the researcher adopt when conducting research.

4.1 RESEARCH DESIGN AND METHODS

This section explained how the quantitative research approach adopted for this study was used.

4.2 RESEARCH DESIGN

The research design type adopted for a study is dictated by the aim, rationale of the study and type of data needed to be collected. Aina (2002:18) defines research design as a process or plan which is used in the collection of data. Leedy in Aina (2002:50) highlights four important factors in research design which will help in the gathering of data namely:

- (1) The needed data
- (2) The location of the data
- (3) The collection of the data
- (4) The interpretation of the data

Kothari (2004) explains that research design is a theoretical arrangement in which research can be conducted and also entails outlines for the collection of research data, the measurement of data, analysis and interpretation of data gathered in the course of the research. McMillan and Schumacher (2006:22) add that a research design is an overall strategy which defines how the research study will be conducted. Singh (2006:78) views research design as a registering approach which is well-known on sampling method. Cohen *et al.* (2007) state that there are various types of research designs which include: longitudinal design, case study design, cross-sectional or survey design, comparative designs and quasi-experiments. Bryman (2008:31) states that research design helps in providing a structure in the collection and analysing the process of data. To May and Royce (2011:98), research design is a comprehensive plan for the collection of data.

In this study therefore, the researcher used a survey design to collect data from students of University of Zululand (UNIZULU) and Durban University of Technology (DUT) on the factors influencing students in their choice of career.

4.3 RESEARCH METHOD

Research design comprises various types of research methods. Neuman (2006:23) points out that in research method, research designs can be categorised into three which are qualitative, quantitative and the mixture of both qualitative and quantitative methods:

4.3.1 Qualitative Approach

Henning (2004:5) notes that qualitative research design permits participants to partake in the open-ended interviews in order to provide needed solutions to the research problem. Welman *et al.* (2009:6) describe qualitative research as a tactic which covers a range of informative techniques which help to interpret and transform the meaning of logical occurrences in the social world. Guthrie (2010:157) states that qualitative research design is used in an environment where the researcher intends to describe discrete and collective social activities, opinions, views and perceptions which are later interpreted based on the type of meaningful participants attached to it. Marshall and Rossman (2011:3) explain that qualitative research approach occurs in communicating, setting focused, humanistic developing and normal domain. De Vos *et al.* (2011:473) view qualitative research as a descriptive research which involves participants' views and experiences which can either be in written or spoken form. Leedy and Ormrod (2014:141) affirm that qualitative research includes words, actions, sounds, symbols, and images which are used for data gathered from information received from participants, documents, observation and transcripts. Flick (2014:11) observes that qualitative research is of explicit significance to the study of social relations. Furthermore, no matter how good a phenomenon, there is going to be its limitation(s). According to Daymon and Holloway (2011), qualitative research has some weaknesses such as difficulty in generalising the results, lack of transparency of data and subjectivity of the study among others.

4.3.2. Quantitative Approach

Kothari (2004:3) notes that quantitative research is focused on the dimension of quantity or amount. Neuman (2006:349) states that quantitative research deals with data being converted into numbers, table, chart and frequencies in a statistical manner. Hopkins (2007:87) points out that quantitative research comprises purpose, forecast and generalisation of the findings. Bryman and Bell (2011) explain that the quantitative research approach highlights evaluation. McCarthy (2006:67) reveal that quantitative research methods are perfect for accomplishing the *what, where, when* questions of a particular situation. Hopkins (2007:109) argues that the quantitative research method intends to determine the connection between an independent variable from a dependent variable in a population. In addition, Leedy and Ormrod (2014:141) explain that quantitative research is used for purpose of explaining, predicting and controlling phenomenon in order to

answer questions about the relationship among measurable variables. The research approach selected for this study was quantitative method in order to ensure that results of sample of individuals selected would be representative of the population studied and it would reduce numerical statistics and easy to interpret. Similarly, based on the nature of the study, a large sample was needed in order to ensure generalization; thus, this was one of the reasons for selecting the quantitative approach. Moreover, it helped the researcher to avoid all forms of bias during data collection.

4.3.3. Survey Method

Kothari (2004:121) contests that research in social science can be classified into survey, correlational research and laboratory experiment. This study adopted a survey method in the form of a structured questionnaire because the participants of this study cannot be instantly observed. The survey method was used for structuring the questionnaire that was designed in obtaining information from the participants. Also, the survey method is suitable for quantifying the data on various forms of communication that can be used in disseminating career guidance services to potential university students in KwaZulu-Natal province. To corroborate this assertion, Garson (2006) agrees that survey research is a technique for collection of data from participants who are represented a certain population, applying an instrument composed of structured or unstructured items (questions). To Bryman (2008:12), survey is one of the core techniques for gathering of data which reveal the attributes of quantitative research.

4.4 STUDY AREA

The study was conducted at the University of Zululand (based in the rural area of KwaDlangezwa) and Durban University of Technology (based in the urbanised city of Durban) in KwaZulu-Natal province of South Africa. The reason for choosing two different universities was to establish the effectiveness of communication on career choice among first-year students who enrol in both rural and urban universities.

4.4.1. University of Zululand:

The University of Zululand was set up as a basic college intellectually attached to the University of South Africa in 1960. From the outset, the institution has greatly developed from alleged 'bush college' to a completely fledged university, equivalent to any of the focuses of higher learning in

South Africa. In 1971 it was approved as full university and continued to cater mostly for the Zulu and Swazi ethnic groups. This continued until 1979 when it began to welcome black students from other ethnic groups and nations. In 1982, a Board of Governors was set up to oversee the University's fundraising and investment exercise which was established by University of Zululand Foundation. In 1986 the University opened its doors to all races. This was possible in light of the fact that by 1984 UNIZULU Council had just been given control for all intents and purposes as well as all issues identifying with the payment of the yearly sponsorship, arrangement of offices, the determination of the foundation and the employment of staff. In 1987, the new library was opened thus proclaiming a time of remarkable physical development for the institution. In 2003, UNIZULU re-defined and modified its role to best satisfy the particular needs of its own community within the setting of the nation in general. UNIZULU was not called upon to converge with different institutions and therefore retained its name and in addition its special setting, which encourages its part as the main provincial based exhaustive tertiary institution in the country (Sarua, 2007).

4.4.2. Durban University of Technology

The Durban University of Technology was founded in 2002, the consequence of a merger between two older institutions: the M L Sultan College, which to begin with had worked solely for the significant Indian populace in and around Durban; and the similarly racially characterized Natal Technical College for whites. Both have their roots in the early years of the twentieth century. In 1860, KwaZulu-Natal's Indian populace started arriving to deal with sugar plantations. In 1927, those without educational capabilities were debilitated with repatriation. This risk motivated grown-up classes in mastery and a scope of business matters, taken in a mission school and a Hindu institute, yet it was not until after the war, and on account of substantial money backing from people in general, that M L Sultan College came into existence, before the city committee, now preoccupied with the strictures of the main Group Areas Act of 1950, allotted appropriate land for a permanent campus. The merged Durban University of Technology combined the best of both previous institutions. It functions in “five different campuses in Durban and two in Pietermaritzburg” (Sarua, 2007).

4.5 POPULATION OF THE STUDY

Population of the study comprises of the people which the study was conducted on. The population of this study encompassed first-year students at the University of Zululand and Durban University of Technology in Kwazulu-Natal province of South Africa. According to Royce, Singleton and Straits (2010:154) the idea of “population” contains a group of people, procedures and objects which conform to definite criteria which becomes the emphasis for the study which the researcher anticipates determining some features. Bless, Higson and Kagee (2006:84) explain that population consists of the total set of people or objects which will be the focus of the study. Odia and Oamen (2013:49) note that it is not practicable in making a comment on every individual who the researcher is interested in due to financial expenses and time constraints. Goddard and Melville (2001:34) affirm that it is impracticable to study or focus the entire population; therefore, a target population is needed.

Neuman (2006:224) states that target population is a subgroup in which the researcher wants to study. Therefore, the researcher adopted a sampling technique for this study which represented the target population of first-year students in both University of Zululand and Durban University of technology. This sampling technique was applied in order to get accurate and appropriate information needed for this study which might not have been gathered if the entire population of first-year students at University of Zululand and Durban University of Technology was used.

4.6 SAMPLING PROCEDURE

It will be too numerous to use all first-year students at the University of Zululand, therefore there is a need for sampling. According to Bless and Higson (2000:84), sampling is the method involved in drawing out a sample from the target population. Sample is defined as a percentage or a smaller group of a larger group which is to be calculated, (May, 2011:98). Neuman (2006:219) opines that sample area or smaller groups of cases which the researcher has selected from a large group and generalised the findings to the populace. Gorard (2003:57) adds that the main aim of sampling is being able to use a small sum of the subgroup to gather information about a larger sum. Singh (2006:78) reveals that the sampling is essential to every statistical technique and analysis. Goddard and Melville (2001:34) are of the opinion that it is often not practical or imaginable to study an entire population. Therefore, the researcher selected a sample from the target population of first-

year students from University of Zululand and Durban University of Technology through the use of sampling size technique.

4.6.1. Sampling Size

It will be too numerous to use all first-year students at the University of Zululand, therefore there is a need for sampling. According to Kumar (2011:194), the sample size is referred to the number of people involved in a study, from which the desired relevant information is obtained. According to Bless and Higson (2000:84), sampling is the method involved in drawing out a sample from the target population. A descriptive sampling size sketched by Du Plooy (2009:119) was adopted for this study

Population size	Sample size
Infinity	384
500 000	384
100 000	384
50 000	381
10 000	370
5 000	357
3 000	341
2 000	322
1 000	278

Table 3: Sample size at 95% confidence level
Source: Du Plooy (2009:119)

Based on table 3 above, the sampling size of 370 respondents was used for the survey. The sample size was drawn from the two universities: 185 respondents each from University of Zululand and Durban University of Technology.

4.6.2. Sampling Methods

Leedy and Ormrod (2014:199) explain that sampling method can be divided into two, which are: probability and non-probability. Further in their explanation, probability sampling is an approach used to choose a sample such that all participants are given equal chance to be chosen. Examples of probability methods include simple random, stratified sampling, cluster sampling and sequential random samplings. Leedy and Ormrod (2014:206) state that in terms of non-probability sampling,

the researcher cannot envisage or guarantee that all the elements in the population will be sampled. Examples of non-probability methods include proportion, purposive, progressive and snowball samplings. Bhattacharjee (2012:68) embraces Leedy and Ormrod views that sampling method is categorised into two main parts: probability and non-probability sampling. While commenting on probability sampling, Sarantakos (2004:141) asserts that many researchers use probability sampling basically because of its accurateness, level of demonstration and high generalisation of the results obtained. For this study, the researcher applied probability sampling because it does not involve any complex and long processes. Also, it saves time for analysis and interpretation of data. The probability sample method can be classified into: (1) Simple random sampling (2) Stratified sampling (3) Cluster Sampling (5) Systematic sampling.

The researcher applied simple random sampling method to select first-year students at the University of Zululand and Durban University of Technology because of its simplicity. In view of this, 185 respondents each were randomly selected respectively from the University of Zululand, KwaDlangezwa and Durban University of Technology for this study. Blanche *et al.* (2006:134) reveal that using random sampling indicates that every focus within the sampling framework has a balanced and independent opportunity of being chosen for the sample. Kothari (2004:58) maintain that in simple random sampling, the importance of the result collected can be evaluated. De Vos *et al.* (2011:228) demonstrate that in simple random sampling, it ensures that all samples have the same prospect of being selected. Hence, results can be generalised.

4.7 DATA COLLECTION INSTRUMENT

Burns and Grove (2003:373) state that data collection involves the use of approaches such as participant observation, case histories in order to gather information relevant to the research. Aina (2002:63) emphasises that questionnaires, interviews and observation are involved in data collection. In this study, the instrument employed was questionnaires because of its fairness especially when the respondents are many. Also, it enhances generalisation. De Vos *et al.* (2011) state that questionnaires can be used as an instrument in a quantitative study in order to allow generalisation since all participants have equal opportunities of being selected.

4.7.1. Questionnaire

Blanche *et al.* (2006:484) define questionnaires as a set of written questions which are aimed at gathering information from participants. Aina (2002:63) notes that questionnaires are data

instruments which consist of a set of questions presented to a number of participants with the intention of gathering information. Payn and Payne (2004:186) explain that questionnaires are a set of questions which are printed in order to be answered. Bryman (2008) observe that questionnaires have numerous advantages above other methods of data collection which include: broader coverage, offer a greater declaration of anonymity, production of speedy responses, less cost and easy administration.

The researcher administered 185 questionnaires each to first-year students at the University of Zululand and Durban University of Technology. The questionnaires were prepared according to the information from the literature review and previous studies. The services of research assistants were engaged to assist in the administration and collection of the questionnaires.

4.7.2. Types of Questionnaires

According to Aina (2002:63) questionnaires are usually classified into two: close-ended or structured questionnaires and open-ended or unstructured questionnaires. Maree and Pietersen (2007:161) define closed-ended questionnaire as a type of question which provides options from which participants are to choose from. This type of question provides an opportunity for participants to choose more than one response from the varieties of options provided. On other hand, Polit *et al.* (2004:39) explain that in an open-ended question, participants are given the opportunity to give their own view or ideas. Zikmund (2003) indicate that a good questionnaire must fulfil two criteria which are relevancy and accuracy. In this study, the researcher used close-ended questions in order to make the interpretation and tabulation easier.

4.7.3. Rationale behind the Questionnaire

The subsequent objectives were identified in the questionnaire and guided the set of questions in the questionnaire:

- To investigate the role of career awareness and guidance programmes for first-year students.
- To identify factors which influence first-year students in their choice of study at the University.
- To examine the consequences of choosing a wrong course of study in the first-year.

- To examine the various forms of communication used in disseminating career guidance services to a potential university student.

The questionnaire consisted two parts A and B. The information sheet and consent form were attached to each questionnaire administered to first-year students of both universities. The information sheet entailed instructions on how to fill the questionnaire. Each of the questionnaires was accompanied by a consent form in order to ascertain that the participants voluntarily agreed to take part in the study. A consent form was signed by the researcher and the respondents in order to prove that the participants were willing to participate in this study.

Part A of the questionnaire sought the respondents' personal information which is comprising, age, gender and ethnicity. Part B comprised the basic questions of the study formulated in accordance with the research objectives. The set of questions in Part B examined the influence of communication perceptive on students' career choice in a tertiary institution of learning. The questions were developed in order to assess the forms of communication used in disseminating career guidance to students.

4.7.4. Validity

Bernard (2013:45) indicates that validity deals with the accuracy and credibility of instruments constructed as well as the findings in a study. Neuman (2011) explains that the validity of a research finding occurs between the authenticity and description of the certainty thereby indicating openness. Du Plooy (2002:125) states the various methods that could be used to back up the validity of the assessment which are expression validity, skilled-validity, precedent-placed validity and theory validity. In this study, skilled validity was used to ascertain the authenticity of the instrument. The researcher made sure that the questionnaire used covered the scope of this study. The researcher gave the questionnaire to some professionals in the field of communication. The professionals gave their opinions, thereafter, the researcher aligned the instrument to suit the purpose based on their suggestions.

4.7.5. Reliability

According to Joseph *et al.*, (2003:169) reliability involves the uniformity of a portion and efficacy is related to exactness. Neuman (2011: 214) states that reliability deals with the constancy in which the interpretation was made. Bhattacharjee (2012:55) observes that reliability comprises the point to which the quantity of an idea is trustworthy. In this study, the researcher maintained the

reliability of the study by ensuring that the result of the data collected is consistent. The researcher accepted the fact that if a questionnaire is administered to the same participant at two different times and conditions and if the results gathered from the two surveys are consistent and similar, then the questionnaire is deemed stable and reliable.

4.8 ETHICAL CONSIDERATION

McMillan and Schumacher (2006:142) describe ethics as beliefs about what is considered right or wrong. Bryman (2008) explain that ethical obligations in a research study rely on the study. Singh (2006:219) point out that ethical consideration is an important part of any research as long as it involves human sample issues. Hence, the researcher considered the following ethical issues.

4.8.1 Voluntary Participation

Rubin and Babbie (2007:71) explain that respondents' participation should be voluntary without being forced to take part in the study. Bhattacharjee (2012:137) states that respondents who are participating in the study should be aware that it is voluntary and they have the freedom to decline at any time. De Vos *et al.* (2011:116-117) observe that when respondent is informed about their participation as being voluntary, they sometimes feel pressurised. Therefore, the researcher ensured that participants were given adequate information on the study that their participation was voluntary and they could leave anytime they felt disturbed.

4.8.2 Informed Consent

McLeod (2014) explains that respondents must be given informed consent before filling the questionnaire. Bhattacharjee (2012:137) state that an informed consent entails the right of the respondent and must be signed in order to show their acceptance to voluntarily participate in the study. Grinnell and Unrau (2008:37) state that respecting the respondents' opinion is allowing them to choose whatever suits them in the study. In this study, the researcher explained the purpose of the study and provided consent forms to participants to sign as evidence showing that the participants voluntarily decided to participate in the study.

4.8.2.1. Avoidance harm

Mackey and Gass (2005:27) state that asking people to participate in the study should not encompass threat or harm to the respondents. McMillian and Shumacher (2006:234) point out that the researcher should ensure that no injury or risk happens to the respondent mentally and

physically. For this study, the respondents were not exposed to any harm or threat which could damage their self-esteem and also their participation was voluntary.

4.8.2.2. Anonymity and confidentiality

Grinyer (2012:7) explain that anonymity involves the removal of respondents' names in order to protect their identity. Alston and Bowles (2003:23) state confidentiality as the maintenance of people's privacy. McLeod (2014) point out that the researcher must make sure that the information supplied by the respondents remains confidential. In this study, respondents were well-versed on the nature of the study and the issue of confidentiality was explained with all respondents of this study. Also, their names were kept anonymous and their responses remain confidential.

4.9 DATA ANALYSIS

4.9.1. Process of data analysis

In this section, the researcher concisely showed how the data was prepared. After the collection of data, the researcher classified the data into four levels namely: coding process, data entering, data editing and data presentation. Burns and Grove (2003:479) define data analysis as the method involved in the reduction and organisation of data to create results that are needed for interpretation by the researcher. Bailey (2007:5) states that data analysis involves the process of making sense from the data gathered by decreasing it to significant accounts. Leetaru (2012) explains that once the data is gathered, it must be formulated into a setup that can be read by the analysis tools.

4.9.2. Coding process

Babbie (2005:408) state that the coding process is ruling on data items into number-based codes. For instance, 1 can be coded to mean "yes", "2" to be "no" and "3" to be "not sure" or "I don't know". Also, in the personal profile which involves gender, male = 1, Female = 2 and first-year student is "1" while Repeating first-year student is "2". Kothari (2004:124) points out that coding decision should be taken at the commencement of designing the list of questions. In this regard, the coding pattern that the researcher employed was numeric values of 1, 2 and 3 and these were done during the designing of the questionnaire.

4.9.3. Data Entering

Gillian (2000:59) explains that there are a variety of operating systems that could be used in analysing the data gathered. The researcher captured the data using software called MoonStats which was converted later into spreadsheets. Welman *et al.* (2005:319) indicate that that MoonStats is statistical software programme which gives and helps the numerical tools involve in data survey and data descriptions. Microsoft Excel and Microsoft Word were used in designing the tables.

4.9.4. Data Presentation

Evan (2014:2) opines that the latter stage in data analysis is the interpretation of the numerical data in order to make a conclusion on the questionnaire. The researcher presented the data through the use of tabulation by arranging the data into simple tables for analysis.

4.10 CONCLUSION

In this chapter, the research design and methods, data collection technique (method) and research analysis adopted for the study were discussed. The researcher employed a quantitative research design, data collection and research analysis. This study applied a survey approach to quantify data on a communication perspective of factors influencing students' career choice in tertiary institution of learning among first-year students at University of Zululand (based in the rural area of KwaDlangezwa) and Durban University of Technology (based in the urbanized city of Durban) in KwaZulu-Natal province of South Africa. This study employed a sampling size outlined by Du Plooy (2009). In this regard, the sampling size of the respondents in total was 370 for the survey. The sample size was drawn from the two universities: 185 respondents each from University of Zululand and Durban University of Technology.

The next chapter presents data analysis and interpretation of the findings in details.

CHAPTER 5

DATA PRESENTATION AND INTERPRETATION

5. INTRODUCTION

The prior chapter described the research methodology that was adopted for this study. This chapter provides a comparative data analysis and interpretation of findings based on the research objectives of this study. Such a process is important when conducting research, Burns and Grove (2003:479) define data analysis as the reduction and organisation of data in order to create results that need interpretation by the researcher. Further, Cresswell (2009) explains data analysis as the interpretation given to gathered information in order to determine the importance and conclusion discovered from the findings. De Vos, Strydom and Delport (2011) also supported this by noting that data analysis is an essential step which needs to be reflected upon when conducting a fieldwork.

5.1 ANALYSIS AND DATA INTERPRETATION OF COMMUNICATION PERSPECTIVES OF STUDENTS IN UNIZULU AND DUT.

The questionnaire contains five parts which are the following.

Part 1 of Questionnaire: Background Information on the students.

Demographic information of students in UNIZULU and DUT

Table 4: The demographic profile of students in UNIZULU and DUT

DEMOGRAPHICS	UNIZULU		DUT	
	Frequency (N =187)	Percent	Frequency (N =187)	Percent
GENDER				
Male	70	37.42	79	42.25
Female	117	62.57	108	57.78
YEAR				
First year	174	93.05	182	97.33

Repeating year	13	6.95	5	2.67
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Comparison of demographics information of students in UNIZULU and DUT

This table provides the demographic information of respondents who participated in this study. The following variables (Gender and Year of study) formed part of the respondents' profile. The 172 (93%) of the respondents who participated were mostly first-year students from UNIZULU. Likewise, the majority of participants: 180 (97%) in DUT were mainly first-year students. Terenzini and Domingo (2006) were of the view that the first year at the higher education of learning is a precarious year which serves as the basis for consecutive years of study at the university. The analysis further showed that 63.24% of the respondents were females while 37.8% males from UNIZULU. Similarly, 57.30 % of the respondents from DUT were females while 43.7% remained the males. The study conducted by Sikwhari (2007) revealed that when comparing male and female students at the higher education of learning in relation to academic attempts, females are more academically driven than males.

Section B of the questionnaire: Role of career Awareness programmes in UNIZULU and DUT

Objective 1: To investigate the role of career awareness and guidance programmes for first-year students

5.2 ROLE OF CAREER AWARENESS AND GUIDANCE PROGRAMMES IN UNIZULU AND DUT

Table 5 comprises of 17 statements on the role of career awareness and guidance programmes in UNIZULU and DUT. In this section, the opinion of the respondents was rated on a three-point scale from 1 to 3, (1= Yes, 2 = No and 3 = Not sure).

Table 5: The role of career awareness and guidance programmes in UNIZULU and DUT

NO	The role of career awareness and guidance programmes in	UNIZULU					DUT				
		Yes 1	No 2	Not sure 3	Mean Score	Rank	Yes 1	No 2	Not sure 3	Mean Score	Rank
3.	Career information assists students to make the correct choice for their career.	175	4	8	1.11	14	176	7	4	1.08	12
4.	Career information exposes students to the various qualifications that they could study at a university.	172	6	9	1.13	13	172	9	6	1.11	10
5.	Career information helps students to identify their possible jobs.	167	3	17	1.20	9	151	14	22	1.31	5
6.	Career specialisations exposes students to what the job requires.	151	14	22	1.31	8	161	10	16	1.22	7
7.	Inadequate career information causes students to make wrong career choices.	117	26	44	1.61	4	142	28	17	1.33	4
8.	Good career information can provide students with a stable and secure future.	164	8	15	1.20	9	165	10	12	1.18	8
9.	Guidance from career partnering services can help students to understand what careers suit their personality.	169	4	14	1.17	12	175	9	3	1.08	12
10.	I understand what career choice means.	168	4	15	1.18	11	175	7	5	1.09	11
11.	I am aware of the various careers available in the country	100	31	56	1.76	2	127	50	10	1.37	3
12.	I know the training requirements involved in the various careers.	86	48	53	1.82	1	128	41	18	1.41	1
13.	I know careers that will give me optimum satisfaction.	128	23	36	1.51	6	150	31	6	1.23	6
14.	I know my career capabilities and limitations.	120	24	43	1.59	5	144	11	32	1.40	2
15.	I know careers that pay well.	119	14	49	1.63	3	139	26	22	1.37	3
16.	I know why I want to get into some careers.	163	12	12	1.19	10	173	6	8	1.12	9
17.	I know successful people in various careers.	133	29	25	1.41	7	170	11	6	1.12	9

5.2 Comparison of students' opinion on the role of career awareness and guidance programmes in UNIZULU and DUT

Table 5 showed students' opinion from UNIZULU and DUT on the role of career awareness and guidance programmes. According to the finding, the variable that topped the list on the role of career awareness in the two universities was "I know the training requirements involved in the various careers." It could be argued that students make career decisions based on their awareness of various career requirements in both universities. Kettlewell and Henry (2009) explained that having prior information or awareness on various careers serves as a lens which assists individuals in their career choices and also helps them to exhibit their potentials later at their workplace. The result also confirmed that the two universities had similar views in statements 7, 13 and 15 because the ranks for these statements were the same for UNIZULU as well as DUT which were rated as 4, 6 and 3 respectively.

From the analysis, students from the two universities agreed that inadequate career information caused students to make wrong career choices. According to ACT (2008), high school learners who do not acquire adequate career guidance or career information has a possibility of choosing wrong career pathway which can affect their future. Odo (2015:3) affirmed that lack of proper career guidance and information can lead to incorrect career choices which have become one of the contributing factors to the increase of unemployment in the country. The finding showed that students from the two universities are aware of the careers that are capable of providing optimum satisfaction. No wonder the reason for their choice of career. This assertion therefore coincided with the work of Ng and Burke (2006) who affirmed that job opportunities, optimum satisfaction and high salary payment are some of the factors which influence students in their career decisions. In addition, both universities students believed in careers that pay well. This agreed with the work of Byrne *et al.* (2012) who averred that job income level has an important effect and influence on students' choice of career.

Considering other issues on the role of career awareness between students of UNIZULU and DUT, their responses contrasted as it could be seen from the following statements 3, 4, 5, 6, 8, 9, 10, 11, 14, 16 and 17. This is because their ranks differed from each other. From the findings, it

could be said that students' opinion on the role of career awareness and guidance programmes in UNIZULU and DUT differed from each other. The finding showed that students from DUT had a more positive opinion on the role of career awareness and guidance programmes than the students from UNIZULU. However, an adduced reason could be said that most first-year students of UNIZULU were not well exposed to the importance of career awareness before entering the university.

This implies that important information on career choice has not been delivered to learners in high schools in South Africa and this means that the Department of Education, which is known as the source or communicator of Basic Education in South Africa from the conceptual framework (chapter three), has not been communicating fully on career guidance to learners, who are referred to as the active participants and the receivers of the information transmitted from the source (Department of Education). Gesinde (2008) asserted that career guidance is a wide-ranging method with services and programmes offered in schools with the aim of affecting the personal growth and psychological competencies of learners. To Omoni (2009), career awareness and guidance programmes are “an all-encompassing notion which aids better understanding of young people with a view to render assistance to them in order for them to live a better and balanced life.”

Objective 2: To identify factors which influence first-year students in their choice of study at the university

5.3 FACTORS INFLUENCING STUDENTS IN THEIR CHOICE OF STUDY IN UNIZULU AND DUT

Table 6 consists of 16 statements on the factors influencing students in their choice of study in UNIZULU and DUT. In this section, the opinion of the respondents was rated on a three-point scale from 1 to 3, (1= True, 2 = False and 3 = I do not know).

Table 6: Factors influencing students in their choice of study

NO	Factors influencing choice of study in	UNIZULU					DUT				
		True	False	I Do Not Know	Mean Score	Rank	True	False	I Do Not Know	Mean Score	Rank
18.	My parents have great influence in my career choice.	95	75	17	1.58	11	99	77	11	1.53	11
19.	My teachers have been the greatest influence on my career choice.	107	74	6	1.46	13	96	68	23	1.61	9
20.	My peers influenced my career choice.	66	109	12	1.71	7	7	169	11	2.02	1
21.	Career counsellors have been the greatest influence in my career choice.	81	88	18	1.66	9	22	141	24	2.01	2
22.	Admission requirement influenced my career choice.	118	46	23	1.49	12	115	66	6	1.42	12
23.	My matriculation result influenced my career choice.	150	35	2	1.21	15	169	10	9	1.15	15
24.	Failure to secure a place in another department influenced my career choice.	78	90	19	1.68	8	133	34	20	1.40	13
25.	Availability of bursary for my study influenced my career choice.	63	114	10	1.72	6	72	109	6	1.65	8
26.	My passion and interest influenced my career choice.	124	51	12	1.40	14	144	34	9	1.28	14
27.	The language used in the course influenced my career choice.	80	91	16	1.66	9	32	143	12	1.89	5
28.	Available job opportunities have the greatest influence in my career choice.	94	66	27	1.64	10	87	94	6	1.57	10
29.	Prestige with job value influenced my career choice.	70	64	53	1.91	4	59	112	16	1.77	7
30.	Salary in relation to labour market awareness influenced my career choice.	53	90	44	1.95	2	45	135	7	1.80	6
31.	My religion influenced my career choice.	26	143	18	1.96	1	35	134	18	1.91	4

32.	My culture influenced my career choice.	25	148	14	1.94	3	31	137	19	1.94	3
33.	Self-employment influenced my career choice.	70	94	23	1.75	5	48	129	10	1.80	6

5.3 Comparison of factors influencing students in their choice of study at the university in UNIZULU and DUT

Table 6 presents factors influencing students in their choice of study at the university in UNIZULU and DUT. Based on the findings, there were relationships between the two universities on the factors influencing students in their career decision which showed how important those factors are. For instance, ranks for the following statements 18, 22, 23, 26, 28 and 32 equated as 11, 12, 15, 14, 10 and 3 respectively were the same for both universities.

The analysis revealed that majority of the respondents from the two universities believed that parents had greater influence on their children's choice of career. Roe (2007) observed that a child's first career choice is determined by the parent's reaction towards the child's choice. Beyer (2008) affirmed that the goals and expectation of the parent seem to affect the output of their children because they served as role models in their lives. Hewitt (2010) believed that most young people are influenced by the type of career chosen by their parents and they were pleased with. Uyar and Kuzay (2011) noted that parents have major influence of their children choice of career. Kusumawati (2013) pointed out that parent have the greatest influence on their children most especially in their career decisions.

In addition, respondents from the two universities agreed that the admission requirement had an influence on career choice. Also, the respondents from the two universities identified matriculation results as one of the factors which influenced their career decisions. Cohen (2012) acclaimed that universities do not accept a maximum number of students due to their matriculation results and the university requirements for each course. The study conducted by Cosser (2010) indicated that extensive inequality exists between career choice and actual enrolments in higher education institutions because 20% of the students specialised in the course of study which they had planned and enrolled for at the university.

On the other hand, the result from the two universities indicated that passion and interest served as a contributing factor in influencing students' career choice. Hewitt (2010) explained that people chose careers that they have interest and passion in. Edwards and Quinter (2011) pointed out that the personal interest and passion of learners is an important factor which influences career

choice in terms of subject combination selection, job and learners' behaviour. Ayuk (2012) affirmed that most learners make career choices based on their interest and passion. Aminu and Timothy (2014) argued that a person's interest in a course of study served an essential role in the person's life and performance.

The findings also revealed that available job opportunities influenced students' career choice from the two universities. Agarwala (2008) highlighted that the factors influencing students career decisions are passion, academic ability, life goal and job opportunities. Van Zyl and de Villiers (2011) stated that most students are influenced basically by job availabilities, job fulfilment, job opportunities and future income. Sarwar and Azmat (2013) observed that most students choose a course of study based on the job opportunities available in the society.

The finding of the study identified culture as one of the major factors that had influence on career decisions in the universities. Sultan and Wong (2012) considered culture as one of the factors influencing students' career decision because this has an effect on the student's behaviour. Singaravelu *et al.* (2005) argued that family, environmental factors and culture has an essential influence on peoples' career improvement attitude.

On the contrary, differences in the opinion of UNIZULU and DUT students on other factors that influence career choice were evident. Such factors are teachers, peers, and career counsellors. Others are failure to secure a place in another department, availability of bursary, language, prestige with job value, salary in relation to the labour market, religion and self-employment. In all the afore-mentioned factors, the mean score of students from UNIZULU differed greatly from that of DUT students.

Objective 3: To examine the consequences of choosing a wrong course of study in the first year

5.4 CONSEQUENCES OF CHOOSING A WRONG COURSE OF STUDY AT UNIZULU AND DUT

Table 7 contains 11 statements on the consequences of choosing wrong of course of study at UNIZULU and DUT. In this section, the opinion of the respondents was rated on a three-point scale from 1 to 3, (1= Agree, 2 = Disagree and 3 = Not sure).

Table 7: Consequences of choosing a wrong course of study in the first year in UNIZULU and DUT

No	Consequences of choosing a wrong course of study	UNIZULU					DUT				
		Agree	Disagree	Not Sure	Mean Score	Rank	Agree	Disagree	Not Sure	Mean Score	Rank
34.	Lack of academic preparedness can be as a result of wrong career choice.	150	19	18	1.29	8	175	6	6	1.10	8
35.	Lack of interest in the course of study can be as a result of the wrong choice of career.	152	18	17	1.28	9	176	6	5	1.09	9
36.	Lack of confidence in oneself might be as a result of wrong career choice.	149	28	10	1.26	10	155	20	12	1.24	5
37.	Lack of commitment to the course of study might emanate from wrong career choice.	144	23	20	1.34	7	109	62	16	1.50	3
38.	Lack of course satisfaction can be a product of the wrong choice of career.	141	27	19	1.35	6	150	22	15	1.28	6
39.	Self-regret on the course of study can be traced to wrong career choice.	137	18	32	1.44	5	169	6	12	1.16	8
40.	Adjusting to the style of teaching at the university can be connected to wrong career choice.	110	26	51	1.68	3	134	41	12	1.35	4
41.	Inadequate study skills e.g. note taking can originate from wrong career choice.	66	80	41	1.87	1	151	30	6	1.22	7
42.	Persistent absenteeism to lecture can be trailed to wrong career choice.	90	57	40	1.73	2	43	126	18	1.87	1
43.	Poor academic performance in the course assessment can be as a result of wrong career choice	112	49	26	1.54	4	89	66	32	1.70	2
44.	Dropping out of the university can be an effect of wrong career choice.	121	50	16	1.44	5	155	20	12	1.24	5

5.4 Comparison of consequences of choosing a wrong course of study in the first year at UNIZULU and DUT

Table 7 shows the consequences of choosing a wrong course of study in the first year at UNIZULU and DUT. Comparing the results obtained from the two universities on the consequences of the wrong choice of study in the first year; the result showed that there was an association between the two universities. This implied that the two universities had similar opinion in statements 34, 35, 38 and 44 because the ranks for these statements were rated the same for UNIZULU and DUT which were 8, 9, 6 and 5 respectively.

The findings showed that the two universities agreed that lack of academic preparedness could be as a result of wrong career choice. This coincided with the work of Haggis and Pouget (2002) who observed that students' academic preparedness into the higher institution of learning serve as a contributing factor in the students' academic performance. Van Schalkwyk (2007) agreed that South African university first-year students' class attendance ratings are deficient as a result of uncommitted and lack of academic preparedness which could be traced to poor career guidance.

The respondents in the two universities believed that lack of interest in the course of study could be as a result of the wrong choice of career. Anastasi and Urbina (2007) agreed that students' lack of interest in schooling and course of study could have a negative effect on such a student in terms of his or her academic performance in the school. The study conducted by Alexander *et al.* (2011) on students' enrolment at a higher institution of learning revealed that students interested in a particular discipline had a high contributing factor in their choice of career.

The breakdown from the two universities showed that lack of course satisfaction could be a product of the wrong choice of career. Lucey (2013) agreed that students' course satisfaction contributed a lot to the students' life in terms of his or her academic performance and promptness to lectures. Martirosyan, Saxon and Wanjohi (2014) observed that students' course satisfaction contributed to their stay at the universities and also assisted their retention. In addition, students from both universities viewed drop-out from the universities as one of the negative effects of wrong career choice. Wight and Maree (2007) posited that the dropout rate of students could be traced to limited career information from high schools and less qualified students. Council on Higher Education, CHE, (2013:52) argued that 5% of African and Coloured young people were

excelling in the South African Higher education while the remaining found it challenging to achieve their aim as a result of lack of proper career guidance and wrong course of study which was leading to high dropout rate from the institution of learning. The study conducted by Moodley and Singh (2015:91) affirmed that high drop out of students from the university could be linked to the wrong course of study at the university.

In comparison with the result from the study, another difference that occurred between the two universities on the consequences of choosing a wrong course of study at the university include statements 36, 37, 39, 40, 41, 42 and 43. The mean score for statement 36 on lack of confidence in oneself which might be as a result of wrong career choice at UNIZULU was 1.26 with rank (10) while DUT was 1.24 with rank (5). Also, the statement in number 37 on lack of commitment to the course of study at UNIZULU had a mean score of 1.34 with rank (7); DUT had a mean score of 1.50 with rank (6). The mean rating for statement 39 on self-regret on the course of study at UNIZULU was 1.44, rank (5) while that of DUT read 1.16, rank (8).

However, the statement in number 40 on adjusting to the teaching style at the university in UNIZULU has a mean score of 1.68, rank (3) while for DUT; it had a mean score of 1.35 and a rank of (4). Statement 42 stating that persistent absenteeism to a lecture which could be trailed to wrong career choice at UNIZULU had a mean score of 1.73 ranked 2 while that of DUT had a mean score of 1.87 with rank (1). In addition, statement 42 on poor academic performance in the course assessment at UNIZULU had a mean score of 1.54 and a rank of (4) while that of DUT had a mean score of 1.70 with a rank of (2). This implied that students from UNIZULU had a negative opinion on the consequences of the wrong course of the study compared to their counterpart at DUT.

From the findings, it showed that more career information needed to be conveyed to the high school learners (active participant) in South Africa as regards various career choices from the source according to the conceptual framework which was discussed in chapter 3. If proper career awareness and career information is not provided to the learners, this may lead to incorrect career decision making. Strong (2009:2) explained that effective career awareness and guidance programmes should be given to learners because this would assist and influenced their career decisions.

Objective 4: To evaluate the various forms of communication for career guidance services to potential university students in South Africa.

5.5 FORMS OF COMMUNICATION TO POTENTIAL UNIVERSITY STUDENTS IN UNIZULU AND DUT

Table 8 contains 13 statements on the forms of communication for career guidance to potential university students in UNIZULU and DUT. In this section, the opinion of the respondents was rated on a three-point scale from 1 to 3, (1= Yes, 2 = No and 3 = Not sure).

Table 8: Forms of communication used in disseminating career guidance in UNIZULU and DUT

NO	Forms of communication in	UNIZULU					DUT				
		Yes	No	Not Sure	Mean Score	Rank	Yes	No	Not Sure	Mean Score	Rank
45.	I realised most of my career information from my friends.	40	139	8	1.83	1	63	69	55	1.96	1
46.	I acquired most of my career information from my family.	56	121	10	1.75	2	83	71	33	1.73	9
47.	I acquired most of my career information from the internet.	137	46	4	1.29	11	126	10	51	1.60	11
48.	I got hold of most of my career information from career resources library.	93	87	7	1.54	9	97	84	6	1.51	12
49.	I received most of my career information from visiting professionals.	71	106	10	1.67	5	42	120	25	1.91	3
50.	I got most of my career information from career seminars and workshops.	69	109	9	1.68	4	42	122	23	1.90	4
51.	I achieved most of my career information from my school teachers.	104	82	1	1.45	10	140	35	12	1.32	13
52.	I attained most of my career information from my school career adviser.	86	96	5	1.57	9	62	89	36	1.86	5
53.	I received most of my career information from annual university open day.	83	90	14	1.63	7	93	48	46	1.75	7
54.	I received most of my career information from university prospectus.	87	90	10	1.59	8	41	119	27	1.93	2
55.	I collected most of my career information from the occasional university adverts on the radio.	69	109	9	1.68	4	56	121	10	1.75	8
56.	I got most of my career information from the occasional university adverts on the television.	74	105	8	1.65	6	67	84	36	1.83	6
57.	I obtained most of my career information from the	71	100	16	1.71	3	75	94	18	1.70	10

	occasional university adverts in the newspaper.										
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5.5 Comparison of various forms of communication for career guidance services to potential university students in UNIZULU and DUT

Table 8 describes the various forms of communication used in disseminating career services to potential university students in UNIZULU and DUT. In a comparison to the findings, there were similarities between two universities on the various forms of communication. The related variables include 45, 47, 50, 53 and 56 with their ranks as 1, 6, 11, 7 and 4 respectively.

The first form of communication referred to students receiving their career information through their friends. The study conducted by Witko *et al.* (2005) showed that many young people felt more comfortable approaching their friends on career information before making career choice compared to meeting their parents and teachers.

The second form of communication used in communicating career information to potential university students between the two universities was the internet. Wilson (2000) explained that people made use of the internet to acquire information on their career decision. DiMicco *et al.* (2009) noted that internet assist people around their career development and career decisions. Williams *et al.* (2012) stated that the internet is a form of communication which assists users in accessing information on various opportunities career especially on career choice as well as communicating with other people all over the world. Hooley (2011) observed that sites on the internet such as career blogs and others create an effective and efficient method of on career information and development.

The third form of communication used for career guidance services to potential university students in the two universities was the use of career seminars and workshops. Jones and Larke (2005) opined that career seminar assists young people in their career decision because it increases their career information and exposure. A research conducted by Nikolaou (2008) showed that career seminars and workshops programmes contribute positive impacts on the learners through the provision of career information which is needed for various occupations that are available. Wiroterat (2013) maintained that career seminars and workshops create career awareness for

learners and also improves their level of information and skills on various careers which will impact positively on their life.

The fourth form of communication agreeable to the two universities is the use of the open day. The research conducted by Hughes and Karp (2004) revealed that career guidance services such as open day are an effective way because it contributes positively to the awareness of career information and also career decisions. Ososki *et al.* (2006) agreed that open day assists learners to pursue their dreams through the information gathered. Macera and Cohen (2006) argue that open day creates opportunities for learners to associate with one another and helps them to learn about their career path, the academic requirement for each occupation and the functions of each job.

In addition, the fifth form of communication agreed upon by students from the two universities is through occasional university adverts on the television. Valkenburg (2004) argued that television is watched by young people for enjoyment as well as acquiring educational information on several available careers which guide their career decisions. Mahmood and Sheikh (2005) affirmed that television serves an important role in awareness creation and information provider about career choice to people. Hoffner *et al.* (2006) noted that television has become an essential form of communication for young people because it provides various career and job information.

On the contrary, there was a difference between the opinions of UNIZULU and DUT students on the various forms of communication for career guidance services to potential university students in statement 46, 48, 49, 51, 52, 54, 55 and 57. The mean rating and the rank for these variables were at variance.

The findings of the study indicate that the Department of Basic Education in South Africa who is the source from the conceptual framework, are lacking channel or medium of communication in disseminating information on career choice to learners. The channel of communication is referred to as the vehicle which transmits information from the source to the receiver. Jacobsen and Bloisi (2003: 312) affirmed that channel or medium is the manner through which the message is transmitted from the source to the recipient either through verbal, written or non-verbal channels such as telephone, face-to-face, painting, pictures among others

To corroborate this, Thorsvik (2007: 252) referred to channel or medium as the form through which the message moves from the sender to the receiver.

5.4 CONCLUSION

The findings from this study have established relationships and differences existing between the two universities on the communication perspectives of factors influencing students' career choice. The next chapter presents the conclusion and recommendation which may be useful for universities, students, the government and other education stakeholders.

CHAPTER 6

DEDUCTIONS AND RECOMMENDATIONS

6. INTRODUCTION

In the previous chapter, the researcher provided comparative findings on the perspective of communication factors that influence students' career choice in UNIZULU and DUT. This chapter presents a summary of the findings of this study which is significant to students' career choice. Furthermore, the chapter provides recommendations for the study. The last part of this chapter outlines the limitations of the study and suggestions for future study.

6.1 DEDUCTIONS FROM THE STUDY

The summary of the findings is based on the formulated research objectives of the study in alignment with deductions from the study in this chapter.

Objective 1: To investigate the role of career awareness and guidance programmes for first-year students.

The study has demonstrated the importance of career awareness and guidance programmes on first-year students at both universities to know the training required in the various careers and to know what it takes in choosing a particular career. From the findings, the students from both universities agree that if there is no information on career awareness and guidance programmes, it can make the students choose wrong careers which may jeopardise their future. Palmer (2005) maintains that young people should be guided on how to make right career choices through proper career awareness. Muroyama (2006) reveals that lack of adequate career awareness has influenced students in making wrong decisions with regards to their choice of career. However, the study further reveals that more first year students received career orientation from DUT as opposed to first-year students from UNIZULU. Based on the analysis in chapter five, the students from DUT were aware of various careers that are available in the country: good career information that can

provide students with stable and secure futures, careers that pay well, and the successful people in various careers. On the contrary, most of the students that participated in this study from UNIZULU are not well-informed about potential careers that are available in the country and are not aware that guidance from career partnering services can help students better understand the careers that suit their personality and other roles of career awareness mentioned above by students from DUT. Motala *et al.* (2007:52) are of the view that many students from rural areas experience insufficient career information, lack of proper infrastructure, lack of proper learning environment, lack of quality literacy, badly stocked school libraries and poor academic results despite improvement taking place in these areas compared to their urban counterparts. It can be stated that there is a significant difference between students from UNIZULU and DUT on information about roles of career awareness and guidance programmes.

Objective 2: To identify factors which influence first-year students in their choice of study at the University

This study revealed that there is a significant association between the factors that influenced first-year students in both universities in choosing their course of study in the university. Based on the findings, the first-year students of DUT and UNIZULU strongly believed that parents, admission requirements, matriculation results, passion/interest, culture and availability of jobs have greatly influenced the choosing of a particular course of study in the higher institution of learning. Esters and Bowen (2005) agree that parents/caregivers have been found to influence learners in their career decision and educational achievement. Ayuk (2012) affirms that most learners make career choices based on their interest and passion.

Objective 3: To examine the consequences of choosing a wrong course of study in the first-year

The study revealed that the first-year students of DUT considered persistent absenteeism at the lecture, poor academic performance in the course of study and lack of commitment to the course as major consequences of choosing a wrong course of study. On the other hand, the first-year students of UNIZULU strongly believe that lack of orientation of study skills, persistent absenteeism to

lectures and adjusting to the style of teaching at the university are main consequences of choosing a wrong course of study. Ayuk (2012) states that when people make a wrong choice, they are psychologically affected and the results - include anxiety, confusion, regret, and lack of job satisfaction. It therefore means that there should be a strong focus on the First Year Experience project. This will entail collaboration across departments and faculties to ensure meaningful selection of the course of study as well as a more integrated and focused study plan.

Objective 4: To examine the various forms of communication used in disseminating career guidance services to a potential university student

The study indicated students in both universities believed that friends, internet, career seminars and workshops, university open day, and the television were the major channels of communication that disseminate career guidance services to potential university students. Danaher and Rossiter (2011) add that there are various forms of communication which can be used to guarantee effective communication and also disseminate career awareness to people such as television, radio, newspaper, internet and SMS.

6.2 RECOMMENDATIONS FOR THE STUDY

From the results of this study, the following recommendations are made in accordance with the research objectives of the study:

- It is recommended that the Universities should organize orientation programmes to assist students with career choice before registration. This could be accomplished through the use of peer counsellors and faculty staff who could inform prospective students from feeder schools about the various possibilities that exist.
- Universities should advertise their courses through various forms of communication to the potential, prospective university students so as to reduce doubts and transfer from one course to another in their first year of study.
- It will be of help if the universities can offer a course on career development which will provide students with the necessary career awareness and assisting the students in real-

life experience opportunities in the form of apprenticeships, work integrated learning and work place learning.

- It is recommended that the government should employ professional career guidance counsellors in all high schools to assist learners in their career decisions through career talks and discussions which will serve to enlighten the students on various available career opportunities. White and Kelly (2010) state that school career counsellors should provide adequate career interference in order to increase the possibility of achieving a positive educational result.
- It is suggested that various career awareness programmes should be organised for students regularly, in an endeavor to empower them to make knowledgeable choices. Wadesango and Machingambi (2011) indicate that student orientation, career and support programmes should be made available by the university in order to assist the incoming students to cope with university life.
- Parents need to be more informed and enlightened on career information in order to assist their children in their career decision process by giving sound counselling and not by forcing them to go for careers contrary to their interest and abilities.
- Career seminars and workshops should be organised for learners in order to provide guidance and to assist students in their career decisions with the help of available information.
- The Department of Basic Education should allocate more time to Life Orientation which is a part of high school subjects. This subject serves as the basis for their career awareness. It also enables the learners to receive comprehensive information on various career opportunities to guide them in the right career pursuit.
- The Department of Basic Education should create a completely new approach of equipping Life Orientation teachers with a new delivery system. This can be done through updated career information about various types of career prospects and the

admission requirements of higher institutes of learning, in order to adequately prepare the students by providing them with the necessary information to make an informed career choice.

- The teachers in high schools should be given periodic career guidance and counselling seminars in order to improve their knowledge to better inform and guide learners on various occupational opportunities.

6.3 LIMITATIONS

- The findings of this study cannot be generalised to the whole country as this research was conducted in only one province (Kwazulu-Natal). Therefore, further studies that will include other provinces, nations and possibly continents are suggested. This will help show from a broader perspective whether there is a significant association between rural students and urban students perspective on career choice.
- The study was only limited to first-year students from the two universities. Further study should be done on other levels of university students because the issue of career decision involves all students, regardless of their levels.
- It will be interesting if further study would look into the demographic factor on career awareness as this study did not analyse the findings according to demographic information.
- Future research should also examine the roles of parents in students' career decision and the effects on students' futures.

6.4 CONCLUSION

The researcher compared the communication perspectives of factors influencing students' choice of a career in UNIZULU and DUT. The major difference between first-year students from both selected universities was that the first-year students from DUT are more career-oriented than the first-year students of UNIZULU. Based on the findings, the students from DUT were aware of various careers that are available in the country. They have access to good career information that can provide students with a stable and secure future, careers that pay well and also collaborative

opportunities with successful people in various careers. On the contrary, most of the students that participated in this study from UNIZULU are not well-informed about careers that are available in the country and they are not aware that guidance from career partnering services can help them understand the careers that suit their personality and other roles of career awareness mentioned above by students from DUT

However, the channels of communication that have helped the first-year students in both DUT and UNIZULU in getting to know the information on the career choice were friends, internet, career seminars and workshops, university open days and television.

In addition, the first-year students of DUT and UNIZULU strongly believe that parents, admission requirements, matriculation results, passion and interest have a great influence in choosing a course of study in a higher institution of learning.

Finally, the recommendations were suggested in order to improve the career awareness and guidance programmes and possibly make higher institutions of learning better.

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ADDENDA

ADDENDUM 1: Ethical Clearance Certificate



ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2017/412			
Project Title	A Comparative Study of Communication Perspectives of Factors Influencing Student Career Choice at Unizulu and DUT			
Principal Researcher/ Investigator	Taiwo MO			
Supervisor and Co-supervisor	Dr GM Naidoo	Dr Y Rugbeer		
Department	Communication Science			
Faculty	Arts			
Type of Risk	Medium risk – Data collection from people			
Nature of Project	Honours/4 th Year	Master's	x	Doctoral
				Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 2 years from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-01 July 2018]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
27 September 2017

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30
05-10-2017
RESEARCH & INNOVATION OFFICE

ADDENDUM 2: Consent Form Declaration

ANNEXURE A: PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant)

Project Title: A communication perspective of factors influencing students' career choice in tertiary institution

Mofoluwake Oluwadamilola Taiwo from the Department of the Communication Science University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to;

- To investigate the role of career awareness and guidance programmes for first-year students'.
- To identify factors which influence first-year students' in their choice of study at the University.
- To examine the consequences of choosing a wrong course of study in the first year.
- To examine the various forms of communication used in disseminating career guidance services to a potential university student.

2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.

3. By participating in this research project I will be contributing by enabling the government of South Africa to know the best ways to communicate career guidance to high school students which will help them in their decision-making on career choice later in future.
4. I will participate in the project by completing a voluntary questionnaire on a communication perspective of factors influencing students' career choice in tertiary institution
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project. I am aware that
 - a. The following risks are associated with my participation: No risks are anticipated.
 - b. The following steps have been taken to prevent the risks: No respondent will be pressurised into participation. Respondents will not be misled into providing specific responses.
 - c. There is a 0% chance of the risk materialising
8. The researcher intends publishing the research results in the form of a thesis and articles in learned journals and conference presentations. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. I will not receive feedback/will receive feedback in the form of a full research report regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by:
 - ❖ Researcher: Miss M.O Taiwo (0604923301)
 - ❖ Supervisor: Dr G.M Naidoo (035-9026164)
 - ❖ Co-supervisor: Dr Y. Rugbeer (035-9026199)
11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I..... have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

.....

Participant's signature

Date

ADDENDUM 3: Letter of Informed Consent

ANNEXURE B: LETTER OF INFORMED CONSENT

A COMMUNICATION PERSPECTIVE OF FACTORS INFLUENCING STUDENTS' CAREER CHOICE IN TERTIARY INSTITUTION OF LEARNING

University of Zululand

Department of Communication Science

Researcher: Mofoluwake Taiwo

Supervisor: Dr GM Naidoo

Co-supervisor: Dr Y Rugbeer

Note to the respondent

My name is Mofoluwake Oluwadamilola Taiwo, and I am a master's student at the University of Zululand. As part of the requirement to fulfil the requirements for this degree, I am undertaking research on "*A communication perspective of factors influencing students' career choice in a tertiary institution of learning*". The purpose of this questionnaire is to gather information on your perception about communication which you may or may not have received with regard to career choice. Also to know whether you received career guidance while in high school or not and whether it is effective in your choice of career.

This study is strictly for academic purposes. Please note that your response would be treated with utmost confidentiality. Thanking you in anticipation for your favourable response.

- Please use a pen to mark your responses by placing a tick (√) or a cross (X) in the appropriate column.
- The questionnaire will take approximately ten (10) minutes to complete.

Your participation is appreciated

Contact details: Mofoluwake Taiwo

Cell no: +27-604923301

E-mail: mofoluwaket@gmail.com

Annexure 4: Access Letter

ANNEXURE C: ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

Mofoluwake Oluwadamilola Taiwo
University of Zululand
Private Bag X1001
KwaDlangezwa
3886
Cell: +27604923301
Email:mofoluwaket@gmail.com

Director of Postgraduate Research and Innovation,
Prof S. Moyo,
The Durban University of Technology,
Durban.
Email: moyos@dut.ac.za

Dear Ma

PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Communication Science at the University of Zululand. My supervisors are Dr G.M Naidoo and Dr Y. Rugbeer.

The proposed topic of my research is: **A communication perspective of factors influencing students' career choice in tertiary institution**

The objectives of the study are:

1. To investigate the role of career awareness and guidance programmes for first-year students'.
2. To identify factors which influence first-year students in their choice of study at the University.
3. To examine the consequences of choosing a wrong course of study in the first year.
4. To examine the various forms of communication used in disseminating career guidance services to a potential university student.

I am hereby seeking your consent to approach first-year students at the Durban University of Technology. To assist you in reaching a decision, I have attached to this letter:

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

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

- ❖ Researcher Email: mofoluwaket@gmail.com, Cell: +27604923301
- ❖ Supervisor Email: NaidooG@UNIZULU.ac.za, Telephone No: 035-9026164

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation. Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Signature

Name: Mofoluwake Oluwadamilola Taiwo

ADDENDUM 5: Questionnaire for University of Zululand

ANNEXURE D: QUESTIONNAIRE FOR FIRST YEAR STUDENTS'

VOLUNTARY QUESTIONNAIRE FOR FIRST YEAR STUDENTS':

UNIVERSITY OF ZULULAND

**A COMMUNICATION PERSPECTIVE OF FACTORS INFLUENCING STUDENTS'
CAREER CHOICE IN TERTIARY INSTITUTION OF LEARNING**

University of Zululand

Department of Communication Science

Researcher: Mofoluwake Taiwo

Supervisor: Dr GM Naidoo

Co-supervisor: Dr Y Rugbeer

Note to the respondent

This study is strictly for academic purposes. Please note that your response would be treated with utmost confidentiality. Thanking you in anticipation for your favourable response.

- Please use a pen to mark your responses by placing a tick (✓) or a cross (X) in the appropriate column.
- The questionnaire will take approximately ten (10) minutes to complete.

Your participation is appreciated

Contact details: Mofoluwake Taiwo

Cell no: +27-604923301

E-mail: mofoluwaket@gmail.com

SECTION A: (PERSONAL PROFILE)

Please fill the following information. Your personal identity will **NOT** be revealed when the results of this study are published

1. YOUR GENDER

	A tick (√)	Official Use
Male		1
Female		2

2. YEAR OF STUDY

	A tick (√)	Official Use
First Year		1
Repeating First Year		2

SECTION B:

To investigate the role of career awareness and guidance programmes for first year students.

Please read each statement carefully and place a tick (√) or a cross (X) on the appropriate block

NO	STATEMENT	YES	NO	NOT SURE
3.	Career information assists students to make correct choice for their career.	1	2	3
4.	Career information exposes students to the various qualifications that they could study at a university.	1	2	3
5.	Career information helps students to identify their possible jobs.	1	2	3
6.	Career specialization's exposes students to what the job requires.	1	2	3
7.	Inadequate career information causes students to make wrong career choices.	1	2	3
8.	Good career information can provide students with a stable and secured future.	1	2	3
9.	Guidance from career partnering services can help students to understand what careers suite their personality.	1	2	3
10.	I understand what career choice means.	1	2	3
11.	I am aware of the various careers available in the country	1	2	3
12.	I know the training requirements involved in the various careers.	1	2	3
13.	I know careers that will give me optimum satisfaction.	1	2	3
14.	I know my career capabilities and limitations.	1	2	3
15.	I know careers that pay well.	1	2	3

- | | | | | |
|-----|--|---|---|---|
| 16. | I know why I want to get into some careers. | 1 | 2 | 3 |
| 17. | I know successful people in various careers. | 1 | 2 | 3 |

SECTION C:

To identify factors which influence first -year students in their choice of study at the university?

Please read each statement carefully and place a tick (✓) or a cross (X) on the appropriate block that suit your situation in choosing the correct career.

NO	STATEMENT	TRUE	FALSE	I DO NOT KNOW
18.	My parents have great influence in my career choice.	1	2	3
19.	My teachers have been the greatest influence in my career choice.	1	2	3
20.	My peers influenced my career choice.	1	2	3
21.	Career counsellors have been the greatest influence in my career choice.	1	2	3
22.	Admission requirement influenced my career choice.	1	2	3
23.	My matriculation result influenced my career choice.	1	2	3
24.	Failure to secure a place in other department influenced my career choice.	1	2	3
25.	Availability of bursary for my study influenced my career choice.	1	2	3
26.	My passion and interest influenced my career choice.	1	2	3
27.	The language used in the course influenced my career choice.	1	2	3
28.	Available job opportunities have the greatest influence in my career choice.	1	2	3
29.	Prestige with job value influenced my career choice.	1	2	3
30.	Salary in relation to labour market awareness influenced my career choice.	1	2	3
31.	My religion influenced my career choice.	1	2	3
32.	My culture influenced my career choice.	1	2	3
33.	Self-employment influenced my career choice.	1	2	3

SECTION D:

To examine the consequences of choosing a wrong course of study in the first year

Please read each statement carefully and place a tick (√) or a cross (X) on the appropriate block

NO	STATEMENT	AGREE	DISAGREE	NOT SURE
34.	Lack of academic preparedness can be as a result of wrong career choice.			
35.	Lack of interest in the course of study can be as a result of the wrong choice of career.	1	2	3
36.	Lack of confidence in oneself might be as a result of wrong career choice.	1	2	3
37.	Lack of commitment to the course of study might emanate from wrong career choice.	1	2	3
38.	Lack of course satisfaction can be a product of the wrong choice of career.	1	2	3
39.	Self-regret on the course of study can be traced to wrong career choice.	1	2	3
40.	Adjusting to the style of teaching at the university can be connected to wrong career choice.	1	2	3
41.	Inadequate study skills e.g. note taking can originate from wrong career choice.	1	2	3
42.	Persistent absenteeism to lecture can be trailed to wrong career choice.			
43.	Poor academic performance in the course assessment can be as a result of wrong career choice	1	2	3
44.	Dropping out of the university can be an effect of wrong career choice.	1	2	3

SECTION E:

To evaluate the various forms of communication for career guidance services to potential university students in South Africa

How are you informed about career choice?

Please read each statement carefully and place a tick (√) or a cross (X) as many as you want in the appropriate block

NO	STATEMENT	YES	NO	NOT SURE
45.	I realised most of my career information from my friends.	1	2	3
46.	I acquired most of my career information from my family.	1	2	3
47.	I acquired most of my career information from	1	2	3

	the internet.			
48.	I got hold of most of my career information from career resources library.	1	2	3
49.	I received most of my career information from visiting professionals.	1	2	3
50.	I got most of my career information from career seminars and workshops.	1	2	3
51.	I achieved most of my career information from my school teachers.	1	2	3
52.	I attained most of my career information from my school career adviser.	1	2	3
53.	I received most of my career information from university students.	1	2	3
54.	I received most of my career information from annual university open day.	1	2	3
55.	I received most of my career information from university prospectus.	1	2	3
56.	I collected most of my career information from the occasional university adverts on the radio.	1	2	3
57.	I got most of my career information from the occasional university adverts on the television.	1	2	3
58.	I obtained most of my career information from the occasional university adverts in the newspaper.	1	2	3

Thank you for your participation

ADDEDDUM 6: Questionnaire for Durban University of Technology

ANNEXURE E: QUESTIONNAIRE FOR FIRST-YEAR STUDENTS'

**VOLUNTARY QUESTIONNAIRE FOR FIRST YEAR STUDENTS':
DURBAN UNIVERSITY OF TECHNOLOGY**

**A COMMUNICATION PERSPECTIVE OF FACTORS INFLUENCING STUDENTS'
CAREER CHOICE IN TERTIARY INSTITUTION OF LEARNING**

**University of Zululand
Department of Communication Science**

Researcher: Mofoluwake Taiwo

Supervisor: Dr GM Naidoo

Co-supervisor: Dr Y Rugbeer

Note to the respondent

This study is strictly for academic purposes. Please note that your response would be treated with utmost confidentiality. Thanking you in anticipation for your favourable response.

- Please use a pen to mark your responses by placing a tick (✓) or a cross (X) in the appropriate column.
- The questionnaire will take approximately ten (10) minutes to complete.

Your participation is appreciated

Contact details: Mofoluwake Taiwo

Cell no: +27-604923301

E-mail: mofoluwaket@gmail.com

SECTION A: (PERSONAL PROFILE)

Please fill the following information. Your personal identity will **NOT** be revealed when the results of this study are published

1. YOUR GENDER

	A tick (√)	Official Use
Male		1
Female		2

2. YEAR OF STUDY

	A tick (√)	Official Use
First Year		1
Repeating the First Year		2

SECTION B:

To investigate the role of career awareness and guidance programmes for first-year students?.

Please read each statement carefully and place a tick (√) or a cross (X) on the appropriate block

NO	STATEMENT	YES	NO	NOT SURE
3.	Career information assists students to make the correct choice for their career.	1	2	3
4.	Career information exposes students to the various qualifications that they could study at a university.	1	2	3
5.	Career information helps students to identify their possible jobs.	1	2	3
6.	Career specialisations exposes students to what the job requires.	1	2	3
7.	Inadequate career information causes students to make wrong career choices.	1	2	3
8.	Good career information can provide students with a stable and secure future.	1	2	3
9.	Guidance from career partnering services can help students to understand what careers suit their personality.	1	2	3
10.	I understand what career choice means.	1	2	3
11.	I am aware of the various careers available in the country	1	2	3
12.	I know the training requirements involved in the various careers.	1	2	3
13.	I know careers that will give me optimum satisfaction.	1	2	3
14.	I know my career capabilities and limitations.	1	2	3
15.	I know careers that pay well.	1	2	3
16.	I know why I want to get into some careers.	1	2	3

17. I know successful people in various careers. 1 2 3

SECTION C:

To identify factors which influence first -year students' in their choice of study at the university?

Please read each statement carefully and place a tick (√) or a cross (X) on the appropriate block that suit your situation in choosing the correct career.

NO	STATEMENT	TRUE	FALSE	I DO NOT KNOW
18.	My parents have great influence in my career choice.	1	2	3
19.	My teachers have been the greatest influence in my career choice.	1	2	3
20.	My peers influenced my career choice.	1	2	3
21.	Career counsellors have been the greatest influence in my career choice.	1	2	3
22.	Admission requirement influenced my career choice.	1	2	3
23.	My matriculation result influenced my career choice.	1	2	3
24.	Failure to secure a place in other department influenced my career choice.	1	2	3
25.	Availability of bursary for my study influenced my career choice.	1	2	3
26.	My passion and interest influenced my career choice.	1	2	3
27.	The language used in the course influenced my career choice.	1	2	3
28.	Available job opportunities have the greatest influence in my career choice.	1	2	3
29.	Prestige with job value influenced my career choice.	1	2	3
30.	Salary in relation to labour market awareness influenced my career choice.	1	2	3
31.	My religion influenced my career choice.	1	2	3
32.	My culture influenced my career choice.	1	2	3
33.	Self-employment influenced my career choice.	1	2	3

SECTION D:

To examine the consequences of choosing a wrong course of study in the first year

Please read each statement carefully and place a tick (√) or a cross (X) on the

N O	STATEMENT	appropriate block		
		AGREE	DISAGRE E	NOT SURE
34.	Lack of academic preparedness can be as a result of wrong career choice.			
35.	Lack of interest in the course of study can be as a result of the wrong choice of career.	1	2	3
36.	Lack of confidence in oneself might be as a result of wrong career choice.	1	2	3
37.	Lack of commitment to the course of study might emanate from wrong career choice.	1	2	3
38.	Lack of course satisfaction can be a product of the wrong choice of career.	1	2	3
39.	Self-regret on the course of study can be traced to wrong career choice.	1	2	3
40.	Adjusting to the style of teaching at the university can be connected to wrong career choice.	1	2	3
41.	Inadequate study skills e.g. note taking can originate from wrong career choice.	1	2	3
42.	Persistent absenteeism to lecture can be trailed to wrong career choice.			
43.	Poor academic performance in the course assessment can be as a result of wrong career choice	1	2	3
44.	Dropping out of the university can be an effect of wrong career choice.	1	2	3

SECTION E:

To evaluate the various forms of communication for career guidance services to potential university students' in South Africa

How are you informed about career choice?

Please read each statement carefully and place a tick (√) or a cross (X) as many as you want in the appropriate block

NO	STATEMENT	YES	NO	NOT SURE
45.	I realised most of my career information from my friends.	1	2	3
46.	I acquired most of my career information from my family.	1	2	3
47.	I acquired most of my career information from the internet.	1	2	3
48.	I got hold of most of my career information from career resources library.	1	2	3
49.	I received most of my career information from visiting professionals.	1	2	3
50.	I got most of my career information from career seminars and workshops.	1	2	3
51.	I achieved most of my career information from my school teachers.	1	2	3
52.	I attained most of my career information from my school career adviser.	1	2	3
53.	I received most of my career information from university students.	1	2	3
54.	I received most of my career information from annual university open day.	1	2	3
55.	I received most of my career information from university prospectus.	1	2	3
56.	I collected most of my career information from the occasional university adverts on the radio.	1	2	3
57.	I got most of my career information from the occasional university adverts on the television.	1	2	3
58.	I obtained most of my career information from the occasional university adverts in the newspaper.	1	2	3

Thank you for your participation