THE IMPACT OF CAREER GUIDANCE (CG) FOR CAREER CHOICE (CC) IN THE SECONDARY SCHOOLS OF SEPITSI CIRCUIT IN LEBOWAKGOMO DISTRICT, LIMPOPO PROVINCE.

by

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D E D I C A T I O N

This is dedicated to My Lovely Children, Nana Malose; Modiegi Patience; Bafana Malebo; Fana Mokgadi and Nthati The Flower, including all my siblings' children, with the rest of South African learners and students, know that:

"Information is the key for better life"

DECLARATION

I declare that **"The impact of Career Guidance (CG) for Career Choice (CC) in the Secondary Schools of Sepitsi Circuit in Lebowakgomo District, Limpopo Province",** is a title of my mini-dissertation, hereby submitted to the University of Limpopo, for the Masters' Degree in the field of Development, has not previously been submitted by me for a degree at this or any other University; it is my work in design and execution, and that all the sources/material contained herein has been duly acknowledged.

Nong .T.W.

20/05/2016
Date

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I would like to thank all who made this dissertation possible through their contribution in one way or another:

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- My family of Badikoa Ba Malose, for the space and understanding shown during the writing of this dissertation.
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- My former Life Orientation Curriculum Advisor, Nebo Cluster, M.C. Khobo, for trusting me to convene Career Guidance Unit in the cluster.
- My former classmate and University of Limpopo Lecturer, Dr. M.N. Khwela, for encouragement and guidelines on academic writing.

ABSTRACT

The aim of this study is to assess the impact of career guidance for career choice in the secondary schools of Sepitsi Circuit in Lebowakgomo District, Limpopo Province. The total number of secondary schools in the Circuit is twelve (12), with 20 Life Orientation Educators (LOEs) and 275 Grade 12 Learners (GR12Ls). All schools are public schools having the same features of rural and previously disadvantaged communities' context. The study was conducted during examination time and therefore co-operation both in the part of learners and educators was not at the maximum as expected. The research is evaluative in nature as the researcher sought to assess the effectiveness of Career Choice (CC) as influenced by the implementation of Career Guidance (CG). The primary data were collected by means of two categories of questionnaires for mostly close-ended questions and open-ended questions for Grade 12 Learner (GR12L) respondents and Life Orientation Educator (LOE) participants respectively. The findings show that CG is not given the necessary attention at secondary schools as GR12Ls and LOEs struggle to understand obvious CG concepts. This research project focuses on the value of such a study both to explain how Career Guidance need to be taken as the mother of all subjects in schools as it is the nucleus in the realization of the main aim of every country's education system, participating fully in the world of work for socio-economic growth. The study's recommendations concluded that Career Guidance, which is part of Life Orientation (LO), should be given the status of a full subject in our schools.

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ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Generally, it is known that career guidance helps individuals to make career choices to suit their behavioural repertoire. Educational and vocational information is provided, and the client is encouraged to explore the various career alternatives before making a choice. The counselor helps the client to crystallize a vocational identity and to envision a subjective career. The career construction approach of Savickas could also be useful as a diagnostic, preliminary process in the career guidance process (Coetzee & Roythorne-Jacobs, 2012).

According to the Department of Labour [DOL] (2010), “Choosing a career is one of the most important choices you will make in your life. You will spend an amazing 86 400 hours of your life in your job, so it makes sense that you make an informed choice, so that you can be a happy and productive person. Career guidance plays a key role in helping labour markets work and education systems meet their goals. In this context, the mission of career guidance is widening, to become part of lifelong learning”. This shows the importance of career guidance (CG) to build an education system which will respond to the needs of a nation in all respects.

South Africa has a history of fragmentation in terms of thinking about, organizing, managing and providing career and labour market-related information, career guidance and career counseling services. At the moment, there is no single agency either at the national or provincial level with the exclusive or predominant responsibility for the management or provision of career and labour market-related information, career guidance and counseling services (Du Toit & van Zyl, 2012). It means career guidance was not given adequate attention in almost all separate education departments of various government formations in the apartheid era, but it was worse in the Bantu Education system.

It is also known that in South Africa, before the inception of Outcomes Based Education (OBE) in 2001 when Life Orientation (LO) was introduced as the new learning area (subject) with aspects of career guidance (CG), CG which was only termed, Guidance. That Guidance was an extra-curricular subject mostly taught by principals who most of them were not qualified to teach it and they spent most of the time in meetings rather than at school to teach.

A clear evidence is from the foreword of Jansen (2002) who emphasizes: “In my schooling, the ninth period on Friday was listed as ‘Guidance’ on the school timetable. In the minds of the students (and I daresay the teachers), this was a free period. At least then there was a Guidance teacher and a Guidance period. But one of the first subject causalities in the wake of the state enforced teachers-rationalization programme of the mid-1990s was Guidance”.

The above statement is evidence that historically Career Guidance (CG) was not taken seriously in the South African schools. In addition to the findings in the Organization for Economic Co-operation and Development (OECD) Review, the dialogue between the world of work and education is not adequately addressed in the provincial plans such as in Limpopo Province. The problem of career imbalances in the World of Work (WoW) in the South African economy is a reality, poor education and training, to scarce skills and shortage of skills, hence the huge unemployment rate in the country. The lack of CG is viewed as a major influence according to the OECD in Reviews of National Policies for Education in South Africa (OECD, 2008).

The following tables on the next page shows evidence that CG through LO is not given 100% attention in schools as are reproduced from Department of Basic Education National policy pertaining to the programme and promotion requirements of the National Curriculum Statement (NCS) Grades R – 12 Government Notices No. 722 and No. 723, Government Gazette No. 34600 of 12 September 2011 and amended as: Government Notice No. 1115 and No. 1116, Government Gazette No. 36042 of 28 December 2012 in (South Africa, 2012).

The instructional time for subjects in the Senior Phase is indicated Table 1.1 below:

TABLE 1.1: TIME ALLOCATION PER WEEK FOR SUBJECTS OFFERED FOR

GRADES 7-9 (SENIOR PHASE)

SUBJECT	HOURS	SUBJECT	HOURS
Home Language	5	Technology	2
First Additional Language	4	Economic and Management Sciences	2
Mathematics	4,5	Life Orientation (CG inclusive)	2
Natural Science	3	Arts and Culture	2
Social Sciences	3	TOTAL	27,5

(South Africa, 2012)

TABLE 1.2: TIME ALLOCATION PER WEEK FOR SUBJECTS OFFERED FOR

GRADES 10-12 (FET PHASE)

SUBJECT	HOURS	SUBJECT	HOURS
Language 1	4,5	Life Orientation (CG inclusive)	2,0
Language 2	4,5	Group B subjects (3 x 4hours)	12,0
Mathematics and Mathematical Literacy	4,5	TOTAL	27,5

(South Africa, 2012)

According to Table 1.1 & 1.2, CG is likely to constitute 20% of LO, 2 hours in both senior phase of General Education and Training (GET) and in Further Education and Training (FET) as LO has five components of equal status (South Africa, 2012).

It means CG currently is still given little attention and therefore the problem still exists. As CG is seen as one of the major pillars for a progressive type of education system to make people's lives to change for the better, this study recognizes its vital role and explores the impact of Career Guidance (CG) for career choice in the secondary schools in Sepitsi Circuit in Lebowakgomo District, Limpopo Province.

1.2 PROBLEM STATEMENT

Choosing a career is very difficult and in these unsettled economic times, it is not easy to know which direction to take. However, there are so many opportunities available for reliable, honest and hardworking people (Ogilvy, 2014).Opportunities are available but there is lack of information as Van Blerk (2012) notes: "Many young South Africans only have limited access to reliable information on the options for education and training after school, careers and career pathways and employment opportunities". Furthermore, as the South African Broadcasting Corporation (SABC) Interviews (2013) revealed: "The Education, Training and Development Practices-Sector Education and Training Authority (ETDP SETA) CEO, Nombulelo Nxesi, says most learners do not understand that career guidance is part of their planning of their journey towards employment".

Daniels (2007) points out that lack of career guidance influences poor post-secondary school learner choices which impacts negatively to scarce skills in the country. Donne (2006) further states the impact of lack of CG: "From experience in a career guidance programme, the career and life choices young people need to make as they move from school-based adolescence into world-of-work-orientated adulthood are severely constrained by the lack of career guidance aggravated by a failure to appreciate the significance of completing further education. To help disadvantaged youth make informed career decisions, a self-help career guidance programme has been developed and implemented in the northern Kwa-Zulu Natal school region of Zululand".

This implies that Grade 12 learners' transition from secondary school to higher education is a challenge as they are ill-informed on career choices. It is also emphasized by ETDP SETA (2012) that: "Many learners don't have a clue about what to study after they finish school. Unfortunately, the lack of career guidance at schools is the main reason for many learners being put off studying. It is also the reason why so many university students drop-out as they realize halfway through their studies that they're in the wrong field". Other challenges are found in a school set-up as lack of CG skills as stated that those who provide career education and guidance in schools are often not career guidance specialists as they very often combine career guidance with other roles such as teaching other school subjects; providing counseling and guidance for personal problems and study difficulties (OECD, 2004). Therefore, it means CG was not taken seriously historically in African schools and even in the new dispensation the problem continues as in most of the schools most of the educators offering LO have no specialization and most people think that everyone can teach it.

Also, findings from The Place of Vocational Education and Training in Human Resource Development on Reviews of National policies for Education in South Africa (2008) note that out of 10 000 existing qualifications, South Africa still has a huge mismatch between skills demand by employers and skills possessed by graduates. Schools visited during the review seemed not to be that familiar with the National Qualification Framework (NQF) system which unveils all levels of education and training for learners' choice. This shows that learners lack information about career choice which must be guided by the economy of the country in relation with global economy.

The problem of CG was discussed in 2010 in SA, according to University World News (2010): "There has been limited career guidance at schools". In a statement Munusamy (University World News, 2010) states that lack of career guidance was most serious in townships and rural areas and among children living in poor socio-economic conditions as these children tend to have low exposure to career information because it is not within their disposal. Also, to emphasize that the problem of CG exists nationally, not only in Lebowakgomo District of Limpopo Province (LP), Professor Maureen Robinson, Dean of the Faculty of Education at the Cape Peninsula University of Technology,

commented on 2010 self-application tragedy at the University of Johannesburg (UJ) that the tragedy that January was directly due to a lack of adequate career guidance in schools (University World News, 2010). In addition to problems of lack of CG and wrong career choices faced by South African students, according to Kartus (2010), the majority of young people leave school with only vague knowledge of employment opportunities and with little insight as to the most appropriate career direction for their abilities, interests and personality. Kartus also emphasizes that school-leavers who believe that their only chance of future is employment, with current unemployment at around 40%, are gaining some qualifications, undertake tertiary education, irrespective of their suitability for the subjects chosen and this even influence the drop-out rate for first year tertiary students which stands at 35%.

The Department of Labour [DOL] (2010) unveils in detail the crisis of wrong career choice stating:

> *Many of our people in South Africa never had the opportunity of having career guidance which encourages people to make an informed career choice; to learn as much they can about the labour market and opportunities before they make a choice and even to have access to get assistance from a careers counselor. In addition many people have made a career choice that was ill-informed or not informed at all, maybe due to the fact that they admired somebody else in a similar career, or because they were not informed about career guidance services available. They may also choose a course because their parents told them to do it, or because their friends chose the same course, or for another wrong reason, such as that they will earn much money in the field.*
>
> *They then find the course they are studying uninteresting and drop out, wasting a lot of training money and time in which they could have earned money for themselves. They start out on another course, also uninformed of what the job entails and find them experiencing the same problem over again. Many stories can also be told about people in jobs they do not like, who are unproductive and unhappy.*

The Career Indaba (2014), which was held in Sandton International Convention Centre in Johannesburg, aimed to bridge the gap for students between studying and entering the working world, also emphasized that career guidance is often overlooked in the transition from education to employment.

All the above-mentioned problems show the importance of investigating CG issues for informed career choices.

1.3 LITERATURE REVIEW

International Association for Educational and Vocational Guidance [IAEVG] (2009) states: “Career Guidance and vocational counselling, based on personal need, interests and abilities, is primarily designed to assist individuals in shaping and managing their careers throughout their lives. However, careers guidance also has a vital role to play in maintaining a highly qualified and economically viable society, as well as playing an important role in supporting sustainable economic growth and social stability”.

Career guidance (CG) is currently given microscopic attention as described by Du Toit & van Zyl (2012) when they state that:

> *In 2012, the Department of Higher Education and Training (DHET), in partnership with the South African Qualifications Authority (SAQA), took the lead and developed a policy framework for the management and provision of career guidance information and services in South Africa. To facilitate the process of preparing a coherent career guidance policy framework and plan, the Minister of Higher Education and Training has an established delivery agreement with an array of government departments. The process of establishing key leadership and a coordinated vision and effort for all the sectors involved is under way.*
>
> *However, this process requires the completion of deliverables or outputs in a specific timeframe and the DHET is accountable for achieving the outputs. The last output must be met by March 2014. The overall aim of the policy framework is to work towards a national model of career guidance services and activities intended to assist individuals, of any age and at any point in their lives, to make educational, training and occupational choices and to manage their careers.*

CG is viewed as playing a central role in nourishing SA education system as supported by Du Toit & Van Zyl (2012). They point out that: “The framework for career guidance in South Africa is based on the premise that career guidance is a national imperative. It is of national importance for several reasons. Career guidance is linked to human rights in

terms of learning, working and social justice. The Bill of Rights, contained in the South African Constitution, 1996, stipulates that everyone has the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must progressively make available and accessible". Du Toit & Van Zyl (2012) further explain that CG is an intricate component of the educational system and plays an important role in making educational offerings accessible to individuals. In addition, CG can contribute to the achievement of public policy goals in education, employment and equity.

National Development Plan (NDP) 2030 (2012) has set itself the goals of eradicating poverty, reducing inequality, growing the economy by an average of 5.4 percent, and cutting the unemployment rate to 6 percent by 2030. Education, training and innovation are critical to the attainment of these goals. The OECD (2004) supported this idea of linking CG as another factor for societal change for the better as well organized CG services in the OECD and European Union (EU) countries encourage the development of citizens' employability.

1.4 MOTIVATION/ RATIONALE FOR THE STUDY

Career guidance is for career development as emphasized by West (2013) in his speech in the launch of the Career Development Project of the Education, Training and Development Practices-Sector Education and Training Authority (ETDP SETA) on Monday 28 October 2013 at the Birchwood Hotel in Boksburg that: "We can sum up that the overall objective for career development is to ensure that all people, of all ages, have access to quality driven career services (information, guidance, advice) throughout their lives, so that they are able to make better and more informed career choices that deliver high levels of employment and help to increase sustainable economic growth in the country". Career guidance is seen as having a key role in preventing inflows into unemployment, particularly long term unemployment. Public employment services (PES) in most countries have a lead role in such prevention (OECD, 2004).

Furthermore, the DoE (Department of Education) Eastern Cape (2009) commented on the importance of CG on 07 Jan 2009 as follows:

> *The lack of Career Guidance or non-existence of it thereof has a direct link to the poor results/performance of our Grade 12 pupils. Career Guidance should be one of the key subjects introduced as early as Grade 8 before a student choses his/her choice of subjects. Eastern Cape in 2009 should take the lead in [implimenting] implementing a Career Guidance Drive inviting Private Sector to join this Project. Career Guidance is key to the success of our kids and DoE needs to act now.*

Also with CG, learners will be able to make informed future career decisions as ETDP SETA (2012) points out: "Well, far too often learners leave school with very little knowledge about the opportunities that are waiting out there for them. We want to help these learners realize that they can dream big and become very successful. More so, we want to provide these learners with the information they need to make career choices."

The main reason for the selection of this topic about CG is a need for more information about the issue with emphasis on unpacking career choice dynamics to enhance the answering of unanswered questions.

1.5 SIGNIFICANCE OF THE STUDY

Career guidance is an important area in education as it indicates to the learners the kind of direction they should take in their studies so that at the end of it they know what they are supposed to do, the kind of work they are going to be engaged in. It is crucial that this is done at the lower grades and continues to higher grades in a systematic way. Therefore, this is an important area to conduct research in, to investigate if this area of learning is exposed to the children, making them aware of the direction they have to take in their studies, selecting and focusing on those subjects which are in alignment with their academic interests. This study may help in creating awareness of the importance of career guidance in the school system. The study may also add value to

other related research area. The significance of CG is also stressed by Du Toit & Van Zyl (2012): “In South Africa, the notion and importance of career guidance as part of lifelong learning have been mentioned repeatedly by government”. The former Deputy Minister of Higher Education and Training, Professor Hlengiwe Mkhize, made an important reference to the dire need for career guidance as she said that our institutions should constantly monitor, and have built in facilities, where students can constantly be guided on their career path.

1.6 AIM OF THE STUDY

The main aim of this study is to assess the impact of Career Guidance (CG) for career choice in the secondary schools located in Sepitsi Circuit Limpopo Province.

1.7 OBJECTIVES OF THE STUDY

The study will likely to realize the following objectives:

- To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit.
- To assess the level of efficiency of Career Guidance (CG) teaching and how it can impact on career awareness of learners.
- To provide inputs to guidelines in improving the management and implementation of Career Guidance (CG) in Sepitsi Circuit.
- To examine approaches used in ensuring that Career Guidance (CG) is effective in secondary schools.

1.8 RESEARCH QUESTIONS

The study will likely address the following questions:

- What are the challenges related to Career Guidance (CG) for Career Choice in the Sepitsi Circuit?
- Up to which level of efficiency does Career Guidance (CG) impact on career awareness of learners?
- What inputs could guide the improvement of management and implementation of Career Guidance (CG) in Sepitsi Circuit?
- How do the approaches used ensure that Career Guidance (CG) is effective in secondary schools?

1.9 RESEARCH HYPOTHESIS

There are two hypotheses:

- Career Guidance awareness must be given a proper attention in schools as the fundamental weapon to remedy the problem of shortage of skills and unemployment of the country.
- Career Guidance awareness may not be seen as the only weapon to remedy the problem of shortage of skills and unemployment of the country, but it also helps the youth to make better career choices.

1.10 RESEARCH METHODOLOGY

1.10.1 Research Design and Rationale

The research design is the overall strategy that the researcher chooses in order to integrate the different components of the study in a coherent and logical manner, thereby, ensuring that the research problem will be effectively addressed; it constitutes the blue print for the collection, measurement, and analysis of data (De Vaus, 2006). The present research design will be evaluative in nature as this study will assesses the impact of Career Guidance for Career Choice in the secondary schools of Sepitsi Circuit.

1.10.2 Methods and Procedures

According to Welman, Kruger and Mitchell (2005), methods and procedures do not rely on personal feelings or opinions, and that specific methods are used at each stage of the research process, which includes procedures for drawing a sample (for example stratified random sampling), measuring variables, collecting information (for example telephone interviewing), and analyzing this information (for example calculating the product moment correlation coefficient). Therefore, stratified random sampling will be used for selecting number of learners' and educators' as sample.

1.10.3 Sampling

A sample is representative with respect to a variable if its relative distribution in the sample is equal to its relative distribution in the population. For example, a sample is representative with respect to variable gender, if the percentages of males and females in the sample are equal to the percentages of males and females in the population

(Bethlehem, 2009). Half the number of schools out of 12, 65% of LOE respondents and 22.5% of GR12L respondents will be selected to represent the whole population and it is representative.

It is impossible for the researcher to take all the secondary schools, all learners/Grade12 learners (GR12Ls), all educators/Life Orientation educators (LOEs), therefore a sample of 50% of secondary schools, 10% of GR12Ls and 25% of LOEs will be selected using stratified sampling, and that sample will be representative enough as all schools share the same characteristics.

1.10.4 Data Collection

Each data collecting method and measuring instrument has its advantages and drawbacks. Furthermore, what counts as an advantage for one may qualify as a drawback for another, and *vice versa* (Welman *et al.,* 2005).

The researcher will use questionnaires composed of closed and open-ended questions mostly for GR12L respondents and LOE participants respectively.

1.10.5 Data Analysis

Welman *et al*. (2005) states that the approach depends on the type of research whether it will be by means of statistical techniques, which help to investigate variables as well as their effect, relationship, and patterns of involvement within the world, as quantitative research or to analyze the recurring themes in qualitative research, which have two methods of measurements, namely, the analysis of in-depth unstructured individual interviews and group interviews (focus group).The analysis will be based on the questions about Career Guidance which will be on two types of questionnaires addressing four (4) objectives. The results will be presented by means of graphs and tables produced by computer spreadsheets. After presentation of the results, interpretations, summary, conclusions and recommendations will follow.

1.10.6 Reliability, Validity and Objectivity (RVO)

Reliability refers to the ability of a measure to produce consistent result and that **validity** indicates that a measure in fact measures what it purports to measure. The questionnaires which are going to be used will be designed in a manner that are user-friendly to the respondents and even be in good standard to influence the relevancy in answering of questions so that the collected data produce truthful results in all respects (Welman *et al*., 2005).

1.11 ETHICAL CONSIDERATIONS

Welman *et al.* (2005) suggest that in group contacts the session is arranged with **permission** of the appropriate authorities (for example school, university, and so on) so that no respondent has an excuse for not completing the questionnaire. Bless Higson-Smith & Sithole (2013) state:

> *"As human beings, all participants have **legal** and **human rights**. No research project should in anyway violate these rights when participants are recruited. It is necessary therefore to ensure that the dignity and self-respect of participants is always preserved. As mentioned previously, participant have a right to know what the study is about, how it will affect them, the risks and benefits of participation, and the fact that they have the right to decline to participate or to discontinue their participation, at any time during the process if they choose to do so".*

The researcher will first need a confirmation letter from the University of Limpopo to conduct research in the Circuit. The Circuit manager will then issue a letter to give the researcher permission to choose the schools for the study. Both letters including questionnaires will be taken to various schools to openly negotiate and finalize dates for data collection.

1.12 CHAPTER OUTLINE

The Chapter, Orientation of the study, for the study, **“The impact of Career Guidance (CG) for Career Choice (CC) in the Secondary Schools of Sepitsi Circuit in Lebowakgomo District, Limpopo Province,** the topic of the study was conceptualized around the key concepts as Career Guidance and Career Choice.

Also, the challenges faced with Career Guidance for Career Choice, the way the study will impact in the education system of the country and the tools of approaching the study were unpacked.

The Chapter served as the introduction to all other Chapters, the next Chapter will unveil the findings of Career Guidance by other authors.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is guided by the research questions mentioned in the preceding chapter by unveiling how other authors, researchers, academics and philosophers address or think of addressing the impact of career guidance for career choice in a wider spectrum, internationally and in South African context. This will help the researcher to can understand the meaning of concepts such as Career Guidance and Career Choices.

2.2 DEFINITION OF CAREER GUIDANCE AND RELATED TERMINOLOGIES

According to Du Toit & Van Zyl (2012), in the South African context, different terms are used by the various sectors that offer **career-development-** related services. In schools, activities related to career development are described as **careers and career choices**, residing under a broader term called **"life orientation"**. In the higher education and training sector, the term **"student counseling services"** is used to encompass activities such as career-curriculum and personal counseling. In the labour market sector, the term **"employment services"** is used by the Department of Labour (DoL) and includes **career guidance** as a function. The Career Advice Services (CAS) project of the Department of Higher Education and Training (DHET) and SAQA is called **"Career Advice Services"**. At the enterprise level, a term such as **"career management"** is used quite often and refers to self-management of career planning.

Du Toit & Van Zyl (2012) further state that the definition of **career guidance** can be found in international reviews conducted by the OECD, the European Commission and the World Bank: "**Career guidance** refers to services and activities intended to assist individuals, of any age and at any point in their lives, to make educational, training and **occupational choices** and to manage their careers. Such services may be found in

schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include **career information** provision (in print, ICT-based and other forms), assessment and self-assessment tools, counseling interviews, **career education** programmes (to help individuals develop their self-awareness, opportunity awareness and career management skills), taster programmes (to sample options before choosing them), work search programmes and transition services. Also emphasized that in many instances, concepts and terminology are developed to serve the interest of education and training institutions and other stakeholders, which disregard the fact that **career guidance** is specifically aimed at helping individuals to make informed decisions about their learning and career paths".

According to European Training Foundation (2011) in the Sixth International Symposium on Career Development and Public Policy in Budapest (5-7 December 2011), the issue of CG language for clear communication was raised. It was acknowledged that the language used to describe career development in relation to public policy varies and is often confusing within and across countries. It is often found that in relation to **career development**, countries use terms such as **"education", "training", "employment", "skills development", "human resources development", "career counseling"**. To overcome this problem of too many terms, a recommendation was made to use **career development** as the core concept. The definition of **"career development"** is given as **lifelong guidance** for learning and work and is linked to policy agendas relating to lifelong learning, workforce development and social inclusion. Watts emphasizes that there are two warnings concerning the term **"lifelong guidance"**: **"Guidance"** could be viewed as being somewhat directive in nature, whereas **career development** is designed to promote people's capacity to manage their own careers, with access to help where needed. **"Lifelong guidance"** could be viewed as suggesting that the State should pay for securing access to guidance on a lifelong basis.

In the study **"The Impact of Career Guidance (CG) for Career Choice in the Secondary Schools of Sepitsi Circuit in Lebowakgomo District, Limpopo Province**, the following key concepts, **career**; **guidance**; **career guidance**; **career choice**; **career awareness**; **impact** and **secondary schools** are defined:

- I**mpact:** the powerful effect that something has on something.
  (Oxford Advanced Learner's Dictionary, 2005).

- **Career:** is the sequence and variety of occupations which one undertakes throughout a lifetime or the progression up an orderly hierarchy within an organization or profession (Du Toit & Van Zyl, 2012).
- **Career:** is "the sequence of major positions occupied by an individual throughout his pre-occupational, occupational and post-occupational life, including work-related roles such as those of a student, employee, and pensioner, together with complementary vocational, familial, and civic roles" (Mgqolozana, 2007).
- **Career:** is an occupation or profession that usually requires you to undergo special training (ETDP SETA, 2012).
- **Career:** is the sequence and variety of occupations which one undertakes throughout a lifetime or the progression up an orderly hierarchy within an organization or profession, career advice and the provision of support, usually on a one-to-one- or small-group basis, whereby individuals are able to understand and interpret career information in their personal situation (Environmental, 2012).
- **Career:** is a person's progress or course of action through life in a certain profession or occupation, which may or may not require specialized training, and which results in financial or other forms of payment (Chritofides, 2012).
- **Guidance:** refers to the "process of helping individuals to understand themselves and their world" (Mgqolozana, 2007).
- **Career guidance:** refers to the "services intended to assist people, of any age at any point throughout their lives to make educational, training and occupational choices and manage their careers" (Mgqolozana, 2007).

- **Career Guidance:** a programme to inform and update learners about furthering their studies, study opportunities (as per NQF & SAQA principles), different study fields and tertiary institutions, accreditation and it also includes motivation for learners to apply in time, plus available bursaries, scholarships and learnerships information (Erasmus et al., 2009).
- **Career guidance** is conceptualized by Coetzee and Roythorne-Jacobs (2012) as, "A career service focused on helping individuals to articulate their behavioural repertoire and then translate it into vocational choices".
- **Career guidance** is the process where you are assisted to clarify your career goals, understand your strengths as a person in the work-place and make informed career decisions. Career guidance can assist you to know yourself better to make a career choice that suits you best (DOL, 2010).

- **Career choice:** is the specific occupation that a person chooses from (Du Toit & Van Zyl, 2012).
- **Career choice** is a personal issue, because you will have to live with your choice. Best career results are obtained if people work in an area, which suits their interests and abilities (DOL, 2010).
- It is also pointed out by Bholanath (2007) that **"Choice** refers to the action of choosing, preferring or preference. From a career guidance perspective, a **career choice** is implied when a young, non-adult and inexperienced person takes a stand and orientates him with regard to possible work in the future."
- **Career choice**: A career choice is usually the product of a dream. A person chooses the type of life he/she wants to live and starts to build towards that goal. This will entail the choice of further education, if any, and kind of career he/she wants to pursue. Work is a choice of actions that represent beliefs. By increasing your status in your chosen field, you will increase your status in your community (White female) (Coetzee & Roythorne-Jacobs, 2012).
- **Career choice** is one of the most daunting decisions one has to make, since it has implications that affect a variety of aspects in one's life (Mekgwe, 2010).

It means with **career choice** young people must embrace four key things in their minds, as knowledge of the ever-changing world of work; self-knowledge for their abilities, interests and potentialities on certain careers; knowledge of envisaged future scarce skills; idea on various field of studies and institutions offering various study fields.

- **Awareness**: knowing that something exists and is important; being interested in something (Oxford Advanced Learner's Dictionary, 2005).

- **Secondary schools:** In the South African context secondary schools are institutions of learning starting from Grade 8 (GET Band) to Grade 12 (FET Band).

- OECD (2008) defines **schools** as the first and most universal institutions that can be mobilized to inform the youth about the world of work.

2.3 THE BENEFITS OF CAREER GUIDANCE (CG)

CG is a very important aspect that cuts across the human developmental phenomenon in all spheres of life as linked to a healthy life; motivation of studying for life; skills dynamics; labour markets, and touches other socio-economic issues. Hansen (2006) explains: “Career guidance is also an element of effective lifelong learning and active labour market policies. As national education and training systems are reformed to reflect changing skill requirements, career guidance becomes increasingly important”.
It is also supported by Bholanath (2007) who describes career guidance (CG) as factor of career development which refers firstly to career development as a process, and secondly to the importance of applicable information on career guidance practice which all need the career counselor to be able to obtain the necessary information by making use of various aids and involve all the facets of CG. Some of the benefits are discussed below in detail.

2.3.1 To improve performance in the labour market

Career guidance plays a key role in helping labour markets work and education systems meet their goals. It also promotes equity: recent evidence suggests that social mobility relies on wider acquisition not just of knowledge and skills, but of an understanding about how to use them (OECD, 2003).Low performance-morale at work detracts service delivery and demotivated employees who did not choose careers but just to work. This is supported by Van Blerk (2012) who states: “A circumstances type of a choice due to limited options as per discriminatory education system. Teachers not knowing where they lead learners to, nurses not caring patients but harassing them and police officers do high order crime, all careers are not a calling to them”.

2.3.2 To curb increasing unemployment rate, scarce and critical skills

According to West (2013), there is a belief that effective career guidance ensures that people are working within the correct field - a very simple way to decrease the unemployment rate caused by people leaving their first job and not having sufficient experience to find subsequent employment.
Scarce skills is supported by Ogilvy (2014) stating that our country (referring to South Africa) desperately needs plumbers, electricians, mechanics, fitters and turners –too many similar fields to list here –so we need to train in these disciplines as qualified technicians are in great demand and there is a lot of money to be made from these fields of expertise.
According to Health and Welfare Sector Education and Training Authority [HWSETA] (2010) discussions, it was concluded that the national crisis of unemployment in the country is caused by the lack of skills as there was a huge challenge of a large numbers of young people who needed study opportunities but could not be funded. Biotechnology was given as an example of scarce skill which is not yet known by the youth and therefore the solution of bridging that gap was a need for financial support coupled with career guidance.

2.3.3 Motivation to curb school drop-outs

CG can also enhance the culture of lifelong learning as learners will get motivated to learn because they developed aspirations to become future professionals. The suggestion of CG purpose is supported by Maoto (2013) who explains that a CG programme at secondary schools should be improved and commence at grade eight and continue up to Grade twelve to reduce the high failure rate among learners. And therefore career guidance programme will help scholars to follow subject streams that will build their lives and produce educated and entrepreneurially-minded youth that will contribute to economic prosperity. This notion is also supported by OECD (2003) when it states that: “In this context, the mission of career guidance is widening, to become part of lifelong learning. Already, services are starting to adapt, departing from a traditional model of a psychology-led occupation interviewing students about to leave school”.

Ministry of Education Ontario (2006) emphasizes that guidance and career education curriculum promotes lifelong learning. Austria, Denmark, Finland, Ireland, the Netherlands, Norway and Spain argue that it can help to reduce dropout rates and improve graduation rates (OECD, 2003). American research suggests that comprehensive guidance services can have a positive impact on the quality of students’ educational progress (OECD, 2003).

A significant number of young people leave school early, without qualifications. They need programmes in the community to help them make transitions to the working world and to re-engage with further learning and career guidance needs to be part of such programmes. Career guidance also needs to be a stronger part of programmes within the school designed to prevent early leaving (OECD, 2004).

2.4 ASPECTS OF CAREER GUIDANCE

OECD (2003) points out that CG helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organizing it, systematizing it, and making it available when and where people need it.

Mekgwe (2010) selected the following activities in different levels of the education system of Botswana as aspects of CG:

- ✓ Take-A-Child-To-Work: A programme to assist the learners to touch the world of work.
- ✓ Girls in the Science Programme has been introduced at senior public secondary school level in Botswana to prepare more and more girls to pursue science-related careers at tertiary level
- ✓ Career Fair which is aimed at enhancing the efforts made by the schools to facilitate career exploration in learners.
- ✓ Job shadowing which also help to improve the quality of the career guidance programme offered in public schools in Botswana.

2.5 EDUCATIONAL IMPLICATIONS OF CAREER GUIDANCE AMONG SECONDARY SCHOOL LEARNERS

Safety and Security Sector Education and Training Authority [SASSETA] (2008) emphasizes that: “The Higher Education and Training Ministry hosted the Mandela Day Career Festival to celebrate and to wish former President Nelson Mandela a happy 93rd birthday and also to instill the vision of education, discipline, principles and

purposefulness in every young person. The Mandela Day is held annually by the DHET in collaboration with SAQA and is aimed at mobilizing the youth and students and getting them to channel their energies to the pursuit of education. It also aims to empower young people to make meaningful career choices".

Therefore, the curriculum, which can be included in each of grades 7, 8 and 9, includes the transition from primary to secondary school, life and social skills, study methods and tutorial support in addition to career education. It teaches decision-making skills and career management skills in addition to assisting students to make specific choices. Teachers deliver this curriculum, with support from school psychologists (OECD, 2003).

2.6 REVIEW OF STUDIES ON CAREER GUIDANCE INTERNATIONALLY

Du Toit & Van Zyl (2012) note that internationally much research has been carried out in the area of career guidance and public policy by the (OECD), the World Bank and also the International Labour Organization (ILO).

2.6.1 CG in the OECD countries

OECD countries which are mostly European countries and are fourteen in number, with the European Commission and the World Bank coming together, held a top level international conference in Toronto, Canada, in October 2003 to discuss career guidance and public policy (OECD, 2003).

Table 2.1: Data in the form of Percentage of upper secondary students in Academic (A) and Vocational (V) programmes who receive individual career counseling, 2002 in OECD countries as illustrated below:

Belgium (Fl.)	V69	A34	Denmark	V93	A59	Mexico	V56	A28	Norway	V61	A51
Finland	V95	A76	France	V77	A78	Portugal	V60	A66	Spain	V74	A77
Hungary	V77	A64	Ireland	V91	A87	Sweden	V69	A68	Korea	V84	A79
Switzerland	V44	A28							Italy	V39	A38

Source: OECD International Survey of Upper Secondary Schools (OECD, 2003)

Note: Academic programmes (all numbers start with A on Table 2.1) refer to those general education programmes, i.e. those designed to lead to tertiary education.

Vocational programmes (all numbers start with V on Table 2.1) refer to those classified as non-academic programmes, i.e. vocational programmes (OECD, 2003).

In this context, the mission of career guidance is widening, to become part of lifelong learning. Already, services are starting to adapt, departing from the traditional model of a psychology-led occupation, interviewing students about to leave school. One key challenge for this changing service is to move from helping students decide on a job or a course, to the broader development of career management skills.

For schools, this means building career education into the curriculum and linking it to students' overall development. A number of countries have integrated it into school subjects. However, career education remains concentrated around the end of compulsory schooling. In upper secondary and tertiary education, services focus on immediate choices rather than personal development and wider decision making, although this too is starting to change in some countries (OECD, 2003).

2.6.2 The aspects of School CG in individual country as pronounced by OECD (2003)

2.6.2.1 CG in Finland

In Finland career guidance services in all sectors of education and the public employment office have been systematically evaluated over the period 2000-03. This has involved extensive surveys of actual and potential clients, of service providers, and of institutional managers. These evaluations have been translated into policy changes.

2.6.2.2 CG in Germany

Germany's Federal Employment Office's career counselors visit schools, run class talks, and provide small-group guidance and short personal interviews in the penultimate year of compulsory schooling. These counselors have generally undertaken a specialized three-year course of study at the Federal College of Public Administration. School classes are taken to the Office's career information centre's Business (BIZ), where they are familiarized with the centre's facilities; they can subsequently re-visit the centre and book longer career counseling interviews at the local employment office.

2.6.2.3 CG in Ireland

Ireland's secondary schools have one guidance counselor for every 500 students. Each is required to have a post-graduate diploma in guidance in addition to a teaching qualification. Staffing and qualification levels such as these are quite high by OECD levels. Guidance counselors are teachers, with a reduced teaching load to provide career advice, to help students with learning difficulties, and to help those with personal problems. Career education classes are not compulsory, but are included in some school programmes.

2.6.2.4 CG in Australia

The location of career education in state curriculum frameworks varies. In some cases it is located within personal development, health and physical education syllabuses; in some within social studies, in some it is integrated into a number of subjects across the curriculum. It is also included in courses in work education and the like which are taken by some students but not others. Australia's national careers web site (www.myfuture.edu.au/) contains information about courses of education and training, about labour market supply and demand at the regional level, on the content of occupations, and on sources of funding for study. Users can explore their personal interests and preferences, and relate these to educational and occupational information. In its first seven months the site was accessed 2.5 million times.

2.6.2.5 CG in Austria

In Austria three large career fairs are held each year. They cover vocational training, tertiary education and adult education. They are visited by thousands of people, involve hundreds of professional and trade organizations, employers, trade unions and educational institutions, and are strategically marketed to schools and the community. Austria saw career guidance as a way to improve the permeability and effectiveness of educational pathways. All grade 7 and 8 students must receive 32 hours of career education each year. In most cases it is integrated into other subjects by normal classroom teachers, many of whom have little training for this. In the Hauptschule it is provided as a separate subject in around 45% of cases.

2.6.2.6 CG in Canada

There is very wide variation between and within provinces and territories. For example, in British Columbia 60 hours must be devoted to career education and personal planning each year from kindergarten to grade 12 and four credits in this must be obtained for graduation.

2.6.2.7 CG in England (United Kingdom)

The United Kingdom saw career guidance as an important tool in its efforts to improve basic skills, which is an important part of its lifelong learning strategies. Since 1997 career education has been a mandatory part of the national curriculum in England for the 14-16 year- old age group, although its extent and content have not been specified and schools have adopted widely differing approaches. Early in 2003 the government announced that career education is to be provided from age 11, and issued guidelines on the learning outcomes to be achieved as part of it.

2.6.2.8 CG in Spain

One class of hour per week of guidance is included in compulsory secondary education and in the two years of baccalaureate upper secondary education. Upper secondary vocational education students take a “vocational training and guidance” module for 65 class hours per year.

2.6.2.9 CG in Czech Republic

In the Czech Republic, the National Institute of Vocational Education has surveyed the extent to which students in different types of schools use a range of career guidance services and their reactions to them. In revealing, for example, that students rely more heavily upon out-of-school sources of help (parents, employment office counselors) than upon impersonal sources of help (the internet, career fairs, handbooks) and then upon sources within the school (teachers, school counselors, school psychologists), the survey provides valuable pointers for future service improvement.

2.6.2.10 CG in Ontario

According to the Ministry of Education Ontario (2006), the goal of Ontario secondary schools is to support high-quality learning, while giving individual students the opportunity to choose programmes that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

The guidance and career education programme plays a central role in secondary school by providing students with the tools they need for success in school, in the workplace, and in their daily lives. In particular, the curriculum focuses on skill development that will help students better manage their time, resources, and dealings with other people to improve their opportunities for success both in school and in their future lives. Courses in guidance and career education actively involve students in research, inquiry, problem-solving, and decision-making processes related to planning for post-secondary education, training, or work. The guidance and career education programme is designed to recognize the diverse abilities, strengths, and aspirations of all students, providing them with knowledge and skills that will benefit them throughout their lives.

2.6.2.11 CG in Denmark

Euro guidance (2010) identified one of the main challenges in education as that many Danish teachers are not aware of what their students are going to do after they finish school. The guidance centre collaborates with the teachers to make them understand that what they are teaching is very important for the students later on, not just for the school but for their whole life. **The centre is one out of about 47 Youth Guidance Centres in Denmark**, **regionally placed, funded and managed. Their main objective is to give educational and vocational guidance to people between 12 and 25, which means that it starts while learners are still in compulsory education.**

The centre supports **them in the transition into youth education and maintain**s **the**

contact until they have finished their initial youth training at vocational or gymnasium level and start the initial guidance in collaboration with teachers. If a person who is under 25 drops out of education, the school is compelled to send a message to the centre and the centre will contact the young person and ask why he/she stopped **and how** the centre **can help him/her to get back into education. According to the centre the parents' involvement is important as it is one of the very important things in starting the guidance process in the schools.**

2.6.2.12 CG in Norway

Within the curriculum, the goal is that educational and vocational guidance shall be interdisciplinary topics regarded as the responsibility of the school as a whole. Teaching about working life is in principle included in the subject syllabuses for each grade within the national curriculum for primary and lower secondary schools, but it tends to be phrased in very general terms.

In practice, the main focus is from grade 8 and the extent of such delivery varies considerably: it is estimated that on average it amounts to only perhaps 6 hours in grade 8, 8 in grade 9, and 10 in grade 10, largely concentrated in social studies.

2.6.3 CG summary in OECD countries of Europe

Policy makers in many OECD countries recognize the importance of career guidance for the effectiveness of their education systems. Countries were asked to indicate their key goals and objectives for career guidance in the national questionnaires that they completed for the OECD review of career guidance policies. They were also asked to indicate the major educational, labour market and social influences that are currently shaping their career guidance policies. Policy makers in some OECD countries recognize that career guidance has a role to play in promoting equity and social inclusion. It is significant that many OECD countries have initiated career guidance

programmes targeted at disadvantaged groups, or have required services to meet specific targets for access to career guidance by such groups (OECD, 2003).

2.7 REVIEWS AND ASPECTS OF CG IN AFRICAN COUNTRIES

Gossa & Adebowaleb (2014) explain: “The practice of counseling and guidance in Africa may not be very comparable with the way these are practiced in the Western world. The reasons for this range from the nature and experiences of the clients, availability of facilities, differences in the facilitating environment and cultural influences to enabling regulations and government policies. Many of these delimiting factors may not be known to consumers of counseling and guidance services in the continent”.

2.7.1 CG in Mozambique

Gondwe (2012) states: “The country is tackling low secondary school completion rates. Mozambique’s lack of CG in secondary schools could be one of the factors causing low school completion rates. Career guidance at the secondary education level is limited, which results in students not being able to link the usefulness of the material they are learning to their future lives, career prospects and participation in the labour market. This can lead to dropping out or lack of motivation. Current Technical, Vocational, Education and Training (TVET) reforms in Mozambique are addressing this for the technical and vocational streams of secondary education, but no measures are available yet for the general education stream”.

2.7.2 CG in Botswana

According to Mekgwe (2010), the situation in Botswana where career guidance forms only a quarter of the public secondary school guidance and counseling programme, which, with all its four components, has allocated only one 40 minute-period per week deserves special attention. Activities provided at different levels of the education system over and above the career guidance and education offered during classroom teaching, the Career Guidance Services Unit of the Guidance and Counseling Division in

Botswana annually organizes various activities to equip learners with career information and to facilitate career exploration, development and decision-making in learners.

2.7.3 CG in Uganda

From the Ministry of Uganda, Message from the Commissioner Guidance and Counseling, affirms the positioning of CG by the Ugandan government: “Career and Vocational Guidance, which is a programme to help students make realistic educational and career choices; and eventually choose an occupation, prepare for it, enter it and develop it (Opiro, 2010).

2.7.4 CG in Zimbabwe

Takupiwa (2011) states that career guidance for high school and college graduates is a contemporary issue, especially in developing countries such as Zimbabwe where job opportunities are very limited. According to the Central Statistics Office (C.S.O), Zimbabwe’s unemployment rate is about 90%, which makes the issue of career guidance intermittent and crucial because of the concomitant pressures job seekers face. According to Sachiti (2014), in a case study titled “Career guidance with a difference”, Zimbabwe experienced the following challenges CG:

- ✓ School learners in Form 4 are unable to explore many opportunities to make them to dream of being more than a nurse or teacher, the only jobs they have been exposed to since birth.
- ✓ Learners do not really know the exact job titles in other industries such as aviation.
- ✓ Take a Girl to Work Day, a corporate social investment event, which aimed to expose girls, especially the underprivileged in Form 4, 5 or 6 to the world of work,

positive role models, and an opportunity to make informed career decisions, was only introduced in Zimbabwe for the first time on August 2, 2012.

2.8 THE POSITIONING OF CG IN SOUTH AFRICAN EDUCATION SYSTEM

2.8.1 CG Historical Background

According to Bholanath (2007), career development in South Africa has always been determined by race. Historically, the work done by black people has been viewed as either of a demeaning quality or, if its equivalent existed for whites, of less value and competence than the particular category of jobs done by whites.

Also, it is well known that black people were less paid than whites for the same work even during the 1980s. A long-standing policy of restricted access to education for blacks allowed career development to operate within the segregated arenas. Very few black people emerged as successful matriculants compared to the numbers that entered the primary school system. Those who were able to qualify in different professions still encountered racial obstacles. There was a limited access of black people to 'white' universities, those universities were already hostile to the few black students they had. The apartheid system did discourage many aspirant professionals (Bholanath, 2007).

Kay and Fretwell (2003) concur with the above statement: “Inflexible curricula did not meet individual needs of learners. In the past Black learners had a limited choice of subjects, lack of equipment and materials, lack of careers counseling exposure at schools, and poor school facilities like classrooms and furniture, etc. due to preference being given to White children. Black learners were also prohibited access to Higher Education. Education was used strategically as a gate-keeping instrument to prevent Black people from entering the labour market”. The problem of career development in disadvantaged communities in South Africa is a product of historical discriminatory practices that have resulted in large numbers of young people not having access to appropriate career guidance services (Crossland, 2006).

Kay & Fretwell (2003) further point out that CG in SA education system was influenced by discrimination. They state that in National Education Policy Act 39 1967 the legislation was passed making guidance in schools compulsory for white pupils. All schools for white pupils were required to employ trained guidance teachers and to include a half-hour guidance lesson each week in the school curriculum. Subjects covered included personal development, citizenship, relationships with others, and career guidance. However, as guidance was not an examinable subject, it had a very low status in many schools. Guidance lessons were often used to "catch-up" on examinable subjects. There was no legal provision made for career guidance and counseling for Black pupils.

2.8.2 CG in democratic South African

According to Kay & Fretwell (2003), in 1994 the schools were restructured, and many posts were frozen. As guidance was not an examinable subject, the posts of guidance teachers were severely affected. As a result, there are still few guidance posts in state-funded schools, except where the school's Governing Body is able to fund these posts through its own budget raised from school fees.

However, a new General Education and Training (GET) Curriculum up to grade 9 has been implemented since 2001, which includes Life Orientation (LO) as a learning area. Life Orientation posts have been created in schools within the GET band. Kay & Fretwell (2003) further explain that the LO teachers are responsible for covering a range of topics including career guidance. Two hours a week is allocated towards Life Orientation, and only between 5% and 7% of this time is used for career awareness/ guidance activities. A new curriculum statement has also been developed for Further Education and Training (FET), up to Grade 12, which will be implemented by 2006.

Life Orientation is also included in this new curriculum. The Provincial Offices employ Psychological Services Facilitators and Life Orientation Facilitators who are responsible for providing support services to all the schools within a district. The Psychological Services Facilitators provide support for Guidance Teachers, and administer

psychometric assessments. The Life Orientation Facilitators assist teachers with the development of learning material for the Life Orientation classes. Each psychologist and Life Orientation Facilitator is responsible for servicing approximately 150 schools in their district (Kay & Fretwell, 2003).

CG as introduced through Life Orientation (LO) in the current one education system since 1994 in South Africa, is not given full attention on curricula needs compared to other subjects. For career choice, CG as a component of LO, is described in good terms, but is given a narrow room to realize its goals.

Kay & Fretwell (2003) also described the smart part of LO from GET band to FET band in schools as follows:

- All make provision for the inclusion of “life orientation” as a core learning area.
- In the GET band (Grades R to 9), Life Orientation is defined as a learning area that guides and prepares learners for life and its possibilities.
- It develops skills, knowledge, values and attitudes that empower learners to make informed decisions and take appropriate actions regarding: Health promotion • Social development • Personal development • Physical development and movement • Orientation to the World of Work.

According to World Bank (2003) on South African CG aspects in the democratic era explained that it specifically equips learners for meaningful and successful living in a rapidly changing and transforming society. Also emphasized that CG desired learning outcome for orientation to the world of work is that the learner is able to make informed decisions about further study and career choice.

2.8.3 CG aspects in Secondary Schools in democratic South Africa

In the Curriculum Assessment Policy Statement (CAPS) which was introduced in 2010, the following CG curricula needs were outlined from Grade 8-12 by different authors:

The CG curricula in Gr 8 includes, influences of one’s self-concept which emanates

from Environment, Community, Religion, Culture and Media which all ultimately make a person to be a unique creature. It also unveiled six career categories namely, Realistic, Investigative, Artistic, Social, Enterprising, Conventional. Each has its ability description, interest description and lists of realistic careers including relevant school subjects to support as subject choice precedes career choice (Euvrard, Findlay and Normand, 2013). Furthermore, as per Euvrard et al. (2013) point out that CG curricular is current, and it coincides with most of the recent curricular needs as stated by Waller (2007) who supports Grade 8 learning programme by summarizing the Learning Outcomes (LOs) as combined with Assessment Standards (AS) as follows:

- ✓ In Personal Development a learner analyses and discusses factors which influence self-concept formation and self –motivation.
- ✓ In Orientation to the world of work a learner motivates own career and study choices; investigates career and study opportunities related to own interests and abilities.

Therefore, it means that Grade 8 is the starting point where learners get involved in the social spectrum programmes so that they know themselves better, to prepare them to be able to choose subjects after Grade 9 that will lead them to informed career that align to their self-knowledge and ones that respond to socio-economic factors that are at the centre of good career decision making processes.

Bromfield, Carstens, Pretorius, Vercueil & Walls (2013) embrace CG in LO Gr 9 Curriculum Assessment Policy Statement (CAPS) as follows: Goal-setting skills where the societal factors such as the environment, friends/peers, family, culture, religion, community and media could influence one's personality which would help the learner to make informed decision in the choice of subjects which have a bearing on one's career choice on later grades.

Bromfield et al. (2013) further emphasized that Grade 9 learners are helped by being informed before they proceed to National Senior Certificate (NSC) Grade 10-12 qualifications in secondary schools or opt for National Certificate Vocational (NCV)

Level 2-4 qualifications in FET (TVET now) Colleges. At this stage the learners will be given adequate information to know the difference between NSC and NCV, and even various college fields of study and careers will be highlighted.

Knowledge of the world of work which also a focus on Talent Shortage Survey for South Africa of 2012, which reflects careers of high levels of skills shortages, careers where most women are needed, and even Laws and Acts in workplace such as Basic Conditions of Employment Act 75 of 1997, Labour Relations Act 66 of 1995, Employment Equity Act 55 of 1998 and Skills Development Act 97 of 1998 are also included as Grade 9 curricula needs (Bromfield et al., 2013).This means Gr 9 CG related curricula embraced even aspects from Gr 8 curricula for content revision and continuity and the learner is supposed to know many important career facts which enhance a flourishing subject choice.

According to Rooth, Seshoka, Steenkamp and Mahuluhulu (2011), LO Gr 10 CAPS embraced CG curriculum as follows:

In Careers and Career Choices there is a career decision making process starting from self-knowledge where a learner is supposed to know his/her own interests, abilities, talents, and strengths and also weaknesses are vital. Secondly, a learner's subject knowledge will also add value to the development of a personality type in the scope of conventional, realistic, investigative, artistic, social sphere, all of which influence self-knowledge and all being pillars to know career fields to career options. Thirdly, integrate self-aspects with the world of work: Studies Financing, for example, explores learners to financial assistance such as Bursaries, Student loans, Scholarships and Learnerships (Rooth *et al.,* 2011).

In diversity of jobs careers in various economic sectors and industries such as manufacturing, mining, recreation, fitness and sport are unveiled. CAPS concludes with knowledge of transferable skills; trends and demands in the job market; changing career patterns; scarce and shortage of skills; interpretation of job advertisements; SAQA, NQF

and Recognition of Prior Learning (RPL) principles; the need for lifelong learning and globalization (Rooth *et al.,* 2011).

This means in Gr 10 the learner is introduced to the financing of studies and additional career facts which are the starting point to make a learner take a constructive career decision.

Chritofides (2012) explores Grade 11 CG curricular as development of self in the society which helps a learner to apply personal values to influence decision making and prioritization of career goals. The author also touches issues of self-knowledge in relation to demands of World of Work (WoW) and socio-economic conditions and unpacked levels of skill (semi; skilled, unskilled); inform in admission requirements in higher institutions of learning; career research; choosing of the correct institution; exploring learning and financial institutions' application forms, and the financing of studies (self-funding, bursaries, scholarships, learnerships, SETAs and study loans). Other aspects involve writing of curriculum vitae (CV); acquisition of testimonials and other evidence; completing application forms and interview skills.

It implies that in Grade 11 there will be more additional of CG related concepts which require the learner to implement the theory started in Grade 8, by now getting to compile personal profile in print to prepare for the final year of the school phase.

As interpreted by Bromfield *et al.* (2013), in Grade 12 the learner must develop a study plan to obtain NSC as motivation to succeed in future career, then follow knowledge of the dynamics of transition from school to tertiary learning and the world of work destination, where the learner will learn about coping with change from comfort zones, which will include future career threats. It is the advanced stage of career decision making and the route to take. It is more on the learner to interpret NSC overall results (Admission to a Bachelor's Degree, Admission to a Diploma, Admission to a Higher Certificate, Candidate qualifies for supplementary and Candidate does not qualify for National Senior Certificate) and entry requirements to levels of qualification

(Certificates, Higher Certificates, Advanced Certificates, Diplomas, Higher Diplomas, Undergraduate Degree sand Post-graduate Degrees).

Bromfield *et al.* (2013) indicates some important aspects such as skills and strategies to achieve goals; such as writing of different types of covering letters; producing of a CV; be in contact with chosen institutions (attending Career Exhibitions/Expos, Job Fairs, Open Days, Eduweek); access and usage of internet facilities for career information; have skills to locate various sources of study and work opportunities (in electronic and print media campaigns); compilation and certification of all relevant documents. Other strategies are innovative solutions to counteract unemployment (such as volunteering, doing part-time and informal jobs, doing community work and entrepreneurship). Knowledge of the legal aspects of a job (learning about contracts, workplace conditions, labour relations and equity in the workplace); general trends and practices in the recruitment process and the role of the trade unions and organized labour and further motivates how work gives meaning to life.

It means the learner in Grade 12 needs to be highly informed on high level of career information from school to higher learning institutions and ultimately to the ever-changing world of work and be capacitated in various skills such as career information searching and compilation of application letters, resume and CV.

2.9 REVIEWS OF CG IN HIGHER EDUCATION AND TRAINING DEPARTMENT – SA

According to Du Toit & Van Zyl (2012), in South Africa, an array of legislations, policies and strategies sets the context for career guidance. Some of these legislations, policies and strategies address broader issues such as education, the labour market and job creation, while others refer directly to career guidance function. The overarching element and the core of these types of policies and strategies is human resources development (HRD).

Du Toit & Van Zyl (2012) further emphasize that similar to many other countries, South Africa has a history of career guidance services being distributed across various sectors under different ministries and jurisdictions, and that CG services are offered at the following:

(i) schools —GET and FET;
(ii) FET colleges;
(iii) higher education and training institutions (universities and universities of technology);
(iv) public employment services;
(v) Sector Education and Training Authorities (SETAs);
(vi) statutory bodies;
(vii) non-governmental services; and
(viii) private services.

Safety and Security Sectoral Education and Training Authority abbreviated as SASSETA (2008) also unveiled how CG was sometimes enshrined in some other programmes, such as when the Department of Higher Education Minister in collaboration with SAQA also takes CG seriously by officially celebrated former President Mandela 92ndbirthday by launching a CG campaign in 2010, under the theme Mandela Day Career Festival aimed to empower young people to make meaningful career choices.

A career guidance campaign named after Nelson Mandela - and launched on 18 July 2010 on his 92nd birthday - aims to mobilize South Africans in the higher education and training sectors and in the professions to assist school pupils with information on universities and colleges. The idea is for better guidance to help students make appropriate study choices, optimize their job opportunities and reduce high drop-out rates. It means people pledged 67 minutes of public service on Mandela Day to career guidance (University World News, 2010).

Recently, West (2013) stated: “Career Development Services in South Africa has come a long way in the past few years and this has a lot to do with the guidance and direction provided by the Delivery Agreement entered into between the Minister of Higher Education and Training and the President of our country. It is clear that career development is a national priority”. The responsibility for this rests with the Minister of Higher Education and Training, but has to also involve other government departments and organizations such the Department of Basic Education, the Department of Labour and the South Africa Qualifications Authority (West, 2013).

Framework 1 (2012) emphasizes the formation of CG forum when it states: “The current initiative for cooperation under the leadership of the DHET and the partnership between the DHET and SAQA is already a prelude to the establishment of a national Career Development Forum. In the current context the establishment of a Career Development Forum can be a process of evolution”.

2.10 THE CURRENT STATE OF CG IN SECONDARY SCHOOLS OF SA

Far too often learners leave school with very little knowledge about the available opportunities that are waiting out there for them. These learners do not realize that they can dream big and become very successful in their lives and chosen careers. Moreover, they need to be provided with the relevant and necessary information to make informed and appropriate career choices (Learner, 2014). HWSETA (2012) explained that many young South Africans only have a limited access to reliable information on their options for education and training after school, careers and career pathways and employment opportunities.

In 2012 the Minister introduced CG awareness campaign named "Apply Now! Khetha, Make the right choice. Decide your future", as a Ministerial flagship initiative for Grade

12 learners to be motivated to apply in time for any available learning and study opportunities in 2013 (www.dhet.gov.za).

Evidence that schools are competing with matric high pass percentages and forget about CG is given by Mhlanga (2011) that: “South Africa is getting obsessed with the improved matric results while no attention is given to career guidance. Lack of career guidance at our schools is evident when year after year the majority of these matriculants flock to universities while further education (FET) training colleges are far from achieving government’s target of enrolling one million learners by 2015”.

Fig. 2.1: Matric results out. Sunday, February 6, 2011 - 08:44 (Career Guidance News Online, 2011)

Career Guidance News Online (2011) supported the preceding statements by indicating the seriousness of CG discussion as it is a concern for many people as the article titled, “The Significance of Career Guidance for High School Learners”, which opened the debates around how matric results could be improved in South Africa which often excludes the issue of career guidance. Without career guidance, some of these matriculants will not be able to make informed choices when it comes to their future career paths as emphasized on comments made by various people through facebook social network for this article.

The importance of CG in secondary schools is also emphasized *by* Martínez-Roca (2013) in an article titled: “Career Guidance Can Make a Difference”. This article outlines four principles of CG to make secondary school learners to learn many skills which will help them to face life after matric in a positive way.

2.11 CG IN LIMPOPO PROVINCE, SA

ETDP SETA (2012) stresses the lack of skills in mathematics, science and technology, which is a result of lack of proper CG in schools: “This problem is particularly bad in rural areas. Limpopo, for example, has set aside funding for 500 bursaries every year (worth R50 000 per student) but managed to get 97 Maths and Science teachers since 2007 – and this province has a shortage of 1 600 Maths and Science teachers!”.

Masemola (2010), a Member of the Executive Council (MEC) for Education in Limpopo launched HRD 2010-2030 stating that the cluster will assist FETs in obtaining accreditation and extension of scope. The cluster will also interact with HRD unit in terms of linking graduates with employment as well as workplace experience and career guidance.

2.12 PARENTS AND OTHER COMMUNITY STAKEHOLDERS’ INVOLVEMENT IN CG

West (2013) believes that stakeholders across the board should play an active role in increasing the standards of career guidance: "Schools, parents and portals like Student Brands, and tertiary institutions all have their place in the creation of a multilevel approach to career guidance". This assertion is also supported by the Ministry of Education Ontario (2006) when it proposes that parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education.

Ministry of Education Ontario (2006) further emphasizes: “By becoming familiar with the curriculum, parents can find out what is being taught in the courses their children are taking and what their children are expected to learn. This aware-ness will enhance parents’ ability to discuss their children’s work with them, to communicate with teachers, and to ask relevant questions about their children’s progress. Knowledge of the expectations in the various courses also helps parents to interpret teachers’ comments on student progress and to work with them to improve their children’s learning”.

In addition to supporting regular school activities, parents may want to encourage their sons and daughters to explore opportunities available to students through greater school and community involvement and participation in leadership-development activities. Attending parent–teacher interviews, participating in parent workshops, becoming involved in school council activities (including becoming a school council member), and encouraging students to complete their assignments at home are just a few examples of effective ways to support learning **(**Ministry of Education Ontario, 2006).

Zunker (2012) concurs with the above Ministry by encouraging the involvement of parents, emphasizing that in the United States support from the family is considered to be of utmost important. Parents must enter into agreement with college authorities to support student children in all respects and also to be consulted for any endeavour.

A broad approach to career guidance requires those responsible for school systems, and school managers, to address important organizational issues. These relate to staff training and qualifications; resources; school-community relations; the development of team-based approaches; and the use of a wide range of non-career-specialists (teachers, alumni, parents, employers) in working towards a common goal. Employers and parents are involved by, for example, explaining occupations to students (OECD, 2003). It means that it is true that not only parents are entitled to get involved in motivating learners on knowledge of various careers, but employers and other community stakeholders must participate so that learners will always be aware of careers that they aspire to follow.

Furthermore, parental involvement is given attention in Thobela FM (2014) when it emphasized that parents must always accompany their children in any participation they engaged themselves in for motivation and even to know their children's talents so that they can help, guide and nourish those talents. Parents and other community stakeholders' involvement form and important part in their children's career decision making processes, for a successful future.

2.13 RESPONSIBILITIES OF THE IDEAL CAREER GUIDANCE PRACTITIONER (ICGP)

Association international d'orientation scolaire et professionnelle Asociaciónas (International Association for Educational and Vocational Guidance) AIOSP (2003) states that in 1999, the IAEVG began the development of a set of international competencies that practitioners need in order to provide quality educational and vocational guidance services. The set of competencies were validated with a pool of 700 practitioners working in a variety of different jobs, in 38 countries. These competencies were adopted by the General Assembly in September, 2003.

According to AIOSP (2003), some of Core Competencies of ICGP are:

1. Demonstrate ethical behaviour and professional conduct in the fulfillment of roles and responsibilities.
2. Demonstrate advocacy and leadership in advancing clients learning, career development and personal concerns.
3. Integrate theory and research into practice in guidance, career development, counseling and consultation.
4. Skills to design implement and evaluate guidance and counseling programmes and interventions.

5. Ability to communicate effectively with colleague or clients, using the appropriate level of language.
6. Knowledge of updated information on educational, training, employment trends, labor market, and social issues.
7. Skills to cooperate effectively in a team of professionals.
8. Demonstrate knowledge of lifelong career development process.

AIOSP (2003) also addssome ten (10) Specialized Competencies of ICGP as follows:

1. Assessment
2. Educational Guidance
3. Career Development
4. Counselling
5. Information Management
6. Consultation and Coordination
7. Research and Evaluation
8. Programme/Service Management
9. Community Capacity Building
10. Placement

Montpellier (2013) characterizes ICGP thus: "Career practitioners must, therefore, been able to advocate for quality opportunities, for diverse client groups as they seek to find their way in a fast-paced world. This will require them to reach out to those who seek alternative paths; members of non-dominant groups; those that may be placed at the margins of society; and others who may not readily access guidance support.
This advocacy requires the provision of real support to enable people to develop their potential and capabilities, whatever form this may take, and regardless of gender, age, ethnicity, religion, socio-economic class, dis/ability, sexual orientation, and their intersections''.

CG Practitioner Competence as quality assurance systems for career guidance are outlined by OECD (2004) as follows:

- ✓ Require practitioners to have the competence needed to perform the guidance tasks they are called on to undertake;

- ✓ Require guidance practitioners to hold, or be working towards, qualifications that ensure that they have the required competencies to undertake the necessary guidance tasks;
- ✓ Include the monitoring or assessment of the work of guidance practitioners with respect to the outcomes of guidance interventions that they are expected to deliver;
- ✓ Require on-going professional development and service improvement;
- ✓ Include all relevant practitioner associations in the development of standards and quality assurance procedures.

2.14 CHALLENGES IN PLANNING AND IMPLEMENTATION OF CG IN SA

Arising from the facts already mentioned, it is important to stress that the problem of choosing a career and planning intelligently for it, is one of the most “serious” situations you will ever have to face (Ogilvy, 2014). According to Maoto (2013), SA still has challenges: “A career guidance programme at secondary schools should be improved and commence at grade eight and continue up to grade twelve. Such a programme will help with subject selection when they begin grade ten. Unfortunately, career education in various secondary schools starts at grade eleven or grade twelve and is only offered once or twice a year. However, this should be done more regularly or should have a prominent slot in the school time table. This could reduce the high failure rate among learners. A career guidance programme will help learners to follow subject streams that will build their lives and produce educated and entrepreneurially-minded youth that will contribute to economic prosperity”.

2.15 IDENTIFICATION OF CONCLUSIONS AND GAPS IN PREVIOUS STUDIES ABOUT CG

Bholanath’s (2007) study concludes that career guidance does increase the learners' readiness to make informed career choices. The researcher’s study was on Gr 9 rather

than being broad enough to embrace all Grades of secondary schools. With the research done by SAQA, there is a delay to get the outcomes as requested according to Du Toit & Van Zyl (2012) who state: “To give further direction and impetus to the overall initiative, in July 2011, SAQA requested a service provider to conduct research to provide a guideline for the implementation of a national career guidance service”. The request was that the guideline must describe how South Africa could organize, manage and provide career guidance- and counselling services, and what the key challenges facing the country are to improve such services. However, simultaneously with the advertising of the terms of reference, the DHET started with a process to develop a policy framework for the management and cooperation of career information and guidance in South Africa. In the interest of synchronizing the activities, the commencement of the SAQA research was delayed and the terms of reference were revisited.

2.16 CONCLUSION

This Chapter discussed facts that the study topic, **“The impact of Career Guidance (CG) for Career Choice in the Secondary Schools of Sepitsi Circuit, Limpopo Province”,** is researchable as there a lot of literature. Furthermore, the key concepts such as, career; guidance; career guidance; career choices; impact; awareness; schools and secondary schools were defined in full. The related concepts such as, career development; career management; career information; career education; career paths; occupational choices; lifelong guidance for and therefore to unpack the approaches of research practices in Chapter 3.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology, is the nucleus of any research project. It is composed of multiple sections such as, research design; sampling; data collection; data analysis; reliability, validity and objectivity, and ethical considerations. These areas will be described in full as guiding principles and road-map for the assessment of the impact of Career Guidance (CG) for Career Choice in the Secondary Schools of Sepitsi Circuit.

3.2 RESEARCH DESIGN AND RATIONALE

Research design is a general strategy for solving a research problem as it provides the overall structure for the procedures the researcher follows, the data the researcher collects, and the data analysis the researcher conducts, and that means it is about planning (Leedy & Ormrod, 2014). Mouton (1996) defines research design as 'set of guidelines and instructions to be followed in addressing the research problem'. Its main function is to enable the researcher to anticipate what the appropriate research decisions should be so as to maximize the validity of the eventual results.

There are many **research designs** that could be used, namely, **action research, case study, causal, cohort, cross-section, evaluation, descriptive, experimental, exploratory, historical, longitudinal, observational, philosophical, sequential, grounded theory, ethnographic** etc, which all inform actions the researcher will adopt to make the study a reality, but the choice of the research design will be determined by the research problem (Mouton,1996). Therefore, in this study which is assessable in nature, while there is nearly a common meaning and complementary in conceptualisation of assessment and evaluation, a need to unpack **evaluation research** type of a research design arises.

Evaluation research principle is stated by Bless, Higson-Smith, and Kagee (2006) as the methods of social sciences which can be used to assess the design, implementation and usefulness of social interventions. Evaluation research aims to test interventions to see how effective they are and therefore represents an important means of linking action and research in a constructive manner. To understand it better, Bless *et al.* (2006) outline three types of evaluation research, namely, **formative, diagnostic** and **summative** as follows:

Formative evaluation is designed to promote the effectiveness of a programme. It also relates to the development and implementation of a programme. Its aim is to shape the programme so that it will have the greatest beneficial impact upon the target community. **Diagnostic evaluations** are designed to inform researchers and project managers about the present situations within communities, highlighting current problems (which are not easy to be resolved), trends, forces and resources, as well as the possible consequences of various types of intervention. It gathered data which is crucial in the planning of a new project. **Summative evaluation** set out to determine the extent to which programmes meet their specified aims and objectives. This information is used to gain credibility with various groups of people, particularly potential funders and target communities.

Payne and Payne (2004) explain that **evaluation studies** assess the processes and consequences of innovations in social policy or organizations, and also focus on measurements (numeric or descriptive) of social inputs, outputs and processes.

Therefore, the present research design will be **evaluation research,** which is **formative in nature**, as it intends to assess the effectiveness of **career guidance** in secondary schools since the inception of CG in Life Orientation programme. It wants to investigate whether the learners are now making informed **career choice** decisions as a result of CG content offered in schools.

3.3 METHODS AND PROCEDURES

Regarding the choice of research method, Babbie (2013) discusses that each research method has its strengths and weaknesses, and certain concepts are more appropriately studied through some methods than through others. In studies of attitudes and public opinion, a survey might be the most appropriate method: either interviewing students or asking them to fill out a questionnaire.

3.3.1 Research Approach

Welman *et al*. (2005) explain: "There are two main approaches to research. On the one hand we have the positivist approach, which is based on a philosophical approach known as logical positivism. The **positivist approach** underlies the natural-scientific method in human behavioural research and holds that research must be limited to what we can observe and measure objectively, that is which exists independently of feelings and opinions of individuals. The positivist approach to research is also known as the **quantitative approach**".

The positivist approach is opposed by the **anti-positivists** who share a resistance to upholding the natural-scientific method as the norm in human behavioural research. According to the anti-positivists, it is inappropriate to follow strict natural-scientific methods when collecting and interpreting data. They hold that the natural-scientific method is designed for studying molecules or organisms and is therefore not applicable to the phenomena being studied in the human behavioural sciences. The anti-positivist approach to research is also known as the **qualitative approach** (Welman *et al.*, 2005).

It is important to point out the differences of Qualitative and Quantitative Methodologies (Table 3.1 on the other page), so as to learn their fundamental principles before applying them in the study.

Table 3.1: Differences between Qualitative and Quantitative Methodologies

	Quantitative Studies	**Qualitative Studies**
Approach to the setting	Controlled settings and Selected samples	Natural settings and Whole context
Aims of research	Quantitative descriptions Explanation and prediction	Thick descriptions & Interpretive understanding (verstehen)
Research strategy	Hypothetic-deductive Generalising (nomothetic)	Inductive Contextualising (idiographic)
Notion of objectivity	Natural science definition: maximum control over extraneous factors.	Inter subjectivity: gaining trust and rapport in order to get as close as possible to subjects/trust worthiness and credibility.

Source: Adopted from Mouton (1996)

Perri and Bellammy (2012) also emphasize the differences by explaining **quantitative data** as variable-orientated research involving counting measurement while **qualitative data** is described as case-based research composed of descriptive and interpretative statements. Linking qualitative and quantitative research in one design is possible according to Uwe (2009) in that both methods could be linked in a design of one study in different ways and their data can also be combined by having questionnaires with open-ended and closed-ended questions, to provide a more general picture of the issue under study.

Therefore, only **quantitative research method** will be used as the study will involve mostly statistics in the form of numbers and variables of opinions as from respondents. It means in quantitative approach, which is objective in nature, the numerical values (statistics) will be collected by using questionnaires with closed-ended and open-ended

questions using variables such as age, gender, matric status, challenges, efficiency, attitudes towards CG, internal and external support assessment.

3.3.2 Sampling

Sampling is a practical way of collecting data when the population is infinite or extremely large, thus making a study of all its elements impossible. Sample must have properties which make it representative of the whole. Thus, one of the major issues in sampling is to determine samples that best represent a population so as to allow for an accurate generalization of results. Such a group is called a representative sample (Bless *et al.*, 2006). **Sampling** is also defined by Mouton (1998) as selecting the most representative of the target population and it should be unbiased, have clear definition of the population of study, systematic drawing of the sample, drawing probability and observing the advantages of multi-stage versus simple random sampling. Also, Payne and Payne (2004) define sampling as a process of selecting a sub-set, of people or social phenomena to be studied, from the larger 'universe' to which they belong, which people in the case of probability or representative samples is based on the statistics of probability theory but can be reduced to a simple look-up table to decide how big a sample is needed.

For Sepitsi Circuit, 10% of the whole Grade 12 Learners (GR12Ls) and at least 25 % of LO Educators (LOEs) will be representative enough as all Secondary Schools share the same characteristics such as, located in the rural, disadvantaged communities; governed by the same local municipality and Tribal Authority; sharing the same vernacular, beliefs, norms and values; from the same socio-economic background, are homogenous and enjoy the status of a close-knit community.

3.3.2.1 The target population

According to Bless *et al.* (2006), "target population", is a well-defined population, which is the set of elements that the research focuses upon and to which the results obtained

by testing the sample should be generalized. It is absolutely essential to describe accurately the **target population** and the properties to be analyzed must be clearly defined using an operational definition. Once this is done it should be possible to compile a list of all the elements of this population or, at least, to determine whether or not an element belongs to the population under investigation.

The set of elements of population will be made by circuit, schools, Life Orientation Educators (LOEs) and Grade 12 learners. The description of elements for a well-defined population started when out of nine (9) Circuits of Lebowakgomo District in the Limpopo Department of Education, population of study will be from one Circuit, namely Sepitsi. This Circuit is composed of 17 Primary schools and 12 Secondary schools, but the target schools will be from the list of Secondary schools. Not all 12 Secondary schools will be visited for data collection, but, only 50% will be selected. As the study is to assess the effectiveness of CG from Grade 8 to Grade 12, the researcher will only use Grade 12 as the final class of Secondary school level to evaluate the impact made by each grade for career choice after matric. There will be methods and techniques used to select LOEs and GR12Ls to represent the whole Circuit.

3.3.2.2 Sample methods and techniques

Blair, Czaja and Blair (2014) described a sample as a subset of a larger population, and the population (or universe) as the set of elements about which the researcher would like to draw conclusions. The researcher is only interested in the sample as a vehicle for understanding the population and typically want the sample to provide the accurate representation of the target population, or to put it another way, the results are wanted from the sample to generalize to the target population.

There are two major types of sampling techniques, namely **probability samples** and **non-probability samples.** Blair *et al.* (2014) collaborated with the preceding statement when explaining that probability samples have several advantages over non-probability samples as probability samples allow you to use probability-based statistical procedures. But, Kumar (2011) mentions three categories of sampling design:

random/probability sampling design, non-random/non-probability sampling designs and 'mixed' sampling design. The author further explains that the basic objective of any sampling design is to minimize within the limitation of cost, the gap between the values obtained from a sample and those prevalent in the study population.

Therefore, due to the reasons given by the above authors, the researcher will use probability as the sampling technique of choice. Other reasons for choosing probability sample are emphasized by Welman *et al.* (2005) who states that probability sampling determines probability that any element or member of the population will be included in the sample, while in non-probability sampling by contrast, we cannot specify this probability as elements which have a chance of being included have a probability that exceeds zero and in some examples of non-probability samples; some elements have no chance (that is, a probability of zero) of being included.

3.3.2.3 Sample selection

Out of the list of probability sample types mentioned, stratified random sample will dominate the list as a sample which is more probable to release reliable and valid results on this study.

A **stratified random sample** procedures is discussed by Bethlehem (2009) as follows: "To select a stratified sample, the population is first divided into strata (subpopulations). Next, a sample is selected in each stratum. Researchers are free to choose the sampling design for each stratum, as it provides an unbiased estimate of the value of the population parameter in each stratum. Finally, the estimates for all strata are combined into an estimate for whole population".

Stratified random sampling requires smaller samples than simple random sampling in order to obtain valid results (Welman *et al.*, 2005). The sampling frame will be the whole Sepitsi Circuit schools, where stratification is made by secondary schools; a separate sample must be drawn from each secondary school selected in a circuit,

requiring a sampling frame for each secondary school. Bless *et al.* (2006) outline stratified random sampling as follows:

"The principle of stratified random sampling is to divide a population into different groups, called strata, so that each element of the population belongs to one and only one stratum. Then in each stratum, random sampling is performed using either the simple or the interval sampling method. Although many samplings are performed, each is done for a relatively small population only. This increases the availability of adequate lists and facilitates selection of a simple random sample without decreasing the quality of the sample in any way".

The size of Grade 12 learners' population will be known, then a random sample of learners is to be drawn with variables such as gender, age, subject stream and matric status (repeaters and non-repeaters), while the proportions in number of girls and boys must be the same. The same will apply to LOEs with the extended variables such as, highest level of education; number of years working as educators and whether they have any qualification to offer LO and CG.

3.3.3 Data collection

Data collection involves applying the measuring instruments to the sample or cases selected for the investigation. **Data collection** produces new information or data about the world that requires further 'processing' (Mouton,1998). When researchers collect their own data for the purposes of a particular study, the data are called **primary data**. Data collected in this way are most appropriate to the aims of the research, since data gathering is directed towards answering precisely the questions raised by the researcher (Bless *et al.,* 2006).

Primary data will be used as noted by Welman *et al.* (2005) that primary data are original data collected by the researcher for the purposes of his/her own study at hand. In this study, the researcher will collect first-hand information by developing own questionnaires for G12Ls and LOs to collect data from selected schools.

3.3.3.1 Approaches and Methods

Several approaches and methods of data collection are identified by Blair *et al.* (2014) as mailed questionnaires; internet (web); telephones interviews and face-to-face methods. The **face-to-face method** has its own advantages and disadvantages and its design will be used for this study. The **main advantage** of the face-to-face method is that the response bias is usually too low, and the **major disadvantage** is that it is the more expensive of the other four methods because of the travel costs involved and amount of time needed to collect data (Blair *et al.*, 2014).

3.3.3.2 Questionnaire as Instrument

The **questionnaire** will only be used as one of the instruments. The questionnaires will be designed to compose both close-ended and open-ended type of questions. The other reason for the choice of a questionnaire is emphasized by Bethlehem (2009): “Typically, information is collected by asking questions to the representatives of the elements in the population. To do this in a uniform and consistent way, a questionnaire is used”.

Welman *et al.* (2005) adds: “When compiling a questionnaire, we should take the eyesight and the literacy level of the intended respondents into consideration. Not only should the intended respondents be able to read and write, but they should also be able to follow the instructions. When designing a questionnaire, the researcher should seek out as much as previous research on the topic or related topics as possible. More specifically, if it is decided that the study should have points of comparison with the other studies, then data will need to be collected in a similar fashion. Questionnaires from previous studies then become part of the input into the questionnaire design process”.

3.3.3.2.1 Development of Questions

Welman *et al.* (2005) state that questions should only be included in the questionnaire if they relate to research questions. Both **open-ended** and **close-ended** or **pre-coded questions** will be included for own views and multi-choice answers respectively. In open-ended questions, the respondent's answer is not influenced unduly by the interviewer or the questionnaire, and verbatim replies from respondents can provide a rich source of varied material which might have been untapped by categories on a pre-coded list. A closed or pre-coded question is one which offers the respondent a range of answers to choose from by ticking the appropriate boxes.

Kumar (2011) points out that **close questions** provide 'readymade' categories within which respondents reply to the questions asked by the researcher, help to ensure that the information needed by the research is obtained and the responses are also easier to analyse. **Open-ended questions** in questionnaire can provide a wealth of information provided respondents feel comfortable about expressing their opinions and are fluent in the language used.

The first type of questions on a questionnaire are **close-ended,** which include demographics of respondents, such as gender, age, subject streams and number of years in Gr 12 class and even multiple choice items, while LOE questionnaire will leave only the first one and include highest qualifications, experience in teaching and qualifications in LO and CG. The second type of questions are **open-ended,** which accommodate the levels of respondents and area of knowledge, to be at minimal on G12L questionnaire when asked questions on attitudes and expression of their feelings, while on LOE questionnaire will be at maximum to establish the extent to which career information is presented from their prescribed learning material and other resources.

3.3.3.2.2 Questionnaire conveyance

It is about how the questionnaires are going to be communicated to the respondents. The researcher will have contact with the respondents for monitoring and control.

Welman *et al.* (2005) termed the above-named action as a **group contact** and mentioned two advantages and the only disadvantage as follows:

- Advantages
    - When collecting data the researcher will have full control of the completion of the questionnaire.
    - Since the researcher and his assistants are present, queries about the completion of survey questionnaire may be answered immediately.

- Disadvantage
    - **Group contact** is limited to a few populations. Associated with this disadvantage is the fact that such groups typically represent accidental samples, so that the population validity of the obtained results becomes highly suspect (Welman *et al.*, 2005).

Administrative procedures will be included when the researcher in person will seek permission and arrange for a suitable time to conduct the study in each selected school. The researcher will conduct the questionnaire to be used to collect the quantitative and qualitative data to G12Ls and LOEs. The Senior LOE at each school will be present to ensure that the administrative procedure is fair, without bias, and that ethical requirements will be met. All the questionnaires will be submitted to the researcher immediately upon completion.

3.3.3.3 Ethical considerations related to data collection

The **advance letter** usually printed on the letterhead of sponsor/initiator must be sent to the respondents' authority prior to the researcher's visit. The letter explains the reasons for the study and assurance of the confidentiality of respondents' answers (Blair *et al*., 2014).

A letter from Sepitsi Circuit Manager confirming permission for data collection will be requested and there will be a copy for each selected school. The researcher will personally take the letter (including confirmation from Limpopo University, researcher's personal letter and both questionnaires) to the principal of the selected school to request permission. The researcher will explain the purpose of the study, negotiate date and time and give assurance that confidentiality will be adhered to.

3.3.4 Data analysis

In this step the data (information) obtained in the previous step (data collection) will be analyzed and interpreted. The results thus obtained then provide feedback on the tenability or untenability of the originally formulated research hypothesis and consequently, on the theory if deduced from one: either it is supported (provisionally), or it is refuted (especially regarding quantitative research methods, and if the results we obtained are in agreement with the hypothesis, we have not proven finally and irrefutably that the theory is correct; it is only provisionally supported insofar as there is no other known theory that may explain the results obtained (Welman *et al.*, 2005). The specifications of procedures will be itemized by approaches and methods.

3.3.4.1 Approaches and Methods

Once decision is taken on an appropriate research design and suitable means of measuring the relevant variables, a choice of an appropriate statistical procedure to analyze the data will eventually be obtained. We should make this choice even before we begin to collect the data (Welman *et al.*, 2005). For quantitative analysis the numerical representation and manipulation of observations are necessary for the purposes of describing and explaining the phenomena that those observations reflect (Babbie, 2013).

Leedy and Ormrod (2014) explain that numbers are meaningless in quantitative analysis unless we analyze and interpret them in order to reveal the truth that lies beneath them and emphasize that with statistics we can summarize large numerical data sets, and make predictions about future trends. The processing of qualitative type of data is as much art as science. Three key tools for preparing data for analysis are coding, memoing, and concept mapping. Memoing is appropriate at several stages of data processing to capture code meanings, theoretical ideas, preliminary conclusions, and other thoughts that will be useful during analysis. Concept mapping uses diagrams to explore relationships in the data graphically (Babbie, 2013).

Using the quantitative approach, the values will be calculated to make graphs (pie or histograms, etc.),presenting and displaying that information to schools, Circuits, Districts, Provincial office of Limpopo Department of Education, publications and even to libraries. On open-ended questions common views will be summarized by tabulation and the researcher may give conclusions on it. According to Babbie (2013), like on quantitative diagrams and graphs may be used, and all will be done manually before transforming them to computer spreadsheets for graphical representation of the data.

3.3.4.2 Instruments to be used

A **Computer** could be used according to Leedy and Ormrod (2014) for the process of organizing large amount of data as was once a cumbersome, time-consuming, and tedious task. The authors further note that the advent of computers has made the process much simpler and more efficient. One important tool is the electronic spreadsheet, software programme that allows a researcher to enter and then manipulate data in a two-dimensional table. Undoubtedly the best known spreadsheet software is Microsoft's Excel, but other software packages are available as well, including "freeware" to be downloaded without charge from the Internet (e.g., Sphygmic Software Spreadsheet, Spread32). Before computing the data, all could be planned manually by using **pen and paper** as suggested by Welman *et al*. (2005) when describing how notes will be converted to write-ups after being handwritten.

3.3.5 Reliability, Validity and Objectivity (RVO)

Bless *et al.* (2006) explain that **reliability** as the extent to which the observable (or empirical) measures that represent a theoretical concept are accurate and stable when used for the concept in several studies and **validity** as concerned with just how accurately the observable measures actually represent the concept in question or whether, in fact, they represent something else. Reliability is hence synonymous with stability or consistency over time (Mouton, 1998) and Babbie (2013) explain that **validity** (credibility) and **reliability** (dependability) are reasonable criteria for evaluating qualitative research. Welman *et al.* (2005) also write that **reliability** is concerned with the findings of the research and relates to the credibility of the findings.

With reliability it means, therefore, that the outcome of the results of the study should be the real essence of people's feelings and if retested with the same measurement, the same outcome will be realized. With **validity**, the measuring instrument must measure what it is supposed to measure in order to avoid shortcomings with regard to construct validity (Welman *et al.*, 2005). It means that validity emphasizes how accurate and truthful the results of the study will be.

Therefore, reliability and validity embrace the aspects of truthfulness, credibility, transferability and dependability, where questionnaires and interviews would be the correct instruments to validate, standardize, and make the results to be **reliable** and **objective** as same questions will be asked for all two types of respondents.

3.4 ETHICAL CONSIDERATIONS

Schulze (2008) affirms that successful researchers are highly socialized to the values and attitudes of research in the **academic profession.** It means the conduct of the researcher should adhere to academic principles. Furthermore is elaborated by Welman *et al. (*2005) when stated: "This **ethical behaviour** is vital and universally acceptable for the success of the research. It touches on matters like plagiarism, openness in requesting permission from target institutions, respect for the rights of individuals

(human subjects) and honesty in reporting of results. The two underlying principles in codes of research ethics are, that no harm should befall the research subjects and that subjects should take part freely".

The arrangement will first be done with the Circuit Manager who in turn will negotiate with the relevant school principals. **Confirmation letter** from the University of Limpopo, covering letter from the researcher, Final Learners' Questionnaire and Final Life Orientation (LO) Educators' Questionnaire will form a package handed to the Circuit Manager as request to collect data in the Circuit's Secondary schools.

The package to the schools' principals will comprise, **confirmation letter** from the University of Limpopo, confirmation letter from the Circuit Manager, covering letter from the researcher, Final Learners' Questionnaire and Final Life Orientation (LO) Educators' Questionnaire. The questionnaires' cover page will outline information such as, the researcher's name, degree enrolled & institution, research topic, research objectives, eligible respondents, request for honesty and assurance for confidentiality. The aim of the research and the objectives will be outlined to every respondent (research subjects) during the consultative process. Questions on questionnaires will be so polite and friendly to respondents based mostly on a system than on the individuals per se.

3.5 CONCLUSION

This **research methodology** chapter unpacked the research design and rationale as well as the justification for the research methods and procedures, sampling, population of study, the development of the measuring instruments, data collection approaches and methods, data analysis and interpretation, and administrative and ethical considerations processes. In the next chapter, the results obtained from data collected will be presented, discussed and interpreted.

CHAPTER 4

PRESENTATIONS AND DISCUSSIONS OF THE FINDINGS

4.1 INTRODUCTION

This Chapter covers two main sections, namely **Data Presentation** for presentations of the collected data and **Data Analysis** for the discussion and interpretation of the findings. The results will be illustrated by tables and different types of graphs as figures. The data were collected when the respondents of two groups, that is, 62 Grade 12 learners (GR12Ls) and 13 Life Orientation Educators (LOEs) completed two types of questionnaires. The GR12Ls questionnaire composed of mostly quantitative type of questions, while LOEs consisted of mostly qualitative type of questions. The data collected helped the researcher to answer the main question, which is: What is the impact of Career Guidance (CG) for Career Choice in the secondary schools of Sepitsi Circuit?

The data were collected in the secondary schools of Sepitsi Circuit in Lebowakgomo District of Education under Limpopo Provincial Education Department. Sepitsi Circuit is one of the nine (9) Circuits, namely Lepelle, Lebopo, Lebowakgomo, Magatle, Mogodumo, Moletlane, Mphahlele and Nokotlou. Sepitsi Circuit is composed of fifteen (15) public primary schools, one (1) Independent Combined School and twelve (12) public secondary schools.

The sample was taken from all twelve (12) secondary schools of Sepitsi Circuit as per Table 4.1 on the next page.

Table 4.1: Selected Sepitsi Secondary Schools2014

EMIS	DISTRICT	CIRCUIT	NAME	PHASE	SECTOR	EDUCATORS ON DB	LEARNERS ON DB	DATE APPROVED
923260093	LEBOWAKGOMO	SEPITSI	CHUEUEKGOLO	SEC	PUBLIC	19	501	24/03/2014
923260130	LEBOWAKGOMO	SEPITSI	DINAO	SEC	PUBLIC	24	627	24/03/2014
923260307	LEBOWAKGOMO	SEPITSI	KGWADIAMOLEKE	SEC	PUBLIC	11	282	25/03/2014
923260789	LEBOWAKGOMO	SEPITSI	MOGALATJANE MPHAHLELE	SEC	PUBLIC	4	63	25/03/2014
923261058	LEBOWAKGOMO	SEPITSI	PHAUWE	SEC	PUBLIC	11	246	25/03/2014
923261812	LEBOWAKGOMO	SEPITSI	REKHUTJITJE	SEC	PUBLIC	11	286	25/03/2014

Source: Circuit Management - South African School Management System (SA-SAMS) 2014

Table 4.2: Sampled Sepitsi Circuit Secondary Schools 2014 Profile

No	School Name	Gr 12 Enrolment	LO Educators	School Management Team	Matric Pass %		
					2013	2012	2011
1	Chueuekgolo	55	4	4	92	91	87
2	Dinao	67	5	5	89	96	79
3	Kgwadiamoleke	58	3	3	47	52	59
4	Mogalatjane Mphahlele	10	1	3	39	25	25
5	Phauwe	39	4	3	42	26	60
6	Rekhutjitje	46	3	3	63	65	70
	Total	**275**	**20**	**21**			

Source: Compilation by researcher from various sources

Table 4.2 above reveals the added profiles of selected schools, where the respondents were drawn from. It means out of 12 secondary schools as population of study, 50% of the schools were targeted to be representative enough for reliable and valid research results due to uniform characters of population of the study.

Table 4.3: Sepitsi Circuit Matric Results

YEAR	PASS %	% DECREASE/ INCREASE
2013	69	10
2012	59	7
2011	66	Unknown
AVERAGE	**65**	

Source: Circuit Management 2014

Table 4.3 above depicts the Grade 12 pass percentages of three (3) years, i.e. from 2011 to 2013, which were fluctuating (from 2011, it was 66%, the drop by 7% to 59% in 2012, then increased by 10% to 69% in 2013).

4.2 DATA PRESENTATION

The data presented will includes, research sample, overview of the respondents, demographics of respondents, answering of questions and conclusion. This section will be divided into two main categories of respondents which will be GR12L respondents and LOE respondents.

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4.2.1 DATA PRESENTATION FROM GR12L RESPONDENT QUESTIONNAIRES

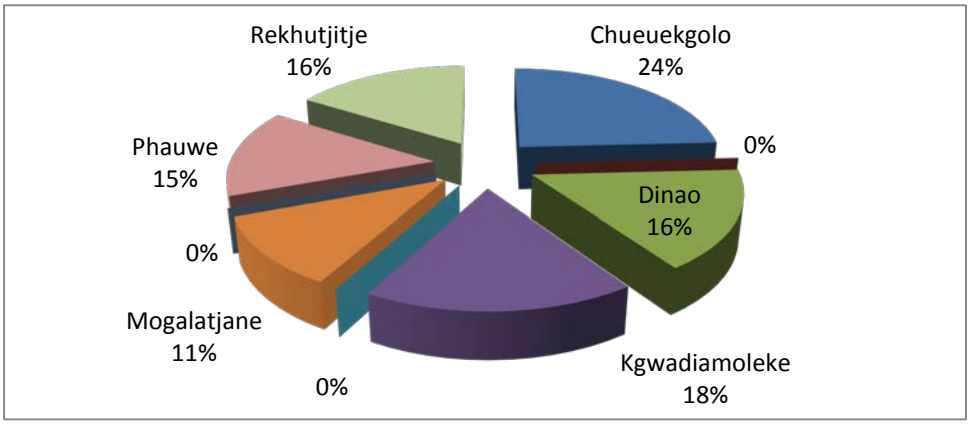
4.2.1.1 Research Population

The research population was 275 GR12Ls from selected schools as outlined by Table 4.2. The total research sample will be 295. The GR12Ls make 62 respondents, which is 22, 5% of the research sample (275 GR12Ls from sampled schools), but 12, 4% of the total GR12Ls population (502 GR12Ls from all Sepitsi Secondary Schools).

4.2.1.2 Overview of the Respondents

The GR12L respondents used their own questionnaire, which mostly collected quantitative data as the results are mostly determined statistically.

Figure 4.1: Breakdown of GR12Ls respondents per selected school



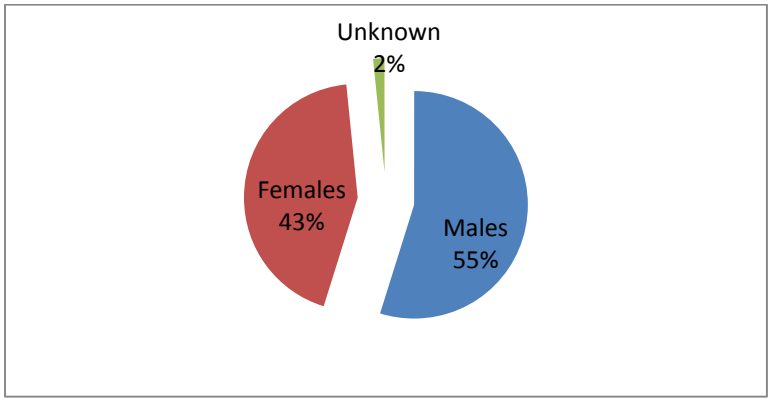
The number of learner participants is shown in percentages for all the 6 selected schools as illustrated in Figure 4.1 above. The percentages indicate the number of learner respondents from each school out of total of 62. The more the percentage on pie the more the learners participated.

4.2.1.3 Demographic Information

In this section the respondents required to give information about themselves in respect of Gender, Age, Matric Status and Subject Stream Choice.

4.2.1.3.1 What is your gender?

Figure 4.2: The gender of respondents



For GR12Ls, the gender as illustrated in Figure 4.2 shows that 2% (N=1) of the respondents did not indicate gender, 55% (N=34) were males and 43% (N=27) were females.

4.2.1.3. 2 What is your age?

Figure 4.3: Age ranges of respondents

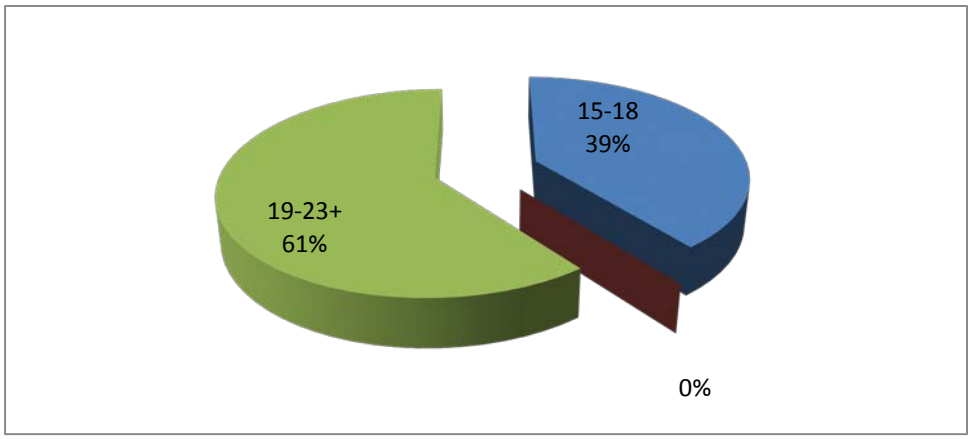
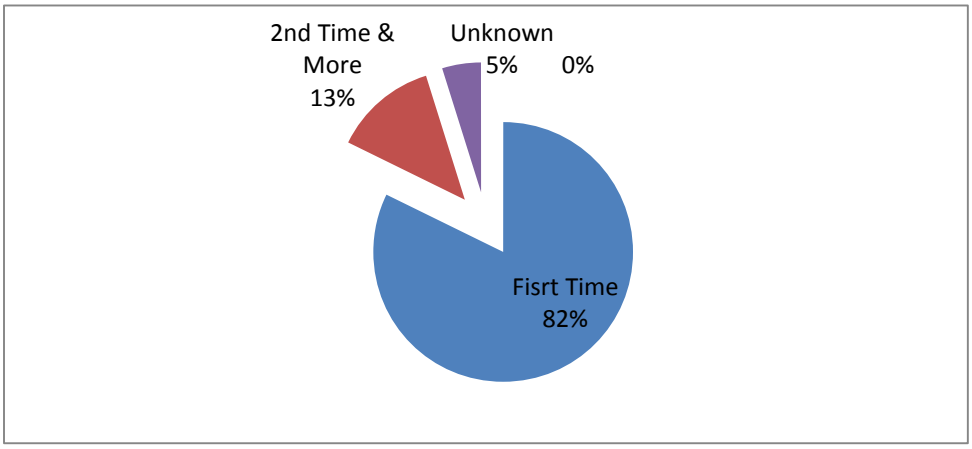


Figure 4.3 illustrates the ages of learners which are into two ranges: 15-18 obtained 39% and 19-23+ obtained 61%.

4.2.1.3. 3 Matric status

Figure 4.4: Matric status of respondents



Matric Status of GR12Ls referred to number of years in a matric class, and Figure 4.4 illustrates that 5% did not indicate, 13% indicated that they were repeaters of first time more, and 82% were non-repeaters.

4.2.1.3. 4 Subject stream choice

Figure 4.5: Subject Stream choice of respondents

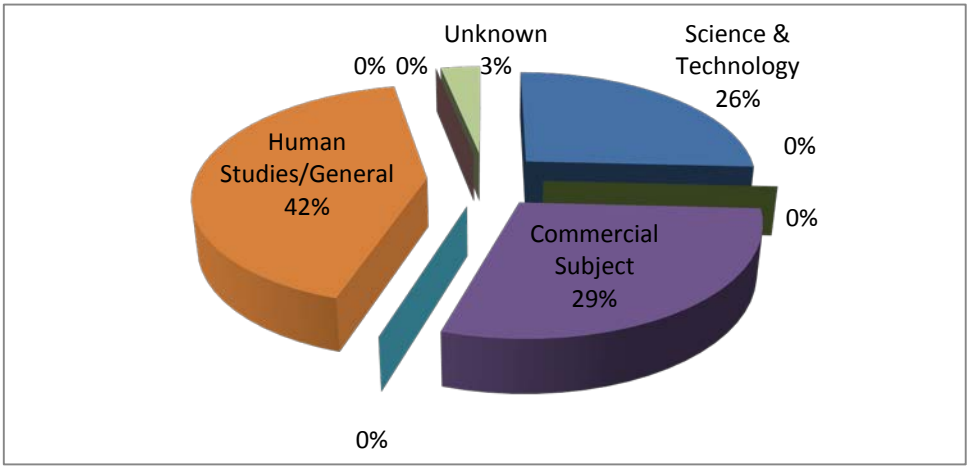


Figure 4.5 above illustrates Subject Stream Choice of GR12Ls, where 3% did not respond to the question, 26% indicates the Science and Technology Stream, and 29% indicates the Commercial Subjects and 42% are in Human Studies, which is also named General Stream.

4.2.1.4 Objective 1: To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit.

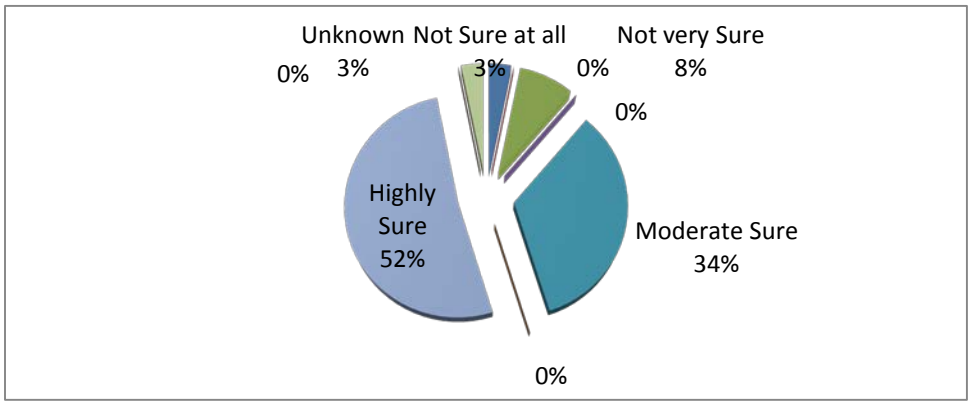
This is the analysis of self-concept challenges to individual learners; the basis of one to make a career decision is self-knowledge and the availability of career information. The objective will be accomplished by the responses from two types of related questions whose categories will follow.

4.2.1.4.1 On category one questions which are the analysis of self-concept challenges to individual learner, the following ten (5) questions want to assess how well an individual learner understands himself/herself and his/her needs, which will ultimately help to guide to a career which will be easily attainable. The four (4) choices of analysis of self-concept are: Not Sure At All, Not Very Sure, Moderate Sure and Highly Sure.

4.2.1.4.1.1 Question 3.1.1. Main career goal knowledge

Respondents were requested to choose from four possible factual answers which suit them most, i.e. whether they know what they want to achieve in a long term as their career goal. It is indicated in Figure 4.6 on the next page that about 52% of all GR12Ls are highly sure that they know their career goal, followed by 34% of moderately sure and the remaining two share 11% while the unknown counted to 3%.

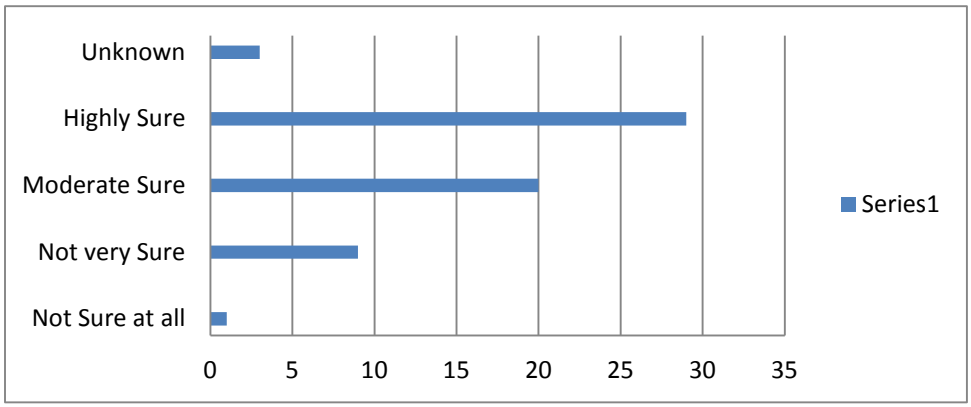
Figure 4.6: Main career goal knowledge



4.2.1.4.1.2 Question 3.1.2. Your gifts and talents (qualities you were born with)

Respondents were requested to disclose whether they knew their natural abilities which are "God-given" which would also influence the choice of career. GR12Ls' responses are outlined by Figure 4.7 below where many respondents are highly sure and the least are not sure at all.

Figure 4.7: Own gifts and talents knowledge



4.2.1.4.1.3 Question 3.1.3. Your personality traits and type (conventional, realistic, investigative, artistic, social and enterprising).

The participants have to understand their "God-given" personalities which will help to refine their future careers in a specialized manner. Illustration is done below through Figure 4.8 for all GR12Ls responses where the highest percentage are those in average and the lowest percentage are those who are not totally not sure. At least half of the respondents could understand their personality traits.

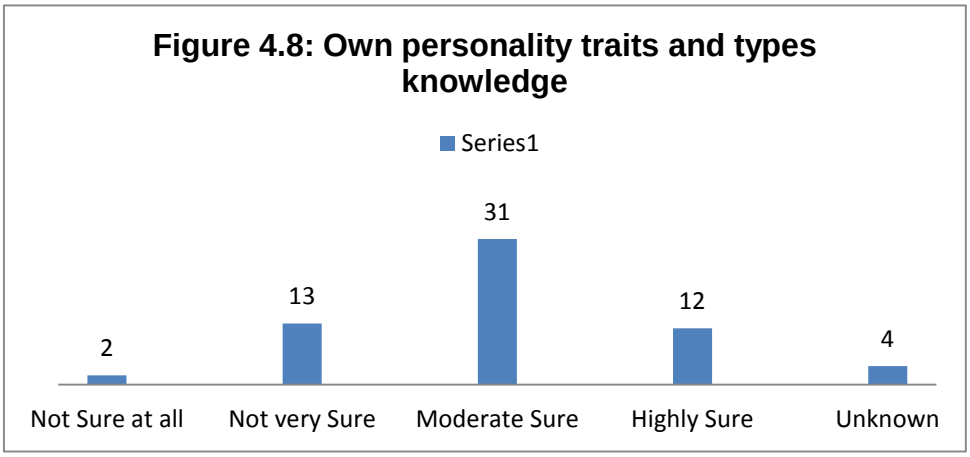
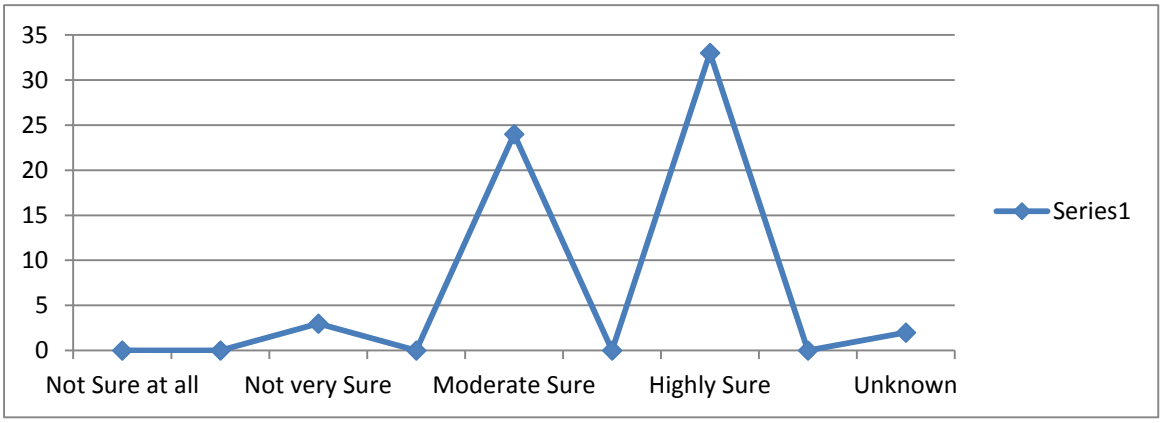


Figure 4.8: Own personality traits and types knowledge

4.2.1.4.1.4 Question 3.1.4. Your strengths (things you are good with).

Respondents are assessed on knowledge of their strong points as this will motivate learners to direct their desire to what they appreciate with by self and other people. Illustrations of GR12Ls' responses are indicated on the next page by Figure 4.9 for all participants, where highly sure respondents are the highest; the not sure and not sure at all are both the lowest at zero level.

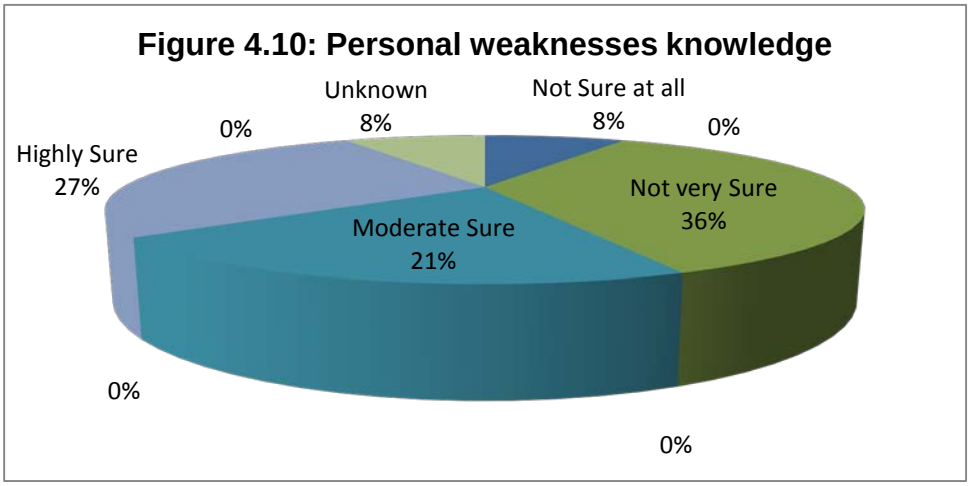
Figure 4.9: Own strengths knowledge



4.2.1.4.1.5 Question 3.1.5. Your weaknesses (things you are not good with).

GR12L respondents are requested to reveal their individual incapabilities which could be improved. It is also important for a learner to find his/her weak points because any person has such type of characters. Figure 4.10 below indicates percentages of all GR12L respondents, where most of the learners (36%) are totally not sure of their weak points and the least being 8%, which represents those who are not sure at all.

Figure 4.10: Personal weaknesses knowledge



4.2.1.4.2 On category two of assessing challenges in Career Guidance (CG) information for eliciting characters to help in informed career decision making.

Category two could be done by check listing the availability of career information related challenges, .i.e. determine whether the information flown into the schools is enough to influence the processes of individuals to develop the career choice focus. The responses will be given by means of YES/NO answer.

4.2.1.4.2.1 Question 3.2.1: We have enough CG facilities in our school (career information Centre, Internet, books, magazines, CDs/DVDs, newsletters, newspapers)

Respondents need to be honest enough about indicating whether the facilities or resources are available in their schools. Figure 4.11 below is for all learners' responses which is 49/62 (79%) for NO and 13/62 (21%) for YES. It is obvious that learners realized that the resources are not enough for CG infrastructure.

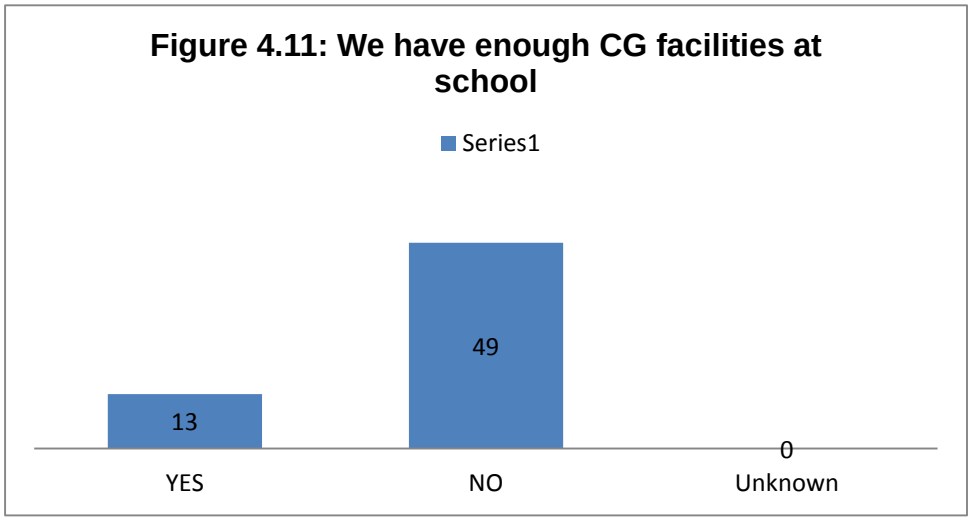
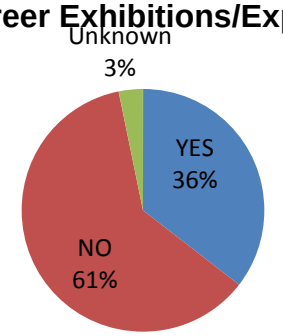


Figure 4.11: We have enough CG facilities at school

4.2.1.4.2.2 Question 3.2.2: Most of us have funds to attend career exhibitions/expo's/fares

GR12L participants are responding on the issue of availability of funds to attend career activities out of school premises. All learners' responses are portrayed by Figure 4.12 below and 36% of respondents affirm; 61% being negative and 3% spoilt questionnaires.

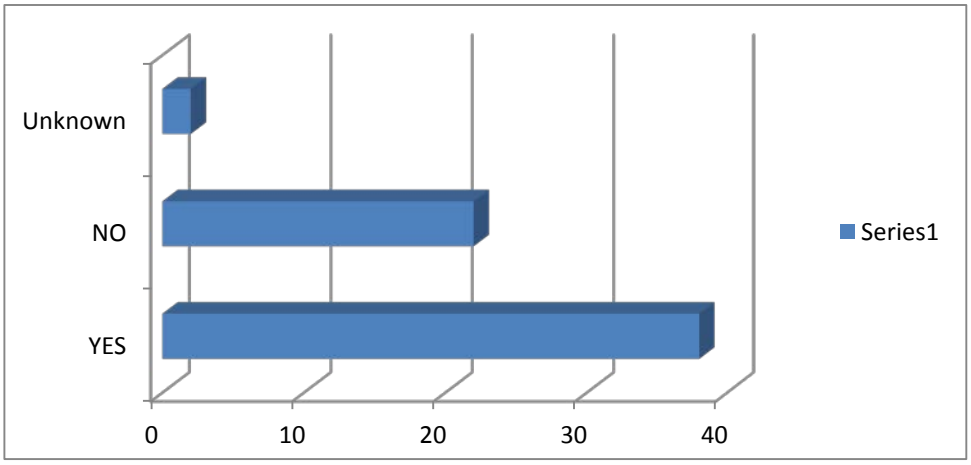
Figure 4.12: Most of us have funds to attend Career Exhibitions/Expos



4.2.1.4.2.3 Question 3.2.3: Everyone takes CG seriously at school (subject educators and school management team)

Participants are requested to indicate whether CG is taken seriously at school by all stakeholders by answering YES/NO. Responses are indicated by Figure 4.13 on the next page and all GR12Ls 38/62 affirm the statement; 22/62 negate and 2/62 are spoilt questionnaires.

Figure 4.13: Everyone takes Career Guidance seriously at school

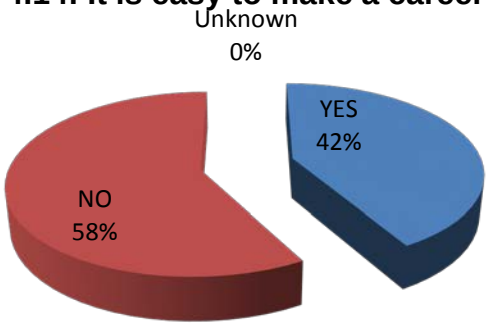


4.2.1.4.2.4 Question 3.2.4: It is easy to make a career choice

GR12L respondents need to be assessed on the level of simplicity, probability on making a career decision by providing straight responses of YES/NO.

Below are all learners' responses illustrated by Figure 4.14 which shows that 42% answer with a YES and 58% answer with a NO.

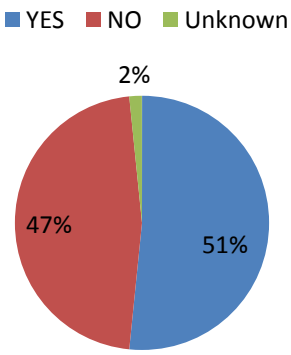
Figure 4.14: It is easy to make a career choice



4.2.1.4.2.5 Question 3.2.5: We experienced a good network for career awareness with other partners (Circuit Psychologist; TVET Colleges; Universities; Business World; Working Parents; Former Learners and other community stakeholders).

GR12L participants are to give feedback whether they get involved with other interested parties to make a fruitful relationship for the nourishment of making informed career options. Figure 4.15 below illustrates all learners' responses where 51% affirm the statement; 47% negate and 2% are spoilt questionnaires.

Figure 4.15: We experienced a good network for Career Awareness with other partners



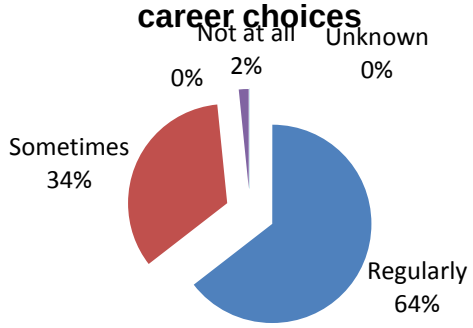
4.2.1.5 Objective 2: To assess the level of efficiency of Career Guidance (CG) teaching and how it can impact on career awareness of learners.

GR12L participants will indicate how often information about careers is shared within the school environment with their LOEs, Subject Educators, among learners themselves, and even organizing of school career related events. The levels of efficiency will be: Not at all; Sometimes and Regularly.

4.2.1.5.1 Question 4.1: LO Educator talks about careers and career choices.

Respondents need to have an analytic eye which to make them think how often LOE talks about careers in the class. Responses of all GR12Ls are illustrated by Figure 4.16 below with variables ranges from the highest 64% to the lowest 2%.

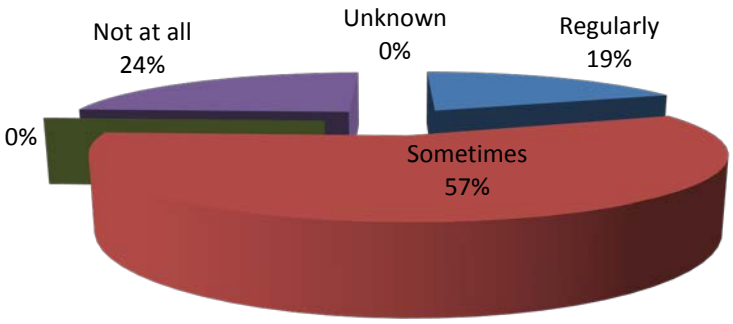
Figure 4.16: LO Educator talks about careers and career choices



4.2.1.5.2 Question 4.2: Career Orientation Talk Day (COTD) in a class every month

GR12L participants are asked to reveal their knowledge about how often they talk about careers in a class on a monthly basis. The responses of all learners are illustrated by Figure 4.17 on the next page which shows that 57% of the respondents chose sometimes; 24% not at all and regularly 19%.

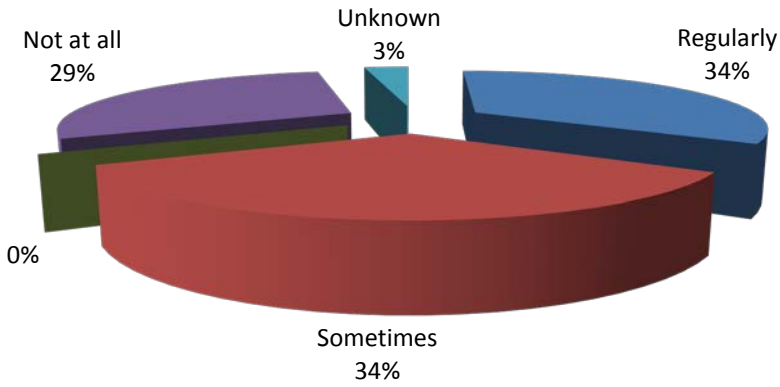
Figure 4.17: COTD in a class every month



4.2.1.5.3 Question 4.3: Whole School Career Orientation Day (WSCOD) in school yearly

Participants are requested to give evidence on whether the school is able to organize WSCOD at least once in a year. Below are the illustrations of GR12L respondents in Figure 4.18 which depicts 34% on two variables and 24% on the average one.

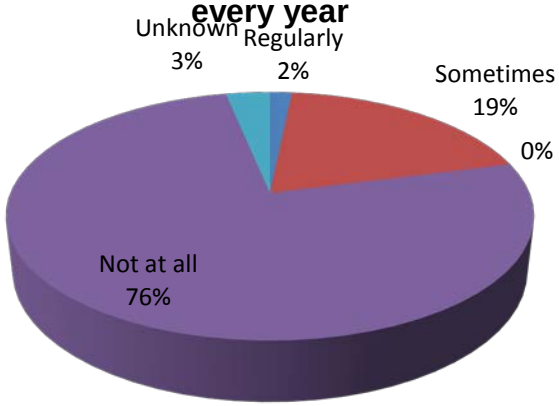
Figure 4.18: Whole school career orientation day in a school yearly



4.2.1.5.4. Question 4.4: School organizes female learners to attend Take A Girl Child To Work every year.

All GR12Ls as participants were requested to give their views on how often the school organizes female learners to Take A Girl Child To Work programme. Results of all respondents are depicted in Figure 4.19 below where the highest percentage is 76 and the lowest is 2.

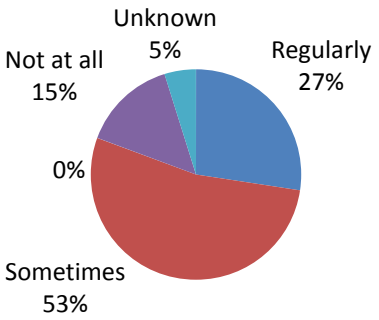
Figure 4.19: School organizes a girl child to work every year



4.2.1.5.5 Question 4.5: Subject Educators (except LOEs) link what you learn with relevant Careers.

Respondents are requested to record how often other subject educators link relevant careers to their subject matter. Responses of all GR12Ls are illustrated in Figure 4.20 on the next page, where 53% is the highest and 15% the lowest except the unknown variable which is 5%.

Figure 4.20: Subject Educators (except loes) link what you learn with relevant careers



4.2.1.6 Objective 3: To provide inputs to guidelines in improving the management and implementation of Career Guidance (CG) in Sepitsi Circuit.

GR12L respondents will express their feelings about the offering of career guidance (CG) for career choices by writing their own inputs to add value to CG programme, to enhance future guides for reliable career choices exercise.

4.2.1.6.1 Question 5.1: For career choices, I think career guidance should also cover the following topics (Themes).

Respondents were asked to propose topics which must be added to curriculum of CG or be well-discussed to open doors for learners to be able to make career options without difficulties. The topics suggested by GR12L respondents are on Table 4.4 on the next page with the number of respondents and percentages from maximum 69% to minimum 3% as illustrated.

Table 4.4: Topics covered by CG

CG TOPICS TO BE COVERED	FEMALES	MALES	TOTAL	%
Outlining Tertiary Education in full such as Gr 11 (N-Score)& Gr 12 (M-Score) for admission requirements; study fields & courses duration; applying mode; fees structures for Colleges & Universities; career opportunities; financial assistance and accommodation	23	20	43	69
Job Practical Exposure (JPE) to learn about ever-changing world of work; job shadowing; job opportunities; scarce & critical skills; abundant skills; part-time jobs during school holidays; unpack every career; career exhibitions and job incentives.	6	13	19	31
Organized Career Guidance Programme in Schools	6		14	23
Capacity of certain skills (subject choice & grouping; choosing career & relevant institution; applying for admission & bursaries and completing forms	6	6	12	19
Career Motivational Talks (how to overcome challenges; know your SWOT-Analysis and career planning processes	3	3	6	10
Computer Literacy with internet connections in Schools	2	0	2	3

4.2.1.6.2 Question 5.2: I think in CG the following topics (themes) are insufficient for correct career decision making (specify).

GR12L participants are requested to identify themes which are not sufficient enough to influence relevant choice of career. Topics with insufficient information are tabled on the next page, Table 4.5, as suggested by GR12Ls from 19% higher responses to 6% lower responses of insufficient information variables.

Table 4.5: Topics insufficient for correct career decision making

INSUFFICIENT TOPICS	FEMALES	MALES	TOTAL	%
Unveiling of ever-changing world of work (historical background; aligning skills to economy; list of new job opportunities; scarce & critical skills; abundant skills; unpack every career & subjects needed)	5	7	12	19
Outlining Tertiary Education in full such as Gr 11 (N-Score) & Gr 12 (M-Score) for admission requirements; study fields & course duration; applying mode; fees structures for Colleges & Universities; career opportunities; financial assistance and accommodation.	6	3	9	15
Career Motivational Talks (how to overcome challenges; know your SWOT-Analysis and career planning processes.	3	5	8	13
No enough information about careers in Career Exhibition/Expos.	3	4	7	11
Internet access.	3	0	4	6

4.2.1.6.3 Question 5.3: Name career information sources you mostly rely on (specify).

Participants were asked to list any career information sources they rely on in most cases for them to be well-informed. Table 4.6 on the next page illustrates information given by all GR12L respondents from 53% to 2% in each variables of reliable career information.

Table 4.6: Career information sources you mostly rely on

RELIABLE CAREER INFORMATION SOURCES	FEMALES	MALES	TOTAL	%
Use of personal cellphones for internet	15	18	33	53
Universities & Colleges' prospectuses	9	11	20	32
Career Exhibitions	5	6	11	18
Educators	4	7	11	18
Print media (Newspapers & magazines)	8	3	11	18
Electronic media (Television)	2	4	6	10
Prescribed and additional textbooks	4	0	4	6
My family & relatives	0	1	1	2
Motivational speakers	0	1	1	2

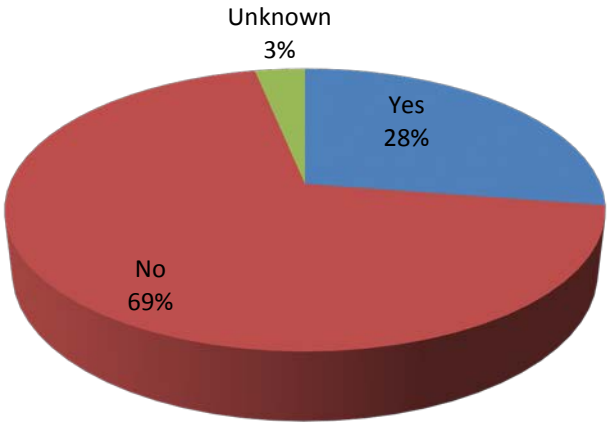
4.2.1.7 Objective 4: To examine approaches used in ensuring that Career Guidance (CG) is effective in secondary schools.

Respondents are requested to answer the question in an honest manner and substantiate on their selected answer. This objective aimed at assessing other alternatives, be attractive approach to hold learners' interest so that they could develop love in CG matters to reach the ultimate goal of ensuring the effectiveness in career decision making processes.

4.2.1.7.1 Question 6.1: Do your school have internet connection? YES/NO

The internet connection asked must be the one which helps the learners to develop their careers.GR12Ls responses are illustrated by Figure 4.21 below where almost 69% of respondents answered that there was no internet connection; 28% answered that it is available and 3% do not know.

Figure 4.21: Do your school have internet connection?



4.2.1.7.2 Question 6.2. Substantiation 1: If Yes, write type of career information you access:

Participants who answered “Yes” to internet connection mentioned that it helped to access the following career information according to Table 4.7 on the next page, with variables from 42% to 8%.

Table 4.7: Career Information accessed through Internet

CAREER INFORMATION ACCESSED THROUGH INTERNET	FEMALES	MALES	TOTAL	%
Irrelevant answers	3	2	5/12	42
Knowledge of various careers	0	4	4/12	33
Bursary forms	0	2	2/12	17
University forms	0	1	1/12	8
TOTAL	3	9	12/12	100

4.2.1.7.3 Question 6.3. Substantiation 2: If No, how do you usually access current career information?

Respondents who answered “No” to Internet connection at school mentioned that they had various sources of accessing career information as illustrated in Table 4.8 below.

Table 4.8: Sources to access current career information

SOURCES TO ACCESS CURRENT CAREER INFORMATION	FEMALES	MALES	TOTAL	%
Internet on personal cellphone	13	14	27/45	60
In class (Educators & Textbooks)	5	3	8/45	18
Career Exhibitions/Expos	2	2	4/45	9
Colleges & Universities	1	3	4/45	9
Internet cafe	0	4	4/45	9
Both electronic and print media (newspapers & TV channels)	3	2	5/45	8
Relatives & friends	1	1	2/45	5
From neighbouring schools	2	0	2/45	5

4.2.2. DATA PRESENTATION FROM LOE RESPONDENT QUESTIONNAIRES

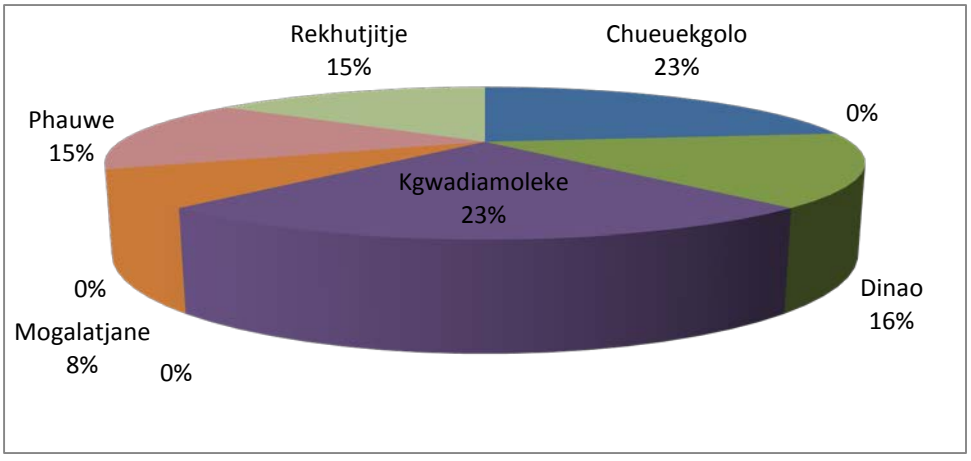
4.2.2.1 Research Population

The research population was 20 LOEs from selected schools as outlined by Table 4.2. The LOEs make 13 respondents, which is 65% of the research sample (20 LOEs from sampled schools), but 36% of the total LOEs population (36 LOEs from all Sepitsi Secondary Schools). The total respondents of the research sample were 25, 4% (75/295) while the total respondents of the population of study were 13, 9% (75/538). Therefore according to all the above numbers, the collected data are highly representative. All the respondents were randomly selected.

4.2.2.2 Overview of the Respondents

The LOE respondents used their own questionnaire, but collected qualitative data in most cases as most questions demand their feeling or opinions.

Figure 4.22: Breakdown of LOEs respondents per selected School



The number of LOE participants in percentages from 6 selected schools illustrated in Figure 4.22 above. The percentages indicate the number of LOE respondents from

each school out of total of 13. The more the percentage on pie the more the educators participated.

4.2.2.3 Demographic Information

In this section the respondents required to give information about themselves in respect of Gender, Highest Qualification, Number of Years in the Teaching Profession and Qualification in LO and Career Guidance as required.

4.2.2.3.1 What is your gender?

Figure 4.23: Gender of LOEs

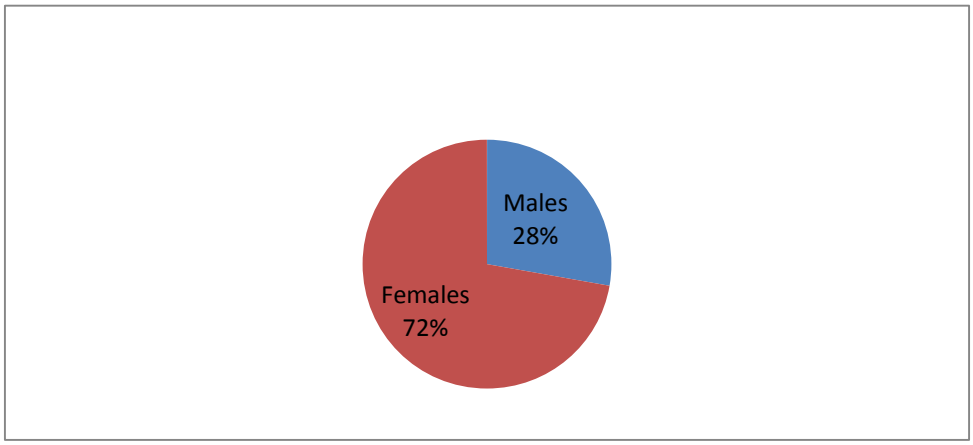
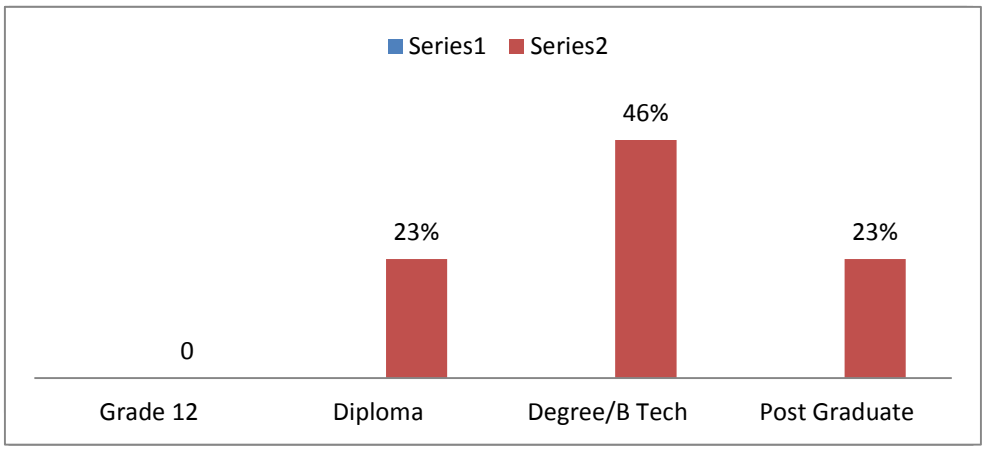


Figure 4.23 reveals that the number of LOE female respondents is more than that of male respondents by 44% from 72% (N=9) of females to 28% (N=4) of males.

4.2.2.3.2. What is the highest level of education that you have completed?

Figure 4.24: Highest level of education of LOEs



On Level of Education of LOEs, as depicted by Figure 4.24 they all have tertiary education, i.e. equal number of both undergraduate and postgraduate with 23% respondents in each, the highest is 46%, which is the average Level of Qualification (Degree or B Tech), and 8% of the respondents did not indicate their responses.

4.2.2.3.3 Number of years working as an educator

Figure 4.25: Number of years working as an Educator

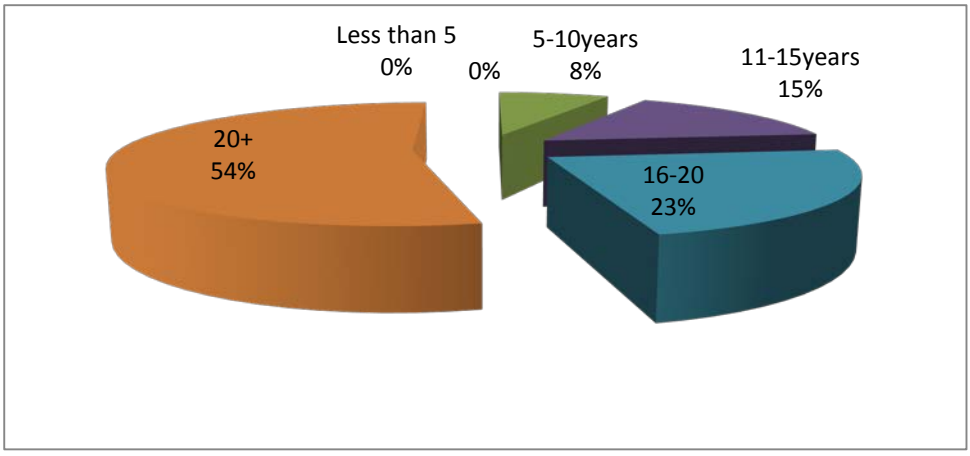


Figure 4.25 above indicates that most of the educators (54%) have more than 20 years in the teaching field, 23% have from 16-20 years, 15% from 11-15 years and 8% from 5-10 years.

4.2.2.3.4 Do you have any qualifications in the teaching of Life Orientation and Career Guidance?

Figure 4.26: Number of LOEs who hold a qualification in LO and Career Guidance

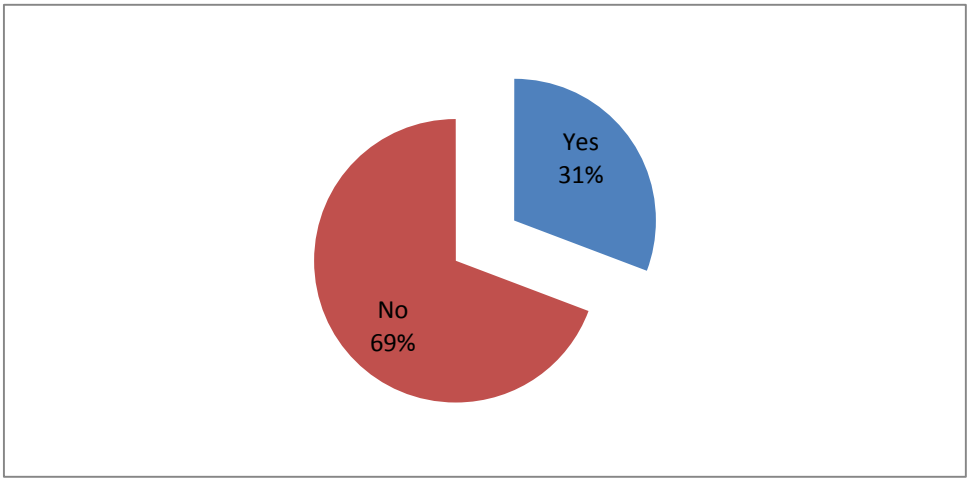


Figure 4.26 outlines Number of LOEs who hold a Qualification in LO and Career Guidance of which 69% do not have qualifications and only 31% qualify to offer the subject.

4.2.2.4 Objective 1: To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit.

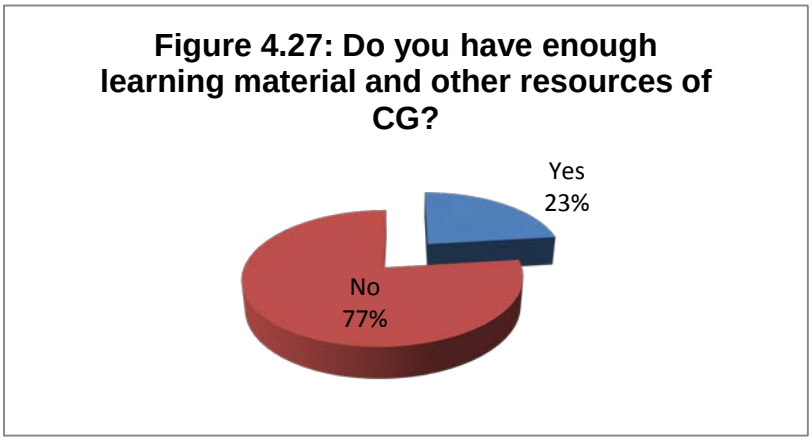
LOE respondents will be assessing the challenges related to CG which could lead to a good Career Choice processes with the Circuit by responding to five (5) questions that follow and one (3.2) with two (2) substantiations. Each question will be outlined.

4.2.2.4.1 Question 3.1: Do you have enough learning material and other resources for Career Guidance information? Yes/ No

The respondents were requested to respond whether they had learning materials and other resources to ensure that CG has overwhelming information which will open learners' possibilities to choose careers without hurdles. Table 4.9 and Figure 4.27 below give responses in percentages to indicate the fraction which affirms.

Table 4.9: LOEs responses for enough learning material and other resources for CG information

ANSWERS	MALES	%	FEMALES	%	TOTAL M+F	TOTAL %
YES	2/5	40	1/8	13	3	23
NO	3/5	60	7/8	87	10	77
TOTAL	5	100	8	100	13	100



Supplement Table 4.9 above

4.2.2.4.2 Question 3.2. Substantiation 1: If Yes, specify any difficulties in using those available resources.

No difficulties in using of available resources were mentioned.

4.2.2.4.3 Question 3.3. Substantiation 2: If No, specify any action you take to get more.

Figure 4.10 below will outline the action taken by LOEs to get more CG resources for the smooth running of the programme ranging from 31% to 8% of respondents of variables.

Table 4.10: Actions taken to get more resources

ACTION YOU TAKE TO GET MORE RESOURCES	MALES	FEMALE	TOTAL	%
Advocacy by Higher Learning Institutions and other Government Departments	1	4	4	31
Making copies	1	2	3	23
Attending Career Exhibitions/ Fairs/ Expos	1	2	3	23
Usage of social media	0	2	2	15
Requested study material from other government departments	1	0	1	8

4.2.2.4.4 Question 3.4: What are the difficulties in organizing career guidance related trips to Career Exhibitions, Colleges and Universities Open Days, Career Fairs, Take a Girl Child to Work, etc.

LOEs were requested to mention any challenges they faced in organizing CG related trips to explore more on future career issues so as to understand which careers they need to choose for enjoyment of working years. Table 4.11 on the next page illustrates all the difficulties listed by LOEs to indicate their concern as LOEs in the implementation

of the success of CG offerings ranging from 77% high number of respondents in one variable to 8% low of other variable.

Table 4.11: The difficulties in organizing career guidance related trips

DIFFICULTIES IN ORGANIZING CAREER GUIDANCE TRIPS	MALES	FEMALE	TOTAL	%
Lack of financial support due to poor family background	5	5	10	77
Late notification	0	3	3	23
Lack of financial support due to child-headed families	0	1	1	8
Parents do not approve such trips	0	1	1	8
Venues not accessible, therefore need for a neutral local venue	1	0	1	8
Irrelevancy in answering	0	0	0	0
Non-responses	0	0	0	0

4.2.2.4.5 Question 3.5: What are the challenges in stakeholder involvement to career choice issues?

Respondents were requested to outline the challenges they faced in the effective participation of other stakeholders in ensuring that they opened their hearts to accommodate school learners to get motivated, which would make them realize their purpose as potential employees specializing in various fields of work. On the next page is Table 4.12 which illustrates the identified challenges to realize the level of sensitivity.

Table 4.12: The challenges in stakeholder involvement to career choice issues

CHALLENGES IN STAKEHOLDERS' INVOLVEMENT	MALES	FEMALE	TOTAL	TOTAL %
Other Subject Educators do not co-operate	0	2	2	15
Irrelevancy in answering	2	0	2	15
Principals do not fully support CG	0	1	1	8
SGB are not conversant with the role played by CG in the Education of our children	0	1	1	8
Parents are not supportive	1	0	1	8
No mentoring from outside, e.g. no Educational/Career Psychologists visiting schools	0	1	1	8
No communication between career exhibitions organizers as most of the time their dates coincided.	0	1	1	8
Non-responses	2	3	5	38

4.2.2.4.6 Question 3.6: What suggestions can you make to overcome all the challenges mentioned above?

LOE respondents were asked to develop some strategies to remedy the challenges mentioned in Table 4.13. This is to test the level of commitment born in the hearts of LOEs. Table 4.13 on the next page listed the suggestions made by some of the committed LOEs in order to solve the existing problems realized in the offering of CG for its efficiency.

Table 4.13: Suggestions made to overcome all the challenges mentioned in Table 4.12

SUGGESTIONS TO OVERCOME MENTIONED CHALLENGES	MALES	FEMALE	TOTAL	TOTAL %
More CG workshops for educators and parents	1	3	4	31
Schools must subsidize learners' CG trips	1	0	2	15
Tertiary institutions must send their marketing teams to the rural schools	0	2	2	15
Have nearby Career Centres	2	0	2	15
Invitations and information of CG workshops and exhibitions must be in time.	0	1	1	8
Irrelevancy in answering	1	0	1	8
CG co-coordinators need to communicate to avoid clash of events	0	1	1	8

4.2.2.5 Objective 2: To assess the level of efficiency of Career Guidance (CG) teaching and how it can impact on career awareness of learners.

Respondents were requested to look in detail how efficient CG could instill love of career debates among the learners as a good way of career awareness that would influence them to choose relevant careers of their own. Variants of questions will be asked in a closed and open manner to give LOE respondents to also give their views by elaborating on YES/NO answers.

4.2.2.5.1 Question 4.1. Do you think time allocated to CG in LO per week is enough? YES/NO

LOEs responded by means of YES/NO indicating whether the time given to CG in LO in a week was sufficient for CG offerings. Table 4.14 below summarizes the YES/NO responses by given percentages. Reasons are given on Substantiation 1 while suggestions of correct time allocation are given on Substantiation 2 on the next page.

Table 4.14: Is time allocated to CG in LO per week is enough?

ANSWERS	MALES	%	FEMALES	%	TOTAL M+F	TOTAL %
YES	3/5	60	2/8	25	5/13	38
NO	2/5	40	6/8	75	8/13	62
TOTAL	5	100	8	100	13	100

4.2.2.5.2 Question 4.2. Substantiation 1: If No, provide reason/s for your answer.

All males (100%) suggested the need for more time while females made 83% on this variable and the reasons are only two.

Reason one which took 86% of all the respondents is that the other time of LO is taken by physical activities. Reason two, which is only 14% of all respondents, is that CG must be allocated a big stake over all LO programmes as it is the pillar of all other programmes.

4.2.2.5.3 Question 4.3. Substantiation 2: What do you think could be the appropriate time?

Appropriate time was well suggested by at most 63% of the respondents, while 37% of the respondents were irrelevant. Three-fifths (3/5) of 63% suggested appropriate time to

be 4 hours per week, one-fifth (1/5) of 63% suggested 3 hours per week and the last one-fifth (1/5) of 63% suggested 5 hours per week.

4.2.2.5.4 Question 4.4: Are you organizing one day in a year for Whole School Career Orientation Day (WSCOD)? YES/NO

LOE respondents were asked to respond by YES/NO whether their schools are able to organize WSCD once in a year, where the school community will be engaged in CG related matters the whole day as career choice awareness.

Firstly, on the next page are responses which are given in the form of YES/NO percentages as tabulated in Table 4.15, then follows Substantiation 1where LOEs are supposed to give evidence by specifying the impact of the event in learners' career choice processes. In Substantiation 2 the LOEs must give reasons for not providing that opportunity of WSCOD.

Table 4.15: LOEs organize a day in a year for Whole School Career Orientation Day (WSCOD)

ANSWERS	MALES	%	FEMALES	%	TOTAL M+F	TOTAL %
YES	0/5	0	2/8	25	2/13	15
NO	5/5	100	6/8	75	11/13	85
TOTAL	5	100	8	100	13	100

4.2.2.5.5 Question 4.5. Substantiation 1: If Yes, how does it help your learners in relation with career choice?

Forty percent of the respondents mentioned that WSCOD will help to open learners' eyes to realize what to do after matric and even to make learners to meet different lecturers.

4.2.2.5.6 Question 4.6. Substantiation 2: If No, why?

Reasons in equal percentages given by the male component which is 45% of the total NO respondents are: it was done 10 years ago; it requires time; and lack of facilities.

Reasons given in different percentages by the female component which is 55% of the total NO respondents are: 50% didn't think of it; one-third (33%) mentioned that they did not have time to organize such a day as they are overloaded with other subjects; and 17% mentioned lack of information about the event.

4.2.2.5.7 Question 4.7: Do you often invite or accept requests to come to your institution by Higher Education institutions in the name of CG? YES/NO

Respondents were asked whether they invited Institutions of Higher Education (IHE) in their schools or accept requests from those institutions to come, or invitations from IHE for schools to attend Career Open Days (CODs).Table 4.16 below illustrates the responses of both male and female respondents in separate and united form. The respondents explained how often they invited or accepted invitations, and gave reasons for not inviting and accepting invitations on substantiation 1 & 2 that follow Table 4.16.

Table 4.16: Invitation or acceptance of requests to come to a school by Higher Education institutions in the name of CG.

ANSWERS	MALES	%	FEMALES	%	TOTAL M+F	TOTAL %
YES	3/5	60	4/8	50	7/13	54
NO	2//5	40	4/8	50	6/13	46
TOTAL	5	100	8	100	13	100

4.2.2.5.8 Question 4.8. Substantiation 1: If Yes, how many times per annum on average?

The first 43% indicated that it happened twice per annum, and the other 43% stated once per annum, while the remaining 14% indicated 4 times per annum as their averages.

4.2.2.5.9 Question 4.9 Substantiation 2: If No, why not invite or accept?

Only two reasons with equal percentages were mentioned: some OSEs of other subjects thought it would disturb curricular delivery and some principals saw CG visits to schools as a waste of time. The other half of respondents gave irrelevant answers.

4.2.2 6 Objective 3: To provide inputs to guidelines in improving the management and implementation of CG in Sepitsi Circuit.

Respondents were requested to suggest contributions they can make in the guidelines for ensuring that CG is given the necessary attention to improve the management and

implementation in the development of its programme of action throughout Sepitsi Circuit.

4.2.2.6.1 Question 5.1: Suggest your inputs in guidelines for improving the management and implementation of Career Guidance in South Africa at all levels of education:

LOE respondents were given opportunity to provide inputs to all levels of education in South Africa to improve the management and implementation of CG in all secondary schools.

Table 4.17 on the next two pages embraces all the results in percentages from all LOEs who participated as indicators to improve the system in accommodating the management and implementation of CG from the school level to the national level of the Department of Basic Education (DOB).

Each level of education has its own inputs as suggestions given by the LOE respondents to help in building the improvement of each level. LOE respondents are a portion in Sepitsi Circuit but those contributions made could influence the revise of CG policies which could help the Department of Basic to make informed decisions in the management and implementation of CG.

Table 4.17: Inputs in improving the management and implementation of CG

LEVELS	INPUTS IN IMPROVING THE MANAGEMENT AND IMPLEMENTATION OF CG	MALES	FEMALES	TOTAL	TOTAL %
School Level	CG be a learning area (subject)	0	3	3	23
	In-service training for all LOEs	0	2	2	15
	Learners given CG workbooks like other subjects.	1	0	1	8
	Allocation of funds for CG like other school activities	1	0	1	8
	LOEs specialize, not overloaded with other subjects	0	1	1	8
	CG portfolios for learners designed for career assessment	0	1	1	8
	CG not undermined in any Grade	1	0	1	8
	Emphasis on subject choice	1	0	1	8
Circuit Level	Organizes LOEs' CG workshops	1	2	3	23
	Draft CG activities for the whole year	0	1	1	8
	CG Curriculum Advisors be appointed	0	1	1	8
	Invites Colleges and Universities to schools	0	1	1	8
	Make follow-ups for CG interventions	0	1	1	8
District Level	Develops CG guidelines and monitoring tool for Circuits	2	1	3	23
	Appointments of Curriculum Advisors to implement CG at school level	0	2	2	15
	Gives Circuits permission to draft CG year programmes	0	1	1	8
	Distributes CG brochures, pamphlets and any other relevant material to school through Circuits	0	1	1	8
	Provides CG portfolios for all learners from Grade 8 to 12	0	1	1	8

Provincial Level	Ensure monitoring of Districts to implement CG	1	2	3	23
	Provides financial support	2	1	3	23
	Organizes inter-provincial seminars, workshops, exhibitions, etc.	0	2	2	15
	Ensures that CG workbooks, manuals and portfolios are delivered in time	0	1	1	8
National Level	Sets plans and policies of CG	0	2	2	15
	Approves CG to be a subject from Grade 8	1	0	1	8
	Helps to involve other partners (Municipalities, etc.) on CG matters	1	0	1	8
	Provide with more CG equipment such as computers for Internet	0	1	1	8
	Allocation of budget for CG	0	1	1	8
	Advises tertiary institutions to make partnerships with schools	0	1	1	8
Spoilt	Irrelevancy and no responses	1	1	2	15

4.2.2.6.2 Question 5.2: Do you think CG is well managed and implemented? YES/NO

Respondents were asked to give their feelings about the management and implementation of CG. The findings are illustrated by means of YES/NO in Table 4.18 on the next page, together with elaborations through substantiation 1 and substantiation 2 that follow.

Table 4.18: Is CG well managed and implemented?

ANSWERS	MALES	%	FEMALES	%	TOTAL M+F	TOTAL %
YES	0/5	0	2/8	25	2/13	15
NO	4//5	80	6/8	75	10/13	77
UNKNOWN	1/5	20	0/8	0	1/13	8
TOTAL	5	100	8	100	13	100

4.2.2 6.3 Question 5.3. Substantiation 1: If Yes, please specify

Only the female respondents elaborated and chose YES. However, they failed to specify and this shows that they did not understood the question or they were not honest enough.

4.2.2.6.4 Question 5.4. Substantiation 2: If No, please indicate four (4) factors that can help the Circuit Management to improve their management and implementation of CG in Sepitsi Circuit.

The inputs were diverse but not enough as most of the respondents gave only one input as follows:

- CG sessions are given compulsory attendance by the schools.
- Provision of finances for CG section.
- Professional people must pay visits to schools as from Grade 7.
- Circuit to organize three sessions per annum nearer to schools and invite colleges and universities.
- Development of CG component at all levels to co-ordinate all CG activities.
- Ensure that there are more workshops for LOEs.

- Appointment of Circuit CG Curriculum Advisors.
- Parents/Guardians and SGBs be workshopped about their roles in CG issues.
- Policy on parents' involvement be in place.
- It must be compulsory for all learners to be given bursaries.

4.2.2.7 Objective 4: To examine approaches used in ensuring that CG is effective in secondary schools to enhance career choice processes of the learners.

LOE respondents were requested to assess the strategies employed in making sure that the impact of CG in the secondary schools bears fruits in the process when learners make career choice decisions. Five different but related questions that follow will be instrumental in ensuring that this objective be achieved without doubt.

4.2.2.7.1 Question 6.1: Does your school have internet connection? YES/NO

Table 4.19 below will illustrate the responses which are indicated in the form of YES% and the NO% to internet connection but further fully expatiates accordingly through Substantiation 1 & 2.

Table 4.19: Does the school have internet connection or not?

ANSWERS	MALES	%	FEMALES	%	TOTAL M+F	TOTAL %
YES	1/5	20	1/8	13	2/13	15
NO	3/5	60	7/8	87	10/13	77
UNKNOWN	1/5	20	0/8	0	1/13	8
TOTAL	5	100	8	100	13	100

4.2.2.7.2 Question 6.2. Substantiation 1: If Yes, write type of career information you access:

Those who responded YES, which is 15%, were requested to mention the type of career information they accessed through the Internet as evidence that they had accessed it. The respondents mentioned the following type of career information: information about certain careers, Colleges and Universities' Open Days and Career Exhibitions.

4.2.2.7.3 Question 6.3. Substantiation 2: If No, how do you usually access current career information

LOE respondents who did not have internet connection in schools, which made 77%, outlined the sources of career information in Table 4.20 on the next page as their schools were not yet connected to the internet, which is available for all Educators.

Table 4.20: Sources of current career information

SOURCES OF CURRENT CAREER INFORMATION	MALES	FEMALES	TOTAL	TOTAL %
Own cellphones through Google	1	2	3	30
Career exhibitions	1	1	2	20
Career brochures from government departments	0	2	2	20
Print media: newspapers	0	1	1	10
Electronic media: Television	0	1	1	10
Prospectuses from tertiary institutions	0	1	1	10
Internet cafe	0	1	1	10
TOTAL	2	9	11	110

4.2.2.7.4 Question 6.4: Is CG embraced in your school policy? YES/NO

Respondents were asked whether CG matters were part of their school policy so that it could be given the necessary attention. The findings are illustrated in Table 4.21 below.

Table 4.21: Whether CG is embraced in school policy

ANSWERS	MALES	%	FEMALES	%	TOTAL M+F	TOTAL %
YES	0/5	0	2/8	25	2/13	15
NO	4/5	80	6/8	75	10/13	77
UNKNOWN	1/5	20	0/8	0	1/13	8
TOTAL	5	100	8	100	13	100

4.2.2.7.5 Question 6.5. Substantiation 1: If Yes, how is it embraced in your school policy?

Only irrelevant answers were stated and therefore the choice of YES is not fair enough to be taken as the true reflection of the respondents.

4.2.2.7.6 Question 6.6. Substantiation 2: If No, how can you make it to be embraced in your school policy?

Respondents provide answers on how they can influence the school management to ensure that CG is embraced in the school policy as per responses in Table 4.22 on the next page.

Table 4.22: Suggestions to embrace CG in the school policy

SUGGESTIONS TO EMBRACE CG IN A SCHOOL POLICY	MALES	FEMALES	TOTAL	TOTAL %
Negotiate with Principal sand SGBs to have CG guidelines on school policy	1	5	6	46
Give CG more time in a timetable	1	3	4	31
Every Educator must be advised to link careers related to his/her subject	2	1	3	23

4.2.2.7.7 Question 6.7: Do you have any relationship with former learners (alumni)? YES/NO

LOE respondents needed to be honest enough to disclose by answering YES/NO to show whether they had undying relationship with their former learners to enhance the principles of alumni. The responses are outlined on Table 4.23 on the next page and further expatiated in substantiation 1 & 2 that follow.

Table 4.23: Any tracking down (relationship with them) of former learners (alumni)?

ANSWERS	MALES	%	FEMALES	%	TOTAL M+F	TOTAL %
YES	1/5	20	2/8	25	2/13	23
NO	3/5	60	5/8	63	8/13	62
UNKNOWN	1/5	20	1/8	12	2/13	15
TOTAL	5	100	8	100	13	100

4.2.2.7.8 Question 6.8. Substantiation 1: If Yes, how does it benefit current learners in terms of CG?

Out of 23% respondents, 8% were male and 15% female, and all their supporting statements were irrelevant. The other input just repeated the question statement; it did not even touch the how part of the question.

4.2.2.7.9 Question 6.9. Substantiation 2: If No, why?

Sixty-two percent of the respondents did not give reasons for not communicating with their former learners. Almost half of them gave irrelevant answers. They gave reasons like: '*no thought of it'*, which is 67% females and 33% males; *'scattered and no records at school'*, which took 13% of NO respondents; and '*their contacts not updated'*, which also counted 13% of the respondents.

4.3 CONCLUSION FOR PRESENTATION OF RESULTS

In this chapter all the questions from two types of questionnaires were answered by the respondents who gave their views and feelings according to their understanding of the questions. The researcher summarized them by means of graphs, tables and explanations. The results presented will be the basis of discussions and interpretations by the researcher as the processes of data analysis as main question 4.3 and that the findings will be the driving force for the summary, conclusion and recommendations in Chapter 5.

4.3 DATA ANALYSIS

This section is for discussion and interpretation of the research presentation results. The results from two questionnaires will be analyzed in relation to the main aim of the research. Also, the results of the collected data will be linked to the literature review to ensure that the analysis is done within the context of the research questions.

4.3.1 DATA ANALYSIS FOR GR12L RESPONDENTS

4.3.1.1. Demographic of Respondents

Out of 62 participants, only one participant, which is 2%, did not indicate gender from 43% females and 55% males. Most of the GR12L respondents' ages are at the range of 19-23+ which is 61% and the least are at the age range of 15-18 which is 39%.

It was 5% unknown for Matric Status, 13% repeaters and 82% first timers. In Subject Stream Choice there was 3% unknown and still most of learners enrolled for Human/General studies (42%), Commercial subjects stood at 29% and Science and Technology at 26%. It is a norm that in any subject choice distribution, Science and Technology always has a small slice when the country is in need of highly qualified scientists, technicians, maths and science educators, nurses and medical practitioners as suggested by Bromfield et al. (2013) who write: "South Africa has a skills crisis because there is a shortage of skills in many fields, especially in Science, Technology, Engineering and the trades". Bromfield *et al*. (2013) further emphasize that unemployment remains high because learners leave school without the necessary competencies and skills to meet employers' requirements and fill the skills gaps in the South African economy. This shows how sometimes learners are ignorant. The researcher instructed the learners to check whether the questionnaires were fully completed but at least only one did not comply.

4.3.1.2 Objective 1: To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit.

This is the analysis of self-concept challenges to individual learners as in every individual learner, the basis of one to make a career decision is self-knowledge on category one and the interpretations of category, two which is assessing challenges in Career Guidance (CG) information for eliciting characters to help in informed career decision making.

4.3.1.2.1 On category one questioning, which is the analysis of self-concept challenges to individual learner

The analysis of five (5) questions to assess how well an individual learner understands himself/herself and his/her needs, which will ultimately help to guide him/her to a career which will be easily attainable.

4.3.1.2.1.1 Question 3.1.1. Main career goal knowledge

Respondents were requested to choose from four possible factual answers which suit them most, i.e. whether they know what they want to achieve in the long term as their career goal. As indicated in Figure 4.6, about 52% of all GR12Ls are highly sure that they know their career goal, followed by 34% of moderately sure and the remaining two shares 11% while the unknown counted to 3%.

To the opinion of the researcher, 52% of straight sure of learners who are career goal oriented is unreasonable for a Grade 12 class which is the final class of secondary level and especially at the end of the academic year, this implies learners will proceed to tertiary level without knowing what field of study they are going to enrol in and that nearly half (48%) may not have applied for 2015 to further their studies and it means that walk-in-applications in tertiary institutions is still a norm and it is emphasized by ETDP SETA (2012) when it states, “Many learners don’t have a clue about what to study after they finish school. Unfortunately, the lack of career guidance at school is the

main reason for many learners being put off studying. It is also the reason why so many university students drop-out as they realize halfway through their studies that they're in the wrong field". This question seems to be the engine of all other questions and the driving force to elicit learners' career vision.

4.3.1.2.1.2 Question 3.1.2: Your gifts and talents (qualities you were born with)

Figure 4.7 illustrated that only 44% of learners are Highly Sure and 32% are Moderately Sure. The researcher's opinion is that the trend of self-knowledge decreases from time to time lowering the chances of relevant career options.

4.3.1.2.1.3 Question 3.1.3: Your personality traits and type (conventional, realistic, investigative, artistic, social and enterprising)

The findings as illustrated in Figure 4.8 for all GR12Ls depicts that Highly Sure in this variable decreased drastically as compared to all preceding variables, while Moderately Sure is almost 50% (31/62) and others are low. .

The researcher's view is that personality traits are not such visible variables, especially in the environment where the ground is not conducive to accommodate real career guidance.

4.3.1.2.1.4 Question 3.1.4: Your strengths (things you are good with)

According to Figure 4.9 most of the learners know what they are good at but closer to those who is Moderately Sure. With the notion of the researcher, sometimes people will agree that human beings of the same gender are likely to think alike.

4.3.1.2.1.5 Question 3.1.5: Your weaknesses (things you are not good with)

Figure 4.10 illustrated the findings about all GR12Ls who responded and it shows that most of the learners are Not Very Sure (36%) about their weaknesses and followed by Highly Sure (27%) which nearly shared the same margin with Moderately Sure.

The opinion of the researcher is that this variable is one of those crucial variables which will determine the importance of self-knowledge in a process of career decision making and as long as high percentage of GR12Ls do not realize that they need to improve in their personal capacity. This means there is still a lot of work to be done to ensure that CG is lively in schools.

4.3.1.2.2 On category two of assessing challenges in Career Guidance (CG) information for eliciting characters to help in informed career decision making.

This could be done by analyzing the check listing results of the availability of career information related challenges, i.e. determine whether the information flown into the schools is enough to influence the processes of individuals to develop the career choice focus.

4.3.1.2.2.1 Question 3.2.1: We have enough CG facilities in our school (career information centre, internet, books, magazines, CDs/DVDs, newsletters, newspapers)

The findings as per Figure 4.11 illustrated for all GR12L respondents registered 49/62 (79%) for not enough facilities against 13/62 (21%) for enough facilities, showing a huge difference of 36%.

The researcher has two (2) valid reasons to take the NO of all GR12Ls.

1. In some of the same schools learners give different answers.
2. All schools have same characters of facilities.

4.3.1.2.2.2 Question 3.2.2: Most of us have funds to attend career exhibitions/expos/fairs

Figure 4.12 illustrates findings of all GR12Ls, of which 61% indicated that most of them are unable to attend. For the general outcome of the variables, the researcher's opinion is that parents/guardians do not take CG matters seriously as the money paid for most local trips is too reasonable to be a barrier for attendance.

4.3.1.2.2.3 Question 3.2.3: Everyone takes CG seriously at school (subject educators and school management team)

According to Figure 4.13 of all GR12Ls almost 38/62 (61%) agreed that CG is taken seriously and 22/62 (35%) said the opposite. It is the opinion of the researcher that the outcome of this variable will be determined by the outcome of the individual stakeholders on the coming questions.

4.3.1.2.2.4 Question 3.2.4: It is easy to make a career choice.

Figure 4.14 show that most learners have difficulties in making career choice as 58% of them accepted that it is not easy to make a career choice. This question is the mirror of other questions because if other questions are not affirming the positive level of knowledge and participation, ultimately probability of difficulty in making career decision will be high.

4.3.1.2.2.5 Question 3.2.5: We experienced a good network for career awareness with other partners (Circuit Psychologist; TVET Colleges; Universities; Business World; Working Parents; Former Learners and other community stakeholders)

Figure 4.15 illustrates the findings recorded as 51% and 47% for affirmation and negative responses respectively. The researcher is of the opinion that the network is not good enough to bear a good productive relationship which will enhance learners' career decision making processes.

4.3.1.3 Objective 2: To assess the level of efficiency of Career Guidance (CG) teaching and how it impact on career awareness of learners.

The analysis will based on GR12L participants who indicated how often information about careers was shared within the school environment with their LOEs, Subject Educators, among learners themselves, and even organizing of school career related events.

4.3.1.3.1 Question 4.1: LO Educator talks about careers and career choices

According to Figure 4.16 only 64% agree that it happens many times and 34% said sometimes. The remarks of the researcher are that LOEs are not doing enough to instill the love for careers in classes.

4.3.1.3.2 Question 4.2: Career Orientation Talk Day (COTD) in a class every month

According to Figure 4.17 most of the learners (57%) disclosed that is done sometimes, 24% said not at all and 19% chose regularly. In the remarks of the researcher the argument is less because if *Not at all* is above 18%, this shows that most of the schools do not practice the activity as that percentage is duly distributed in most of the schools. The confusion could be misconception.

4.3.1.3.3 Question 4.3: Whole School Career Orientation Day (WSCOD) in a school yearly

The findings are summarized by Figure 4.18 of all GR12Ls, which shows a tie (34% all) on Regularly and Sometimes and a slight difference with Not at all (29%). The researcher commented that nearly all the schools could not organize WSCOD yearly because the event needs at least qualified LO-CG Educators to handle and mobilize key role players to embrace CG events.

4.3.1.3.4 Question 4.4: School organizes female learners to attend Take a Girl Child to Work every year.

From Figure 4.19 almost 75% did not hear about it at all and only a few did. The researcher's opinion is that due to lack of information from the LOEs, most of the learners heard take a Girl Child to Work for the first time when completing the questionnaires.

4.3.1.3.5 Question 4.5: Subject Educators (excluding LO) link what you learn with relevant Careers.

As per Figure 4.20 most of the learners at 53% believe that they integrate subject matter with careers *sometimes* and only 27% recorded that they have done so *regularly*, while 15% recorded *Not at all.* It gives the researcher the notion that only around a quarter of OSEs cares about sharing career matters.

4.3.1.4 Objective 3: To provide inputs to guidelines in improving the management and implementation of Career Guidance (CG) in Sepitsi Circuit.

The GR12L respondents on their responses about the time frame allocated for CG in respect of career choices will be fully analyzed.

4.3.1.4.1 Question 5.1: For career choices, I think career guidance should also cover the following topics (Themes): (specify)

The findings as illustrated in Table 4.4 are interpreted as follows:

- Most of the learners up to 69% need Tertiary Education to be outlined in full in concepts such as Gr 11 (N-Score); Gr 12 (M-Score) for admission requirements; study fields and course duration; applying mode; fees structures for Colleges and Universities; career opportunities; financial assistance and accommodation.
- Almost 31% of the learners need JPE to learn about the ever-changing world of work; involved in job shadowing; be aware of job opportunities, abundant, scarce and critical skills; do part-time jobs during school holidays; unpack every career; attend career exhibitions and knowledge about job incentives.
- Twenty-three percent of learners proposed that schools must have Organized Career Guidance Programme (OCGP).
- Nineteen percent of the learners suggested that they needed to be capacitated on certain skills namely, subject choice and grouping;

choosing career and relevant institutions; applying for admission and bursaries and completion of forms.

- Career Motivational Talks and Computer Literacy have the least suggested number as they recorded 10% and 3% respectively.

In the opinion of the researcher, most of content proposed by learners form part of their curriculum from Grade 8 to Grade 12, but the problem is that most of the LOEs are unable to make it talk as according to Figure 4.10 only 31% of LOEs hold a qualification in LO and Career Guidance.

4.3.1.4 2 Question 5.2: I think in CG the following topics (themes) are insufficient for correct career decision making (specify).

The findings are illustrated in Table 4.5 as follows:

- Nineteen percent suggested that the unveiling of ever-changing world of work (WoW) must touch issues such as, historical background of WoW including current situation and prediction of the future; aligning of skills to economy; list of new job opportunities; identification of abundant, scarce and critical skills; unpacking of every career and subjects needed.
- Fifteen percent of learners gave their inputs that Tertiary Education outline was not full on matters such as Gr 11 (N-Score)and Gr 12 (M-Score) for admission requirements; study fields and courses duration; applying mode; fees structures for Colleges and Universities; career opportunities; financial assistance and accommodation.
- Thirteen percent think that Career Motivational Talks (how to overcome challenges; know your SWOT-Analysis and career planning processes) are insufficient.
- Only 11% and 6% think that there is no enough information about careers in Career Exhibition/Expos and no internet access at schools respectively.

According to the researcher's remarks, most of the insufficient themes are those that needed to be covered by CG in Table 4.4. It means these topics need more attention to solve the problem of career choice.

4.3.1.4.3 Question 5.3: Name career information sources you mostly rely on

The findings are illustrated on Table 4.6 and interpreted as follows:

- About 53% of learners confirm to using own personal cellphones for internet.
- Almost 32% of learners rely on universities and colleges' prospectuses.
- Those who are using print media (Newspapers and magazines); getting information from educators and relying on information from Career Exhibitions each get 18% of learners.
- Ten percent of learners mentioned electronic media (Television) as their reliable source.
- The low fractions of GR12Ls are 6% and 2% for those relying only on prescribed and additional textbooks and others on family, relatives and motivational speakers respectively.

In the opinion of the researcher, the 53% of learners claiming to use personal cellphones Internet connection is doubtful because the way these learners are uninformed about CG matters warranted evidence.

4.3.1.5 Objective 4: To examine approaches used in ensuring that Career Guidance (CG) is effective in secondary schools.

The analysis of this objective aimed to assesses how the respondents are honest in responding to the questions and how well they are acquainted with information communication technology's (ICT) language.

4.3.1.5.1 Question 6.1: Do your school have internet connection? YES/NO

Figure 4.26 illustrates responses from all GR12 participants of which 69% indicated that there was no internet in their school, while 28% indicated that there was internet connection available and the other 3% is those did not make a choice. The researcher does not affirm the above findings as there was a contradiction of learner responses from several same schools. The fact of the matter may be that all schools in the circuit

do not have Internet connection as the confusion may be that all schools are supposed to have desktop computer, a laptop for SA-SAMS, printer and photocopier, so in the view of learners who are illiterate on Information Communication Technology (ICT) matters, when they see a laptop or any computer they think the Internet is connected. Even if the school may be Internet connected, the fact of the matter is whether that facility helps learners in career orientation.

4.3.1.5.2 Question 6.2. Substantiation 1: If Yes, write the type of career information you access:

Participants who said there was Internet connection mentioned that it helped them access the following career information according to Table 4.7:

- Out of 28% said that there was Internet connection in the circuit; 42% gave irrelevant answers, while 33% claimed that they accessed information about various careers.
- Seventeen percent of Internet connection positive respondents mentioned access of bursary forms, while 8% claimed to access to university forms.

In the opinion of the researcher, the substantiation gave the impression that the learners did not know the meaning of Internet connection as the highest, 42%, of those who agreed had no relevant answers. The other percentages were a matter of guess work.

4.3.1.5.3 Question 6.3. Substantiation 2: If No, how do you usually access current career information?

Respondents who did not affirm the internet connection at school mentioned that they had various sources of accessing career information as illustrated in Table 4.8:

- These percentages are in accord with the information given from individual learners. Some learners gave more than one input as they were not instructed “one learner, one answer”. From 69% of no Internet connection about 60% of learner participants mentioned that they accessed information through the Internet on personal cellphones, while18% mentioned in the class (educators and textbooks).

- Three types of sources which are listed 9% each are, Career Exhibitions/Expos; Internet cafe and tertiary Institutions.
- Both electronic and print media (newspapers and TV channels) are listed by 8% of respondents and 5% rely on relatives and friends.

The researcher thinks that all the learners were honest because they were able to substantiate.

4.3.2 DATA ANALYSIS FOR LOE RESPONDENTS

4.3.2.1 Demographic of Respondents

The sample of Educators was made from Life Orientation Educators (LOEs), being the one who are involved in the offering of CG and who have the knowledge on the dynamics of career choices. According to Figure 4.23 of LO Educators' Gender, it shows the gender distribution of 13 LOEs, which is composed of 72% females and 28% males. This is a serious difference in percentages as only a small fraction of males are trusted to offer LO for CG in schools.

In Highest Level of Education, most of the Educators fall under Degree/B Tech by 46% and only 23% has first level of qualifications and the same percentage at the postgraduate level. It shows that most of the Educators are unable to further their studies; nevertheless CG needs Educators who always update knowledge and information as the world of work is ever-changing. Most of the Educators have a long service of 20+ years (54%), but a big portion of these Educators do not have a qualification in LO & CG (69%), that is why most of the Educators are not conversant with CG concepts.

4.3.2.2 Objective 1: To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit.

The analysis of LOE respondents assessed the challenges related to CG which could lead to a good Career Choice processes within a Circuit.

4.3.2.2.1 Question 3.1 Do you have enough learning material and other resources for Career Guidance information?

The findings of Table 4.9 supported by Figure 4.27 indicated that 23% of total respondents were positive and 77% were negative. The researcher is highly convinced that the schools in the Circuit are not well-equipped to facilitate a conducive environment for the success of CG learning.

4.3.2.2.2 Question 3.2. Substantiation 1: If Yes, specify any difficulties in using those available resources.

Twenty-three percent of LOEs did not mention any difficulties in using the available resources. In the opinion of the researcher in there should not be any difficulty in using learning materials and other technological resources if for sure they are enough; therefore, this indicates that 23% of the respondents who indicated that there were enough resources were not honest enough.

4.3.2.2.3 Question 3.3. Substantiation 2: If No, specify any action you take to get more.

Table 4.10 outlines actions taken by LOEs to get more CG resources for the smooth running of the programme ranging from 31%, the highest on variable *Advocacy by Higher Learning Institutions and other Government Departments* to the lowest 8% of respondents on variable *Requested study material from other government departments.*

The researcher's view is that the actions taken are relevant and help to enhance CG information flow into the schools.

4.3.2.2.4 Question 3.4: What are the difficulties in organizing career guidance related trips to Career Exhibitions, Colleges and Universities Open Days, Career Fairs, Take a Girl Child to Work, etc.

The findings of Table 4.11 are that most (10 out of 13 which is 77%) of the LOEs give only one difficulty which is financial problems from these rural families and then at least 3 (23%) complain of late notification, while only 8% have a problem from child-headed families, parents not approving CG trips and accessibility of venues.

All these challenges are seen as lack of financial support. As long as parents and guardians do not value CG, they will either support other school trips over this one of CG. This question was fairly answered as no irrelevancy and non-responses, and the gender was also balanced.

4.3.2.2.5 Question 3.5: What are the challenges in stakeholder involvement to career choice issues?

According to the findings in Table 4.12, one specific stakeholder shows that most of the educators who are teaching other subjects are not supportive as 15% of the respondents indicated. To get 8% in other items is because 38% of respondents did not give answers and 15% gave irrelevant answers.

This also shows that most LOEs are not so serious about CG as were asked to co-operate in this matter but 38% chose not to mention challenges and 15% seemed to be irrelevant, it means 53% of the responses not making contributions, therefore it means that they do not have power to influence other stakeholders to fully take part in careers and career choices matters.

That is why almost all stakeholders are not supporting CG, including other subject educators mentioned by 15% of the respondents: school management and governance, in addition to Circuit's Career Psychological Services all mentioned by 8% of the respondents instead of zero% because these are primary stakeholders in ensuring that CG is taken seriously in all schools. This question was unfairly answered due to a high

percentage of irrelevancy and non-response which are identified from the male respondents.

4.3.2.2.6 Question 3.6: What suggestions can you make to overcome all the challenges mentioned above?

The highest response is 31% as depicted in Table 4.13 which suggests that workshops should be held for Educators, SMT and SGB members as these are the key stakeholders of the school community and if they can be well-informed about CG, learners will follow suit and other role players such as parents, Circuit, etc., will do the same. The issue of learners being subsidized and colleges and universities visiting rural schools, and that there should be local Career Centre which will be convenient for learners is supported by 15% of the respondents each.

The least percentage (8%) is given both the issue of communication of CG organizers and that one of invitation in time. It means many respondents did not complain about these two. Most of the respondents cooperated enough on this question as they all answered, except only 8% is irrelevant. This question was at least fairly answered nevertheless most gave only one input, and for gender it was squarely representative.

4.3.2.3. Objective 2: To assess the level of efficiency of CG and how it can impact on career awareness of learners.

This analyses how the respondents could, in detail, suggest indicators of efficiency of CG, which could instill love of career debates among the learners as a good way of career awareness that will influence them to choose relevant careers of their own.

4.3.2.3.1 Question 4.1. Do you think time allocated to CG in LO per week is enough?

According to the findings as illustrated in Table 4.14, the YES for enough time allocation in CG is dominated by the NO as it is 38% and 62% respectively.

The researcher thinks everyone answered this question honestly as the maximum time given to the mother subject, LO, is only two hours per week meaning only two days of one hour each as indicated in Table 21 in Chapter 1. LO, which encompasses, CG is one of those subjects given limited time even if it has five main tasks which means mathematically each task will be allocated 20% of 2 hours (120 minutes) per week, which will be 24 minutes for each task per week. It means it will be to the own discretion.

4.3.2.3.2 Question 4.2. Substantiation 1: If No, provide reason/s for your answer.

Two main reasons were given, reason one which took 86% of all the respondents is that other time of LO is taken by physical activities over CG. Reason two which is only 14% of all the respondents is that CG must be allocated a big stake over all LO programmes as it is the pillar of all the other programmes. In the opinion of the researcher, all the reasons given are relevant as in most cases LO may concentrate more on other LO programmes, maybe because they are easy to be implemented.

4.3.2.3.3 Question 4.3. Substantiation 2: What do you think could be the appropriate time?

Appropriate time was well suggested by at most 63% of respondents while 37% of respondents were too irrelevant. Three-fifth (3/5) of 63% suggested appropriate time as 4 hours per week. One-fifth (1/5) of 63% suggested 3 hours per week and the last one-fifth (1/5) of 63% suggested 5 hours per week.

The researcher think the suggested time collide with the fact that CG should be give the status of a full subject.

4.3.2.3.4 Question 4.4: Are you organizing one day in a year for Whole School Career Orientation Day (WSCOD)?

The findings presented by Figure 4.15 shows that all males (100% of male respondents) answered NO to organizing WSCOD and 75% of female respondents the same. Only a drop of 25% from the female respondents answered YES. The total percentages of both

gender made 85% respondents which shows that a large number of LOEs are not acquainted with the job description of the LO Educator.

To the opinion of the researcher as long as 85% of LOE respondents are not well acquainted with CG related concepts, it means they do not even know the job description of Career Guidance Practitioner as mentioned in Chapter 2 under **Responsibilities of the Ideal Career Guidance Practitioner (ICGP).**

4.3.2.3.5 Question 4.5. Substantiation 1: If Yes, how does it help your learners in relation with career choice?

The findings reveals that 25% YES was from two different schools and that amazed the researcher because from both institutions, the researcher realized from the results that 25% formed 40% of both schools while the remaining 60% answered NO, therefore, that made the researcher to conclude that the 40% YES respondents were not realistic enough.

These two reasons are not convincing enough for the researcher to be sure that these respondents know exactly the role of WSCD in schools. To the opinion of the researcher, most LOEs failed to understand the meaning of WSCD as they are not used to it and for illustration of Figure 4.11 which showed that 69% have of LOEs have no qualification in LO & CG and only 31% are qualified.

4.3.2.3.6 Question 4.6. Substantiation 2: If No, why?

Only one respondent did reply this question because most of the respondents were too irrelevant as they seemed not used to these concepts. The researcher viewed these on the other eye that LOEs do not have enough time on CG matters; therefore they would never be more conversant with its matters.

4.3.2.3.7 Question 4.7: Do you often invite and/or accept requests to come to your institution by Higher Education institutions in the name of CG? YES/NO

The findings of Table 4.16 as illustrated reveal that 54% of all LOE respondents accepted that they used to accept requests and sometimes invited HIs in their schools.

On gender base 60% of male respondents chose to affirm while 50% females got equal shares for affirmation and for opposition.

It has been proved by the researcher that out of 54% affirming, the problem is that not all LOEs from same school support that positive response. It means the 54% affirming is doubtful.

4.3.2.3.8 Question 4.8. Substantiation 1: If Yes, how many times per annum at average?

In the opinion of the researcher, the percentages of how often it happened varied and are also doubtful. It seems as if some of the LOE respondents were afraid to leave a space.

4.3.2.3.9 Question 4.9. Substantiation 2: If No, why not invite or accept?

The researcher viewed the reasons genuine enough to convince as the attitude of non-LOEs is in most cases negative towards LO due to the fact that those chosen to offer are not competitive enough to convince its importance in the school curriculum. To the Principals of the schools who see CG as a disturbing factor for good matric results are not free to accept or invite outsiders as they need enough time for Gr 12 learners in particular. But still LOEs incompetency is a core cause, as it is also supported by the fact that the other half of respondents gives irrelevant answers.

4.3.2.4 Objective 3: To provide inputs to guidelines in improving the management and implementation of CG in Sepitsi Circuit.

The main aim is to analyses respondents' contributions they make in the guidelines for ensuring that CG is given necessary attention to improve the management and implementation in the development of its programme of action throughout the Sepitsi Circuit.

4.3.2.4.1 Question 5.1: Suggest your inputs in guidelines for improving the management and implementation of Career Guidance in South Africa at all levels of education.

The findings as outlined in Table 4.17 are as follows:

Most of the respondents, being at 23% had inputs at:

- School level calculated once that CG be a learning area (subject).
- Circuit level calculated once on the organization of LOEs' CG workshops.
- District level calculated once on the development of CG guidelines and monitoring tool for Circuits.
- Provincial level (twice) gender balanced on both, first to ensure monitoring of Districts to implement CG, and provision of funds for CG section.

The second high respondents are 15% at the following levels:

- School level calculated once that all LOEs must be taken to CG In-service training.
- District level calculated once and be female-gender-biased on appointments of Curriculum Advisors to implement CG at school level.
- Provincial level calculated once and dominated by females on organization of inter-provincial seminars, workshops, exhibitions, etc.
- National levels calculated once on setting of plans and policies of CG.
- Irrelevancy and no responses was gender balanced and seemed to be a high percentage as this question was more detailed than the others.

The last and the lowest was 8% with many diverse inputs and found in each level as follows:

- School level: CG not undermined in any Grade; Emphasis on subject choice; Learners given CG workbooks like other subjects; Allocation of funds for CG like

other school activities; LOEs specialize, not overloaded with other Subjects; and CG portfolios for learners designed for career assessment.

- Circuit level: Draft CG activities for the whole year; CG Curriculum Advisors be appointed; Invite colleges and universities to schools; and Make follow-ups for CG interventions.
- District level: Gives Circuits permission to draft CG year programmes; Distributes CG brochures, pamphlets and any other relevant material to school through Circuits; and Provides CG portfolios for all learners from Grade 8 to 12.
- Provincial level: Ensures that CG workbooks, manuals and portfolios are delivered in time.
- National level: Helps to involve other partners (Municipalities, etc.) on CG matters; Approves CG to be a subject from Grade 8; Provide with more CG equipments such as computers for internet; and advises tertiary institutions to make partnerships with schools.

The notion of the researcher give dedication to the contributions made by LOEs, nevertheless there is 15% of spoilt questionnaires on this question; the quality of responses on this longest question is highly acknowledged and brought back the mood to put the negative attitude of most of the LOE respondents aside.

4.3.2.4.2 Question 5.2: Do you think CG is well managed and implemented?

According to the illustrations of findings in Table 4.18, 77% of the respondents (from 80% males and 75% females) thought that CG in schools is not well-managed and implemented, while only 15% admitted that is well-managed, and on the other hand 8% did not respond to the question. All males' responses negated and quarter (25%) of females affirmed.

In researcher's opinion the 77% of respondents which negated that CG is well-managed and implemented is fair enough as this is still a trend to show lack of support to CG in schools.

4.3.2.4.3 Question 5.3. Substantiation 1: If Yes, please specify

The researcher was not amazed because 15% of respondents who affirmed failed to support their chosen answer because their choice was wrong and irrational, and therefore it could be taken as null and void.

4.3.2.4.4 Question 5.4. Substantiation 2: If No, please indicate four (4) factors that can help the Circuit Management to improve their management and implementation of CG in the Sepitsi Circuit.

The diverse inputs were given by LOEs even though not enough as expected because every LOE should have provided at least four (4) contributions, but most genuine feelings were taken out. The researcher has the idea for what is needed by the LOEs.

4.3.2.5 Objective 4: To examine approaches used in ensuring that CG is effective in secondary schools to enhance career choice processes of the learners.

The analysis of LOE respondents' assessment of the strategies employed in making sure that the impact of CG in the secondary schools bear fruits in the process when learners make career choice decisions. Five different but related questions that follow were instrumental in ensuring that this analysis is achieved without doubt.

4.3.2.5.1 Question 6.1: Do your school have internet connection?

The findings as outlined in Table 4.19 indicate the total respondents' percentages of NO Internet connection as 77% corresponding with gender based responses as the percentages of NO are more than YES in each case, i.e. for males is 60% to 20% and for females is 87% to

The UNKNOWN which is from the males counted to 20% of males and 8% of the total respondents. The 15% of YES is doubtful to the researcher because it represents only

40% of the respondents from two schools while the remaining 60% of respondents chose NO. As most educators in the rural area are still computer illiterate, the moment they see computer desktop and laptop they think that these are connected to the Internet. Due to DBE computerized system (SA-SAMS) every school is forced to have a laptop to perform certain duties.

4.3.2.5.2 Question 6.2. Substantiation 1: If Yes, write type of career information you access:

As a surprise to the researcher, and questionable to the honesty of YES respondents, 50% from that 15% gave irrelevant answers and this provides evidence to the researcher that the affirmation of being Internet connected is not true.

4.3.2.5.3 Question 6.3. Substantiation 2: If No, how do you usually access current career information?

In the findings of Table 4.20, most of the respondents in balanced gender making 30% of respondents mentioned *use of their own cellphones to access Internet.* Two groups of other respondents are both 20% relying on *Career Exhibitions* and *career brochures from government department*. The remaining ones, all from the female category have 10% each and are sources such as, *internet café*, *print media: newspapers, electronic media: television,* and *prospectuses from different tertiary institutions*.

The researcher is doubtful whether honesty was adhered to in terms of listing of *internet café* and the exclusion of electronic media in the form of radio which is common in this type of society.

4.3.2.5.4 Question 6.4: Is CG embraced in your school policy?

According to the findings of Table 4.21, the dominant answer is NO with 77% respondents while the YES is female gender biased and that YES % does not have a ground because 60% of NO are from the same institution. And 8% of UNKNOWN is from the same respondents of other questions and it seems this one is not serious with CG matters.

In the researcher's opinion the YES respondents are null and void because all of the respondents are from the same institution as NO respondents.

4.3.2.5.5 Question 6.5. Substantiation 1: If Yes, how is it embraced in your school policy?

Only irrelevant answers were stated and therefore the choice of YES is not fair enough to be taken as the true reflection of the respondents. As per the view of the researcher the YES% is like no existing because the little dishonest number of respondents failed to protect their choice

4.3.2.5.6 Question 6.6. Substantiation 2: If No, how can you make it to be embraced in your school policy?

The suggestions for embracing CG in a school policy are illustrated in Table 4.22 where most of the inputs given share equal percentage being 8% due to different suggestions. Only one input is from 15% of the respondents. The problem of this question is that 37% of NO respondents were irrelevant and therefore reduces percentages of correct inputs.

4.3.2.5.7 Question 6.7: Do you have any way of tracking down (relationship with them) former learners (alumni)?

The results of Table 4.30 indicate that the non-affirmation respondent's percentage is high but reduced to 62% as compared to the two preceding questions while the affirmation respondents' percentage increased to 23 in comparison. Percentage of the UNKNOWN is 15 also increased.

It is the opinion of the researcher that the casual relationship used to be there with former learners in most schools but not an advanced one which could even lead to formal Alumni. It means most of that relationships are not in school LOE record as no follow-ups in further studies of former learners are not maintained, so the affirming 23% of respondents could be referring to that casual relationship only.

4.3.2.5.8 Question 6.8. Substantiation 1: If Yes, how does it benefit current learners in terms of CG?

The researcher is also surprised by LOEs from same institutions not responding the same, and coupled with the issue that 23% of respondents who chose that they used to track down former learners gave irrelevant supporting statement warranted that no sound relationship between LOEs and former learners existed at all.

4.3.2.5.9 Question 6.9. Substantiation 2: If No, why?

To the notion of the researcher, it seems as if they are not used to concepts, “tracking down”, and “alumni” as they all provided irrelevant responses, but according to their feelings they thought they are right.

4.3.3 MIXED OF RESPONSES/VIEWS OF RESEARCH RESULTS

Answers of Questions from two (2) Questionnaires (GR12Ls &LOEs) will be grouped and analyzed for a unison outcome.

4.3.3.1 GR12Ls and LOEs have enough CG facilities and resources in schools (career information Centre, internet, books, magazines, CDs/DVDs, newsletters, everyday newspapers)

Both GR12L &LOE respondents need to be honest enough about indicating whether CG facilities and resources are available at their schools. The findings as per Figure 4.16 illustrated for all GR12L respondents registered 49/62 (79%) for no enough facilities against 13/62 (21%) for enough facilities, while all LOEs responses outlined by Table 4.9 indicated that 23% of total respondents are positive and 77% were negative, which means the difference of two categories of respondents is only 2% and the negativity of *enough CG facilities and resources* in average for all participants is 78%.

It is only 22% of respondents emphasized the availability of *enough CG facilities and resources* in schools. In the opinion of the researcher there is no contradiction between

two categories of respondents, therefore the researcher is convinced that schools lack CG facilities and resources.

4.3.3.2. GR12Ls have funds to attend career exhibitions/expo /fairs

GR12L participants are responding on the issue of availability of funds to attend career activities out of school premises and on the other side LOEs mention this as one of the biggest challenge in organizing CG trips. Figure 4.17 illustrated findings of all GR12L participants of which 61% indicated that most of them are unable to attend while the findings of Table 4.11 of LOE respondents are that most (10 out of 13 which is 77%) of the LOEs give only one difficulty which is financial problems from this rural families. The mean (average) of the challenge of lack of funds to attend CG trips as mentioned by two categories of respondents is 69%.

According to the view of the researcher, it is evident that the challenge of lack of funds is real and there should be a strategy to ensure that even the financially needy learners should benefit from CG initiatives.

4.3.3.3. GR12L parents/guardians like other stakeholders support CG in all respects

According to Figure 4.20 which illustrates findings of all learners depicts that 51% believe that they get support from parents to other stakeholders and only 47% negate the statement. Also from the findings on LOEs' side as illustrated by Table 4.12 about challenges, they mentioned lack of support from various stakeholders including, parents and other subject educators.

As parent party is one of the key stakeholder in education, according to Figure 4.20 it only 51% of GR12L respondents were happy about CG support from other partners such as, Circuit Psychologist; TVET Colleges; Universities; Business World; Working Parents; Former Learners and other community stakeholders, therefore there is a big doubt for parents to help learners in career choice.

4.3.3.4. Whole School Career Orientation Day (WSCOD) in a school yearly

Both participants of two categories were requested to give evidence on whether the schools are able to organize WSCOD at least once in a year. The findings are summarized by both Figure 4.23 of all GR12L respondents recorded 29% and Table 4.15 of all LOE respondents recorded 85% as evidence for not organizing WSCOD. The average for both categories is 57%.

The researcher commented on the GR12L as not true reflection of their feelings because they seemed not to understand WSCOD and just chose answers to fill the gaps. The evidence is when 85% of their LOEs being fair enough that they even did not have a thought about it.

4.3.3.5. The school has internet connection

Both category respondents were requested to answer the question in an honest manner for reliable results. Figure 4.26 illustrated responses from all GR12 participants of which 69% indicated that there was no Internet in a school while the findings as outlined by Table 4.19 indicated 77% of the total LOE respondents for no Internet connection. At average for both categories of respondents 73% of respondents indicated that there was no internet connection in schools.

The researcher realized a big contradiction between respondents from same category same school and from different category same school for indicating opposite responses on this factual question which only wanted to mention whether the school has internet connection or not. Also, the researcher suspected that in rural schools as most learners and Educators are computer illiterate because when they see desktop and laptop computers, they may think they are all Internet connected as long as Internet forms part of a computer language.

4.4. SUMMARY

The Chapter gave the whole picture of the respondents' attitudes, views, feelings and understanding. The researcher experienced the behavioural aspects of the participants which helped in opening the critics towards achieving the main goal of the study. The findings are the outcome of the data collected and presented in the form of figures, tables and substantiation as LOEs' contingency questions as supported in Chapter 3 that some of the respondents will be asked contingency questions.

The data were collected through questionnaires from two categories of respondents, namely, GR12Ls, where mainly quantitative data were collected and LOEs, where mainly quantitative data were collected. Both categories were proved to be the major parties in ensuring that the study becomes successful when the main aim of the study as outlined in Chapter 1 which is to assess the impact of Career Guidance (CG) for Career Choice (CC) in the Secondary Schools of Sepitsi Circuit.

The results as presented were analyzed and interpreted when the researcher applied the skills and competencies of proving the facts.

Chapter 5, which follows, will be concluding the study findings by summarizing the preceded Chapter (Chapter 4).

CHAPTER 5

SUMMARY OF THE STUDY FINDINGS; CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The study's four (4) main objectives are informed by the topic which is the assessment of the impact of Career Guidance (CG) for Career Choice in the Secondary Schools of Sepitsi Circuit. Enough data were collected to ensure that the four (4) main objectives are satisfactorily met to enhance the success of the study.

5.2 SUMMARY OF THE STUDY FINDINGS

All sections of chapter 4 will be briefly outlined to give a comprehensive understanding of the findings of the study.

5.2.1 Demographic Information

The data were collected in all six (6) sampled schools which the respondents were divided into two categories being, GR12L Respondents and LOE Respondents, which each will be given its own attention for the distribution of results for well-outlined knowledge.

5.2.1.1 Grade 12 Learner (GR12L) Participants

5.2.1.1.1 Gender

Out of 63 respondents who were selected randomly, 34 were males, 27 were females and one was unknown as there was no tick for gender. It means most of the males were willing to participate than females as most of the schools are dominated by girls..

5.2.1.1.2 Age

There were 25 learners on age range 15-18 and 38 learners on age range 19-23+. This shows that most of the learners reach matric class a year later as the average matric learner age is 18.

5.2.1.1.3 Matric Status

There were 52 first-time learners against only 8 learners who are repeaters and 3 learners did not indicate their status. All learners were reasonably represented.

5.2.1.1.4 Subject stream choice

About 27 learners were in Human Studies which is also named General Stream, 18 learners were in the Commercial Studies, 16 learners were in the Science and Technology Studies and 2 learners did not indicate their stream. This proves clearly that learners are still running away from Mathematics and Physical Science subjects.

5.2.1.2 Life Orientation Educator (LOE) Participants

5.2.1.2.1 Gender

There were 9 females over 4 males who participated. The gap between the genders was huge meaning that LO-CG is mostly offered by women.

5.2.1.2.2 Highest Level of Education completed

The highest was 6 educators in the average Level of Qualification (Degree or B Tech), Diploma Graduates were 3, postgraduate were also 3 and 1 was unknown. It is reasonable enough as most of the educators have average qualifications.

5.2.1.2.3 Number of Years Working as Educator

The were 7 educators who have more than 20 years in the teaching field, 3 have 16-20 years of teaching, 2 have 11-15 years and 1 have 5-10 years of teaching. This is the evidence that most of the educators will be retired in 15 years to come

5.2.1.2.4 Number of LOEs hold Qualifications in LO & Career Guidance

Out of 13 Educators only 4 have the qualifications and 9 are offering LO-CG without qualifications. It means the ideology of anyone can offer it still exists.

5.2.2 General Objectives

5.2.2.1 Grade 12 Learner (GR12L) Participants

5.2.2.1.1 Objective 1: To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit.

On category one questioning which is the analysis of self-concept challenges to individual learner, only 39.4% of learners met all the variables on a high note and it means 60.6% of learners were doubtful about their self-knowledge.

On category two of assessing challenges in Career Guidance (CG) information for eliciting characters to help in informed career decision making, 48.8% of respondents concluded lack of CG information as compared to 51.2% of respondents affirming that CG information is enough.

5.2.2.1.2 Objective 2: To assess the level of efficiency of Career Guidance (CG) and how it can impact on career awareness of learners.

The CG information about careers is not often shared within the school environment on related concepts as only 29.2% affirm that that is regularly shared against 70.8% which have different doubting responses.

5.2.2.1.3 Objective 3: To provide inputs to guidelines in improving the management and implementation of Career Guidance (CG) in Sepitsi Circuit.

On expression of their feelings about the offering of career guidance (CG) for career choices, most of the learners show lack of information on basics such as applying for study spaces and bursaries; admission requirements at tertiary institutions, study and work opportunities and also emphasized that they need to have internet connection.

5.2.2.1.4 Objective 4: To examine approaches used in ensuring that CG is effective in Secondary schools to enhance career choice processes of the learners.

Sixty-nine of respondents showed that there is no internet connection in their schools which could be attractive approach to hold learners' interest so that they could develop love in CG matters.

5.2.2.2 Life Orientation Educator (LOE) Participants

5.2.2.2.1 Summary based on Objective 1

The main challenges related to CG identified were, no enough learning material and other resources for Career Guidance information and lack of financial support for learners to undertake CG related trips to adventure, and they suggested that there should be more workshops for Educators and more career adventures for learners.

5.2.2.2.2 Summary based on Objective 2

Most of the respondents felt that CG should be given the status of a subject and that all CG activities such as COTD and WSCOD will have space, and that could instill love of career debates among the learners and the entire school community This is a good way of career awareness will influence learners to choose relevant careers of their own.

5.2.2.2.3 Summary based on Objective 3

On contributions made by LOEs, more suggested that CG made a subject and be given a necessary attention from school level up to the national level. It means there should be a clear platform for CG from the national level (top) to the schools (grassroots).

5.2.2.2.4 Summary based on Objective 4

The strategies suggested to be employed in making sure that the impact of CG in the secondary schools bears fruits in the process when learners make career choice decisions are stated as, schools to have computers with Internet connection, CG to be embraced in school policies and follow-up for learners who go out of the school at any point also be prioritized.

5.3 CONCLUSIONS

5.3.1 Conclusion on Demographic Information

On GR12L respondents four variables namely, gender; age ranges; matric status and subject streams were used to inform the representativeness dynamics and were too relevant to this category of participants. On LOE respondents also four variables namely, gender; highest qualifications completed; number of years working as an Educator and number of LOEs hold a qualifications in LO and Career Guidance were used to assess the quality of Educators hired to offer CG, and also were too relevant to this category of participants.

5.3.2 Conclusion based on Objective 1

Self-knowledge is a critical component on the phenomena for an individual learner to choose the correct career based on goal envisaged; potentialities; capabilities and natural talents one portrayed. It is of utmost important to ensure that a learner is

followed right from home (in the family) to pre-school, from pre-school to primary school, then to secondary school and ultimately from secondary school to post-school institutions. The primary information about the learner will be passed and shared from one stage to another.

5.3.3 Conclusion based on Objective 2

The major problem in schools is that there is no adequate space for career information sharing as it is still even undermined by the immediate role players (LOEs, other subject educators and even SMTs) as they only target high matric pass rates. High matric pass is crisis management imposed by the national Department of Basic Education (DBE) unaware but failed to integrate CG on their strategic plans as the neutral motivating factor to increase matric pass rate percentage and studying further in post matric.

5.3.4 Conclusion based on Objective 3

With both categories of respondents, the findings show that in secondary schools there is no proper guidelines and management of the implementation of CG programme. If DBE could provide directives on how the activities of CG should be planned in schools and devise tools for monitoring and evaluation, that will be a turn-a-round strategy for the education system which will be responsive to the needs of the ever-changing world of work (WoW).

5.3.5 Conclusion based on Objective 4

As we are living in an ever-changing world of technology, where ITC is at the forefront of changing the approaches in the education system and children fall in love with it, it will therefore be easy for the learners as early as from primary school to access current valuable career choice information. This could be done through internet which will attract their attention and to enhance skills in career information searching.

5.3.6 Conclusion of the study

The study, **The Impact of Career Guidance (CG) for Career Choice in the Secondary Schools of Sepitsi Circuit,** was a critical exercise to be engage on to explore many facets of the phenomenon in gaining comprehensive knowledge on career decision making processes. The understanding is that career guidance is not linked adequately in the South African education system to be seen as the fundamental instrument for the realization of the goals of the education system. As also supported by West (2013) who states: “It is here that career guidance has a pivotal role to play. The choice of courses at post school level impacts the ability of young people to access the job market and cope with the demands of both tertiary studies as well as the workplace”.

There is a high need of intervention that needs to be done slowly, piece by piece to solve the problem of attitudes and crisis management. With all the findings, Career Guidance should be taken as the nucleus of all school subjects, and therefore must be allocated time as a full subject to strengthen learners' ability to make informed career choice decisions which will inspire them to proceed to post-secondary education, ultimately to fit well in the changing world of work, in order to alleviate the catastrophic situation today’s youth find themselves in.

5.4 RECOMMENDATIONS

The researcher based on the findings from both category of respondents, suggested the following recommendations in each objective.

5.4.1 Recommendations based on Objective 1

- Career guidance counseling should be conducted at an early age for learners to develop positive self-concept. This will give them the sense of direction they need in order to focus on their academic activities.

- For those matric graduates who are unprepared for higher learning, or who have not chosen a career, or do not know who they are (not knowing their self-concept) it is better for them to take 'A Gap Year', which will ultimately make them realize if they are ready to continue with their studies or get a learnership. A Gap Year will help them to refine their dream careers influenced by several work-related activities as exposure to the new world.
- Bursaries and other financial support mechanisms should be given to all learners who show their expertise in any field of career development so that these learners develop a sense of direction as to what they would like to do in terms of career choice in their life.

5.4.2 Recommendations based on Objective 2

- All educators and learners must be active in all school-related programmes: educational, artistic, cultural, sporting, social, economic and political. In this manner educators can identify the gifts and talents which these learners have and so that these gifts are developed. NDP 2030 (2012) states: "Encourage sports and physical education. They are an integral part of the holistic development of a learner. Schools are where talent is identified, career choices made (including careers in sport) and habits learnt. The arts inspire creativity and innovation and also build social cohesion. A holistic education widens career path choices and develops audiences and consumers in different sectors of the economy. The Department of Arts and Culture and the Department of Basic Education are developing plans to revitalize arts and culture in schools."
- Career related seminars, workshops, campaigns, career fares, Career Indaba, EduWeek, job shadowing, take-a child- to-work, alumni, career talk days, whole school career day programmes are essential and therefore such activities should be organized and invitation be extended to all role players in the education system and all other interested groups.

5.4.3 Recommendations based on Objective 3

- Career guidance be given the status of a full subject to conscientise the mentality of all role players so that they could give it the necessary attention on a serious mode. A full subject will give the learners the knowledge they need in career planning and choice.
- The school should have a clear policy on funding career guidance programme and parents should be involved in career guidance activities. This will be important in school-home relationship. Involving parents is crucial because these are first educators of the learners.

5.4.4 Recommendations based on Objective 4

- South African education system should try to involve all stakeholders in developing an effective career guidance curriculum which will open career doors for all learners. As OECD (2003) points out, “A broad approach to career guidance requires those responsible for school systems, and school managers, to address important organizational issues. These relate to staff training and qualifications; resources; school-community relations; the development of team-based approaches; and the use of a wide range of non-career-specialists (teachers, alumni, parents, employers) in working towards a common goal”.
- The government should provide bursaries, grants and scholarships for educators and potential tertiary students to specialize in Career Guidance to add more qualified CG practitioners as it does with others scarce careers.
- Each school in the rural area should have a well-resourced library with career guidance materials, and computers which are connected to the Internet to encourage a culture of reading and searching for career information.

5.5 LIMITATIONS OF THE STUDY

The researcher acknowledges that there were some limitations based on the following facts:

- The first plan was that the study will be done in the one whole district municipality of Limpopo Province but due to time & financial constraints it was channeled to one Circuit in a District of Education.
- As Career Guidance must start at a the primary school level, the researcher should have used primary school in the sampling, but thought that it could be more complex of whereas it should have too relevant to start things at the beginning for the most reliable conclusions.
- All Secondary Schools of Sepitsi Circuit were targeted and the sampling was done to all school elements as learners, Educators, SGB members and Circuits officials, and even went further outside the school premises to school leavers at home, current university and college students, local community radio stations, local municipalities, local tribal authorities and other interested bodies for findings which will be too reliable but this needed a lot of time.
- On data collection and analysis only questionnaires and computer were used respectively for the researcher to avoid outsourcing of hard-to-learn SPSS skills which are needed to give a good shape of the study.
- As only GR12Ls were sampled and was the time for final exams the researcher didn't manage to be in contact with all the respondents as delegated some Educators to help and that made high percentage of irrelevancy in responding to other questions.
- The researcher replaced the other school which seemed to be far and did not adhere to skip-one-take-one principle and felt that opportunity was missed to shape the findings as that school is in deep rural.

Nevertheless the above-named limitations are genuine, but the researcher still insists that the findings of the sampled population are too representative and the conclusion could even be extended to all the rural schools of Limpopo Province as they have the same characteristics.

5.6 IMPLICATIONS FOR FURTHER STUDIES

It took the researcher time to derive and refine the topic, and ultimately concluded and pronounced it as, "**The Impact of Career Guidance (CG) for Career Choice in the Secondary Schools of Sepitsi Circuit in the Lebowakgomo District of Limpopo Province".**

The study on Career Guidance involves many themes to be researched and hence is not yet well-researched. Examples of unpacked themes could be:

- When the same topic is extended to districts or province or national or even to continental level.
- The same topic may enshrine keywords such as 'farm schools' or 'rural schools' or 'semi-rural/urban school' or 'urban school' or even to 'historically disadvantaged school' or 'model C' (advantaged schools).
- Also Career Guidance may be linked to the reduction of unemployment and school drop-outs.

These are few examples to support the statement that there is a need for further studies as Career Guidance is too broad to be researched and also a critical phenomenon.

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Annexure A: List of Abbreviations used in the Study

1. DOL = Department of Labour
2. CG = Career Guidance
3. SA = South Africa
4. OBE = Outcome Based Education
5. LO = Life Orientation
6. WoW = World of Work
7. OECD = Organization for Economic Co-operation and Development
8. DBE = Department of Basic Education
9. PET = Physical Education Task
10. GET = General Education and Training
11. FET = Further Education and Training
12. SABC = South African Broadcasting Corporation
13. ETDP SETA = Education, Training and Development Practices-Sector Education and Training Authority
14. KZN = Kwa-Zulu Natal
15. UJ = University of Johannesburg
16. NQF = National Qualification Framework
17. IAEVG = International Association for Educational and Vocational Guidance
18. DHET = Department of Higher Education and Training
19. SAQA = South African Qualification Authority
20. NDP = National Development Plan
21. EU = European Union
22. PES = Public Employment Services
23. DoE = Department of Education
24. GR12Ls = Grade 12 Learners

25. GR12L = Grade 12 Learner
26. LOEs = Life Orientation Educators
27. LOE = Life Orientation Educator
28. CAS = Career Advice Services
29. ELRC = Education Labour Relations Council
30. NSFAS = National Student Financial Aid Scheme
31. HEIs = Higher Education Institutions
32. SASSETA = Safety and Security Sector Education and Training Authority
33. HWSETA = Health and Welfare Sector Education and Training Authority
34. ILO = International Labour Organization
35. TVET = Technical, Vocational Education and Training
36. CAPS = Curriculum Assessment Policy Statement
37. NSC = National Senior Certificate
38. NCV = National Certificate Vocational
39. BCEA = Basic Conditions of Employment Act
40. LRA = Labour Relations Act
41. EEA = Employment Equity Act
42. RPL = Recognition of Prior Learning
43. CV = Curriculum Vitae
44. MEC = Member of Executive Council
45. HRD = Human Resource Development
46. ICGP = Ideal Career Guidance Practitioner
47. AIOSP = Association internationale d'orientation scolaire et professionnelle Asociación
48. SA-SAMS = South African School Administration Management System
49. WSCOD = Whole School Career Orientation Day
50. CMTs = Career Motivational Talks
51. SWOT = Strengths, Weaknesses, Opportunities and Threads

52. JPE = Job Practical Exposure
53. CODs = Career Orientation Days
54. OSEs = Other Subject Educators
55. SGBs = School Governing Bodies
56. OCGP = Organized Career Guidance Programme
57. ICT = Information Communication Technology
58. SMT = School Management Team

Annexure B:

Approval from the University/

Confirmation Letter

From

The University of Limpopo

University of Limpopo
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 290 2836, Fax: (015) 290 2852, Email:Happy.Ngobeza@ul.ac.za

MASTER OF DEVELOPMENT PROGRAMME

To : **To Whom It May Concern**

From : **Prof G Makombe**
HOD (MDEV Programme)

Date : **06 November 2014**

Subject : **Confirmation letter for Nong TW (9911505)**

Dear Sir/Madam

This serves to confirm that **Mr TW Nong** is registered as a part-time student at **Turfloop Graduate School of Leadership (TGSL),** in **Master of Development Programme (MDEV)**. He is currently conducting research for his mini-dissertation. The title of his dissertation is: **"The Impact of Career Guidance for Career Choice in the Secondary Schools of Sepitsi Circuit"**.

Any assistance you can offer to the student will be most appreciated.

Thank you.

Prof G Makombe

Annexure C:

Letter seeking consent from the Department of Education

From

The Researcher

APPLICATION LETTER OF
NONG TLOU WILLIAM
1319 Zone 3
SESHEGO
0742
Cell : 082 734 0026 Fax: 0862435564
Email: matsobanetw@webmail.co.za

Date: 09 NOVEMBER 2014

ATT: THE CIRCUIT MANAGER
(TW MANAMELA)
SEPITSI CIRCUIT
LEBOWAKGOMO DISTRICT
LIMPOPO DEPARTMENT OF EDUCATION

Sir / Madam

RE: REQUEST TO COLLECT DATA IN YOUR INSTITUTION

The above-named subject is unpacked as follows:

My Name is Tlou William Nong an Educator by profession.

I am currently enrolled for Master Degree in Development (MDEV) with the University of Limpopo for the year 2014.

My research topic is **The Impact of Career Guidance for Career Choice in the Secondary Schools of Sepitsi Circuit.**

That I am requesting as per the above Regard

Proposed Dates: Monday 10 to Wednesday 12 Nov 2014
Time : Flexible
Venue: At your institution/s
Respondents/ Participants: Gr 12 Learners and Life Orientation Educators
Number of respondents: Depends on proportionality

With Respect

Nong Tlou William

Annexure D:

Limpopo Province Department of Education Letter of approval:

From

Sepitsi Circuit in Lebowakgomo District

To

Secondary Schools of Sepitsi Circuit

LIMPOPO

PROVINCIAL GOVERNMENMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION
LEBOWAKGOMO DISTRICT
SEPITSI CIRCUIT

Enq: TW Manamela
Tel: 015 633 5058
Cell: 082 817 9001
Email: williamtlou@webmail.co.za

The Secondary School Principals
Sepitsi Circuit

REQUEST TO COLLECT DATA IN YOUR INSTITUTION

This serves to confirm that NONG TLOU WILLIAM, a student for Masters Degree in Development (MDEV) with the University of Limpopo, hereby requested for permission to collect data from selected schools.

The permission is hereby granted with the condition that this process does not interfere with the normal running of the school.

We hope that you will find this in order.

Thank you

2014-11-10

TW Manamela

Sepitsi Circuit Manager

Annexure E:

Request Letter for Data Collection to designated Schools/Sites

Chueuekgolo Secondary;

Dinao Secondary;

Kgwadiamoleke Secondary;

Mogalatjane-Mphahlele Secondary;

Phauwe Secondary;

Rekhutjitje High

APPLICATION LETTER OF
NONG TLOU WILLIAM
1319 Zone 3
SESHEGO
0742
Cell : 082 734 0026 Fax: 0862435564
Email: matsobanetw@webmail.co.za

Date: 10 NOVEMBER 2014

ATT: PRINCIPALS OF VARIOUS SCHOOLS
DINAO SEC; CHUENEKGOLO SEC;
KGWADI AMOLEKE SEC
MOGALATJANE-MPHAHLELE SEC.
PHALWE SEC AND
REKHUTJITJE HIGH

Sir / Madam

RE: REQUEST TO COLLECT DATA IN YOUR INSTITUTION

The above-named subject is unpacked as follows:

My Name is Tlou William Nong an Educator by profession.

I am currently enrolled for Master Degree in Development (MDEV) with the University of Limpopo for the year 2014.

My research topic is **The Impact of Career Guidance for Career Choice in the Secondary Schools of Sepitsi Circuit.**

That I am requesting as per the above Regard

Proposed Dates: Monday 10 to Wednesday 12 Nov 2014
Time : Flexible
Venue: At your institution/s
Respondents/ Participants: Gr 12 Learners and Life Orientation Educators
Number of respondents: Depends on proportionality

With Respect

Nong Tlou William

Annexure F:

Confirmation Letters from Data Collection designated Schools/Sites:

Chueuekgolo Secondary;

Dinao Secondary;

Kgwadiamoleke Secondary;

Mogalatjane-Mphahlele Secondary;

Phauwe Secondary;

Rekhutjitje High

LIMPOPO PROVINCIAL GOVERNMENT

REPUBLIC OF SOUTH AFRICA

CHUEUEKGOLO SEC.SCHOOL

P.O. BOX 395, LEBOWAKGOMO, 0737; STAND NO.0001, LENTING VILLAGE, GA-MPHAHLELE ,0761; WARD 20

CELL : 0722531960

Email address: chueuekgolosec@gmail . com

EMIS NO. 923260093

SEPITSI CIRCUIT	MOGODUMO CLUSTER	LEBOWAKGOMO DISTRICT

Date: 13.11.2014

ATTENTION: PROF G MAKOMBE

HOD (MDEV PROGRAMME)

SUBJECT:CONFIRMATION LETTER FOR NONG T. W (9911505)

THIS COMMUNIQUE CONFIRMS THAT **MR NONG** HAS COLLECTED DATA ON CAREER GUIDANCE FOR CAREER CHOICE FROM LIFE ORIENTATION EDUCATORS NAMELY **MOLALA S.J** AND **MALEKA N.H ,** AND ELEVEN GRADE 12 LEARNERS RANDOMLY SELECTED FROM NATURAL SCIENCES AND COMMERCIAL GROUPS ON THE 13th OF NOVEMBER 2014.

HOPING THAT YOU WILL FIND THIS INFORMATION IN ORDER.

KIND REGARDS

YOURS OBEDIENTLY

MPHAHLELE M.P.

Mphahlele.

PRINCIPAL

DEPARTMENT OF EDUCATION
CHUEUEKGOLO SECONDARY SCHOOL
P.O. BOX 395 LEBOWAKGOMO 0737
2014 -11- 13
TEL/FAX: 015 662 0010
SEPITSI CIRCUIT
LIMPOPO PROVINCE

ENQUIRIES: NCHBELENG LS
CONTACT: 0766 914 831
079 1075 664

KGWADIAMOLEKE SEN.SEC.
PO BOX 2021
LEBOWAKGOMO
0737

"ACHIEVING GOALS TOGETHER"

KGWADIAMOLEKE SENIOR SECONDARY SCHOOL

DATA COLLECTION ACKNOWLEDGEMENT

THIS SERVES TO CONFIRM THAT NONG TLOU WILLIAM, A STUDENT FOR MASTERS DEGGREE IN DEVELOPMENT (MDEV) WITH THE UNIVERSITY OF LIMPOPO, WAS GRANTED PERMISSION TO COLLECT DATA IN AT KGWADIAMOLEKE SENIOR SECONDARY SCHOOL.

THE RESEARCH TOPIC IS: THE IMPACT OF CAREER GUIDANCE FOR CAREER CHOICE IN THE SECONDARY SCHOOLS OF SEPITSI CIRCUIT.

THE ABOVE-MENTIONED ACTIVITY TRANSPIRED ON THE 12th NOVEMBER 2014.

HOPING THAT YOU FIND THE INFORMATION IN ORDER.

THANK YOU
NCHABELENG LS

PRINCIPAL

2014/11/12
DATE

DEPARTMENT OF EDUCATION
KGWADIA MOLEKE S.S. SCHOOL
2014 -11- 12
P.O. BOX 2021
LEBOWAKGOMO 0737
LIMPOPO PROVINCE

Mogalatjane-Mphahlele Secondary School

EMIS No. 923260789

ENQ: Mr. Montjane M.A (Principal)
Cell no: 072 336 7161
EMAIL: monnemotelele@gmail.com

P.O. BOX 2061
CHUENESPOORT
0745

2014.11.13

Sir/Madam

To whom it may concern

The above matter refers

This serves to confirm that Mr. T.W Nong did come to our school with sole purpose of collecting data for his research .

The research targeted Grade 12 learners doing Life Orientation and the educator offering the said subject.

Hope you find the above in order.

Yours in service

Montjane M.A

(Principal)

DEPARTMENT OF EDUCATION
MOGALATJANE MPHAHLELE
SECONDARY SCHOOL
2014 -11- 13
P.O. BOX 2061 CHUENESPOORT 0745
LIMPOPO PROVINCE

Enq: Teffo M.V

Cell: 082 740 5004

Dinao Secondary School

Private Bag X09

Chuenespoort

0745

13 November 2014

TO WHOM IT MAY CONCERN

This is to confirm that Tlou William Nong has collected data at the above-mentioned school on the 13th November 2014.

We hope that this testimony will serve purpose.

Thank you

Yours faithfully

.....

Teffo M.V (Principal)

DEPARTMENT OF EDUCATION
DINAO SECONDARY SCHOOL
13 NOV 2014
P/BAG X09, CHUENESPOORT, 0745
H.O.D.
LIMPOPO PROVINCE

Enquiries : Maleka TR
Cell no : 082 3402 630

PHAUWE SEC SCHOOL
P.O BOX 3445
MALEMATI
0736
13 .11.2014

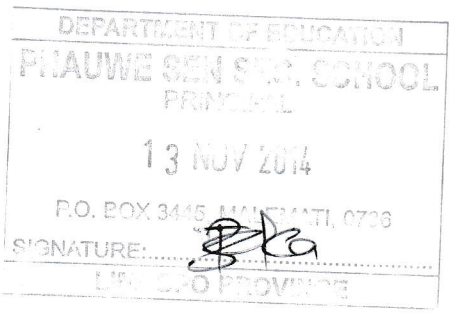
To whom it may concern

This serves to confirm that Mr TW Nong came to our school ,today , on 2014.11.13,to collect data for grade 12 learners and educators .

Hoping that the information provided will suffice.

Yours faithfully

Maleka TR



REKHUTJITJE HIGH SCHOOL

Box 2349

LEBOWAKGOMO

0736

11 11 2014

UNIVERSITY OF LIMPOPO

SOVENGA

0727

Sir/Madam

To Whom It May Concern:

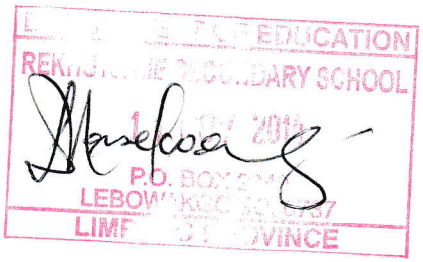
This is to confirm that MrTW NONG conducted a survey at our school.

Hoping that his studies would be a success.

Yours Faithfully

Masekoameng P.L

(072 7182 458)



Annexure G:

Data collection instrument - Questionnaire

Grade 12 Learners (GR12Ls)

APPENDIX A (PART 1: SEPITSI CIRCUIT SECONDARY SCHOOLS LEARNERS): QUESTIONNAIRE

1. Introduction

My Name is Tlou William Nong. I am currently enrolled for Master Degree in Development (MDEV) with the University of Limpopo for the year 2014. My research topic is **The Impact of Career Guidance (CG) for Career Choice in the Secondary Schools of Sepitsi Circuit in Lebowakgomo District, Limpopo Province.**

The main objectives of my study involve the following:

- **Objective 1:** To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit.
- **Objective 2:** To assess the level of efficiency of Career Guidance (CG) teaching and how it can impact on Career awareness of learners.
- **Objective 3:** To provide inputs to guidelines in improving the management and implementation of Career Guidance (CG) in Sepitsi Circuit.
- **Objective 4:** To examine approaches used in ensuring that Career Guidance (CG) is effective in Secondary Schools.

Only current Grade 12 learners eligible to complete this questionnaire.

Your support is highly envisaged in this matter to make this study realistic, beneficial, objective and successful. Please be truthful and honest for positive contributions.

The information shared with you will be confidential and anonymous (no name is written) in protection of your dignity.

This questionnaire comprises five (5) pages and will take you less than 30 minutes to complete.

Please follow instructions in every question to respond to.

Please make a cross **(X)** to the number for ONE response which best reflects your opinion.

2. Demographic Information

Cross the appropriate BOX which best identify you:

2.1 What is your gender?

Male	1
Female	2

2.2 What is your age?

15-18	1
19-23 +	2

2.3 Matric status

First time	1
Second time or more	2

2.4 Subject stream choice

Science & Technology	1
Business Studies/ Commercial Subjects	2
Human Studies/ General	3

3. Objective 1: To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit.

3.1. The analysis of self-concept challenges to individual learner

Want to assess how well you understand yourself and your needs by crossing most appropriate number.

SN	Levels of self-knowledge	Not Sure at all	Not very Sure	Moderate Sure	Highly Sure
3.1.1	Your main career goal in life	1	2	3	4
3.1.2	Your gifts & talents (qualities you were born with)	1	2	3	4
3.1.3	Your personality traits and type (conventional, realistic, investigative, artistic, social and enterprising)	1	2	3	4
3.1.4	Your strengths (things you are good with)	1	2	3	4
3.1.5	Your weaknesses (things you are not good with)	1	2	3	4

3.2. Assessing challenges in Career Guidance (CG) for eliciting characters to help in informed career decision making. Make a cross to appropriate number.

SN	Check listing the availability of career information related challenges	YES	NO
3.2.1	We have enough CG facilities in our school (career information centre, internet, books, magazines, CDs/DVDs, newsletters, everyday newspapers)	1	2
3.2.2	Most of us have funds to attend career exhibitions/expo's/fares	1	2
3.2.3	Everyone takes CG seriously at school (subject educators and school management team)	1	2
3.2.4	It is easy to make a career choice	1	2
3.2.5	We experienced a good network for career awareness with other partners (Circuit Psychologist; TVET Colleges; Universities; Business World; Working Parents; Former Learners and other community stakeholders)	1	2

4. Objective 2: To assess the level of efficiency of Career Guidance (CG) teaching and how it can impact on career awareness of learners.

Indicate how often information about careers is shared within school environment.

Cross the most desired number

SN	Level of career information efficiency	Regularly	Sometimes	Not at all
4.1	LO Educator talks about Careers and Career Choices	1	2	3
4.2	Career Orientation Talk Day (COTD) in a class every month	1	2	3
4.3	Whole School Career Orientation Day (WSCOD) in a school yearly	1	2	3
4.4	School organizes girl learners to attend Take A Girl Child To Work every year	1	2	3
4.5	Subject Educators (except LOEs) link what you learn with relevant careers	1	2	3

5. Objective 3: To provide inputs to guidelines in improving the management and implementation of Career Guidance (CG) in Sepitsi Circuit.

Write your own inputs to make CG to thrive (add value) for career choices

5.1 For career choices, I think career guidance should also cover the following topics (Themes): (specify)

_____

_____

_____

_____

5.2. I think in CG the following topics (themes) are insufficient for correct career decision making (specify)

_____

_____

_____

_____

5.3. Name career information sources you mostly rely on (specify)

_____

_____

_____

_____

6. Objective 4: To examine approaches used in ensuring that Career Guidance (CG) is effective in secondary schools.

6.1. Do your school have internet connection?

Yes	No
1	2

6.2. If **Yes**, write type of career information you access:

_____

_____

_____

_____

6.3. If **No**, how do you usually access current career information?

_____

_____

_____

_____

THANK YOU FOR TAKING YOUR TIME ON THIS QUESTIONNAIRE

Annexure H:

Data collection instrument - Questionnaire

Life Orientation Educators (LOEs)

APPENDIX B (PART 2: SEPITSI CIRCUIT SECONDARY SCHOOLS LIFE ORIENTATION EDUCATORS): QUESTIONNAIRE

1. Introduction

My Name is Tlou William Nong. I am currently enrolled for Master Degree in Development (MDEV) with the University of Limpopo for the year 2014.

My research topic is: **The Impact of Career Guidance (CG) for Career Choice in the Secondary Schools of Sepitsi Circuit in Lebowakgomo District, Limpopo Province.**

The main objectives of my study involve the following:

- **Objective 1:** To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit.
- **Objective 2:** To assess the level of efficiency of Career Guidance (CG) teaching and how it can impact on career awareness of learners.
- **Objective 3:** To provide inputs to guidelines in improving the management and implementation of Career Guidance (CG) in Sepitsi Circuit.
- **Objective 4:** To examine approaches used in ensuring that Career Guidance (CG) is effective in Secondary Schools.

Only Educators who offered/are offering Life Orientation are eligible to complete this questionnaire.

Your support is highly envisaged in this matter to make this study realistic, beneficial, objective and successful.

The information shared with you will be confidential and anonymous (no name is written) in protection of your dignity.

Please be truthful and honest for positive contributions.

This questionnaire comprises seven (7) pages and will take you less than 30 minutes to complete.

Please follow instructions in every question to respond to.

Please make a cross **(X)** to the number for ONE response which best reflects your opinion.

2. Demographic Information

2.1 What is your gender?

Male	1
Female	2

2.2 What is the highest level of education that you have completed?

Grade 12	1
Diploma	2
University/ University of Technology Degree/B Tech	3
Post-graduate Degree (e.g. Masters, PhD)	4

2.3 Number of years working as an Educator

Less than 5	5-10	11-15	16-20	20+
1	2	3	4	5

2.4 Do you have any qualifications in the teaching of Life Orientation and Career Guidance?

Yes	**No**
1	**2**

3. Objective 1: To evaluate challenges related to Career Guidance (CG) for Career Choice offered in Sepitsi Circuit. __

3.1. Do you have enough learning material and other sources of career guidance information?

Yes	No
1	2

3.2. If **Yes,** specify any difficulties in using those available resources**.**

_____

_____

_____

3.3. If **No,** specify any action you take to get more.

_____

_____

_____

3.4. What are the difficulties in organizing career guidance related trips to Career Exhibitions, Colleges & Universities Open Days, Career Fairs, Take a Girl Child to Work, etc?

_____

_____

_____

3.5. What are the challenges in stakeholder involvement to career choice issues?

_____

_____

_____

_____

3.6. What suggestions can you make to overcome all the challenges mentioned above?

_____

_____

_____

4. Objective 2: To assess the level of efficiency of Career Guidance (CG) teaching and how it can impact on career awareness of learners.

4.1. Do you think time allocated to CG in LO per week is enough?

Yes	No
1	2

4.2. If **No**, provide reason/s for your answer.

_____

_____

4.3. What do you think could be the appropriate time? _____

4.4. Are you organizing one day in a year for Whole School Career Orientation Day (WSCOD)?

Yes	No
1	2

4.5. If **Yes**, how does it help your learners in relation with career choice?

_____

_____

_____

_____

4.6. If **No**, why?

_____

_____

4.7. Do you often invite or accept requests to come to your institution by Higher Education institutions in the name of CG?

Yes	No
1	**2**

4.8. If **Yes**, how many times per annum at average? _____

4.9. If **No**, why not invite or accept?

---

5. Objective 3: To provide inputs to guidelines in improving the management and implementation of CG in Sepitsi Circuit.

5.1 Suggest your inputs in guidelines for improving the management and implementation of Career Guidance in South Africa in all levels of education:

School level:

_____

_____

Circuit level:

_____

_____

District level:

_____

_____

Provincial level:

_____

_____

National level:

_____

_____

5.2. Do you think CG is well managed and implemented?

Yes	No
1	2

5.3. If **Yes**, please, specify

_____

_____

_____

5.4. If **No**, please indicate four (4) factors that can help the circuit to improve their management and implementation of CG in the Sepitsi Circuit.

_____

_____

_____

_____

6. Objective 4: To examine approaches used in ensuring that CG is effective in secondary schools.

6.1. Do your school have internet connection?

Yes	No
1	2

6.2. If **Yes**, write type of career information you access:

_____

_____

_____

_____

6.3. If **No**, how do you usually access current career information?

_____

_____

_____

6.4. Is CG embraced in your school policy?

Yes	No
1	**2**

6.5. If **Yes,** how is it embraced in your school policy?

_____

_____

6.6. If **No,** how can you make it to be embraced in your school policy?

_____

_____

_____

6.7. Do you have any tracking down (relationship with them) of former learners (Alumni)?

Yes	No
1	**2**

6.8. If **Yes,** how does it benefit current learners in terms of CG?

_____

_____

_____

6.9. If **No,** why?

_____

_____

_____

THANK YOU FOR TAKING YOUR TIME ON THIS QUESTIONNAIRE