

**The role of Life Orientation teachers in career development
of Grade 11 learners at secondary schools in Gauteng East
District**

by

SINETHEMBA NOMPILO KHANYILE

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SUPERVISOR: DR TD SIKHWARI

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DECLARATION

Name: Sinethemba Nompilo Khanyile

Student no: 63847973

Degree: Master of Education (Psychology of Education)

Title: The role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District

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ABSTRACT

Career development services support individuals as they grow and assist them in identifying their abilities and careers, however, many South African secondary school learners struggle to make informed career decisions due to limited career guidance and inadequate support from Life Orientation (LO) teachers. Learners in township schools continue to display uncertainty about subject choices and future careers, despite the inclusion of career guidance in the LO curriculum. This study investigated the role of Life Orientation teachers in the career development of Grade 11 learners at selected secondary schools in the Gauteng East District. The study adopted an interpretivist paradigm and employed a qualitative research approach using an exploratory case study design. The research sample comprised of four secondary schools, purposefully selected from the district. The participants were four LO teachers who were purposively chosen, and twenty-four Grade 11 learners (six per school, selected through simple random sampling) participated in focus-group discussions. Semi-structured individual interviews with teachers and focus-group discussions with learners were the primary data collection instruments. All interviews were conducted at the schools and audio-recorded, with consent, to ensure data accuracy. Data were analysed thematically by identifying recurring patterns and meanings emerging from participants' experiences and views. The analysis revealed that while LO teachers play a significant role in facilitating learners' career decision-making and subject selection, their efforts are often constrained by - limited resources, insufficient time allocation in the curriculum, inadequate training in career counselling, and lack of parental involvement. Learners were also found to make career decisions based on peer influence or parental pressure rather than personal interests and abilities. The study concluded that Life Orientation teachers are pivotal in shaping learners' career development; however, the effectiveness of their role is hindered by systemic and contextual challenges. It is recommended that the Department of Basic Education - strengthen career guidance within the LO curriculum, provide specialised training for LO teachers, increase time allocation for career guidance, and promote parental participation through workshops and career awareness programmes. Future research should explore the impact of digital career guidance tools and community partnerships in enhancing learners' career readiness.

Keywords: Life Orientation; career development; secondary education; decision making; career counselling; curriculum; occupation; youth unemployment; self-knowledge; peer pressure.

LIST OF ACRONYMS	
Acronym	Full Meaning
CAPS	Curriculum and Assessment Policy Statement
C2005	Curriculum 2005
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
DoBE	Department of Basic Education
FET	Further Education and Training
GET	General Education and Training
HEI	Higher Education Institution
KZN DoE	KwaZulu-Natal Department of Education
LO	Life Orientation
NCS	National Curriculum Statement
NSC	National Senior Certificate
OBE	Outcome-Based Education
RIASEC	Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (Holland's model)
SAQA	South African Qualifications Authority
SMT	School Management Team
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNISA	University of South Africa

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CHAPTER 1

General orientation to the study

1.1 Introduction

The purpose of this chapter is to introduce the study and offer its framework, taking into account the study's goals and significance. In order to address the study objectives, also outlined are - the research design and methodology; the underlying theoretical frameworks, ethical principles adhered to, as well as, summarising the pertinent ideas and laying out the contents of the upcoming chapters.

1.2 Background to the study

According to Sinkombo (2016), a person's work has a big influence on their life as it shapes their personality and outlook on life, in addition to determining their income pattern. A career choice, according to Baraka and Rehema (2019), enables a person to identify life goals and focus on finding meaning in life. It also provides opportunities and jobs that enable a person to identify the path for their future needs. Due to the post-industrial revolution, employment competitiveness, and the introduction of information technology, choosing a career has become a difficult endeavour (Baraka & Rehema, 2019). The competitive work market and the technological advancements of the twenty-first century have forced people to reconsider how they might best choose their careers and earn enough money to support themselves (Baraka & Rehema, 2019). The challenge for secondary school learners is to choose the right academic and professional paths depending on their ability and areas of interest (Zeb, Ali & Ullah, 2021). Due to a lack of adequate career advice, most secondary school learners perform poorly and have trouble obtaining their desired occupations (Maree, 2009). Teachers have a crucial influence in recommending careers to students (Khan, 2011), hence, teachers should assist learners in choosing subjects that best suit their aptitudes and set them up for future success in the workplace (Zeb, Ali & Ullah, 2021). Zeb, Ali, and Ullah (2021), assert that teachers are the main sources of career advice, in addition to assisting learners in selecting appropriate fields of study. According to Jacobs (2011), Life Orientation was included in the redesigned curriculum to provide learners with the information

they need to make the best career decision, therefore, the subject's main objective is to create responsible and successful young people, as well as to teach learners about healthy living. Dama, Mathwasa, and Mushoriwa (2020), explain that the goal of Life Orientation (LO) is to address learners' personal, psychological, cognitive, physical, moral, cultural, and social development; furthermore, it is essential for learners' professional growth and for combating negative social issues like, peer pressure (Sathekge, 2014). LO, since it is intended to give learners in secondary schools, enough knowledge about the range of careers available in South Africa's higher education institutions, teaching the subject is just as essential as teaching any other subject in the curriculum (Dama, Mathwasa & Mushoriwa, 2020).

1.2.1 Career development in Asia

Singapore, for instance, bases its recommendations for educational activities for learners in preschool, on tertiary institutions' activities; this shows that education and job growth are lifelong processes. Career planning, career exploration, and career awareness are the three stages of the developmental span that this framework helps educational institutions create. The process of defining one's identity includes establishing lifetime roles within the context of one's encounters with life, recognising one's strengths, developing skills, and making one's interests and values clear. Each of these contributes to the development of social and emotional skills that support children's proactive, flexible, and resilient development.

In Malaysia, school career counsellors are crucial in helping learners make a smooth transition to the next stage, whether that is into further education or a career. The fact that career counselling was first implemented in the Malaysian education system in 1939 provides evidence of its significance (Llyod, 1986). A 1967 circular from the Malaysian Education Department states that every primary and secondary school shall designate a guidance teacher who will teach around 25 class times per week and be excused from extracurricular activities. School counsellors offer career development interventions using an approach that places an emphasis on helping learners acquire the ability to manage themselves and the job readiness abilities they need, in addition to making career decisions (Jarvis & Keeley, 2003). Herr (2002), Dykeman (2003), Ingram (2003), Pehrsson (2003), Cassie (2005), Harris-Bowlsbey (2007) and Niles (2007), all contend that career development is a

continuous process that incorporates individual experiences in a variety of spheres of life. The career guidance provided during initial teacher training is the first of four essential initiatives that make up Malaysian career guidance experiences. First, career education, coaching, and counselling are some of the ways that career development interventions can help learners adjust to many and diverse careers, while preparing them for the challenges of the future. The second is the provision of advice in primary schools, a method based on the American experience. Thirdly, career groups that organize discussions, programs, and searches for occupational information offer help.

Schools in Hong Kong, since the 1980s, have developed a committee-based structure. This covers the steering committees as well as the life-education, community service, and disciplinary committees. The fundamental reason for creating these committees was to give learners a thorough and balanced academic learning experience that would prepare them for learning, employment, and life.

Class teachers are the first line of defence in pastoral care operations in Japan, where career guidance has been put into place. They are responsible for handling all aspects of counselling and leading. The Japanese government chose to use the words “career consultation” and “career consultants” instead of “career counselling” and “career counsellor” due to the uncertainty surrounding the idea of counselling. The goal of pastoral care operations is to match employees' professional development goals with those of the organisation.

1.2.2 Career development in United States and New Zealand

All learners are eligible for career guidance and education under the National Administration Guidelines of New Zealand, with a particular emphasis on providing career assistance to learners who have been recognised as being at risk of leaving school unprepared for postsecondary education, training, and the workforce. In middle and high schools across the United States, school counsellors are responsible for providing support and guidance, including help with a range of academic and career-related issues. School counsellors must give learners the knowledge, skills, and dispositions that will help them transition into the workforce and between jobs, during the course of their careers and lives.

1.2.3 Career development in Africa

Selecting a career is one of the most important decisions Botswana's high school learners must make and because most do not have the information to fit their own characteristics - like their interests, abilities, values, and personalities - to the workplace, many of them feel overwhelmed at this stage. Megkwe (2010) claims that Botswana lacks comprehensive career advisory programs that might teach learners about career alternatives - the type of academic and professional preparation required to thrive in the workplace, and up-to-date information on job opportunities, among other factors. Only a small number of schools in Botswana currently offer guidance and counselling, which only lasts for 35 to 40 minutes, once a week or once a month. Zimbabwe has instituted career guidance sessions in schools (Chireshe, 2012); a few learners, however, are prepared to choose the courses that will best position them for success following graduation (Naude, 2014:510). Oluwatosin (2016) noted that, in Nigeria, most services provided were ineffective due to a lack of qualified human and material resources, while some schools do not offer counselling services. The perspectives of stakeholders about guidance and counselling services, in secondary schools were the main subject of his study (Oluwatosin, 2016). Getange and Sagwe (2016) observed that pupils received little to no career assistance because of teachers inadequate training and the absence of career guidance sessions, in some schools. Chireshe (2013) claims that, in contrast to schools in Nigeria, very few secondary schools in Zimbabwe have counsellors, and those that do usually specialise in HIV & AIDS counselling, in addition to addressing other concerns, such teen pregnancy, sexual assault, drug misuse, and school violence. Lazarus and Chinwe's (2011) study in Nigeria focused on teenagers with special needs. Edet (2008) found a negative attitude toward career counselling services in Nigeria. According to the author, the biggest barrier to the success of career guidance and counselling programs in schools, was the schools' administrations' unfavourable attitude. In their 2010 investigation, Eyo, Joshua, and Esuong looked into how secondary students in Cross River State, Nigeria, felt about guidance and counselling services; their results showed that students felt positive about these services.

1.2.4 Career development in South Africa

After democracy was established in 1994, there were significant changes made to the South African educational system, although, there were still disparities in the educational system. There were so many different, racially-divided departments of education, resulting in some schools having more human and non-human resources, than others (Janson & Taylor, 2003). The National Department of Education mandated in 1998 that all schools adopt a new, unified curriculum approach, called Outcome Based Education (OBE), however, Curriculum 2005 (C2005) was introduced as a result of several issues with OBE. This curriculum approach assigned teachers the duty of facilitating teaching and learning and placed a stronger emphasis on learner-centred education (Janson & Taylor, 2003), resulting in changes in approach to teaching and learning.

One of the results was the creating of two bands: General Education and Training (GET) (Grades 1–9) and Further Education and Training (FET) (Grades 10–12) (Janson and Taylor, 2003). For students in Grades 10 - 12, Life Orientation (LO) became a compulsory course. The Department of Education (2011), established that LO is a subject that aims to assist learners in comprehending their place in the greater social environment. It covers topics such as - self-care, healthy living, social interaction, civic responsibility, physical activity, choosing a career, career guidance, living productively, and the environment. Ngobese (2018), notes that the focus of LO in Grades 10–12 is on teaching learners about six themes - physical education, democracy and human rights, developing oneself in society, study skills, careers and career pathways, social and environmental responsibility, and careers and professional choices. The fifth topic, "Careers and Career Choices," aims to educate learners about the many career and job options that are accessible to them based on their specific field of study. This topic is intended to motivate them to take part in employment fairs hosted by higher education institutions (HEI) and municipal governments (DoE, 2011). In order to select relevant courses in Grade 10, learners in the South African Department of Basic Education (DoBE) system are expected to make career choices as early as the senior phase (Grades 7-9). With that

information, they can choose their desired post-secondary occupations (South African Qualifications Authority, 2012).

It is evident that LO teachers bear full responsibility for helping learners make decisions about their subjects and careers, based on their academic achievement and prospects for post-secondary education or employment. As a result, Chiesa, Massei, and Guglielmin (2014) make it clear that the LO teachers have an obligation to help learners make better career choices. The authors add that choosing a career is a significant turning point that impacts how learners' lives will pan out, when they graduate from school.

The Department of Basic Education for the Gauteng East District reported subpar performance and results for Grade 12 in 2022 and the observation was that, this was due to the fact that, there was no motivation given to learners. According to Watts and Kidd (2000), post-secondary level is the time when learners go from the mutually-protected environment of elementary school to the freedom and responsibility of either university education or work (Maluwa Banda, 1998:294). This point was emphasised by Ibrahim, Wambiya, Olaka, and Raburu (2014) and Ajufo (2013: 312) who assert that career counselling can assist bridge the gap between schooling and the workforce. Learners, if given contacts with a variety of key stakeholders in their environment, they should graduate from high school with an understanding of their preferences and interests; therefore, the purpose of career development programs is to help learners maximise their individual potential (Ombaba et al., 2014:921; Ajufo, 2013:312; Alika, 2010a:537; Maluwa-Banda, 1998:289).

Career counselling, similarly, assisted young people in Nigeria in selecting the best course of action in a number of subject areas (Omoni, 2013:30). Career counselling was introduced in Malawi with the intention of helping learners deal with their personal problems (Maluwa-Banda, 1998:287). Most people make professional decisions at some point in their lives, and it is one that should be carefully considered, as the decision can have a tremendous impact on the remainder of a

person's life (Eyo, 2011:328). The purpose of career development, thus, is to enable a person to consider the possibilities for his/her life (Lazarus & Chinwe, 2011:52). People's decision-making processes are complex and individualistic, based on their cognitive abilities and the social structures in their environment (Braza & Guillo, 2015:78; Durosaro & Adebanye, 2012:111).

According to Bholanath (2004), learners should be mature enough to be able to find out precise information about job alternatives, recognize their interests, skills, and aptitudes, and use this information to choose their courses and careers. A variety of procedures are included in career counselling in order to help people make educated decisions and transitions, regarding their professional, educational, and personal growth (Watts & Kidd, 2000:488). Guidance and counselling services are meant to assist every learner at educational institutions in realising their full potential and reaping the greatest benefits from their education (Ibrahim et al., 2014:302; Eyo, Joshua & Esuong, 2010:88). Additionally, these services promote self-assurance and optimistic outlooks, satisfy needs, and cultivate a desire for lifelong learning (Ajufo, 2013:313). Gbenga & Toyin (2014:59); Mabula (2012: 255); Mahlangu (2011:239); Eyo et al. (2010:87) and Maluwa-Banda (1998:288) state that the goal of career advice is to provide specialised support for academic, vocational, emotional, and personal social decisions, in a complicated and changing environment. In other words, the goal of career development is to help learners understand who they are, hence, LO should assist a learner to determine if he/she is qualified for different occupations and educational opportunities; to explore possibilities they would not have thought of before, and to make responsible career decisions (Ajufo, 2013:31; Hiebert, 2009:8).

Poor professional decisions could invariably result in low quality of life as evidenced by unemployment and maladjustment, in a variety of learners' spheres of endeavour (Datar & Ahmad 2019). One of the main roadblocks in any learner's life is poor career choice. This process of choosing a career is influenced by a number of intricately-intertwined elements (Kazi & Akhlaq, 2017). According to Ombaba, Keraro, Sindabi, and Asienyo (2014), however, almost all secondary school learners lack specific information regarding employment options to guide them in their career routes; as a result, their life expectations are lowered. Adebawale (2014), asserts that many young people enter unsuitable careers due to lack of knowledge, inexperience,

peer pressure, recommendations from friends, parents, and teachers, or the prestige associated with particular jobs, without receiving adequate career assistance. The majority of young people leave school without a clear understanding of the employment options available to them or the best career path for their skills, interests, and personalities (Bholanath, 2004).

If the professional needs of learners are to be satisfied, parental participation is also necessary (Herr, Cramer & Niles, 2004:396). Nyarko-Sampson (2013) adds to the discussions by shedding light on the emotional pressure parents feel when deciding on a learner's career path. Most parents conduct independent research to determine which profession they believe will be best for their children, although, learners in rural areas of the country are more likely to ask their parents for help, than learners in urban areas (Oyamo and Amoth (2008). Teachers in urban schools, therefore, have less of an impact on learners' career decisions.

1.3 Rationale for the study

My own professional experience as a primary school teacher in the Gauteng East division served as an inspiration for this study. The researcher was concerned at seeing so many matriculants idling around, after obtaining their matric results, for instance, in places like Gauteng East. The majority of matriculants, according to Redandyellow (2019), have no idea what life is like outside of school or what they want to do for a living. They ultimately decide to take a gap year, which gives them an ideal opportunity to assess their attitudes, discover their specific interests, and consider how they want to change the world. It is evident that many learners, both in South Africa and globally, start their higher education and training without having a clear idea of their life and career goals (Pillay, 2012), hence, it was crucial to do this research since it is said that most high school learners struggle to choose a career.

The main goal of this study is to examine how Life Orientation teachers help learners choose appropriate career paths. In South Africa, the high rate of youth unemployment is a major issue (Department of Higher Education and Training, 2015) and one of the elements, suspected of causing this, is the inadequate career education provided in schools. Young people commonly struggle as they move from

secondary school to the workforce, according to assessments of nations, as provided by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (UNESCO, 2002). Students, although they are eager to graduate from high school, find that they are unprepared for the realities of the outside world. Atamian and Mansouri (2013), note that learners at secondary level do not have enough knowledge and skills regarding the fields of employment they intend to enter in the future, thereby, 50% of university students experience difficulties with their careers because they lack the knowledge and ability necessary to perform duties connected to their careers (Talib and Aun, 2009). Selecting a career, according to Kazi and Akhlaq (2017), is a difficult process for learners to handle during their years of education, for the decisions one makes about one's career are influenced by a variety of crucial factors. Additionally, choosing a career from the ones that are offered is not simple; it requires a rigorous process of decision-making. Many secondary school learners make decisions that affect their future career, and by extension, their lives and their families, but they are not always completely aware of the full consequences of their decisions (Gullekson, 1995). When someone lacks adequate career information and self-understanding, there are increased chances that they will make a poor decision (Blustein, Palladino, and Flum, 2004).

1.4 Statement of the problem

Career development, of learners, in the South African education system has been a priority, as the government strives to fulfil national employment demands (Ngobese, 2018). In South Africa, the high rate of youth unemployment is a cause for concern (Department of Higher Education and Training, 2015) and Ngobese (2018) states that one of the factors that contribute to this problem is a lack of accurate career development information and programmes in schools. There is an absence of certified career development specialists in South Africa, as confirmed by the 2015 Draft on Competency of Career Guidance Practitioners. These professionals can work in career development departments in higher education institutions or as Life Orientation instructors in schools. The majority of learners leave schools with limited understanding of jobs that would be a good fit for their skills and interests (Sikhwari, 2015). Similar to other nations, career counselling is not taught as a separate subject in South African schools. One of the causes of the issue of young unemployment is the lack of comprehensive career development information and programs in schools.

As one of the disciplines listed in the National Curriculum Declaration as being required, career counselling has been incorporated into Life Orientation (National Senior Certificate). High levels of unemployment, poverty, a sizeable informal economy, a big number of job seekers with low skills levels, and a great number of governmental organizations unable to deliver basic services, are all problems in South African society, some of which can be traced to lack of career guidance (Flederman, 2009; Yu, 2013).

After receiving their matric results, a massive number of matriculants do nothing, unfortunately, the Department of Education in Gauteng East District is starting to accept this practice of young people who are doing nothing after passing Grade 12. Many young people in South Africa are left on their own to make crucial work decisions that may affect their career prospects (Maketekete, 2022). Orange (2011) found that there are not enough career education programs in schools to give learners the essential knowledge they need to make good career decisions. The Draft on Competence of Career Guidance Practitioners (2015) shows that South Africa lacks qualified and resourced staff, whether they be Life Orientation teachers in schools or employees in students' support departments of higher education institutions. The amount of time allocated for Life Orientation in schools, as previously mentioned, seems to be inadequate (Pillay, 2012; Smith & Neethling, 2015) and since there have not been any research on career development in the Gauteng East District, this study is being carried out to fill this gap.

1.4.1 Research questions

1.4.1.1 Main research question

The main research question that the study seeks to answer is: What is the role of Life Orientation teachers, in career development of Grade 11 learners, at secondary schools in Gauteng East District?

1.4.1.2 Sub-research questions

The following sub-research questions were formulated:

- What is the role of Life Orientation teachers in developing career decision-making of Grade 11 learners, at secondary schools, in Gauteng East District?

- What is the role of Life Orientation teachers in providing career information to Grade 11 learners, at secondary schools, in Gauteng East District?
- What is the role of Life Orientation teachers in developing career planning of Grade 11 learners at secondary schools in Gauteng East District?
- What recommendations can be made, if needed, to improve career development, of Grade 11 learners, at secondary schools in Gauteng East District?

1.4.2 Aim and objectives

1.4.2.1. Main aim

The aim of the study is to explore the role of Life Orientation teachers in career development of Grade 11 learners, at secondary schools in Gauteng East District.

1.4.2.2. Objectives

- To establish the role of Life Orientation teachers, in developing career decision-making of Grade 11 learners, at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers, in providing career information to Grade 11 learners, at secondary schools, in Gauteng East District.
- To establish the role of Life Orientation teachers in developing career planning of Grade 11 learners, at secondary schools, in Gauteng East District.
- To provide recommendations, if needed, to improve career development of Grade 11 learners, at secondary schools, in Gauteng East District.

1.5 Significance of the study

According to Dr. Bonginkosi Emmanuel Nzimande, Minister of Higher Education, "the lack of proper career assistance and information contributes to high dropout rates in post-school careers' choices", in the 2010 Budget Speech (DHET & SAQA 2012, p. 28). A national Career Development Service was mentioned with the aim of drawing attention to the grave issue of schools failing to provide job counselling to learners. By taking into account factors that affect learners' career choices, this study can assist educational institutions in developing and enhancing the calibre of career advice and assistance they provide. This is because the School Management Teams (SMTs) and teachers do not seem to understand the cruciality of career development in schools and the role of career development counsellors. Additionally, this study

can help national curriculum planners make well-informed choices on career development and advising, as well as act as a standard to encourage future researchers to carry out similar studies in other districts in Gauteng.

1.6. Theoretical frameworks

A theoretical framework directs researchers in aligning their studies with a field of thought. It enables researchers to solidify their theories on the interdependence of the world's relationships and to ground their arguments in research hypotheses (Mahlo, 2011). A theoretical framework is one that acts as the "scaffolding" or the basic framework of research (Merriam, 1998). Radhakrishna, Yoder, and Ewing (2007), explicate that a theoretical framework is employed to assist in understanding the relationships among different elements that have been identified as the problems. These selected three theories, to be used to guide the practice of career counselling, along with examples of how they relate to career development initiatives, are discussed below.

1.6.1 John Holland's model for career guidance

John Holland was a career counsellor who initiated career counselling workshops on the basis of using personality types to categorize people and connect these types to certain job environments (Jacobs, 1991). Holland's model is used to determine a person's personality type, and these personal traits are then linked to professional settings, at the workplace. Holland (1997) posits that a person's career interests are a reflection of their personality and may be divided into six categories: realistic, investigative, artistic, social, enterprising, and conventional (RIASEC). A person's personality and interests, thus, may fall into two or more of these categories and the occupational settings that best fit a person's personality and interests can be grouped together. When there is a strong correlation between a person's personality, interest, and the prevalent work environment types, they can experience job happiness.

1.6.2 Frank's trait-factor theory

The core tenet of the trait-factor method is that choosing a job is an informed choice made by an individual after weighing their personality, interests, and other features

against the needs of a particular job (Jacobs, 1991). When choosing a profession, Parsons (in Jacobs et al., 1991) highlighted three qualities that are crucial:

- gaining self-knowledge about one's attitudes, skills, interests, aptitudes, goals, limitations, and potential causes of any constraints;
- learning about the requirements of various occupational fields, in order to excel in them; and
- reflecting on and integrating these two sets of information that have been processed into knowledge, by the person concerned.

1.6.3 Social cognitive career theory

The social cognitive career theory is grounded in the Bandura self-efficacy theory, which postulated a mutually-informing interaction between individuals and their surroundings (Leung, 2016). This theory offers three segmental models of career development, in order to explain the development of academic and professional interests - how people select their educational and career pathways, and the effectiveness and stability of those paths. These segmental models place a strong emphasis on three fundamental variables: self-efficacy, outcomes expectations, and personal objectives. According to Lent, Brown, and Hackett (2002), self-efficacy is the conviction that one can plan and execute the actions necessary to produce particular results. Self-efficacy is further described as a dynamic set of beliefs that are linked to certain performance domains and activities (Lent, Brown, and Hackett, 2000). The beginning of a certain behaviour and its maintenance, in the face of obstacles and challenges are influenced by self-efficacy expectations which are shaped by four main sources of knowledge or learning or experience. These experiences include - verbal persuasion, social persuasion, social performance accomplishment, vicarious learning, and physiological and emotive sensations. A person's level of self-efficacy is most strongly influenced by personal performance achievements.

An outcome expectation is a personal anticipation of the effects or outcomes of a particular activity. It contains expectations for self-directed consequences resulting from task performance, and ideas about extrinsic rewards connected to engaging in the goal behaviour (Lent, 2002). Personal aims explain why a person wants to do

something or achieve a certain outcome. By creating personal objectives, people may persevere in activities and sustain their behaviour for an extended length of time in the lack of tangible external incentives or reinforcement. Leung (2016) asserts that the interest, choice, and performance models of the Social Cognitive Career Theory are based on the three previously-mentioned characteristics. According to the interest model, people are more likely to get interested in pursuits they perceive as worthwhile and for which they have high hopes for favourable consequences. A persistent pattern of interest is developed in adolescence or the early years of adulthood as a result of the dynamic interaction between interest, self-efficacy, and outcome expectations. These objectives and intentions help to sustain an individual's behaviour, throughout time.

The Social Cognitive Career Theory maintains that self-efficacy, result expectations, and interest, interact across time to shape career objectives and choices. The process of choosing a career is one that develops as a result of interactions between individuals and their surroundings. Personal interests, the theory contends, may be sacrificed in the process of choosing a vocation because of nearby contextual circumstances which might include societal standards, cultural expectations, and a lack of support (Leung (2016). This theory makes it possible for educators to comprehend their impact on learners' career decisions. Teachers must motivate learners and engage them in activities that help them identify their personal interests in order to assist them in setting professional goals.

1.7 Research methodology and design

1.7.1 Research paradigm

The interpretivist paradigm was employed in this study. The basic idea of interpretivist is that, reality is subjective, complex, and socially-produced (Gemma, 2018). Alharahsheh and Pius (2020) explain that the interpretivist paradigm places greater emphasis on contextual variables and aspects that go deeper, than those connected to physical phenomena. It makes the assumption that human beings cannot be studied in the same manner as physical phenomena, hence, sets people apart and lends extra depth to meanings (Alharahsheh & Pius, 2020). The interpretivist paradigm allows researchers to take into account many characteristics,

such as behavioural features, based on participants' experiences, and this can help in describing reality (Pham, 2018).

1.7.2 Research approach

A qualitative approach was used in conducting this research. According to Cooper and Schindler (2011), this approach, based on the data collected, gives an accurate and precise description of a problem, at a specific point in time. The meaning that individuals and groups attribute to a social or human problem can be explored and understood through qualitative research (Creswell, 2009). The qualitative research approach was deemed appropriate because it allows for a close interaction and dialogue with participants, during data collection, allowing for further probing, if necessary, to obtain rich information.

1.7.3 Research design

A research design is the methodical strategy for collecting, evaluating, and interpreting data, from a specific audience (Pride and Ferrell, 2008). A study's design outlines the methods to be employed, the data to be gathered and analysed, and the approach to take to answer the research question (Grey, 2014). This study used a multiple case study. Vohra (2024) argues that multiple case study designs are particularly valuable for developing deep and nuanced understandings of complex social phenomena. Additionally, multiple cases provide opportunities for replication and comparison, increasing the validity of the results and the reliability of the analysis (Kass, 2024). This research design can also contribute to theory development by allowing researchers to confirm, refine, and extend theoretical explanations, across a variety of cases. Multiple case studies, therefore, are appropriate when the goal of the study is not only to deeply understand individual cases, but also to identify patterns or explanations that are evident across cases. This design gave the researcher the necessary information about what is occurring in secondary schools regarding career guidance, particularly, in the province of Gauteng.

1.7.4 Population and sampling

1.7.4.1 Target population

A target population, assert Johnson and Christensen (2011), is a selected subset of elements from a wider population, whereas the population is a broad group of individuals to which a researcher hopes to generalise the sample results. A target population, hence, is a group of individuals who adhere to the same specific standards and who the researcher hopes to use as a basis for applying the study findings (McMillan and Schumacher, 2014:143). It is crucial to understand the population in order to assess the representativeness of the sample size used to generalize findings (McMillan & Schumacher 2014:143). The study's target population were Grade 11 learners and Life Orientation educators from 4 secondary schools, in Gauteng East district.

1.7.4.2 Sampling

In this study, convenience sampling was used to select the schools and learners. Maree and Pietersen (2016) maintain that convenience sampling is a non-probability sampling strategy where participants are chosen based on their accessibility and convenience to the researcher. In other words, the researcher chooses study participants based on their availability and willingness to take part. Kassa (2024) describes convenience sampling as a practical and opportunistic strategy that is helpful when a small number of possible participants are willing to engage. The primary advantage of convenience sampling is its accessibility. Participants may be chosen based, for instance, on their proximity to the research site, availability, prior affiliation with the researcher and organization (Kassa, 2024). Life Orientation teachers were chosen through purposive sampling, which had the advantage of providing the researcher with a large amount of information from the participants (Patton, 2015).

The researcher sampled 4 secondary schools; 4 Life Orientation teachers that teach Grade 11 (one teacher from each school); 24 Grade 11 learners (6 learners per school, both males and females). This meant each school had a sample of 7 participants - one teacher and 6 Grade 11 learners. To select the learner-participants, from the list of all Grade 11 learners in each school, the researcher assigned numbers to all learners on the list and then used random numbers table to select 6 (both males and females) from each school. To select schools, a list of all secondary schools in the Gauteng East District was compiled and assigned

numbers; the researcher then used random numbers table to select 4 schools for the study. Life Orientation teachers were selected purposively because, LO is regarded as a subject that orientates learners towards appropriate career choices (DoE, 2014). Grade 11 teachers who are teaching LO in those schools were requested to participate by sending them information and consent letters.

1.7.5 Instrumentation and data collection techniques

Data collection in research is the exact and methodical procedure of obtaining information pertinent to the particular objectives, queries, or hypotheses of a study (Burns and Grove, 2005). Learners in Grade 11 participated in focus-group discussions; this technique, according to Dilshad and Latif (2013), is a data-collecting strategy in qualitative research, where a small, homogeneous group of people are gathered to talk about a certain topic, in order to gather pertinent data. Similarly, Gill and Baillie (2018) note a focus-group discussion as a moderated group conversation on a predetermined topic that is conducted for research reasons. Focus-group discussions have a high probability of capturing and considering people's feelings, expressions, perspectives, beliefs, and answers while collecting the data (Gundumogula, 2020). The study used interview guides with open-ended questions to collect data from Grade 11 learners and teachers. Open-ended questions allowed the respondents to freely express themselves, as opposed to closed-ended questions that offer a range of potential answers from which a respondent may choose (Maree, 2016). All interviews took place after school hours in order to avoid disrupting the teaching process for those taking part in the interviews. Principals were requested to provide a classroom or staffroom, or any other available accommodation to support this process. The interviews were held on school premises to minimise costs; each interview was allotted 45 minutes, and all discussions were recorded, as agreed upon by participants.

Life Orientation teachers were involved in one-on-one, semi-structured interviews. A semi-structured interview enables a researcher to delve deeply for information, claim Megaldi and Berler (2020). An interview guide, consisting of open-ended questions

to give direction to the interviewing process and which centred on the research problem and research questions, was utilized. Maree (2016), asserts that open-ended questions enable participants to freely express themselves without being restricted by questions with predefined responses.

1.7.6 Data analysis

McMillan and Schumacher (2014:436) explain that data analysis is the process of organizing and describing information after it has been collected - content analysis was used for this purpose. Stemler (2001), notes content analysis is a methodical, repeatable process for condensing a large amount of text into a smaller number of content categories. Content analysis is an appropriate tool for helping researchers identify and describe behaviours, context, and individuals (Nieuwenhuis, 2019).

1.8 Trustworthiness

The degree of trustworthiness or rigor of a study is determined by the level of confidence in the data, interpretation, and procedures utilized to guarantee the quality of the study (Pilot & Beck, 2014). It ensures that the findings are based on participants' responses and not any potential bias or personal motivation of the researcher. This process involved making sure that researcher bias does not skew the interpretation of what the research participants are saying, so as to fit a certain narrative. Guba (1981) establishes four criteria that qualitative researchers should adhere to, in order to produce reliable research. The four criteria are - dependability, confirmability, transferability, and credibility.

1.8.1 Credibility

Researchers, Holloway & Wheeler (2002) and Macnee & McCabe (2008), state that credibility is the degree of trust that can be placed in the veracity of the study findings. For credibility, researchers want to show real-life images of the topic they are researching; for this, the researcher compared information obtained from interviews and focus-group discussions to determine whether similar findings emerge. Participants were also given an opportunity to confirm or correct the information provided during the interviews; for example, after the focus-group discussions, learners can ask whether the researcher has correctly understood their reasons for choosing a particular career, also the researcher can examine the results

of previous studies to assess the extent to which the project results are consistent with previous studies. In addition, the literature review can reveal about the problems other countries face during implementation of career development work, for comparison. The researcher, therefore, conducted this review with the following intentions - to compare the results with those of previous studies conducted by other researchers. Consistency of results increases confidence in this field research.

1.8.2 Transferability

Bitsch (2005) and Tobin & Begley (2004) explicate transferability as the extent to which the findings of qualitative research may be applied to different contexts or settings, with different respondents. The researcher provided a detailed descriptions of research context, participants, setting, and processes that will allow readers to determine whether the findings apply to their context (Ahmed, 2024).

1.8.3 Dependability

Dependability is referred to as the continuity of results across time (Bitsch, 2005). This entails participants' evaluation of the study's results and interpretation, such that all are in agreement that the data were obtained from the informants (Cohen, 2011; Tobin & Begley, 2004). The researcher used interview guides for both learners and teachers to collect data. The researcher also recorded using an audio-tape and transcribe the interviews accurately and kept an audit trail showing how the raw data were coded and how themes were developed.

1.8.4 Confirmability

The notion of confirmability is when collected data are examined and checked again throughout the analysis to verify that results can be agreed upon by the participants (Maree, 2016). Studies show that an audit trail, reflective journal, and triangulation are effective ways to establish the confirmability of qualitative research. Bowen (2009) postulates that an audit trail provides tangible proof from the procedure and the final result, that the researcher did not just fabricate what he / she was reporting upon. To avoid such discrepancies, researchers ensure that different values exist for data collection methods, for instance, interview guides and document analysis. As a result, no intervention was undertaken when the interviews were being conducted.

Open-ended questions were asked, allowing participants to easily share their opinions and enjoy an uninterrupted experience during the data-collection sessions.

1.9 Ethical considerations

A researcher has an obligation to respect the participants' needs, values, and rights, therefore, this research was conducted in accordance with the highest ethical standards. The study's goals were explained to each participant and he/she was informed at every stage of the study that he/she was free to withdraw at any time without repercussions. Confidentiality in this study was achieved by removing any personal information that may be used to identify the participants and the researcher ensured that there was no psychological or emotional distress experienced by the participants.

1.10 Delimitations of the study

The study was conducted in Gauteng East District. The District was selected due to the fact that many Grade 11 students in the schools - regardless of their backgrounds, socioeconomic circumstances, or academic standing - seem unsure of what careers they want to pursue.

1.11 Definition of key concepts

1.11.1 Career

Akkermans, Spurk, and Fouad (2021) state that a person's career is a lifetime succession of job experiences that are linked to other facets of their life. In a similar vein, McCash et al. (2021) see a career as a continuous process that integrates life, education, and employment within larger social and cultural contexts. Additionally, Schweitzer, Lyons, and Smith (2023) contend that modern jobs should be viewed as dynamic, adaptive processes in which people work to preserve a long-term fit between their careers and themselves. A career, therefore can be viewed as a lifetime and dynamic process, incorporating work experiences, learning, personal growth, goals, and the social circumstances in which people live and work, rather than just as a series of vocations or employment positions.

1.11.2 Career guidance

The Organisation for Economic Co-operation and Development (OECD, 2021) defines 'career guidance' as a set of services that assists individuals in making well-informed educational, training and occupational choices. The OECD further emphasises that career guidance enables individuals to reflect on their ambitions, interests, qualifications, skills and talents and to relate their self-knowledge to future possibilities, in life and work. McCrory (2022) also highlights the importance of agency in career guidance and counselling, suggesting that individuals should be supported to actively participate in shaping and managing their career development. Career guidance, hence, can be understood as an ongoing process that supports individuals in developing self-awareness, accessing career and educational information, making informed decisions, and acquiring the skills necessary to manage their career development in changing social and labour-market contexts. It is knowledge provided to people to help them compare their abilities, interests, and skills to their intended jobs or occupations. It is intended to help students or individuals, based on their educational and professional choices, to make an significant decisions on the best career route (Eriksson, Hogdin & Isaksson, 2018). It can be characterized as a complete, developmental program created to help people choose and carry out well-informed educational and occupational options.

1.11.3 Career choice

Career choice entails recognising prospective alternatives, assessing their suitability, comparing existing options, and choosing a suitable career alternative (Gati and Kulcsár, 2021). Lent and Brown (2020) also highlight the necessity of understanding job choice in connection to the individual, the decision-making process, and the context. Xu and Flores (2023) contend that people must modify their career choices when circumstances change, since career decision-making takes place in an uncertain environment. In a similar vein, Li, Fan, and Zhang (2023) show that career-choice satisfaction is linked to career adaptability and career decision-making self-efficacy. Career choice, is viewed in this study, as a dynamic process in which people choose and manage a preferred career pathway using information about school and vocational prospects, self-knowledge, and environmental influences. It is a program carried out following career counselling, when a person has learned about the labour market and has compared it to his or her skills and interests (<https://www.lifecoachingbusiness.co.za/>). It is, thus, a process of selecting a

professional path that may include decisions about the education and training needed for a particular career.

1.11.4 Decision-making

Gati and Kulcsár (2021) state career decision-making as a process of finding potential options, assessing how well they fit the person, weighing the options, and choosing the best one. Xu (2021) goes on to say that uncertainty affects modern career decision-making and that people must handle both situational and intrinsic ambiguity. For Hennessy and Yip (2020), career selections should not always be seen as one-time choices, because, in these unpredictable times, certain actions might impact and generate future career opportunities. As a result, decision-making can be viewed as a dynamic process in which people collect and analyse data, weigh the pros and cons of various options, decide on a course of action while reacting to uncertainty and external factors. It is a process of selecting a course of action after considering many options, obtaining data, and reaching a decision. Jones (2018) claims that it is a process whereby a person makes a judgment regarding specific facts or conditions. It depicts an expected course of behaviour or action regarding what one should or should not do (Wayne & LaMorte, 2019).

1.11.5 Counselling

Empathy and compassion, according to Maurya, DeDiego, and Morgan (2022) are essential components of counselling practice and help build a solid therapeutic bond between clients and counsellors. In a similar vein, Gutierrez, Dorais, and Niles (2024) emphasise the significance of counsellor empathy in building successful therapeutic alliances. Modern therapy, thus, places a strong emphasis on cooperative and courteous interactions during which clients are assisted in understanding themselves, investigating their circumstances, setting meaningful goals, and making wise decisions. As a result, counselling can be described as a cooperative professional process that employs empathy, active participation, respect, and understanding to help people explore their experiences, set objectives, make decisions, and advance their personal and professional growth.

1.11.6 Career counselling

Maree, Jordaan, and Hartung (2022) show that career counselling can help people make sense of their experiences and create career trajectories, especially those who are facing educational and socio-economic disadvantage. Additionally, Rawatlal (2022) contends that modern career counselling must adapt to shifting social and professional circumstances and should prepare counsellors to offer career-development assistance that is socially-sensitive. Arifoulline, Milot-Lapointe, and Le Corff (2024), maintain that individual career counselling can increase clients' psychological well-being, and the working partnership between the counsellor and client, is a crucial part of the counselling process. Consequently, career counselling can be viewed as a cooperative and developmental process in which a qualified counsellor helps people understand themselves, investigate career options, analyse their life and work experiences, make wise career decisions, and create flexible strategies, for managing their career development.

1.11.7 Career path

A career path can be defined as the changing series of educational, professional, and developmental experiences that people use to achieve their personal and professional objectives, transition, and adjust to shifting opportunities and situations (Savickas, 2021). Modern professions, as explained by Akkermans, Spurk, and Fouad (2021) are made up of a series of work-related events that evolve over the course of a person's life. In a similar vein, Savickas (2021) contends that people build their professions by giving their experiences context and modifying their career decisions, in response to evolving situations. Rudolph, Zacher, and Hirschi (2021) stress the significance of career flexibility in helping people manage transitions throughout their working careers and negotiate shifting job contexts. The term "career path" in this study refers to how people advance toward their career and life goals, throughout education, training and other developmental events.

1.11.8 Career development

Career development can be viewed as a dynamic, lifelong process in which people learn about themselves, gain knowledge and skills, investigate career and educational options, make career decisions, and adjust to changes in their personal, social, educational, as well as, labour market environments (Li, Fan & Zhang, 2023). Akkermans, Spurk, and Fouad (2021) state that career development is a larger

framework of people's lifetime succession of work experiences and the connections between careers, work, and other facets of life. They stress that elements functioning at the human, organisational, institutional, and cultural levels, all have an impact on career growth. Li, Fan, and Zhang (2023) discovered that career development is linked to career decision-making, self-efficacy and career-choice satisfaction, thereby, indicating that people's capacity to adapt to shifting job conditions is a crucial aspect of modern career growth.

1.12 Chapter outline

Chapter 1: General orientation to the study

This chapter serves as the study's introduction and orientation. The study's background, research topic, purpose, aims, research questions, and significance are all briefly explained. The theoretical frameworks underpinning the study were also presented.

Chapter 2: Literature review

This chapter reviews the existing literature, with the purpose of exploring other writers' perceptions on the topic of the study.

Chapter 3: Research methodology and design

This chapter outlines - the research methodology, research design, sample size, population, data collection techniques, and data analysis techniques used in the study. Additionally, ensuring the trustworthiness of the study's results and the ethical principles adhered to are addressed, in this chapter.

Chapter 4: Data analysis, interpretation and discussion

The findings of the study are presented in this chapter; how data was analysed and the result interpreted are also focused upon.

Chapter 5: Summary, recommendations and conclusion

This chapter summarised the research result, and gives recommendations and general conclusions.

1.13. Summary

This chapter explored the study problem in detail, together with its context, the background, the objectives and the research questions. The theoretical framework, study research methodology, design, delimitations, and definitions of terms are also presented in this section, ending with discussions of the significance and chapter outline of the whole study. The literature review supporting the topic is covered in the following chapter.

CHAPTER 2

Literature review

2.1 Introduction

The aim of the study is to explore the role of Life Orientation teachers in career development of Grade 11 learners, at secondary schools, in Gauteng East District. Choosing a career has been shown to be a difficult undertaking that involves thinking about several issues that previous generations never had to think about. The research topic was introduced, the objectives of the study were discussed in the previous chapter, which provided the background for this research. This chapter presents the literature reviewed based on the following sub-headings and the sub-research questions of the study:

- The role of Life Orientation teachers in developing career decision-making of learners.
- The role of Life Orientation teachers in providing career information to learners.
- The role of Life Orientation teachers in developing career planning of learners.

2.2 Conceptualization of Life Orientation (LO)

In the beginning of January 2006, Life Orientation (LO) was made a mandatory and essential subject in South Africa's Further Education and Training (FET) Phase (DoE, 2003); due to this, teachers now need to develop their facilitation skills to efficiently deliver the subject's goals. Grade-by-grade introduction of Life Orientation began in 2008 with the first group of learners taking the course in Grade 12 (Strydom, 2011). It is distinct from other subjects since it takes a holistic approach to learners' intellectual, emotional, spiritual, motor, and physical development, as well as their personal, social, and intellectual progress (DBE, 2011). The subject gives learners the skills they need to solve life-long issues, make wise decisions, and take the necessary action to live fulfilling lives, in a world that is changing rapidly (Prinsloo, 2007). Diale, Pillay, and Fritz (2014) claim that LO gave South African schools a chance to equip youth with the life skills and information needed to make meaningful decisions.

The knowledge, values, attitudes, and abilities of learners are addressed in the LO curriculum to enable them to play a significant role in society and the economy, hence, to better prepare them for challenges they will face as learners and as adults. The main goal of LO is to help learners become successful by supporting their decision-making and study skills about their courses, prospects for further education and professions (DoE, 2003). The LO curriculum covers a variety of topics - career development, social and environmental responsibility, democracy and human rights, development of the individual in society, study techniques and physical education.

As per the National Curriculum Statement (NCS) and the Department of Basic Education (2011), LO is allotted two (2) hours per week. For Grades 10 and 11, there are 66 hours of possible contact time for LO instruction, and for Grade 12, there are 56 hours (DBE, 2011). DBE (2011) stipulates that physical education must be the focus of one session each week from the two hours allotted to LO, therefore, the other life skills themes will have to be dealt with in the remaining one hour each week, as per the hours allocated. This lack of time dedicated to the life skills subjects is a challenge for LO teachers, as well as a potential threat to South African learners' futures. The learners do not obtain sufficient knowledge to enable them to choose a specific post-school option, build their careers meaningfully and, the LO teachers do not have enough time to educate on careers and career development. In other words, just as educational guidance was suppressed during the apartheid era, so too is the issue of professions and career development in LO (Jansen, 2011). The Department of Education is trying to address South African learners' lack of career development as part of the curriculum restructuring, by incorporating careers and career development inside the framework of the LO curriculum, however, it is obvious that learners are not adequately instructed (Miles, 2015).

2.3 Contextualization of career development within Life Orientation (LO).

For today's youth, and especially for adolescents who are subjected to the fast transition from traditional cultural ways and occupations to modern, global identities and the technological change paradigm with its new demands, career guidance education is crucial in the classroom (Rukwaro, 2011). The information on careers and the labour market, is essential to career counselling and is essential for the

effectiveness of the labour market (SAQA, 2012). Effective career development cannot be provided without thorough educational, vocational, and labour market information (SAQA, 2012). To help high school learners make wise and informed career decisions, career advice is necessary. According to Rukwaro (2011), career development can guarantee that a learner graduates from school with the capacity to think critically, make practical and individual decisions, as well as develop plans for the future.

The Hong Kong Education Department, for example, gives guidance teachers, who are full-time members of the teaching staff, guidelines on how to deliver learner assistance at schools so that teachers can comprehend the significance of providing career development in China (Yeung, 2013). This is comparable to South Africa, where LO teachers have easily-available annual teaching plans that are separated according to the school terms or quarter, as career and career-decision issues have been incorporated into the LO curriculum (DBE, 2011). Rabie (2021) found that learners in South African schools that lack resources, often, do not have enough support when they need to make decisions related to their careers, especially when they are choosing subjects at the end of Grade 9. Jäckel-Visser (2022), pointed out that there is a need for effective career-guidance interventions for learners who come from low-income communities, where access to career support is frequently limited. Ajayi (2023) also found that when there is not enough career information and when subject combinations are not appropriate, this can have a negative impact on learners' ability to make good career decisions. Farao and du Plessis (2024) stressed that career guidance should start as early as Grade 9 so that learners can align their subject choices with what they want to pursue in terms of education and jobs in the future. These findings show that it is imperative for teachers to be well-informed and adequately supported in providing career guidance that meets the changing educational and occupational needs of learners.

2.4 Life Orientation teachers' responsibilities for implementing career development

The necessity for highly qualified and specialist LO teachers is justified by a number of societal challenges in South Africa, including career development and the high rate of unemployment (Pillay, 2012). Effective LO teachers have a critical role to play

in helping learners integrate their education, skills, and abilities with their aspirations, for successful outcomes; this requires them to provide learners with clear guidance. In order to help young people choose a profession, the LO teacher is required to be knowledgeable about a variety of different vocations in their capacity as a career-options teacher (Modiba, 2017), hence, LO teachers have to be aware of the professions that are in demand in the labour market. Teachers ought to equip learners to fulfil their aspirations for the future, pursue further and advanced education, and integrate into society as law-abiding members (DoE, 2003). There is a rising recognition, therefore, that teachers have a duty to help learners get ready for the future (Khan, Murtaza & Shafa, 2012).

In contrast to other teachers who teach other content-based subjects, LO teachers are required to serve as counsellors in areas that frequently extend beyond their professional training and credentials (Brown 2013). In the light of this, this study looks at the professional development requirements of LO teachers, in order to create circumstances that would most likely allow them to teach the curriculum successfully and, eventually, accomplish the desired national priority goals; so it is anticipated that LO teachers should have the ability to guide learners towards careers. They should also be aware of resources and career information, as it is getting harder for many learners who have finished Grade 12 and graduates to find employment. Furthermore, given their many roles, LO teachers must have the counselling abilities that are considered critical to any helping profession; these counselling techniques, for instance, provide LO teachers the chance to show empathy while supporting learners (Yeung, 2013). LO teachers, hence, need to help all learners discover learning abilities that will help them make better career plans and decisions (Lazarus & Chinwe, 2011).

2.5 Life Orientation teachers' challenges when implementing career development

Many teachers have expressed dissatisfaction with the Department of Education's inadequate mandate, with reference to the implementation of LO (Browne, 2011). Modiba (2017) in his study states that teachers who participated in the interviews mentioned that they lacked extensive, structured training related to LO program presentation. They received training in the LO learning area through one- to-three

days short courses covering the subject's objectives and content, although these trainers were criticized for their lack of experience and expertise. The main point of contention raised by the teachers was that the trainers lacked experience in teaching, didactic approaches in subject areas like LO, as well as, classroom and school practices.

Browne (2011) states that teachers complained about a lack of proper communication from Department of Education, especially regarding the implementation of LO. Modiba (2017) adds that, teachers complained that they had little rigorous, formal training in the presentation of LO programmes. Their training consisted of one-to three day short courses on the content and aims of LO learning area. In addition, they criticised the levels of knowledge and experience of the trainers who had been appointed by the Department of Education to empower them. Their key criticism was that these trainers had little teaching knowledge, little knowledge of didactic methods in learning area such as LO, and little knowledge of the prevailing conditions in schools and classrooms.

The majority of LO teachers lack the necessary training to teach this subject, hence, the country will continue to struggle with a high percentage of youth unemployment as long as inexperienced teachers are teaching LO - this will undermine career development education in schools (Ngobese, 2018). The author continues that teachers mostly rely on LO textbooks, which have minimum information about jobs and career choices, and schools lack tools for career development. Teachers who are not knowledgeable about careers often push learners to choose standard professional paths. The use of untrained teachers in teaching LO will compromise the teaching of career development in schools. According to the Department of Higher Education and Training (DHET 2012), the Department of Basic Education (DBE) should make sure that schools receive pertinent career guidance materials from government organisations, departments, and stakeholders. The DBE should also make sure that these materials are posted on the DBE website and the Life Orientation learning area of the Thutong educational portal.

2.6 Support structures for Life Orientation teachers

Parents are a child's first social teacher that they have in the outside world; the role and effect of parents in a child's success at every stage of life, cannot be separated. One of the key components of a learner's career success is having his/her parents' support and attention. Parental engagement in career alternatives is critical, as they need to motivate their children to make appropriate career choices (Amoah, 2015). Naong (2012), in discussing the variables impacting South African learners' career choices and ambitions, mentions that learners' career choices and goals might become a nightmare if their parents do not provide them with career guidance and support. Wachari (2018) in a similar study, which examined the relation between parental factors and career choices among learners at secondary schools in Kenya, reported that 59.4% of the participants acknowledged that their parents were confident of their abilities. In Malta, teachers have parents' meetings, together with learners to instruct them about the purpose of Career Development and Counselling, as well as the many careers possible, so that parents may assist learners in making career decisions (Debono, 2007). Oymak (2018) in a study with high school learners to investigate who shapes their ideas about education and careers, discovered that parents and other family members were the group most frequently found to have the most effect on their children's ideas about continuing their education after high school. Santrock (2007) asserts that parents' explanations of work, values, and experiences provided to teenagers have the potential to affect the choice of career for adolescents.

Khasawneh (2010) and Olle and Fouad (2014) claim that family support has a significant impact on learners' career planning; that parents serve as role models for their children, motivating them to succeed and assisting them in making career decisions. Family support therefore has a strong influence on learners' capacity to make vocational options (Miskiyya, Suharso, and Nusantoro, 2014); in other words, if the professional needs of learners are to be satisfied, parental participation is necessary (Herr, Cramer & Niles, 2004). Additionally, parental nurturing encourages learners to live up to expectations, due to accommodating their parents' influence in career decision-making (Ellefsen & Beran, 2007). Some American studies have similarly shown that, even if schools have the means to address the professional requirements of young people, neither teachers nor career counsellors can fully

replace the impact that parents have on their children (Taylor, Harris & Taylor, 2004; Hairstone, 2000). Selecting a suitable career is a crucial task that all teenagers, in all societies must undergo, for the wrong career decision can cause low motivation and eventually failure as one's chosen profession is not just a way to make ends meet but also a way to find personal fulfilment (Ramakrishnan and Jalajakumari, 2013). Parental pressure, poor direction, and a lack of jobs in preferred fields can be quite difficult for learners if they are not given the right assistance, therefore, by creating a supportive portrait of themselves and their role in a society that is changing quickly, teachers who offer career development and counselling, can help learners make wise career choices.

2.7 Life Orientation (LO) teachers' role in career decision-making

The South African Department of Education (DoE, 2002a), categorises Life Orientation (LO) as essential to an individual's education, training, and development since it promotes a learner's holistic development. Abe and Chikoko (2020) discovered that teachers can help learners make decisions that reflect the latter's values and experiences by understanding learners' perspectives on career decision-making. A study conducted in South Africa revealed that teachers had major influences on learners' career choices and goals (Shumba & Naong, 2012); Njeri (2013) also found that teachers as role models had significant influence on career aspirations; similarly, Akinjide & Sehinde (2011) and Georgiana (2015) also note that teachers play a major role in influencing learners towards attaining career-choice preparedness. Most learners want to pursue a future career idea because of their interest, and recognition of this idea is usually made possible because of the help and support of their teachers (Howard, 2015).

2.7.1 Teachers' lack of expertise in career guidance and counselling.

In South Africa, Sefotho (2017) believes that career development is mostly provided and instructed by teachers who are not abreast with labour market developments. As a result, these teachers lack the necessary expertise to provide appropriate counselling that takes into account the labour market's evolving trends (Modiba, 2019). The macro-economic benefits of career development are linked to the labour market and can be emphasised by highlighting the economic impact of career guidance (Hooley & Dodd, 2015), however, teachers, and especially LO teachers,

may not have access to this information. Dr. Blade Nzimande (Republic of South Africa, 2010), in a media interview held in conjunction with the launch of a ministerial flagship project on career guidance, which focuses primarily on learners in rural areas, acknowledged that the nation needed to work towards a system where every teacher is qualified to provide career development counselling, as the quality of career development in schools was inadequate. He also mentioned that the majority of learners in townships and rural areas, as well as those in poor socio-economic conditions, lacked career guidance. He stressed that South Africa needs high-quality teachers who are suitably trained and developed to meet the changing demands and challenges of a developing nation (Department of Education, 2007). Lai-Yeung (2014) asserts that teachers appear to be put in situations where they are inexperienced in providing career development; this leads to stressful circumstances for them. Ngobese (2018), maintains that teachers in public schools are not employed expressly to provide career guidance and counselling; however, they are required to teach all six of the themes listed in the NSC Curriculum and Assessment Policy Statement (CAPS). The author continues that the country will be dealing with a high percentage of youth unemployment as long as Life Orientation is taught by unskilled teachers, which is impacting Career Guidance teaching in schools. The Department of Higher Education (2016), maintains that in order for teachers to attain a certain degree of expertise, all officials who provide career development must complete career practitioner training, as the most significant variable influencing the efficient administration and delivery of curricula is teacher quality (KZN DoE, 2012).

The six topics of LO for Grades 10–12, as mentioned earlier, centre on teaching learners about their physical education, democracy and human rights, self-development in society, study skills, careers and career options, and social and environmental responsibilities. The purpose of career choice is to expose learners to knowledge that will enlighten them about career and employment opportunities, that are available depending on their subjects' specialisation. DoE (2011) states that one of the goals of LO is to help learners understand how they relate to others in society. It covers topics related to oneself, a healthy lifestyle, social interaction, responsible citizenship, physical activity, employment choices, productive living, and the environment. Ngobese (2018), states that a significant challenge, however, is that Life Orientation teachers lack the necessary training to offer career counselling. The

majority of LO teachers lack specialised training in career counselling and life orientation. Other obstacles include, insufficient time allotted to teaching Life Orientation, a shortage of career guidance tools, and negative attitudes towards the subject, among teachers and school management team. A survey conducted on issues affecting learners discovered - a lack of career guidance programs in schools and poor execution of these programs, weak subject selection offered in schools, low learner efficacy in career choices, and a lack of community support – as among factors negatively impacting learners.

2.7.2 Learners' lack of adequate knowledge to make informed career decisions

Pillay (2021) points out that young individuals who come from poor and rural communities face challenges with limited access to career guidance that is provided by schools, and this limitation has a negative impact on their opportunities for career development. Jäckel-Visser (2022) indicates that a significant number of secondary school learners, from low-income backgrounds do not have enough access to support and resources for career guidance. Learners attending schools in rural areas receive career counselling that is of poor quality and do not have enough exposure to career information that is relevant; this raises the likelihood of them making educational and career decisions that are not well-informed (Sigenu, 2023). Farao and du Plessis (2024), found that learners in a South African school that is constrained by resources had very limited access to vocational resources and structured guidance for their careers. These findings indicate that even after the educational reforms that took place after apartheid, socio-economic and institutional inequalities still play a role affecting learners' access to career guidance services. The South African Qualifications Authority (SAQA) received R100 million from the National Skills Fund in 2010 to launch and run career development service that would serve as the backbone of a comprehensive national career advising system (Flederman, 2011). In the Green Paper for Post-School Education and Training (DoHE, 2012), the Minister of Higher Education and Training, Dr. Blade Nzimande, emphasised the need of addressing insufficient career advice. The Department of Higher Education and Training (DHET) and SAQA collaborated in 2012 to create a policy framework for the provision of a national model of career advice services and activities for South Africans of all ages. Career development entails examining learners' interests and assisting them in selecting a job, while taking into

consideration their abilities, limitations, finances, and opportunities (Tahir, 2018). Career guidance helps learners make informed decisions about their educational and professional paths, as well as their career possibilities, in the light of job expectations and specifications (Akhter, Shabbir Ali, Siddique & Abbas, 2021). Choosing a career is a difficult process that requires decision-makers to weigh information about both themselves and their surroundings (Kapur, 2018). When faced with incomplete, inconsistent, or unclear information, decision-makers may find it challenging to make appropriate decisions (Savickas, 2013). Career guidance, hence, helps learners develop a better understanding of what matters most to them personally, how to plan their careers on their own, and how to use the knowledge they had gained to make difficult decisions and get through challenging situations (Savickas, 2019). According to Chinyamurindi (2021), the decisions learners make regarding their careers are influenced by various factors, which include their academic experiences, their self-efficacy, as well as the roles of their parents, teachers, and peers. Additionally, Ajayi, Moosa, and Aloba (2022) reported that the influence of teachers and the availability of career information services have a significant connection to the process of career decision-making, among learners in Grade 12, for instance, those who are in South African township schools. This indicates that if learners do not have enough access to relevant career information and guidance, it may pose challenges for them in making informed decisions about their careers. Furthermore, Ajayi, Moosa, and Aloba (2023) discovered a significant link between the career interests of learners and their decision-making regarding careers. It is essential, therefore, to provide learners with suitable career information, guidance, and opportunities that help them develop an understanding of their own interests and abilities, thereby, supporting them in making informed choices about their careers. Many students in higher education who are struggling with the courses they are registered in is due to a lack of career guidance, in the secondary; some of them would rather discuss their problems with their friends and even on social networking websites (Sujadi, 2020).

When access to high-quality career guidance and information is satisfactory, at the school level, learners can develop the skills necessary to make wise career selections on their own. Several studies have shown that learners do not obtain enough knowledge to adequately prepare themselves for post-secondary

possibilities (Cinkir, 2015; Dietshe, 2013; Orenge, 2011; Talib, Salleh, Amat, Ghavifekr & Ariff, 2015 and Yang & You, 2010). Orenge (2011) found that there are not enough school-based career programs that provide learners with the knowledge they need to make informed career decisions. The learners' awareness of careers is limited, since they have limited access to career-related material (Talib et al., 2015; Yang & You, 2010). Cinkir (2015) in a study in Turkey, discovered that one of the challenges faced by learners was a lack of preparation for their future careers, which is brought on by ignorance. Proper career guidance appears to be lacking in schools, which limits learners' access to information about their post-secondary options. Madu (2014) asserts that lack of well-equipped school libraries is damaging to pupils, particularly in terms of information for making an informed career decision. School libraries are locations where learners, teachers, and interested members of the public can access a variety of educational resources (Morris, 2013). School libraries are constructed in primary and secondary schools with the goals of presenting learners to the world of books, enhancing their reading and study skills, as well as an entertaining lifestyle that perpetually exposes them to different worlds and careers (Madu, 2014).

In a survey carried out by Dietshe (2013) with Grade 10 learners in Ontario, it was discovered that fewer than half of the high school learners had access to enough information to make decisions about their career pathway. The findings also indicated that the majority of learners in Ontario understood the value of career planning and believed it to be a crucial part of their identity. While some learners had created a career plan, the majority, however, were having trouble and were trying to choose between conflicting options. In the Dietshe (2013) study, two key areas were focused upon - to determine the reasons for information gaps and to come up with remedies for the gaps encountered. Focus was placed on the kinds of career-planning information or activities that were thought to benefit learners the most; the relative usefulness of various delivery formats for career information; the relative impact of various groups and individuals on learners' career planning, as well as the accessibility and value of career-planning resources.

2.7.3 Selecting subjects for career planning

Oxford University (2015) recommends that In Grade 9, learners must choose their subjects for the following three years; since the wrong mix of subjects might limit career prospects, hence, this stage is crucial for learners as well as their parents. In order to obtain employment or pursue further education at tertiary academic institutions or a Technical and Vocational Educational and Training (TVET) college, students may leave the formal educational system at this point (Oxford University, 2015). Learners should choose National Senior Certificate (NSC) subjects by working backwards from the broad profession category they are interested in, to the subjects they will need to continue their career plan (Nicola, Pressler, Farhangpour, Iyer, Roux, Summers & Rentel, 2013). Oxford University (2015) asserts that it is crucial for teachers to create a nurturing atmosphere where learners may explore diverse career alternatives and subject combinations, with the time and tools to do so, however, learners must realise that they are not required to select a career by the end of Grade 9 - all they have to do is create a list of the field or fields in which they are interested. It is well known that career advice programmes differ greatly, from school to school, and that educators are unable to give learners enough and thorough support when selecting subject specialisations (SAQA, 2012).

Grade 9 is a significant year, due to the necessity that in this grade, high school learners choose their subjects for the last years of secondary education, in relation to their careers (Streicher, 2021). It is disheartening when parents of matric learners who are about to transition to tertiary education levels realise that the subjects their children had chosen limit them from applying to their desired study field, at the university (Ramarumo, Sesale & Seeletse, 2018). Learners should be aware of where to acquire information about vocations and NSC subjects, as well as which jobs are currently in demand (Nicola, Pressler, Farhangpour, Iyer, Roux, Summers, and Rentel, 2013). For the NSC, there are three electives in addition to the four required topics, and some NSC subjects have a specific professional pathway (Nicola, Pressler, Farhangpour, Iyer, Roux, Summers & Rentel, 2013). Ramarumo, Sesale & Seeletse (2018), contend that many students in South African secondary schools struggle with choosing their careers as a result of numerous factors; particularly, wrong choice of subjects and career decisions have been shown to contribute to majority of students' dropping out from higher institutions of learning

(Ketshepile, 2016). Sometimes, even when students have no interest in a career, they are obliged to select subjects that would lead to prominent careers (Ramarumo, Sesale & Seeletse, 2018). Du Plessis and Letshwene (2021) indicate that there are negative issues such as - teachers' competence that is not adequate; limited exposure that teachers have to subjects, and shortcomings in the textbooks that are available - these factors can influence the choices that learners make regarding subjects and the opportunities that are available to them. The Department of Higher Education and Training (DHET, 2021) indicates that teacher education qualifications provide specific subject specialisations and that student teachers' elective choices are linked to the phase and subjects for which they are preparing to teach.

Welter (2022) explains that the combination of subjects that are chosen in teacher education can influence the subject-specific knowledge that pre-service teachers have, their professional competence, and the development of their areas of specialization. Ijeoma (2012) asserts that a learner's family and friends might also affect his/her decision to choose a subject's specialisation. Pillay (2020) makes it clear that many learners, both in South Africa and around the world, enter higher education without a clear understanding of their career path or life goals. The majority of learners believe that it is crucial to continue their education, but they are generally unaware of the best career choices to follow. Young people can fall into the trap of inappropriate work opportunities and market forces, as a result of their desperate search for a way to escape poverty (Shen, 2021). Guidance on career planning and choosing of subjects, would prevent clashes between a learner's passions or talents and academic courses; it could also help learners understand the significance of their education, for life after school, which would increase their drive to learn in school. Learners who are certain about their future career choices frequently took more majors in high school and chose subjects based on their passions, plans for further education, and intended careers (Shen, 2021). Nkechi (2018) discovered that LO teachers do not have a deep understanding of their subject matter and the impact of guidance and counselling on successful teaching and learning in schools, therefore, by educating learners about the many careers they may choose from, based on their areas of specialisation, teachers can assist learners in making wise career decisions. The cruciality of teachers in planning the future careers of their learners, should not be undervalued, as choosing a subject

plays a significant part in selecting a career (Basham, 2011). School teachers address learners' needs in three primary areas: academic growth, career development, personal and social development (Georgiana, 2015).

Most learners believe that education is the key to their future, but they have little or no idea of the precise career path to follow. Young people find themselves trapped in unsuitable job opportunities and market forces due to their desperate attempt to find a way out of poverty. When learners need to choose National Senior Certificate (NSC) subjects, they should work backwards from the broad career category they are interested in, to subjects they will need in order to follow their career pathway (Nicola, Pressler, Farhangpour, Iyer, Roux, Summers & Rentel, 2013). These authors explain that learners should know where to find information on careers and NSC subjects, as well as which jobs are in demand at the present moment. There are four compulsory subjects, three electives for the NSC and certain NSC subjects which lead to set career pathways and learners should be aware of this fact (Nicola, Pressler, Farhangpour, Iyer, Roux, Summers & Rentel, 2013).

2.7.4 Insufficient time and lack of resources to teach career guidance

Ngobese (2018) claims that several countries have made an effort to incorporate career development and guidance into their curricula, however, time allocated to these programs is still a problem. There is a lot that career-development teachers and counsellors have to educate learners about, but time available for career development is relatively restricted. Research carried out in different parts of Africa frequently shows that the execution of career-development programs in schools is negatively impacted by a lack of time and other resources (Ngobese, 2018). In Nigeria, Oye (2012) observed a number of implementation challenges, such as tight school time schedules, insufficient office space which do not make provision for guidance and counselling activities as well as lack of facilities needed for suitable career-counselling services. Oye et al., 2012 showed that career development and counselling services were not readily available in Nigeria, and that the majority of career development and counselling facilities lacked proper equipment. These elements make it very difficult to conduct career development programs in schools effectively, as these conditions deter learners from visiting centres and making use of the services offered to them.

2.8 The influence of self-knowledge and self-confidence on career choice

Understanding their preferences and interests can help learners make worthwhile career and educational decisions for themselves. The easiest way to enjoy your job is to perform duties that play to your natural abilities and interests. Learners who understand their professional perspectives correctly, will be able to identify their talents and shortcomings and develop specific career goals (Wan Kamarudin, Abdul Manap, Noorkhizan, Mat Ghani and Samsudin, 2022). The ability of learners to choose their own careers is critical in preparing them for higher education. If learners are unable to make informed decisions about their future careers, their chances of success are limited. Chiesa, Massei, and Guglielmi (2016) conducted a study in Italy, to determine how structured-group career intervention may increase students' ability to react to work challenges related with the transition from secondary school to university or occupation. It involved two hundred and eighty secondary school learners from fifteen different districts of Northern Italy. The study found that learners with higher levels of professional decision-making and self-esteem had less career choice anxiety, than those with a low levels of self-confidence.

Another study done in Italy by Gineva, Nota, and Ferrari (2013) discovered that certain learners have poor self-efficacy views about their career choices, hence, parents must be educated on how to boost their children's self-confidence. Galliot, Graham, and Sweller (2015) provide more evidence for this in their Australian study. Their findings revealed that high school learners from poor socio-economic backgrounds were more confused about their potential careers than those from high socio-economic backgrounds, who had high career expectations. Parental support has a significant impact on learners' confidence in making professional decisions.

Several studies have shown that too many learners are unsure of their job choices when they graduate from high school. Due to this uncertainty, a substantial percentage of teenagers drop out of school, which in turn raises the unemployment rate. Cinkir (2015) conducted a study in Turkey to ascertain the efficacy of the career and orientation modules provided at schools. Due to the increased requirements on the global labour market, the Turkish government has made it mandatory that counselling and orientation courses begin in Grade 9. The difficulty, however, is that many learners are unsure of the choices they should make while transitioning from

school to job. In a survey, Wang and Fu (2015) discovered that a similar problem exists in China. According to these authors, there is a large number of learners graduating from Chinese colleges, which has led to intense rivalry for jobs. Unfortunately, the majority of these graduates lacked the necessary training for careers, as well as the necessary skills for job searching or career planning. Oye, Obi, Mohammad, and Bernice (2015) in their study in Nigeria, found that learners find it challenging to select careers due to the diversity of their interests and skills and young people in Nigeria sometimes chose specific professions out of a desperate need for work, rather than it being a good choice for their abilities. There is a lot of uncertainty among young people today regarding their career options, as they know relatively little about the correlates and effects of uncertain aspirations and inappropriate career choices (Gutman & Schoon, 2012). These authors conducted a study in England and the results showed that teenagers from poor socio-economic origins and those with no established priorities were more likely to be unsure about their career goals. Staff, Sabates, Harris, and Briddell (2011) concluded that young adults with uncertain career aspirations made significantly less money per hour than those with clear-cut professional aspirations.

2.9 The influence of culture and society on career decisions

The connection between societal factors and careers demonstrate how diverse factors affect people's employment decisions and actions (Akosah-twumasi, 2018). The societies in which some pupils live in, have a profound impact on their career decisions. Fouad, Kim, Ghosh, Chang, and Figueiredo (2016) claim that learners' intentions for their careers are influenced by social cultural norms and value congruence. The values and beliefs of a society have a range of effects on how young people choose their careers (Hui & Lent, 2018). When it comes to choosing a job, young women are more influenced by their parents and teachers than young men are (Leong and Mok, 2013). Secondary school learners in Ilorin Metropolis of Kwara state in Nigeria used to choose their careers largely based on their gender (Durosaro & Nuhu, 2012). Guan, Deng and Zhou (2020) indicate that cultural orientations and values shape how individuals understand career-related circumstances and make decisions regarding their career paths. Likewise, Lent and Brown (2020) maintain that career decision-making is a multifaceted process influenced by personal characteristics as well as contextual circumstances. Cultural

orientations, particularly individualism and collectivism, may affect the significance individuals place on different career opportunities and the criteria they use when making career-related decisions. Zhou (2023) further suggests that cultural influences on career choice may include personal interests, social responsibilities, occupational status and expectations from family and society. In the South African context, Fernandes (2023) demonstrates that cultural background can play a role in students' career decision-making and career aspirations; thus, career choice should be understood as more than an individual process, as it is also shaped by cultural values, family expectations and the wider social environment. People in individualistic societies often follow their particular interests when choosing a career, whereas in collectivist cultures, people's employment selections are overly influenced by their families, hence, their choices are based more on family approval than on their own motivation for their careers (Sovet & Metz, 2014). Zolfaghari and Madjdi (2022) present the idea that when individuals who come from different cultural backgrounds interact with each other, this interaction can create chances for those individuals to recognize and negotiate as well as understand the cultural values of one another, especially as their interpersonal relationships grow and develop over a period of time. According to Koloi-Keaikitse (2021) analysis of cultural values and beliefs in Botswana, and continued interaction with communities, can lead to students' better comprehension of their beliefs, values, and customs.

2.10 Studies on career guidance carried out in South African schools

A curricular framework is a set of rules outlining the content that a curriculum must include; in other words, it serves as a manual for creating actual curricula. The curriculum framework for career education and guidance in schools is intended to give guidance on the objectives to be met and the methods to use in doing so (Framework1 for Cooperation in the provision of Career Development Services in South Africa, 2012). At the FET phase, career education is especially crucial because it must equip learners with the academic and career knowledge, they need to make wise choices about their post-secondary education and training (South African Career Development Association, 2020). Guidance lessons must motivate learners to honestly assess their subject areas of strength and to research post-secondary study options and occupations that align with their areas of strength. It should be emphasized, however, that there are not many studies that have been

done on counselling and career guidance, in line with the requirements of the government, in South Africa. Yet, a lot of research on Life Orientation as a subject have been carried out, and they highlight some difficulties in the instruction and application of this subject. Some of these studies examined the root causes that make it difficult for Life Orientation teachers to effectively teach career guidance in classrooms.

In the Free State Province, Jonck (2015) sought to establish a forum where a community of learners could express their opinions and provide recommendations for enhancing the subject LO, focusing on career counselling in secondary schools. The results of this study are consistent with those of the worldwide studies mentioned above. Regarding societal systems of influence, the study showed that there is a huge demand for career counselling because not enough information on job options is acquired from LO. Modiba (2017) discovered that a significant portion of South African learners fall into specific categories - those having little experience of the working world, those with minimum access to career services, and those with little understanding of the requirements of higher education institutions. The author adds that 60% of South African learners do not receive career assistance or counselling in school nor enough or comprehensive career guidance. Mmema (2010) discovered that the majority of schools located in remote areas have limited resources, which result in a lack of knowledge, regarding career choices.

2.11 The influence of the school on career development

The school's responsibility is to help learners discover a purpose in their current and future lives, beginning in early adolescence (Mtemeri, 2017). The entry point to secondary school, plays a vital role in helping learners make career decisions (Baloch & Shah, 2014); the authors argue that learners should learn about several careers before making career decisions, as they highlight the impact of Kenyan schools on learners' career choices. Insufficient career development can lead to learners making poor decisions and enrolling in courses they are ignorant about (Kimiti & Mwova, 2012). Shumba and Naong's (2012) study in South Africa revealed that learners choose their careers well before they enrol in college. American learners' school engagements involve behavioural as well as emotional components that play a mediational role in the association between developmental assets, such

as careers and academic competence (Mtemeri, 2017). This scholar asserts that the purpose of school development in the United States is to increase learners' knowledge about possible professional and educational interests, talents, beliefs, and possibilities, rather than to establish a predetermined career decision. The task of choosing a career can be challenging and confusing for young people in Nigerian schools who lack knowledge about the characteristics and prerequisites of different professions (Mtemeri, 2017). Mexican American high school learners most frequently see having supportive, caring role models that set good examples and offer direct career assistance, as having a significant impact on their decisions to pursue a certain career (Koech, Bitok, Rutto, Koech, Okoth, Korrir & Ngala, 2016).

Many learners in Israel seek career guidance from teachers due to the challenges they face, while making career decisions in school (Mtemeri, 2017). Teachers who provide career assistance in schools play a critical role in promoting comprehensive career plans that highlight learners' interests and skills and expand their alternatives for future careers (Mghweno, 2014). Worldwide, schools are classified in a variety of ways - government, private, boarding, mission, and day schools are among the educational options. The distinct cultures of these schools may have an impact on the careers learners are drawn to. The geographic location of the school is another significant factor in determining career development (Roy, 2016).

The difficulty in integrating factors from school environments that influence learners' choices of careers and methods of learning, is also acknowledged (Kozikoglu, 2017; Yasar & Turgut, 2019). These difficulties may restrict or even eliminate a person's agency with regard to choices they can make (Kulcsar, 2020). This calls for a responsive agenda that takes into account concerns about teaching and learning in schools as well as the influence of the environment on professional decision-making (Lombard, 2020). There are arguments as to what aspects in the educational system affect learners and the communities they come from, in South Africa (Robertson & Graven, 2020); the worldwide literature concurs with these arguments (Yasar & Turgut, 2019). There are claims made in the literature on careers (Chinyamurindi, 2016) that decisions about vocations are influenced by what occurs in the classroom, but given the difficulties South African schools confront, this may only be partially possible (Heeralal, 2014). Kheswa, Sandlana, and Kwatubana (2014) for example, pointed out that many South African learners had problems from the past that still

influence learners now; meaning that current career choice implementation is probably going to be impacted, like before (Mapotse, 2015). Pillay (2020) contend that, in the context of South Africa, a demand for direction in careers and counselling assistance arises due to contextual problems. In career development process, schools play a significant role on their learners (Workman, 2015).

2.11.1 Career information services provided by schools

Tsitskari (2017), believes that the labour market today, demands that learners acquire knowledge of the necessary competencies, prior to being officially admitted to the university; such information used to plan and manage one's professional career is referred to as "career information". Professional strategy-planning is facilitated by career information. Furthermore, data related to the workplace, including educational, occupational, and psychological information, are extremely useful when making career decisions (Sultana, 2017). Learners must be well-informed about the options available, as well as the ways in which the workplace is changing, in order for them to be prepared for the labour market and the world of work; they require education and training to make connections between their identities and ideal occupations. A learner's move from secondary school to college or from school to the workplace can be successfully supported by career education (Gutentag & Shimoni, 2022). Learners often want constructive and useful information about the professional alternatives available through career counselling and vocational tests (Sultana, 2017); however, there is a notable imbalance between the abilities that the South African labour market offers and those that the economy requires (Singh, 2016). According to Mathibedi (2016), one of the many reasons for the skills' gap in the country, is that people do not have access to career information while making decisions.

Most young people continue to choose jobs without the necessary information, even in the face of dismal employment prospects in their chosen sectors (Nong, 2016). Studies show that most young people in South Africa do not have access to professional information (Modiba, 2017; Meilhone, 2016). The country has a history of poor performance when it comes to planning, considering, and educating young people about jobs and the labour market (Singh, 2016). Due to a dearth of profession-related information, most people's decision-making is probably going to

be challenging (Sultana, 2017). Many rural South African schools still have an apparent lack of information available to learners (Sathekge, 2014). Life orientation (LO), which covers career information, is taught by teachers who are not qualified for the position in these outlying schools (Gama, 2015). The main objective of guidance is to increase the learners' awareness of both their surroundings and themselves, therefore, LO teachers should provide career guidance to learners in an effort to help them with their career choices (Carelse, 2017); however, it has been shown that most learners, especially those from rural areas, still exit from Grade 12 knowing very little about careers (van der Kuil, 2018). Essentially, most of these learners experience anxiety and confusion while making career selections due to inadequate professional information and guidance (Pesch, 2014). Ultimately, a deficiency in professional knowledge affects a great deal of these students' confidence in their capacity to make informed career selections (Francis, 2014). High school learners engage in a variety of cognitive and motor activities, such as self-cognition, professional information gathering, and learning environmental basics, as part of their career development, which aims to maximise their future college and professional learning. Self-perception, self-reflection, self-matching, and self-regulation are skills that may be developed during counselling.

Maketekete (2022) indicates that many young South Africans are left on their own to make crucial career decisions that will impact their career path; the study explored how young people in resource-constrained settings go about making career decisions using career information and guidance available to them. In South Africa, career guidance is an area that has been endemically neglected in the schooling system, especially in schools situated in low-income areas that do not have access to sufficient resources (Albien, 2018). Maketekete (2022) adds that the study's purpose was to engage with social injustices by conducting a needs assessment at three high schools in Soweto, to effectively assess the career-related needs of Grade 9 learners, as well as come up with recommendations of their teachers. In order to identify any prevailing services, their effectiveness and to identify any existing gaps from the teachers' perspectives, Maketekete (2022) performed an assessment of the current status of the LO curriculum. Gineva, Nota and Ferrari (2013), discovered that many learners have low self-efficacy beliefs regarding career

choices and the society and community have to be taught on how to develop their children's self-efficacy and self-concept.

2.12 The influence of peers on career development

In the absence of proper career development and teacher mentorship, students resort to peer mentorship. Otabong (2015), found that learners in Kenya seek mentoring, knowledge, and advice on job-related matters from peers who have undergone comparable experiences, particularly in situations where traditional channels, such as school career assistance, do not operate well. Koech (2016) also highlights the impact of peer mentorship on learners' career choices in Kenya. A study conducted in Nigeria by Bankole and Ogunsakin (2015), identified that peer interactions have a major role in assisting learners in making career decisions; also Pakistani learners who had a deep bond were more likely to influence one another's career choices (Naz, 2014). Peer support was proven to be a significant element in influencing American learners' career choices (Obwoye and Kibor, 2016); to Hashim and Embong (2015), the learner's peer group is the single most significant factor influencing career decisions. Adolescents are vulnerable to peer pressure because they look to their friends to validate their decisions, even those regarding their careers. Presently, sometimes people choose a career, not for their whole life, as more and more changes are occurring in the same field and more advanced perspectives are appearing constantly (Muneer, 2018). Kazi and Akhlaq (2017) state that selection of some career is not an easy task for learners, rather it is a challenging task in many learners' lives. Wambu, Hutchison and Pietrantonio (2017) argue that for some learners, deciding on a career is an uphill assignment, as it requires probing occupational information and understanding of self, hence, they need help from someone, such as peers.

2.13 The influence of career education on high school learners' career planning

High school career planning instruction covers five fundamental topics: major exploration, career planning, self-awareness, academic mastery, and life planning (Gu, 2020). Considering that high school learners have different characteristics, using schools as the primary learning environment and imparting knowledge through courses is seen to be one of the best ways to address career development and

future profession preparation, for Chinese high school students (Gu, 2020; Chen, 2021). High-school learners can ignite their inner wants and develop an interest in themselves by realising self-cognition, which becomes the inner motivating force for career discovery (Chen, 2021). Learners can develop their ability to plan a career with the ability of choice, as well as core skills and characteristics to adjust to future career changes, by following the six steps of - "self-awareness, world awareness, the initial establishment of career goals, decision-making, action and implementation, evaluation and adjustment" (Chen, 2021).

Studies, indicate that learners who do not have access to career education classes are more likely to be unsure of their futures and lack specific career goals. This can have an impact on learners' conception of what is realistically achievable and their high school course selection, causing them to enrol in courses that are either poorly suited to their skills or their desired career paths. Conversely, learners who are certain of their professional path tended to take more relevant electives in high school, choosing their courses according to their interests outside of school, their intended fields of study, or their intended careers. Pupils are also more motivated to complete their coursework and would have improved attitude to learning if they have a consistent relationship between their career interests and subject selections.

Chiesa (2016) examined the results of a group-career intervention involving 280 high school learners in Italy, which also focused on career-counselling services for seniors in high school. After examining the effects of a brief career intervention on 211 high school learners in Sydney, Berger (2019) came to the conclusion that career-education classes increased the participants' confidence in making career decisions and increased their perception of readiness for both college and the workforce. Xie (2019) looked at the career education programme that is taught in a senior high school in the Chinese province of Zhejiang. The programme, which consists of career education seminars, career counselling, and career practice exercises, attempts to provide learners with skills for career development and assist them in gaining an accurate grasp of the varied careers. Guidance on career planning and subject selection, therefore, is supposed to prevent learners' interests or skills from not aligning with subjects they are taking in school. Career planning can also help learners understand the value of education in the workplace and ultimately increase their drive to learn.

The subjects chosen will have an impact on the learners' future majors, employment in colleges, and academic success (Chen, 2021). Career exploration, defined as the process by which an individual investigates the environment related to himself/herself and career development under the division of development motivation, is a constantly-researched topic in the field of career development in recent years (Jiang, 2019). It is also regarded as a major impetus to people's adaptive development (Guan, 2018), therefore, it is very crucial that high school learners learn and use their skills for career development, in the light of the NCEE reform (Chen, 2021). These are merely significant portions of the career development phase, demonstrating the need for career development to play a significant role in high school career education; also the need for self-cognition to be prioritised (Chen, 2020a). Teenagers' career development and growth are influenced, either directly or indirectly, by their parents' job experience, employment position, and working circumstances (Corey, Chen & Wang, 2019). Earlier research, individual aspects such as, gender, identity, personality, individual growth initiative and career self-efficacy, are the primary determinants that influence career exploration (Wang, 2019; Chen, 2020a, b). Girls, for instance reported higher levels of negative certainty and expectancy of results when compared to boys. In addition, females feel more pressured to research and arrive at judgements; they also exhibit lower levels of satisfaction with the information they get (Lim & Lee, 2021).

2.14 Learners' personality and career interests

A person's personality type is a mental classification of their many features and often of their personal attributes (Edwards & Quinter, 2011). Many secondary school learners think they will succeed in whatever they choose to do in the future because of the personality traits and career interests they exhibit with their peers, while they are in school (Harry, 2017). Secondary school learners can think that, given their personalities, they might be suitable for careers with any company after completing their high school education, although a lot of young individuals, including secondary school learners, worry about what lies ahead, particularly once they graduate. Individuals have different goals for their careers; some want to become extremely wealthy, while others want, with their careers, to do all in their power to make their area a safe and healthy place to live (Kirby & Dempster, 2018). In a time when a person's unique personality and interests play a significant role in choosing a career,

especially for young people, the traditional method of making career decisions requires a thorough understanding of the working environment (Morizot, 2017).

Personality and hobbies may have a big impact on a person's career decision. Albien (2018) asserts that personality has a significant impact on career choices. In order to recognise their career potential early in life and avoid postponing opportunities until it is too late to act, learners need also to cultivate an active personality type. People should be more cognisant of their personalities in order to make informed decisions regarding their career possibilities (Albien, 2018). A study conducted on personality types and interests, in Kenya, concluded that many learners' career decisions are influenced by these factors; however, a similar study carried out in South Africa found that learners' career decisions are influenced by financial factors (Abrahams, 2015). Kazi and Akhlaq (2017), discovered that learners' passion for a topic eventually translates into higher exam results and, eventually, a choice to pursue a career in that sector, hence, how people choose a career depends in part on their personality and personal preferences (Kemboi, 2016).

2.15 Summary

In this chapter, the researcher reviewed research on the implementation of career development and challenges in implementing career guidance from both a global and local viewpoints. Commonly-experienced challenges, include the lack of career development information and uncertainty experienced by learners when choosing careers. The absence of career counsellors in township secondary schools makes it difficult for learners to choose the right subjects to study, that would lead them towards their career goals. The most significant decision that learners must make in the LO class is selecting suitable subjects which match their abilities. It is imperative that career development in South Africa considers the diverse requirements of learners with respect to their job interests and personality attributes. In this context, relying solely on evaluation of the aptitude, intelligence, and personality of secondary school learners, is no longer adequate to support informed career decisions. Rather, a more comprehensive and in-depth assessment is required, particularly in environments with limited resources, and this should be complemented by career guidance and counselling. It is the responsibility of LO teachers to assist learners in choosing subjects that will align with their career fields. The literature review

indicates that there are still gaps and limitations in career education and guidance in secondary schools. In the chapter that follows, the specific research approaches used in this study are discussed in depth.

CHAPTER 3

Research design and methodology

3.1 Introduction

The aim of the study was to explore the role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District. This chapter discusses the approach employed to achieve the study's objectives. The focus of the discussions will include - description of the study design, the population, sampling methods, research paradigm, research strategy, as well as, methods used for data collecting, analysis, and ethical principles adhered to.

3.2 Research paradigm

Ulz (2023) explicates research paradigms as the researchers' attitudes and assumptions that provide the framework for investigations. The research paradigm is the framework that researchers' discipline's concepts and methods fit into, to create the research plan (Ulz, 2023). This foundation serves as a guide for all other elements of your research plan, including - the study's goal, the research question, the instruments or measures used, and the analytical methods employed on the data. Denzin and Lincoln (2018) define a paradigm as a set of core concepts that serve as the foundation for a worldview. Ngobese (2018), elaborates that a research paradigm is composed of basic concepts that direct activity and address the researcher's ultimate interpretations or views. For this study, the interpretivist paradigm was considered the most appropriate for this study. The interpretivist paradigm aims to comprehend phenomena from the viewpoint of the individual involved (Creswell, 2009). In an interpretivist paradigm, human perceptions are the greatest means of understanding reality (Kitzinger, 2015). Husam and Pius (2020) claim that using interpretivist research methodologies enables a researcher to thoroughly understand the meanings and interpretations that individuals ascribe to their surroundings. In other words, to see the world, via the participants' perspectives and experiences, a researcher constructs and interprets the contents of the collected data, based on their experience (Creswell, 2007).

3.3. Research approach

The current study examined the influence of Life Orientation teachers on the career development of Grade 11 learners at secondary schools, using a qualitative research approach. The objective of a qualitative approach is to understand events from the viewpoints of those involved (Magwa & Magwa 2015). A qualitative approach is a kind of research methodology that emphasises how people interpret and make meaning of their experiences and surroundings (Magwa, 2018). This study examined how Grade 11 learners in secondary schools in the Gauteng East District developed their careers, with the help of Life Orientation teachers. This was accomplished by watching learners and teachers in the classroom. Creswell (2013), notes that a qualitative research approach may be used to investigate and comprehend the meaning that individuals or groups ascribe to a social or human circumstance. Research applying this approach, involves developing questions and methods, gathering data, usually in the participants' environment, analysing the data inductively to go from specifics to broad themes, and interpreting the results (Creswell, 2013). Litchman (2010) argues that the qualitative research approach is an inductive strategy that generates new research hypotheses and theories by focussing on the specific environment through observation and description of a phenomenon, perspectives, events, conduct, and existing opinions and occurrences. Researchers, hence, employ this method, as Azwi and Hamza (2015) further clarify, to comprehend people's experiences and communicate their opinions. The approach aims to offer a comprehensive and in-depth explanation of phenomena in their natural environments (Litchman, 2010). For Dube (2015), the qualitative approach entails studying subjects in their natural environments while the researcher systematically investigates experiences' meanings, in an effort to understand and make sense of their occurrences and the meanings that individuals ascribe to them. A qualitative method was chosen because it allows for the gathering of thorough descriptions that serve as a foundation for analysis, aimed at determining the essence of an experience (Creswell, 2016). Qualitative researchers seek to understand phenomena specifically from the perspective of those who are experiencing it, with less focus on generalisation. In-depth exploratory investigations are also used in qualitative research to achieve a comprehensive understanding of a particular situation, which entails locating high-quality responses throughout the study (Creswell, 2008). The researcher is the main tool for gathering and analysing

data in qualitative research (Creswell, 2013) and it enables interview questions to be modified as the study develops, and as new information emerges (Oranga & Matere, 2023). Qualitative studies have several benefits, such as - flexibility and spontaneity, the ability to interact with respondents, the ability to collect and interpret non-verbal cues, the ability to obtain clarification and a deeper understanding of the phenomena being studied, and the reduction of the need for a large study sample (Oranga & Matere, 2023). Qualitative data-collecting approaches are particularly suited for detecting and assessing intangible elements that may not be immediately obvious in the study, such as socio-economic position, gender roles, societal norms, ethnicity, and religion (Cleland, 2017). Additionally, Moser and Korsrjens (2017) argue that qualitative research is a kind of study that explores and offers more profound understandings of real-world issues without the need to statistically measure the data.

3.4. Research design

The research design used in this study was a multiple case study because several cases were investigated. Maree (2016) states that a multiple case study examines numerous cases instead than just one, hence, the researcher can compare the cases and gain a deeper comprehension of the topic under investigation because each case is thoroughly examined within its actual setting. A range of data collecting techniques are used by researchers to gather comprehensive data over an extended period of time, with instances only limited by activity and time. In this study, a multiple case study was utilised since it allowed the gathering and analysing of data using a variety of techniques (Magwa, 2018). One of its main strengths is that it allows researchers to perform both within-case and between-case analyses, thus, to identify similarities and differences between cases (Hunziker & Blankenagel, 2024). These authors add that multiple case study provides more comprehensive understanding of a phenomenon than a single case study, as it reveals diverse experiences and contextual influences from different cases.

3.5. Population and sampling procedures

3.5.1. Target population

The study's target groups were Grade 11 learners and Life Orientation teachers from four secondary schools in the Gauteng East District. According to Steyn, Smit, Du toit, and Strasheim (2013), a study's target population consists of all the units of analysis from which the researcher hopes to draw certain conclusions. A population is comprised of all the people, groups, objects, or events that are included in a research endeavour (Magwa, 2018), hence the target population consists of the entire events, community or group of people that are the subject of the study (Salkind, 2014). A study's individuals are regarded as 'participants' if they are qualified and agree to take part in the study, and according to Salkind (2014), valid conclusions can only be made from a study sample that is representative of the overall population.

A research study uses a group of participants chosen from a target population, which consists of a group of things or instances, like people, things, or events that meet particular requirements or to which the findings of the study are meant to be applied (Dube, 2015). McMillan and Schumacher (2014) define the target population as a group of people who meet certain requirements and about whom the researcher wants to apply the study's results. A comprehensive understanding of the population is necessary to assess whether the sample size is representative of the population, which is necessary for the results to be trustworthy (McMillan & Schumacher 2014).

3.5.2. Sampling procedures

A study sample is a subset of the population selected for the purpose of gathering and analysing data, as Creswell (2014) explains. A research sample is a subset of respondents selected from the population, making it smaller than the population, with the hope that the information gathered from the small group will allow inferences to be made about the larger group (McMillan & Schumacher, 2014).

3.5.2.1 Sampling of teachers

Purposive sampling was used to choose the teachers of Life Orientation. Macmillan and Schumacher (2010) explain that purposeful sampling involves the researcher selecting certain members of the population who possess expertise about the subject matter. Best and Kahn (2006) also note that deliberate sampling is a method

used to choose particular people, places, or events based on their ability to supply the needed information. A decision as to which subjects should be chosen to offer the greatest information to answer the research's aim, is made based on the researcher's understanding of the population and the topic (McMillan and Schumacher, 2014). LO is thought of as the study that guides learners towards suitable career choices and for this study, therefore, Life Orientation teachers were purposefully chosen. In order for the researcher to achieve the study's goal, only teachers who are teaching LO in Grade 11 participated in this study. This helped the researcher to compare collected information provided by LO teachers from 4 different secondary school. Grade 11 teachers who are teaching LO were requested to participate in the study.

Table 3.1 Summary of teacher participants

Schools	Teachers		Departmental heads		Principal		Total
	Female	Male	Female	Male	Female	Male	
School 1					1		1
School 2		1					1
School 3			1				1
School 4	1						1
Total	1	1	1	0	1	0	4

3.5.2.2 Sampling of learners

Convenience sampling was used in the study because participants were chosen based on their availability and desire to take part in the study, hence, this sampling strategy was deemed suitable (Maree & Pietersen, 2016). It makes the process of collecting and gathering data easier by allowing researchers to find volunteers who are willing and able to participate, so the researcher applied this strategy. According to Golzar, Tajik, and Noor (2022), convenience sampling is more straightforward, economical, and time-efficient than more complex sampling techniques. Four secondary schools were sampled; in addition, 24 Grade 11 learners were selected - 6 learners per school, both males and females. This means each school had a sample of 6 learner participants - 3 boys and 3 girls from Grade 11 learners. To

begin the process, the researcher had a list of all Grade 11 learners in each school; then assigned numbers to all learners in the list; then used random numbers table to select 6 (both males and females) participants for the sample in each school. To select the schools in the Gauteng East District, a similar process was followed.

Table 3.2: Summary of learner participants

Name of the school	Learners		Total
	Girls	Boys	
School 1	3	3	6
School 2	3	3	6
School 3	3	3	6
School 4	3	3	6
Total	12	12	24

3.6. Instrumentation and data collection procedures

The data gathering techniques employed in the case study design are presented in this section. Numerous techniques are accessible, including document analyses, focus-group discussions, interviews, and keeping reflective diaries (Magwa & Magwa 2015:52). Below are the instruments and methods that can be utilised to collect data.

3.6.1 Semi-structured individual interviews

Semi-structured interviews enable a researcher to have a close comprehension of the participants' ideas and feelings (Mbezi, 2015). Semi-structured interviews are discussion-based and enable relevant lines of enquiry to learn more about the topic under study (Grieves & Hanafin, 2005:31). The interviewers are permitted to ask additional questions for explanations as necessary, however the interviews in this method are based on using pre-planned questions. Semi-structured individual interviews were conducted with Life Orientation teachers - one teacher from each of the sampled 4 secondary schools. The main goal of semi-structured interviews as a method of data collecting, is to obtain information from key informants who are personally connected to the issue of interest by their experiences, attitudes, opinions, and beliefs (DeJonckheere & Vaughn, 2019). Salomao (2023) states that through semi-structured interviews, researchers may delve deeply into the viewpoints, experiences, and perceptions of participants; it is an interactive method for gathering qualitative data that permits researchers to converse with subjects

while preserving a degree of adaptability. Each participant gave their consent for the audio tape to be used for recording the interviews, which lasted no more than an hour. The interviews were conducted at the schools' staff rooms, when it was most convenient for the teachers.

3.6.2 Focus-group discussions

A focus group is described as a small group of people who are drawn together by a shared interest or set of qualities. A researcher uses the group and its interactions to acquire detailed information about a certain issue (Tshuma & Mafa 2013). Focus-group discussions were held with six learners at each of the chosen schools; these discussions were intended to gather high-quality data in a social setting to help comprehend the issue, from the perspective of the study participants (Dilshad & Latif, 2013). Houghton (2019) contends that focus-group discussions are useful for generating general overviews on problems of concern to a cultural group or sub-group being studied, as well as for eliciting comments about group cultural norms. Magwa (2018) suggests that the optimal composition of a focus group should consist of six to twelve participants.

Each focus-group discussion took place on a separate day at the four selected schools; a quiet space was set up by the LO teachers and teacher assistants for each sessions. These began with the researcher introducing and welcoming the learners; then they were reminded by the researcher of their rights as stated in the consent forms that they had previously signed, as well as the goal of the focus-group discussion sessions. After that, the researcher then started asking questions along with the required follow-up probes, simultaneously recording the discussions. A speech of appreciation from the researcher concluded the discussions, which lasted less than an hour. All the discussions were audio-taped, with the permission of the participants, and later transcribed by the researcher.

3.6.3 Interview guide

Taherdoost (2022) claims that an interview guide provides interviewers with the support they need to conduct productive interviews. Everything from the questions to the rating-specific standards to the specifics of the interview processes should be included in such a guide. Kalender & Wiegmann (2023) note that an interview guide

is thought to play a complex, ambivalent role; it can act too much or too little, to reinforce or mitigate interviewing errors. An interview guide is a key player in the reinforcement, exercise, or mitigation of power relations in an interview setting. A guide for the interviews was employed as a research tool to gather qualitative data that centred on the research problem and research questions, from the selected teachers. The interview guide consisted of open-ended questions, to give direction to the interviewing process. Each interview was allotted 45 minutes and was tape-recorded as agreed upon with the participants.

3.7. Data analysis

Dube (2015), explains that data analysis is the act of combining, condensing, and evaluating what a researcher has observed and documented. The issues raised by the study data would be clearly understood by a thorough analysis of the data (Barroga & Matanguihan, 2022); this process involves looking over the data to see how different constructions, ideas, or variables relate to one another. Data analysis entails dividing the data into understandable themes, patterns, trends, and linkages (Dawadi, 2020); this process gives order and comprehension of the issue under inquiry. Taherdoost (2022), states that in order to comprehend and learn from the data, it must be examined; finding any obvious patterns, trends, or themes is therefore the main goal of analysing qualitative research data. In order to do a thematic content analysis, all available data were examined to generate emergent themes, so as to comprehend the function that LO teachers have in the career development of Grade 11 learners in secondary schools. For the thematic analysing process the following steps were undertaken:

Step 1: Preparing and organizing data

The researcher started by preparing and organising data, by storing and transcribing it, then, following the conversion of tape recordings or filled-in notes into textual data and organising all of the transcripts by numbering them.

Step 2: Exploring the general sense of the data

The researcher continued looking over the data by listening to individual audio-taped interviews and reading the transcriptions over and over until the general meaning and significance of the data, emerged.

Step 3: Coding the data

The researcher next separated and labelled texts to create descriptions; then the coding process started by splitting the recorded data line-by-line and arranging the phrases into understandable sections.

Step 4: Establishing themes

The researcher then developed themes, by organising similar codes into meaning or items into groups.

Step 5: Writing the report

The data were then represented on a comparison table, a matrix, or a hierarchical tree diagram where the findings were interpreted (Creswell, 2009).

3.8. Ethical considerations

Magwa (2018) asserts that research ethics are moral precepts that direct a study from the beginning to the end and the dissemination of the findings, hence, the standards by which the researcher should behave with the participants are referred to as “ethics”. The author adds that, research ethics provide researchers with instructions on how to conduct their studies; these rules guarantee that the study is conducted in a manner that serves the interests of the participants. The nature of the research endeavour itself, its environment, the methodology to be used, and the data gathering techniques can all give rise to ethical concerns. Essential and pertinent aspects of the research process include the participants' characteristics, the sort of data gathered (for instance, sensitive and highly personal information), what will be done with the data, and how the data will be reported – all these processes need to be guarded by ethical principles (Cohen, 2011).

3.8.1. Permission to carry out the study

Permission to perform a study ensures that the research is legitimate and feasible (Chikutuma, 2013). Before beginning their study, researchers must obtain the consent of the research stakeholders (Majoko, 2013). The researcher first sent a request form to the Department of Education, asking for its consent; once approval was given, permission was obtained from the University of South Africa, the

principals of the four secondary schools that were sampled, parents, and the School Governing Body.

3.8.2 Confidentiality and anonymity

It is the duty of researchers to keep informants safe and to safeguard their confidentiality. Every technique available for protecting the identity of the participants was used. The participants were briefed by the researcher on the significance of following these two guidelines, hence, during the interviews, participants were advised not to address one other by name and not to put their names on the interview guides, along with the names of their schools.

3.8.3. Informed consent

Teacher participants were provided with consent letter to request their permission to participate in the study and parents of learners were also provided with consent letter to determine whether they were willing to let their children participate in the study.

3.8.4 Assent

Learners under the age of 18 were given assent forms, for their parents to complete before the discussions. Details of the rights of participants were clearly written in the form to enable parents to make informed decisions.

3.9. Summary

The research approach that was used for this study was described in this chapter. The qualitative research approach and interpretivist paradigm were used, as well as a case study research design. Data were analysed using thematic analysis. Focus-group discussions and one-on-one interviews, using guides were utilised to gather data . Also described were the ethical considerations adhered to during the process. The data analysis and the result interpretations are provided in the next chapter.

CHAPTER 4

Data analysis, interpretation and discussion

4.1. Introduction

The aim of this study was to explore the role of Life Orientation teachers in career development, of Grade 11 learners, at secondary schools in Gauteng East District. This chapter presents the analyses and discusses the findings of the study, under the objectives of the study, which are:

- Exploring the role of Life Orientation teachers in developing career decision-making of Grade 11 learners.
- Exploring the role of Life Orientation teachers in providing career information to Grade 11 learners.
- Exploring the role of Life Orientation teachers in developing career planning of Grade 11 learners.
- Obtaining recommendations to improve career development of Grade 11 learners.

4.2. Biographical information of participants

Table 4.1: Teacher participants in the individual interviews

Name of school	Number of participants	Gender
School 1	1	Male: 0 Female: 1
School 2	1	Male: 1 Female: 0
School 3	1	Male: 0 Female: 1
School 4	1	Male: 0 Female: 1

Table 4.2: Learner participants in focus group discussions

Name of school	Number of participants	Gender
School 1	6	Male: 3 Female: 3
School 2	6	Male: 3 Female: 3
School 3	6	Male: 3

		Female: 3
School 4	6	Male: 3 Female: 3

4.3. Themes that emerged from the analysis of data from individual interviews with the teachers

Table 4.3 below shows the objectives of the study and themes that emerged from the analysis of data from the individual interviews.

Table 4.3: Objectives and themes from individual interviews

Objectives	Themes
1. Role of Life Orientation teachers in career decision-making	* Career awareness and exploration * Guidance in subject selection * Addressing career-related challenges * Parental and external influences
2. Role of Life Orientation teachers in providing career information	* External experts and career exhibitions * Career resources and facilities * Career planning and goal-setting * Financial support and bursaries
3. Role of Life Orientation teachers in career planning	* Individual career guidance * Career pathways awareness * Challenges in career planning * Parental and peer pressures
4. Recommendations for improving career development	* Curriculum enhancement * Increased parental involvement * Improved resources and facilities * Enhanced career guidance and counselling

4.3.1. Role of Life Orientation teachers in career decision-making

4.3.1.1. Theme 1: Career awareness and exploration

The semi-structured interviews showed that Life Orientation (LO) teachers are very essential for helping Grade 11 learners obtain information about careers and to explore their options. Based on the interviews, it was clear that most teachers acquire knowledge about different job choices from outside sources, like career fairs,

guest speakers, and brochures from colleges and universities; for instance, some teachers ask past learners to come and talk about their college years, especially if they went into careers that are not very common. Even with all of these efforts, there seems to be a big gap in ongoing participation in job-related events. Many teachers admitted that they only really start to focus on career development in Grade 12. Lack of digital tools and unsupportive facilities also make it harder for learners from disadvantaged families to learn about careers. The following quotations illustrate these findings:

“We make a research and give our learners a chance to do a research for themselves, and then we discuss in class because they are used to lawyers, nurses, and teachers whereas there are so many careers that are unfamiliar to them” (Participant 1).

“We invite our former learners to come and motivate learners and tell them about careers they chose in their universities, especially unpopular careers but usually our focus is in Grade 12” (Participant 2).

“Our learners are not knowledgeable about careers. They are only talking about being lawyer, doctor, nurse. They do not know about other careers” (Participant 3).

“We try to encourage them to apply online. Sometimes we get people from NGOs to explain how to apply, or people from institutions come to teach them because most of our learners from disadvantaged communities do not have smartphones or WIFI” (Participant 4).

“We talk about skills that are needed and at the same time limited, especially engineering and technical skills because our learners want to do marketing, but it is not possible for all of them” (Participant 4).

These excerpts suggest that while teachers are making efforts to expose learners to various careers, significant challenges remain, including limited access to resources, over-focus on conventional career paths, and a late engagement in career exploration activities. The reliance on external sources, such as NGOs and alumni, indicates a lack of self-sufficient career guidance mechanisms within schools. Teachers also

expressed frustration with learners' limited awareness of career options, often citing peer and societal pressure as influencing learners' career perceptions.

In comparing these findings with existing literature, the role of LO teachers in career exploration is both corroborated and challenged. According to Watts (2020), career education should begin early in secondary education and be integrated into the broader curriculum, not just reserved for Grade 12. In contrast, professionals emphasise career development in the last year. Stead and Watson (2017) also recommend immersive career advising via internships, work shadowing, and interactive digital tools. The results suggest that LO teachers' career awareness efforts are constrained by infrastructure and time, concurring with the phrase of Arulmani (2021) "fragmented approach" to career coaching in under-resourced schools. The data supports the research on LO teachers' crucial role, although it also shows the difference between optimal practices and those in resource-poor situations.

4.3.1.2. Theme 2: Guidance in subject selection

The data from the interviews underscore the pivotal role of LO teachers in guiding learners through the subject selection process, which is closely linked to their career aspirations. The findings show that teachers take on the responsibility of advising learners on how their subject choices align with potential career paths, however, many learners are reportedly confused or uncertain about which subjects to choose, with peer pressure and lack of self-awareness often leading them to make poor subject choices that do not match their abilities or interests. Teachers expressed concern over learners selecting subjects such as Mathematics and Physical Science due to peer influence, even when these subjects were not in line with their career goals or academic strengths. The following quotations illustrate these findings:

"We ask them about their interests and abilities before choosing their streams from Grade 10, but most of them are lost in terms of career as they are doing Grade 11" (Participant 1).

"We do teach them which subjects are required for which career because learners have to be prepared early as possible" (Participant 2).

“The problem is after Grade 12 exam, we do not see them. Sometimes it is a problem because they chose subject streams that are not matching their abilities” (Participant 3).

“It is difficult because they do not even understand compulsory subjects and optional subjects” (Participant 4).

“Peer pressure is also a huge problem because they choose streams of their friends not looking at their abilities for that subject” (Participant 3).

These answers show that LO teachers do help learners choose subjects, but learners' decisions are often affected by outside factors like group pressure. This means that subject streams do not always match up with job goals and that learners do not fully understand the effects of the subjects they choose, especially when it comes to their future job options. Teachers said that learners often choose subjects based on what their friends or popular topics are, rather than ones that fit their abilities or job goals.

This is in line with previous research by Nkhoma (2020) which showed that choosing the right subjects is an important part of job advice and that teachers play a big part in helping learners make smart choices. From the data, some learners' subject choices are often based on social factors rather than well-thought-out choices. This is similar to what Maree (2018) observed, that friends and family pressures often take precedence over personal job goals when learners are choosing subjects. Kazi and Akhlaq's study from 2021 also stresses how essential it is to match people's course choices with their job goals and their own abilities and skills. The results support this point of view, showing that even though teachers know how important it is for learners to choose the right subjects, outside factors often make it harder for learners to follow the advice they give.

4.3.1.3. Theme 3: Addressing career-related challenges

The semi-structured interviews showed that one important part of a LO teacher's job is to help learners with problems linked to their careers. A lot of students have a hard time picking a job because they do not know enough about the options, or their families put pressure on them, or they cannot afford to pursue a particular career. Teachers said that learners from poor homes do not always get to see a lot of different job choices and may not have the tools or support systems they need to look into other

options. The learners' own doubt about their future makes these problems even worse - making it hard for them to make decisions about their job paths. The following quotations illustrate these findings:

“Most of our learners are confused about what career to take, but we always talk to them. It is better if we invite people from institutions and talk with them” (Participant 3).

“Lack of support from parents because this thing of career must be preached even by parents at home” (Participant 1).

“Our learners do not know what they are going to do after Grade 12” (Participant 2).

“We try our level best to teach them and ask help from outside and outsource people to help learners” (Participant 4).

“Sometimes I do one-on-one, and it is then that I get their struggle in choosing a career” (Participant 3).

These excerpts show that teachers play a significant role in addressing the myriad of challenges learners face when making career decisions, however, the teachers' efforts are hampered by external factors such as a lack of parental involvement and insufficient resources. Teachers often feel overwhelmed by the number of learners who require individualized attention, and while some attempt one-on-one consultations, the limited time allocated to career guidance in the curriculum poses a significant barrier.

These findings align with Watson and Stead's (2017) claim that poor learners face family and socio-economic hurdles when they try to choose a career. The literature concurs Maree's (2020) idea for a more unified and consistent job development program throughout schooling, however, the data show that teachers often do not have the time or tools to help each learner with their specific job problems; hence Makofane and Magano (2019) call for more support for teachers in schools that do not have enough resources.

4.3.1.4. Theme 4: Parental and external influences

The findings support the claim by Watson and Stead (2017) that impoverished students confront socio-economic and family barriers to career choices. Maree (2020) proposes a more integrated and consistent career development curriculum throughout schooling, which is supported by the literature. The data from the current study, however, show that teachers often lack the time and resources to address each learner's unique career challenges, supporting Makofane and Magano's (2019) call for more support for teachers in under-resourced schools. The following quotations illustrate these findings:

"Parents like to choose the lifestyle we must live while it is different from what we want" (Participant 1).

"Parental pressure when they want to choose the career they want" (Participant 4).

"Pressure from parents can also give us challenges towards careers we want; they can want us to do what they like" (Participant 2).

"It is a problem because parents are also not knowledgeable about career choices and often impose their own desires on the children" (Participant 3).

"Our learners are confused because their parents push them towards careers that they are not interested in" (Participant 4).

These passages show how parents and other factors affect the jobs that their children choose; hence, teachers were worried that the pressure from parents would keep learners from picking appropriate careers. This could make students pick careers or subjects that do not match their hobbies or skills, which could make them lose interest in and be unhappy with their education.

These concerns above are along the same lines as what Alika and Egbochuku (2020) found - families influence learners' job decisions a great deal. Even though the families are trying to help, their advice might get in the way of what the learner wants. Kazi and Akhlaq (2021) also talk about how family relationships affect career decisions. They assert that parents often push their kids in directions that are based on their own experiences or cultural expectations instead of what the learners actually want. Maree (2018) agrees that job coaching should include both learners and parents for a more complete and helpful outcome.

4.3.2 Role of Life Orientation teachers in providing career information

4.3.2.1. Theme 1: External experts and career exhibitions

According to the semi-structured interview data, Life Orientation (LO) teachers, sometimes, use outside experts and job fairs to advise Grade 11 learners on careers. Many LO teachers reported having workers from various fields and former learners talk to kids about their careers and life experiences. It was also pointed out that Technical and Vocational Education and Training (TVET) colleges and other organizations put on career shows that learners could use to learn about jobs that are not usually talked about in class. These events, however, were noted to be sporadic, often reserved for later grades such as Grade 12, and did not reach all learners due to logistical limitations, such as funding and lack of transportation. The following quotations illustrate these findings:

“TVET colleges and Technical colleges are inviting our school for career exhibitions, it is where our learners get to know about their possible career fields” (Participant 1).

“We invite our former learners to come and motivate learners and tell them about careers they chose in their universities, especially unpopular careers, but usually our focus is on Grade 12” (Participant 3).

“Most of our learners are confused about what career to take, but we always talk to them. It is better if we invite people from institutions and talk with them” (Participant 4).

“We invite inspectors from colleges or universities; they come and explain to learners about points needed to qualify for a certain career” (Participant 2).

“We try to encourage them to apply online. Sometimes we get people from NGOs to explain how to apply because most of our learners from disadvantaged communities do not have smartphones or WIFI” (Participant 9).

These responses indicate that external experts and career exhibitions play a crucial role in broadening learners' understanding of available career paths, especially in contexts where schools lack the internal resources to provide comprehensive career

guidance. Professionals and career displays expose learners to a variety of career alternatives, including less-common ones that may not be familiar to their families or communities, however, these interventions are infrequent and frequently concentrate on Grade 12 learners, so they may not completely assist earlier years, such as Grade 11.

These results are consistent with previous research showing that external specialists in career advising are beneficial. According to Stead and Watson (2017) external career displays provide learners with real-world perspectives and may spark interest in lesser-known careers. These authors show that although external experts and exhibits are valuable, they are not always accessible throughout the school year, as Maree (2020) suggests, for early and continuing career advising. The literature supports career displays, although their usefulness is limited, due to their erratic nature and being without a professional curriculum. Makofane and Magano (2019) agree that external experts are valuable, but schools need an organised, ongoing career coaching system to assist all learners, thus, although external experts and exhibits are useful, they cannot replace school-provided professional education.

4.3.2.2. Theme 2: Career resources and facilities

From the data-collecting sessions, it was clear that many schools in the Gauteng East District do not have enough job information and spaces to help learners build their careers. Most Life Orientation teachers mentioned that they primarily relied on catalogues, booklets, and sometimes career exhibitions to provide learners with career information. Digital resources are minimal in many schools, especially those serving disadvantaged communities, did not have access to modern technologies such as computers or the internet to facilitate career exploration. Some teachers managed to arrange occasional visits from tertiary institutions and NGOs to provide career-related information, although the limited access to up-to-date resources and facilities was a major constraint in helping learners make informed career decisions. The following quotations illustrate these findings:

“We only have catalogues and booklets. Tertiary institutions come to school to give information to our learners” (Participant 1).

“Most of our learners from disadvantaged communities do not have smartphones or WIFI, so they use the school computer lab to apply. The school

does not have enough facilities, so we only outsource for information.” (Participant 4).

“We invite inspectors from colleges or universities to engage with our learners about points needed to qualify for a certain career” (Participant 3).

“Learners do research for themselves because we do not have many resources available” (Participant 2).

Limited physical resources, like catalogues and pamphlets and poor digital infrastructure, hence, restrict learners' access to broad and current career information. Computer-less schools limit learners' capacity to investigate and apply for scholarships and post-secondary study. Due to these school infrastructure issues, instructors must depend on other sources, which are not always accessible. These constraints limit learners' job prospects, especially those from low-income households.

Comparing these results to other career-advice studies, South Africa's school-career resources are often inadequate. In today's globalised employment market, where new jobs are continually developing, Nkhoma et al. (2020) assert that career development requires access to digital and physical resources. Insufficient resources, according to Stead and Watson (2017) mean that, under-resourced schools struggle to give career assistance. The excessive use of obsolete catalogues and pamphlets restricts learners' exposure to modern profession alternatives, further disadvantaging them in competitive educational and employment environments. Maree (2018) also stresses the necessity of using technology in career assistance to help students investigate occupations beyond their local area, thus, this research's results concur with the literature that learners' career progress is restricted, without proper resources and facilities.

4.3.2.3. Theme 3: Career planning and goal-setting

The results of the semi-structured interviews show that job planning and making goals are significant parts of the help that Life Orientation teachers give; however, many learners did not really understand how to set relevant career goals and plan their educational paths in a way that would help them reach those goals. The participating teachers said that students did not always choose jobs based on a well-thought-out plan, but on social factors like family or group pressure. During the interviews, the

teachers contended that some learners had clear career goals and knowledge, but a lot of them had trouble making up their minds. Teachers said this was because learners did not get enough career advice or planning when they were younger, therefore, it was necessary for teachers to use one-on-one meetings and class talks, among other things, to help learners set career goals, but these methods were often limited by time and big class groups. The following comments illustrate this point:

“We try to channel the learners to understand their potential, but many of them do not know what they want to do after Grade 12” (Participant 4).

“We ask them about their interests and abilities before choosing their streams, but most of them are lost in terms of career as they are doing Grade 11” (Participant 3).

“Our learners are confused because they chose streams that are not matching their abilities. They chose Maths and Physical Science because of peer pressure” (Participant 1).

“Most of our learners lack knowledge about careers, they are only talking about lawyer, doctor, or teacher. Sometimes I do one-on-one, and that is when I get their struggles in choosing a career” (Participant 2).

These replies show Grade 11 learners' career planning gaps. While schools try to help Grade 12 learners to identify their skills and match their career choices to their abilities, many stay unsure or pick occupations based on external influences. In Grade 11, when learners must make important academic and career choices, the absence of formal career preparation in earlier years, causes uncertainty.

An analysis of these findings, against current literature, shows that early career planning is crucial to career decision-making. Kazi and Akhlaq (2021) recommend starting career planning in Grade 9 to help learners choose subjects that match their professional aspirations. The results of this research corroborate Maree (2020), who proposes that organised career planning, should be included in the school curriculum to minimise last-minute decisions, influenced by friends or parents. Watson and Stead (2017) suggest that schools should give students more time for individualized job counselling to help them make realistic career goals. This is supported by teachers' worries about having too many learners in a class and not having enough time. These

comments agree with what other researchers have said about the need for more organized and early job-planning programs.

4.3.2.4. Theme 4: Financial support and bursaries

During the interviews, the teachers were concerned about lack of grants, which influenced learners' employment choices. Many Life Orientation teachers tell their pupils about NSFAS and other scholarship opportunities, however, Most of this information is inaccessible, especially for impoverished learners who do not have internet or other tools to apply for financial aid. The teachers pointed out that learners who did really well in school were more likely to get scholarships, but most of these learners did not know how to get financial help. These factors made learners doubt their ability to continue their education at the tertiary level. The following statements illustrate these findings:

"We tell them to apply for financial assistance, NSFAS, Fundza Lushaka, and other funding but if a learner is a top achiever, companies come and support those learners with bursaries" (Participant 1).

"Most of our learners from disadvantaged communities do not have smartphones or WIFI, so they use the school computer lab to apply" (Participant 2).

"We tell them about NSFAS and bursaries and encourage them to perform well to be able to get bursaries" (Participant 3).

"We tell them about scholarships, but bursaries only fund those learners who are high achievers" (Participant 4).

These comments show how essential financial help is in learners' career choices, since many use bursaries to attend tertiary institutions. Many learners, especially those from low-income families, struggle to apply for financial assistance due to a lack of knowledge and digital resources. Teachers typically provide financial assistance information, but time and lack of internet resources in schools limit their ability to help students apply.

Alika and Egbochuku (2020) maintain that numerous studies have shown the value of financial help in higher education, however, financial hurdles are the main obstacles to learners' professional goals. These results are in line with what Nkhoma (2020) says about how poor learners do not know about financial aid, which makes it very difficult for them to go to tertiary institutions. Maree (2018) advises that job counselling programs should include financial opportunities which could pay for learners' future studies. These results reiterate what has already been written about how imperative it is to make financial aid opportunities and processes easy for students so they can finance their further education and get the jobs they want.

4.3.3. Role of Life Orientation teachers in career planning

4.3.3.1. Theme 1: Individual career guidance

The data from the semi-structured interviews with the LO teachers suggest that they should give each learner tailored career recommendations. Teachers stated that they give all learners job advice, but each learner needs more customized help. Several participants said that one-on-one meetings let them focus on the specific goals, skills, and problems of each learner. Large class groups and limited time for Life Orientation, on the other hand, make it hard for teachers to give each student personalized job advice. In some instances, teachers identified learners struggling with career decisions and provided extra support, but this was not a standard practice across all schools. The following quotations illustrate these findings:

“Sometimes I do one-on-one, and that is when I get to understand their struggles in choosing a career. We try our best, but the time is not enough to give individualized guidance to every learner.” (Participant 3).

“We try to channel the learners to understand their potential, but many of them do not know what they want to do after Grade 12” (Participant 2).

“Most of our learners are confused about what career to take, but we always talk to them and give guidance” (Participant 1).

“We teach them about career choices, but some learners need more personalized guidance, which is hard with large class sizes” (Participant 4).

These responses demonstrate that while individual career guidance is valued and recognized as beneficial, the ability to provide this type of guidance consistently, is

constrained by time and resources. The personal interactions that do occur are often in response to learners' apparent difficulties, rather than being a proactive part of the career guidance process. Learners benefit from these individual consultations, but many others miss out due to the lack of opportunity to provide structured one-on-one sessions.

When comparing these findings with existing literature, the significance of individual career guidance is well-established. Maree (2018) states that individualised assistance is essential for students to match their skills and interests with professional possibilities. This customised approach helps learners make educated selections depending on their circumstances. Watson and Stead (2017) argue that one-on-one career counselling may address challenges that group sessions cannot. The current research supports this. Participants observed large class numbers and little time for Life Orientation, which is consistent with Makofane and Magano (2019) in their discussions on LO teachers' difficulty in offering personalized career assistance in under-resourced schools, thus, although individualized instruction is essential, structural obstacles prevent its broad use.

4.3.3.2. Theme 2: Career pathways awareness

Based on the interviews, it seems that Life Orientation teachers are essential for making learners more aware of different job paths. Most teachers said that talks and classroom tasks are the main ways they help learners think about different job paths. Teacher also said that they push learners to look into different careers, especially ones that are not as common as medicine, law, and teaching, however, participants said that many learners do not know about other job paths and did not get enough experience in different areas, which make it hard for them to understand the bigger picture of careers. The following quotations illustrate these findings:

“We try to motivate learners to explore other available careers instead of just following one career that is familiar to them” (Participant 2).

“Learners only talk about being lawyers, doctors, and nurses. They do not know about other careers” (Participant 3).

“We tell learners to research careers themselves, but many still only focus on the careers they hear about from family or friends” (Participant 4).

“We outline all career fields to show learners that there are many options, even if they do not meet the points for a particular career. Many learners are unaware of careers that are available in fields like engineering or technical skills, so we try to expose them to these fields” (Participant 1).

Life Orientation teachers work to increase career awareness. Many learners lack understanding or exposure to diverse careers, although, some are eager to consider new ones. The focus on popular careers – medicine, nursing and teaching – draws attention to the need for more organized career exploration to help learners discover new job options.

In alignment with the literature, career knowledge helps learners make educated future career judgements. Stead and Watson (2017), maintain that career exploration should start early and expose learners to a range of sectors, to avoid stereotyping and enable well-rounded decision-making. The statistics support Maree's (2020) recommendation that schools should provide additional career exploration programs that encompass technical, vocational, and emerging disciplines. The data show that under-resourced schools typically fail to give adequate career advice, owing to a lack of exposure to varied job alternatives (Nkhoma, 2020). In these counselling sessions, although career route awareness is being raised, more systematic and well-rounded methods are still needed.

4.3.3.3. Theme 3: Challenges in career planning

The semi-structured interviews showed that teachers have a hard time figuring out learners' career paths. Teachers talked about how hard it was to give appropriate job planning advice in the short time that was allotted for Life Orientation. A major problem was also found to be that teachers were not clear about learners' hobbies and skills. Teachers maintained that a lot of learners had trouble lining up their academic success with their career goals. In addition, learners' career planning was often affected by group pressure and outside factors, like media and family standards. The following quotations illustrate these findings:

“It is difficult because learners do not even understand which subjects are compulsory and which are optional for their chosen careers” (Participant 3).

“Our learners chose streams that are not matching their abilities. They chose subjects because of peer pressure” (Participant 4).

“We try to guide learners, but they often change their minds about careers, which makes it hard to create a solid plan. Most of our learners lack clarity about their career goals. They are confused about what they want to do after Grade 12” (Participant 2).

“Learners chose career paths that do not align with their academic performance, which creates challenges in helping them plan for the future” (Participant 1).

These comments show that career planning is complicated and significantly impacted by both internal and external influences. Indecision and external influences, for instance, impede career planning for learners. Teachers try to assist students make educated selections, but unpredictability in their professional aspirations and peer and family pressure make career planning difficult for the learners.

Kazi and Akhlaq (2021) found that learners' lack of self-awareness hinders career planning. Alike and Egbochuku (2020) claim that peer pressure and family expectations might lead to unrealistic job ambitions, as was also revealed in the current interviews. Maree (2018) claims that career planning should be included in the school curriculum to provide consistent and systematic guidance throughout, thus, the current findings support the literature on secondary school career-planning issues.

4.3.3.4. Theme 4: Parental and peer pressures

Peer and family pressure are influential factors in how learners choose a job, as shown by the data from the semi-structured interviews. Teachers said that many learners picked careers based on what their parents wanted them to do or what their friends wanted to do. Some learners chose courses or streams based on what their friends told them to, which led to job choices that did not fit their hobbies, abilities or skills. Teachers also said that learner job goals and their parents' expectations often did not match, which led to stress and confusion. The following statements illustrate these findings:

“Parents want their children to choose careers that they prefer, which affects learners' ability to make independent decisions” (Participant 1).

“Peer pressure is a huge problem because learners chose streams based on what their friends are doing, not their abilities” (Participant 4).

“Parental involvement is a problem because parents push learners to choose certain careers without considering their interests” (Participant 4).

“Learners follow their friends in choosing careers, which leads to confusion later when they realize that the career does not suit them” (Participant 3).

“We try to guide learners, but many are influenced by their parents or peers, which makes career planning difficult” (Participant 2).

These comments show how external forces affect learners' career choices. Career choices that do not match learners' interests or talents, typically result from parental or social pressure. Teachers recognise this difficulty and try to lessen these pressures, but they cannot significantly affect learners' choices, in the face of powerful external factors and the limited time and resources.

The literature shows that peer and family pressure affects professional choices. Alike and Egbochuku (2020) discovered that parental influence is a major factor in learners' profession choices, often matching parents' aspirations. Kazi and Akhlaq (2021) assert that peer pressure might bias learners' career decisions towards fitting in with peers rather than learners' personal interests and abilities. This current research confirms that parental and peer pressure strongly impact learners' career choices. Maree (2018) advises that schools include learners and parents in career planning to ensure that choices are made cooperatively and are in the learners' best interest.

4.3.4. Recommendations for improving career development

4.3.4.1 Theme 1: Curriculum enhancement

The results from the semi-structured interviews with the teachers show that the counselling program needs to be greatly improved so that learners can better plan their careers. Life Orientation teachers were worried that the current program does not give enough time or money to career counselling, which means that essential topics

are often only briefly covered. Many teachers complained that the career development materials in the Life Orientation class are not enough to meet all of the learners' needs, especially when it comes to showing them the variety of careers that are out there. Teachers thought that the program should include more in-depth and useful activities for career development, such as classes, field trips, and meetings just for planning careers. The following comments illustrate these findings:

“Career Guidance should take a larger time frame in the Teaching Annual Plan because learners are not competent about careers unless their family members are literate, but most of them are not” (Participant 2).

“We try to teach learners which subjects are required for specific careers, but it’s difficult with the limited time we have for Life Orientation” (Participant 4).

“The Life Orientation curriculum does not give us enough time to go in-depth about career choices. It’s only a chapter, and there is so much more to teach them” (Participant 1).

“There should be more topics on career development from Grade 9 onwards, but it feels rushed as it is now. The curriculum needs to provide more detailed career guidance. We have limited time, and learners still leave school with minimal understanding of the career landscape” (Participant 3).

These replies indicate that teachers feel limited by the Life Orientation program, hence, they cannot give in-depth career recommendations. The lack of time and resources for career development means many learners lose out on crucial counsel and knowledge that might shape their careers.

Compared to the recommendations from the literature, the present Life Orientation program needs improvement. Stead and Watson (2017) state that comprehensive career assistance in schools prepares learners for post-school prospects. Maree (2018) suggests that the curriculum should include academic courses and practical career planning and development activities, which supports this study’s results that recommends a more integrated approach to career advising. Researchers like Nkhoma (2020) have shown that Life Orientation generally prioritises academic accomplishment above career preparation, thus, the curriculum must be enlarged and

modified to include more career-related information that matches current workforce realities.

4.3.4.2 Theme 2: Increased parental involvement

The interviews showed that parents are not involved enough in their children's career growth, which is something teachers think needs to be addressed right away. A lot of the teachers who took part were concerned that parents often force their career goals on learners or do not care about their children's career plans. Teachers complained that parents do not usually get involved in their learners' career plans, unless the family has a strong educational background. This makes things hard for learners who do not have role models or advice from home, as most researchers contend that not having parental support was a big problem when it came to career planning. Many teachers, thus, advocated for more organised family participation in the career development process. The following quotations illustrate these findings:

“Parental involvement is a problem because parents push learners to choose certain careers without considering their interests” (Participant 1).

“Parents need to be more involved in their children's career choices. We try to do our best, but without support from home, it's difficult” (Participant 4).

“Many parents do not understand the career landscape and so they either pressure learners into specific careers or do not engage with career planning at all” (Participant 2).

“It would help if parents were educated about career development too, so they can guide their children better” (Participant 3).

“Parents often see careers through a narrow lens of what they are familiar with, and this limits the choices learners feel they can make” (Participant 4).

These teacher participants said that, although, Life Orientation teachers try to help learners develop careers, family influence frequently gets in the way. Some parents force their children to choose certain occupations, while others do not care about career planning. The teachers, therefore, recommended that schools engage parents in discussions about current job paths.

Research shows that parental engagement in career development is crucial. Alika and Egbochuku (2020) state that parents influence learners' profession choices, but the former, typically, lack the expertise to do so. This supports the current research showing that parents' ignorance of varied profession possibilities inhibits learners' career exploration. Maree (2018) also stresses that schools and parents should collaborate to create a career development plan for learners to help them make educated career choices. The evidence suggests more parental participation, and organized initiatives, like career seminars, for parents may help.

4.3.4.3. Theme 3: Improved resources and facilities

A lot of the teacher participants said another big issue was that there were not enough tools and places for students to effectively discuss their careers. Many of the teachers said their schools did not have the right tools for learners to learn about different career possibilities; for example, schools did not have career libraries, computer rooms, or access to career fairs. Some participants said that their schools sometimes had outside experts or former learners come in to talk to learners, but that it was not enough, because there were not enough career materials handy. Teachers recommended that learners should have better access to written materials, online career tools, and other resources that can help them make smart decisions about their future careers. The following statements illustrate this:

“We only have catalogues and booklets. Institutions come to school to give information to our learners, but we need more resources” (Participant 1).

“We do not have much in the way of facilities. Sometimes we outsource, but it’s not enough” (Participant 2).

“There is not enough information available for learners. They need to see more, experience more, and have access to better resources” (Participant 2).

“We try to encourage learners to apply online, but most of them don’t have access to smart devices or Wi-Fi, so they use the school computer lab, which is limited” (Participant 3).

“More resources are needed to expose learners to careers they don’t know about. Right now, we can only give those booklets, and that’s not enough” (Participant 4).

These replies highlight the lack of career information for learners and the teachers believe insufficient resources restrict their career advice. Schools welcomed external career specialists, but without the infrastructure to enable career exploration, this is not sustainable nor practical.

This point indicates that providing learners with career development tools is essential. Watson and Stead (2017) recommend career resource centres, including online platforms and career libraries, to assist learners investigate careers. Teachers noted that lack of such materials restricts learners' career choices and hinder their decision-making. Nkhoma (2020) adds that under-resourced schools, especially in rural and underprivileged locations, struggle to provide career advice, therefore, enhancing resources and facilities is essential to connecting learners' wishes to professional options.

4.3.4.4. Theme 4: Enhanced career guidance and counselling

The teacher participants made it clear that schools need to offer more job counselling and advice. Life Orientation teachers narrated that even though they try to help learners choose careers, they are not always properly trained to give specialized advice. Many participants suggested that schools should employ dedicated career counselors who can focus exclusively on helping learners navigate their career choices. Their responses also showed that learners are frequently confused about their career prospects and need more individualized guidance, which teachers cannot give, owing to system limits. The following quotations illustrate these findings:

“We try to guide learners, but many are still confused about what to do after Grade 12” (Participant 6).

“There is a need for more dedicated career counselors in schools. Life Orientation teachers are doing their best, but we are not career experts” (Participant 2).

“Our learners need more one-on-one counseling to really help them figure out what careers they are interested in” (Participant 4).

“We need specialists who can give learners the career guidance they need. We only get to cover this superficially in Life Orientation” (Participant 1).

“Sometimes learners don’t even know what they want, and it’s difficult for us as teachers to guide them without proper counseling training” (Participant 3).

These answers show how necessary it is for schools to offer more organized career advice and counselling services. Life orientation teachers are essential for learners' general growth, but they do not have the skills to give learners in-depth career counselling, which is necessary to help learners make smart choices.

This research’s findings suggest that schools should provide more job advice. Maree (2020) notes that career counsellors provide tailored help that Life Orientation teachers cannot. Watson and Stead (2017) also stress the urgency of hiring career counsellors who can aid learners - specifically and psychologically - with career decisions. The data suggests that learners may not get enough help planning their futures, without specialized counsellors, thus, strengthening employment advising services is essential to helping learners with their possible future career options.

4.4. Themes that emerged from analysis of data from the focus-group discussions

Table 4.4 below shows the objectives of the study and themes that emerged from analysis of data from the focus-group discussions.

Table 4.4: Objectives and themes from the focus-group discussions

Objectives	Themes
1. The role of Life Orientation teachers in developing career decision-making of Grade 11 learners.	* Learners are able to make career decisions themselves. * Learners know various career alternatives. * Learners are ready to work in any career.
2. The role of Life Orientation teachers in providing career information to Grade 11 learners.	* Learners are enriched with career information. * Learners get career information from Life Orientation teachers. * Learners know basic procedures for job application.
3. The role of Life Orientation teachers in developing career planning of Grade 11 learners.	* Learners have knowledge about career planning.

	* Learners have knowledge about study programs (courses) in tertiary institutions. * Learners are aware of employment prospects in various careers.
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4.4.1 The role of Life Orientation teachers in developing career decision-making of Grade 11 learners

4.4.1.1 Theme 1: Learners are able to make career decisions themselves

Learners who are secure in their ability to make choices regarding their careers anticipate greater results and are more driven to follow their chosen career routes (Lam & Pham, 2023). Postlewaite, Sadler, and Sonnert (2023) state that a higher self-efficacy in choosing a vocation is linked to more optimistic expectations for career outcomes. According to Hinduja, Fakir Mohammad, and Siddiqui (2024), learners who have poor self-efficacy may express cautious expectations and take a more guarded attitude when making career decisions. Lent, Ireland, and Penn (2017) claim that learners who have reasonable and optimistic expectations for their future outcomes are more likely to pursue job-seeking activities and stick with their career choices, in the face of obstacles. The following quotations illustrate these findings:

“I know what I like and I want to be happy with the decision I choose in life that is why I will never let anybody to make me do something I do not like”. (Participant 2 from first school)

“People can choose a career that you do not like and you are not strong enough for subjects that are required for that chosen career” (Participant 1 from second school).

“I will not allow a person to choose a career for me because someone may choose a career and find that I am not comfortable for it and I do not interested in it”(Participant 3 from second school).

“I will not allow anybody to have choice with something I like. For example, my parents are busy criticising my choice of career because they are saying there

is no money and lots of challenges in music industry” (Participant 4 from second school).

“I will never ever allow someone to make a career choice for me because they do not know my abilities and ambition. People are different and our interests are differ for one another” (Participant 1 from third school).

“As a person, you must I know what I like for my future and what is suitable for me as a person” (Participant 2 from third school).

“We are different and we like different things so I do not expect anybody to make choices about my future” (Participant 3 from third school).

“It is important to take your own decision and believe in yourself as a person” (Participant 4 from third school).

“I want to follow my ambition and interest but my problem is my big brother. He wants to do as he wishes because he the one who supporting us at home. He wants to do code 14 and drive trucks like him” (Participant 5 from third school).

“I do not want someone to take decision on my behalf and I am one person who believe in herself and proud of me because I know what good for me” (Participant 6 from third school).

“I want to choose a career that is good for me and my abilities” (Participant 1 from fourth school).

“Every person has his or her calling that is applies the same, I have to follow the career that is my calling” (Participant 3 from fourth school).

4.4.1.2 Theme 2: Learners know various career alternatives

Most of the learners mentioned their alternatives careers but some had only one career in mind, due to the lack of career information. Learners continue to face challenges from ineffective and inaccurate career decisions, when in secondary schools, due to school-related challenges affecting career decision-making of learners, for instance, those in Grade 12, in township secondary schools in Gauteng, South Africa (Moosa, Aloka & Ajayi, 2023).

“My alternative career is a Law, I want to help people who are in jail because some of them are getting sentenced for crime they did not commit” (Participant 1 from first school).

“Information Technology, I am good in technology and I am doing Mathematics and Physical sciences” (Participant 2 from first school).

“Law, my aunt is my role model. I like to be a lawyer because I saw from her. The way she is doing her job inspired me” (Participant 3 from first school).

“Teacher, I love kids and I will be happy working with them” (Participant 4 from first school).

“Social worker, my parents passed away when we were young. My Grade 3 teacher referred us to local social workers because I did not have school uniform and suffering with many things. Social workers helped us to get social grant. I want to be a social work to help other people as social workers did to me” (Participant 5 from first school).

“I want to be a nurse because I want to make a significant impact on people's lives by providing care and support during sickness times” (Participant 1 from second school).

“I am a musician, I even started with writing songs, I sing. People are hiring me to perform in their events. Music is my home, music is my pain killer and smile keeper” (Participant 4 from second school).

“Photographer because I like arts. I am an artist. It will allows me to express my artistic vision and work in diverse people and environments” (Participant 6 from second school).

“Marine engineer, I like this type of engineering because it is unfamiliar and marketable in these days” (Participant 1 from third school).

“Chef, I like cooking and I know it is an undermined career but I like it” (Participant 2 from third school).

4.4.1.3 Theme 3: Learners are ready to work in any career

Learners consider the financial and educational background of their parents when making a career choice. Most of learners responded that they will take any opportunities that can be offered, to provide for their families. Ukwueze and Obiefuna (2017) note that the socio-economic status and learning background of parents influence children's choice of career. The socio-economic background of parents also commands a certain degree of influence on the child's choice. The following quotations illustrate this:

“I can take any career to become successful because nobody will be supporting me financially” (Participant 5 from first school).

“My purpose is to provide for my family so I can take any opportunity that comes first” (Participant 3 from second school).

“I can take that opportunity while working on my music field like Dr Tumi the gospel artist. He was a doctor but now he is a musician” (Participant 3 from second school).

“I can take that opportunity and take some money to build my choice of career” (Participant 6 from second school).

“I will jump at an open opportunity while saving money for my chosen career” (Participant 2 from third school).

“I can decide if the matric results are not reaching points for my chosen career and then I can take any opportunities that will come” (learner participant 3 from third school).

“I can take any opportunity that will make my life better” (Participant 4 from third school).

4.4.2. The role of Life Orientation teachers in providing career information to Grade 11 learners

4.4.2.1 Theme 1: Learners are enriched by career information

Most of the learners reported that they got their career information from outside the school. Schools do not have facilities to conduct career development, within schools, as teachers are using only textbooks to teach career development. The following statements illustrate this:

“When we were doing Grade 9, the school invited people from colleges to teach us about different careers. I gained a lot of information. I heard that, there are many field in a law course. You just choose which field you want to follow” (Participant 1 from first school).

“I got information from my aunt because she a social worker. My aunt told me about subject stream and matric points. I must be a sympathetic person to be able to deal with different needs and situations of people” (Participant 3 from second school).

“I got the information from church when they invited people to do a ‘back to school prayer’. I got information about marine engineering course that is offered by an Overseas University. They said that, there is a bursary for the whole course with free accommodation and covers flights costs and food. They need learner who have good matric results” (Participant 1 from third school).

“I got the information from internet. I got information about requirement that I must have which is Physical Sciences, Mathematics, Life Sciences and good English. There are different psychologist which is Industrial psychologist, Clinical psychologist and Educational Psychologist” (Participant 2 from fourth school).

4.4.2.2 Theme 2: Learners get career information from Life Orientation teachers.

The results show that most of the learners got information from outside the school because there were only 5 learners from all those in the focus-group discussions who got their career information from teachers. Most learners got the information from career exhibition, internet and their family members. Learners indicated that career development topics are given less time than other topics; in addition, schools do not have enough facilities to teach career development. The following statements show this:

“I got the information from my Life Orientation teacher when she was teaching us about choosing careers. Firstly, she explained about which universities are offering teaching course, qualification points to be accepted and the different phases according to grades; for example, Foundation phase, intermediate phase, senior phase and FET phase” (Participant 4 from first school).

“I obtained the information from Life Orientation teacher. She said as a person, you must follow your abilities and interest in terms of career choice. I need to pass an entrance exam, audition, and language proficiency test” (Participant 4 from second school).

“I got the information from my LO teacher. My teacher was explaining about different types of careers. Then she also told us about hospitality and being a chef is also a career” (Participant 2 from third school).

“I got the information from L.O teacher when she was telling us about careers. She explained about which universities are offering teaching course, qualification points to be accepted and the different phases according to grades. E.g. Foundation phase, intermediate phase, senior phase and FET phase” (Participant 4 from fourth school).”

“I got more information from our L.O teacher. I got information about matric points and institutions that are offering Mechanism. Diploma course takes 3 years” (Participant 5 from fourth school).

4.4.2.3 Theme 3: Learners know basic procedures for job application

Learners have different ideas on how to apply for a job. Some of the learners already know how they will apply for jobs. The following statements illustrate this:

“First thing is to draft a CV, certify copies of qualification documents then you email your application” (Participant 1 from first school).

“I think not all jobs need a CV, if I want to start my own industry. I will apply for a permission and company certificate” (Participant 4 from second school).

“I will need to pass matric and obtain university certificate for photographic. Then I will do a CV and make copies of qualifications and submit them to any company that need a photographer. I can start my own company” (Participant 6 from second school).

“I must complete Z83 form, type a CV and make copies of qualification documents then I apply for a job” (Participant 6 from third school).

4.4.3. The role of Life Orientation teachers in developing career planning of Grade 11 learners

4.4.3.1 Theme 1: Learners have knowledge about career planning

Some learners have knowledge about career planning. This is a crucial process for understanding oneself, exploring career options, and setting goals for the future. Career planning involves gathering information about various aspects of work, aligning it with one's interests, and developing a plan to achieve desired career outcomes. Career planning start from Grade 9 when learners are orientated about subjects streams to take in Grade 10. The following quotations illustrate this point:

“Firstly, I must choose relevant subjects streams that are in line with the career I want. I must get enough information about the course to do in university” (Participant 1 from first school).

“I think the first important thing is subject stream follows by qualification from university although not all career needs university degrees” (Participant 4 from second school).

The Department of Basic Education (2023) subject selections made in Grade 11 have a big influence on learners' future academic and professional paths. An crucial turning point in a South African learner's academic career occurs when they go from Grade 9 to Grade 10. Learners choose the subjects that will influence their future academic and professional routes, during this phase.

One learner participant said, “not all careers need university certificates.” The discussions revealed that learner do not have enough knowledge about different types of career, hence, they think it is a must for everybody to go to university after Grade 12.

4.4.3.2 Theme 2: Learners have knowledge about study programs (courses) in tertiary institutions

Learners in their discussions showed minimum knowledge about study programs in tertiary institutions. They do not know even the course duration and the number of study units or modules to complete in order to be qualified for a certain career.

Bonani (2014) states that learners from low socio-economic backgrounds are not knowledgeable about accessing higher education opportunities; they cannot plan and often do not know how to go about applying for places at higher educational institutions. This lack of knowledge and information is an influential constraining factor identified in the literature. It relates to knowledge concerning proper and adequate career guidance, such as a failure to link learners' high school subject choices with desired university study options, as well as knowledge concerning available higher education funding opportunities (Bonani, 2014). Information should be on issues, such as university admissions and application procedures, due dates, and information on the university's degree programmes, rules and subject choices. The following quotations illustrate this point:

"I want a short course of IT which is six months, not a long course that will take two or three years because I want to work early" (Participant 2 from first school).

"I am certain about being a nurse. I want to bring help to people and help them with their illnesses" (Participant 2 from first school).

"I am positively sure about being a police officer. It is the first choice of my career and I do not see myself doing something else" (Participant 5 from second school).

"I am certain about being a musician. Music is my world even in my mind is full of music" (Participant 4 from second school).

"I like cars and I will be much happier working with them. I like fixing things even at home I am the one who fixes broken things" (Participant 5 from fourth school).

4.4.3.3 Theme 3: Learners are aware of employment prospects in various careers

Some of learners are knowledgeable about employment prospects of their career choices, although there is also a gap between learners' career choices and labour

market demands, showing the need for educational institutions and researchers to address this issue (van Iersel, 2020). Learners' discussions showed that there is gap in knowledge between tertiary studies and employment, hence, this is a shared responsibility that requires collaboration between South African educational institutions, industries, and learners. South African education system should prioritise learners' career readiness throughout the secondary school years rather than just in their final semester (<https://www.icb.org.za/bridging-the-gap-between-college-and-employment/>).

"I do have. I can even open my own internet cafes with my IT course. I can open job opportunities to hire people who are going to work in my internet cafes" (Participant 2 from first school).

"It is all about children and I must have love for them. My teacher said that, there are policies and circulars to follow in order to work effectively as a teacher but she refused to tell me how much are they earning monthly" (Participant 4 from first school).

"Nursing is a life-threatening job because you are working with people's life. I must understand all diseases to be able to give them accurate medication because if I give patients wrong medication, I will be in trouble. The nurses have day and night shifts. I am scared of injured people especial when they are bleeding" (Participant 6 from first school).

4.5 Discussion of the findings

4.5.1. Role of Life Orientation teachers in career decision-making

Based on these findings, LO teachers have a big impact on how learners choose careers. Many participants said that learners, especially those in Grade 11, usually do not know much about the different careers that are out there and are more interested in a few, like teaching, medicine, and law. This means that learners' career choices are limited by what is offered in schools that they are attending. This concurs with an earlier study by Maree (2020), which showed that South African learners do not always know about all the different career options because they do not get enough exposure. This point is also supported by Teacher Participant 1 - *"Our learners think of careers that are popular in their communities, but they are unaware of other viable options."* This shows that topic on careers is not covered in great detail in the LO program. This could be because these teachers work in places with few resources. The learners will only be able to select from a small number of career choices if schools do not provide them with a diversity of career fields or options

through career development programs. Ogilvy (2018), mentions that choosing a suitable career must start with gathering information that will help a learner choose occupations that are suitable for him or her. This can be achieved by exposing learners to a wide range of career development programs and providing them with access to career development information.

Another challenge identified was the scarcity of resources. Schools lack dedicated books for career advancement and solely depend on LO textbooks, which do not provide adequate information. Learner Participant 4 from the fourth school said - *"We only have LO textbooks that we are using during career development topics but teachers do not tell us much about careers"*. Learner Participant 2 from third school said - *"In our school we use LO textbooks during career development topics and our teachers are not telling us more about different careers"*. Smith, Wood, and Neethling (2015) argue that learners in under-resourced schools have minimal chances to engage in critical and creative thinking regarding the financial and social obstacles that may restrict their career options.

The interviews with the teachers also showed that a lot of LO teachers are working hard to close the gap in the information. Some schools have workers from a wide range of areas, including less common ones like engineering and IT, to come in and talk to learners about their jobs. Teacher Participant 4 said - *"We invite experts and our learners go to career exhibition to get more knowledge"*. Teacher Participant 3 said - *"We expose them to information and call experts to present about careers and when they are presenting, learners ask questions to get more specific information"*. These lessons help take the mystery out of jobs that learners might not have thought about before. Stead and Watson (2017) maintain that learners need to be exposed to a variety of career routes in order to broaden their views and for them to make better career decisions. Learner Participant 2 from second school said - *"I got the information from 'career explore' and it also gives the requirements"*. Learner Participant 1 from the fourth school said - *"I got the information from the internet and career exhibition that we attended in Grade 9"*.

A lot of the participants pointed out that making career choices is hard because of outside forces, like family standards and group pressure. Teacher Participant 3 said - *"Parental pressure is a major issue; learners often feel obligated to pursue careers*

that their parents consider prestigious." Wilson-Strydom's (2018) research supports this finding as he found that learners from poor homes often feel pressured by family members to follow safe and standard career routes; this makes them less likely to consider other career choices. Teacher Participant 4 indicated that, one recommendation from the District Office is that a greater number of learners should participate in initiatives, such as the "take a child-to-work" program. Additionally, it was suggested to invite professionals to speak to learners about different career paths, to engage parents in career guidance programs for support, and for teachers to supply more career-related materials to learners. Furthermore, it was advised to create a career guidance corner within the classrooms to facilitate easy access to information for learners, as well as to establish a career development committee to ensure the effective coordination of career development programs in schools.

4.5.2. Role of Life Orientation teachers in providing career information

The interviews with the teachers showed that LO teachers are essential career information sources for learners, especially in under-resourced schools without career counselling facilities. LO teachers, in schools with few resources, are the main career counsellors. They go above and beyond to help learners learn about career choices, how to get into colleges, as well as to access scholarships and bursaries.

A number of people talked about how job information can be spread through guest speakers, career shows, and printed materials like brochures and career guides, however, schools do not have a wide range of these things available. Teacher Participant 3 said - *"We rely on catalogues and booklets provided by tertiary institutions, but these are not enough."* This fits with what Nkhoma (2020) found – that schools that do not have enough resources, often do not have up-to-date career tools, which makes it difficult for learners to look for careers.

The current study also showed that some schools cannot host career fairs or bring in outside experts because of money issues. Teacher Participant 2 said - *"We wish we could invite more experts to our school, but we just do not have the funds."* This suggests that a schools' background affects the quality of job information they can give. According to McMahon (2019), schools with few resources have a hard time giving learners enough career information.

The paying-fees schools, on the other hand, may offer more career guidance. Teacher Participant 4 said - *"Our school is able to host a variety of career exhibitions, and we invite representatives from different industries."* This shows how resources' availability affects career recommendations for learners, as in well-resourced schools, LO teachers assist learners explore the many employment alternatives.

4.5.3. Role of Life Orientation teachers in career planning

The cruciality of LO teachers, in helping learners make future plans was another important theme that came out of the research. A number of teacher participants said that career planning is an essential part of their responsibilities, especially for Grade 11 learners who are about to make decisions about courses that will affect their future careers. Teacher Participant 3 said - *"We try to make learners understand that the subjects they choose now will have a lasting impact on their career options in the future."* This sentence shows how essential it is to plan a career at this point, in a learner's schooling.

The responses also showed that a lot of learners have trouble planning their careers because they do not know their own abilities and interests. It was pointed out by Teacher Participant 1 that *"many learners are unsure about their interests, and this makes career planning difficult."* This problem is made worse by the fact that planning a career does not get much attention in the Life Orientation class. Many participants thought employment planning should be longer to capacitate learners. Du Toit and Van Zyl (2018) also recommended lengthier career planning meetings in the LO program to allow for full career orientation.

Participants also thought learners should get more personalised career planning help. Teacher Participant 3 stated - *"I try to meet with learners on one-on-one sessions to discuss their career plans, but with large class sizes, it's hard to give each learner the attention they need."* In classes with diverse pupils, Maree (2020) stressed that individualised career advising is essential for career planning. Overcrowded classes, therefore, make it impossible to cater for each learner, although most South African schools, especially underfunded ones, face this issue.

4.6. Relevance of the theoretical framework(s) to the research findings

4.6.1 Theoretical framework

According to John Holland's model for career guidance, a person's interests should be taken into consideration when choosing a career path. Educators should expose learners to possible career fields to enable them to choose careers in which they are interested, hence, Question 1 in the interview guide for educators was about making learners aware of their interests, in relation to various career fields. Frank's trait-factor theory states that a person should learn about the requirements of various occupational fields when choosing a career, hence, Question 6 in the interview guide for educators, was about enabling learners to know the working requirements of various occupations. Educators should expose learners to workplaces so that they learn about working requirements of specific careers. The social cognitive theory asserts that educators play an essential role in learners' career decision-making. Educators must motivate and engage learners in activities that help them identify their career interests.

4.7. Summary

In this chapter, the researcher has presented the findings obtained from the data, in alignment with the study's objectives. The themes that emerged from the analysis were - career awareness and exploration; guidance in subject selection; addressing career-related challenges; parental and external influences; external experts and career exhibitions; career resources and facilities; career planning and goal-setting; financial support and bursaries. These themes indicate that learners - should be able to make career decisions themselves; know various career alternatives as well as, be ready to work in any career. The findings testify that secondary schools lack sufficient facilities to carry out career-development lessons, hence, LO teachers can only offer minimum assistance. In the next chapter, the researcher will present the conclusions, outline the limitations of the study, and provide recommendations based on the findings.

CHAPTER 5

Summary, conclusions and recommendations

5.1 Introduction.

The aim of this study, as set out in Chapter 1, was to explore the role of Life Orientation teachers in the career development of Grade 11 learners, at secondary schools in Gauteng East District. Focus in this chapter is on the - summary of the findings of the literature review, as well as the empirical research on each objective of the study. In addition, a conclusion is provided and recommendations made based on the findings of the study. Finally, the limitations of the study are articulated and concluding remarks, made.

5.2 Summary of the research findings

5.2.1 Key findings of the literature review

5.2.1.1 The role of Life Orientation teachers in developing career decision-making of Grade 11 learners

Life Orientation (LO) teachers play a significant role in guiding Grade 11 learners' career decisions by - providing information on various career paths, facilitating self-discovery of personal interests and abilities, developing essential decision-making and goal-setting skills, as well as creating a supportive environment in which learners can explore their aspirations. These lessons expose learners to real-world experiences through job shadowing, guest lecturers and working with parents, thereby assisting learners to create realistic expectations and a good mentality for their future careers. Cohen (2023), mentions that LO teachers educate learners by providing knowledge about careers, workplace activities, and entrance requirements for higher education institutions. Life Orientation teachers have a significant role to play in assisting and directing Grade 11 learners along the correct path to choose a career that will suit and satisfy each learner's needs. It is necessary for Life Orientation teaches to be familiar with the diverse career opportunities for their learners to pursue. According to the literature, it is incumbent upon LO teachers to prepare learners for the future. It is also obligatory for LO teachers to take on the role

of counsellors in situations that they are not familiar with and for which they were not trained for. Diale's 2016 paper, looks at the professional development requirements of LO teachers in order to create circumstances that would most likely allow them to teach the curriculum successfully and, eventually, accomplish the desired national priority goals.

Dama, Mathwasa and Mushoriwa (2020) state that LO teachers should have the ability to guide learners towards careers. They should also be aware of resources and career information, since it is becoming increasingly challenging for many students to obtain work after completing Grade 12 and when graduating from college or university. It is anticipated of LO teachers to have the ability to guide learners towards careers. Additionally, it is mandatory for LO teachers to encourage learners' career choices by giving them research topics on various careers that could appeal to learners. Furthermore, given their many roles, LO teachers must have the counselling abilities that are considered critical to any helping profession (Yeung, 2013). These counselling techniques will provide LO teachers with the ability to show understanding while supporting learners' career aspirations; they need to assist learners to discover their potential that will facilitate making enhanced career plans and decisions (Lazarus & Chinwe, 2011). These teachers need to possess the counselling skills that are helpful to learners in choosing a vocation (Mahwai, 2023). Mabusela (2020) ,however notes that these teachers are frequently untrained, overburdened by other curricular requirements and learners' personal needs, and have little knowledge of, or connection to, the world of work.

5.2.1.2 The role of Life Orientation teachers in providing career information to Grade 11 learners

It is incumbent upon Life Orientation teachers to provide the necessary career information what will assist learners to understand the requirements for each career path. Abe and Chikoko (2020) state that teachers could assist learners' decision to reflects the latter's values and experiences by understanding their perspectives on careers. Research done by Sefotho (2017), revealed that the majority of learners in under-served communities in South Africa do not have enough access to career development services since their schools frequently lack qualified teachers or

psychologists on site. Similarly, Dlamini's (2019) research found that teachers from some schools fail to provide appropriate career assistance due to resource constraints and insufficient training. Literature stresses the role of the LO teacher in assisting learners with their choice of a career. The support and encouragement of teachers are imperative for high school learners' career choices. Some learners want to pursue certain careers and interests, which can be clarified by the assistance and support from their teachers. It is imperative that Grade 11 learners are given the necessary assistance to make the correct career choice. Invariably, learners are unaware of their abilities or interests and may choose the incorrect career. This, may impact negatively on their lives when they realise the chosen career does not suit their needs nor their interest.

Life Orientation LO teachers are fundamental in providing assistance to Grade 11 learners to garner information pertaining to careers and to ascertain the choices that are available to them. Some teachers invite former learners to address current learners about their college years, especially if they have pursued careers that are not very common. A number of the teacher participants confessed that they only begin to focus on career choices in Grade 12. In addition, the lack of digital tools, the absence of WIFI as well as internet facilities, make it extremely difficult for learners from disadvantaged communities to access information on available careers. A comparison of the findings of this study, with existing literature, demonstrate that the role of LO teachers in career advice is both corroborated and challenged. According to existing literature consulted, career education should begin early in secondary education and be integrated into the broader curriculum, not just reserved for Grade 12. By contrast, other researchers emphasise career development in the last year. The results suggest that LO teachers' career awareness efforts are constrained by infrastructure and time, consistent with Arulmani's (2021) notion of "fragmented approach" to career coaching in under-resourced schools; thus, although the data support the research on LO teachers' significant role, it also indicates the difference between optimal practices and those in resource-poor situations.

5.2.1.3 The role of Life Orientation teachers in developing career planning of Grade 11 learners

LO Teachers play a vital role in developing and assisting with career planning for learners; literature acknowledges this. Prior research corresponds with the results of this study which indicate that choosing the correct subjects is an essential aspect of advising and that teachers play a key role in assisting learners make informed choices. It is evident from the data, that some learners' subject choices are often based on social factors rather than informed choices. This is similar to what was found in the literature - that friends' and family pressure often take precedence over personal job goals when learners are choosing subjects and careers. Studies also stress how important it is to match learners' course choices with their job goals and individual skills. The results of this study align with this point of view, that even though teachers are aware of the necessity of choosing the correct subjects, external factors often make it difficult for learners to accept and adhere to the advice that they are advised about. Some LO teachers do provide information regarding the available career paths, that learners may pursue, however, despite their efforts, there are numerous hindrances. Some learners are apparently confused or unsure about subject choices, and due to their lack of self-awareness, they make poor subject choices that do not match their abilities or interests. Teachers were concerned, for instance, about learners who selected subjects such as Mathematics and Physical Science due to peer influence, despite the fact that these subjects do not align with their career goals or academic strengths. An essential aspect of an LO teacher's responsibility is to assist learners with problems associated with their career choices. Many students experience difficulty choosing a career because they are unaware of the available options. In addition, families pressure them to pursue careers in which the learners have no interest or into careers which the parents are unable to afford. LO Teachers pointed out that learners from disadvantaged communities do not have access to diverse career opportunities and may not have the tools or the support systems necessary to pursue other options. The learners have doubts about their future, making it difficult for them to make decisions regarding their career paths. In addition to these various challenges learners face in South African schools, LO teachers are often ill-equipped to effectively teach the curriculum and schools do not have the necessary resources to implement the course, effectively (Mabusela, 2020).

The above discussions indicate that teachers play an important role in addressing the numerous challenges with which learners have to contend with, when deciding on a career. External factors such as a lack of parental involvement and insufficient resources impede the teachers' efforts. LO teachers often feel overwhelmed by the number of learners who require individualised attention, and while some attempt one-on-one consultations, the limited time allocated to career guidance in the curriculum, poses a significant barrier. The literature is consistent with Maree's (2020) suggestion for a more unified and consistent career development programme throughout schooling, however, the empirical evidence indicates that teachers often lack the time and the resources to assist each individual learner with their specific career problems. This finding concurs with the recommendation of Makofane and Magano (2019) for additional support for teachers in schools that lack resources. The finding is also consistent with the literature that states that some learners enter university not knowing what courses they want to take. This is mainly because there is no clear direction on how subject choice in Grade 9 is influenced and directed, or the extent to which this subject selection is linked to future career trajectories and life aspirations (DHET, 2015).

5.2.2 Key findings of the empirical research

5.2.2.1 The role of Life Orientation teachers in developing career decision-making of Grade 11 learners

The teacher participants believed that Life Orientation (LO) teachers have a very important role to play - to assist Grade 11 learners with information pertaining to the available careers, as well as to discover their choices and advise them. Teacher participants reported that they are overwhelmed at times, because of the large number of learners who require one-on-one attention. They indicated that learners believe that there is only one route after Grade 12, and that is university, hence, they unfortunately overlook colleges which also offer a diversity of careers which may be pursued. One of teacher participants stated that LO teachers should emphasise the fact that attending college enables one to attain qualifications in various other fields, for example, a chef, for those who enjoy cooking or motor mechanics for those who like working on cars, just to mention two occupations that may be pursued after Grade 12, in colleges

Teacher participants reported that they try to guide learners, but many are still confused about what to do after Grade 12 and there is a need for more dedicated career counsellors in schools. They mentioned that they are doing their best, but they are not career experts because learners need more detailed one-on-one counselling to really help them figure out what careers they are interested in. Teacher participants mentioned that there is a need for specialists who can give learners the career guidance they need, as they only get to cover this, superficially, in Life Orientation. Participants also indicated that sometimes learners do not even know what they want, and it is extremely difficult for them as teachers to guide them without proper counselling training.

5.2.2.2 The role of Life Orientation teachers in providing career information to Grade 11 learners

External experts and career exhibitions emerged as a theme, as through these, LO teachers can endeavour to expose learners to different careers and experts in certain careers to address learners pertaining to a specific career. Teacher participants mentioned that it is imperative that learners are exposed to the many careers that are available at colleges in order that learners have a vast array of careers to explore before choosing a career path. Majority of learner participants stated that, they obtained career information from other sources than their schools, since schools lack the necessary facilities for career development. The learner participants reported that teachers are solely utilising textbooks to teach career development and that they only got information from Life Orientation teachers when they are teaching them about choosing careers, but the information is not enough for them. Learner participants indicated that teachers only tell them to follow their abilities and interest in terms of career choice, hence, there is nothing much to learn.

5.2.2.3 The role of Life Orientation teachers in developing career planning of Grade 11 learners

Teacher participants reported that career planning is a very crucial aspect when a learner is deciding on a specific career; the LO teacher can provide the necessary

information concerning the specific careers that would capture the interest of the learner to pursue. Teacher participants stated that learners should be shown how to collect relevant information regarding a particular profession in which they are interested. If the learner, for example, is interested in fashion design, he/she should be encouraged to apply for a period of job shadowing, to familiarise himself / herself with the requirement for such a profession.

The next significant factor was insufficient career advice resources. Teacher participants stated that they mostly utilise LO textbooks that provide insufficient career-guiding material, therefore, they need more textbooks. The majority of teacher participants voiced concerns regarding the District's support initiatives, notably with regard to Grade 12 career exhibitions. They argued that these programmes do not accommodate every learner as they primarily focused on learners enrolled in the scientific stream, and the time provided is insufficient. The teacher participants indicated that career expos are restricted, for example, for Grade 12s, therefore, they believe the District should initiate some changes. The participants went on to say that many learners in huge classrooms do not receive individual attention, thus some do not comprehend anything.

In order for learners to select appropriate subject packages during the FET phase, teacher participants said it was essential to improve subject selection programs in Grades 8 and 9, although, they still work to help learners make informed subject choices so they can pursue their career choices. Another teacher participant reported that she used job-shadowing and "taking a child to work" programs to introduce learners to a variety of career sectors.

5.3 Conclusions

Life Orientation teachers have a very important role to play, which is to assist Grade 11 learners with information pertaining to the available careers as well as to advise them on how to discover their choices. Engaging external experts and career exhibitions emerged as a strategy, hence, LO teachers should endeavour to invite

previous learners who have graduated from college, in certain careers, to come and address learners pertaining to specific careers. Career planning, with the assistance of the LO Teacher, is a very valuable aspect when a learner is deciding on a specific career. It is incumbent upon the teacher to provide the necessary information concerning the specific careers that would capture the interest of the learner. The teacher should help a learner to plan, by showing him or her how to approach the planning process.

In addressing career-related challenges, for learners to make the correct career choices, it is imperative that learners have subject choices that will enable them to address career-related challenges. These challenges may arise from peers pressurising them as incorrect subject choices exacerbate the career issue. Parental and external influences also play a significant role in learners' choice of subjects as parents invariably pressure learners to choose Mathematics and Science, whereas some learners do not possess the aptitude for these subjects. Instead of parents identifying the learners' strengths in other subjects, they force them into subject choices with which they will not be able to cope. Other external forces also have a role to play as learners might attend various lectures and talks, which may introduce miscellaneous careers; learners may be attracted to these, not realising that they are not equipped to pursue such careers.

5.4 Recommendations

5.4.1 Recommendations for policy

The National Education Policy Act (NEPA) of 1996 and Curriculum and Assessment Policy Statement (CAPS) for Life Orientation (LO) should be revisited, as the research findings highlighted that the time allocated to LO is not sufficient. Due to the limited time allocation to LO, one-on-one consultations are not possible because of the number of learners who require these consultations. The task of creating a flexible policy framework that would direct the public and private sectors' offering of career development and consistent career advisory services has been given to the Minister of Higher Education and Training (DHET, 2015/2016). This policy framework's objectives are to:

- Establish a framework for the creation and execution of the country's national career development policy.
- To draw attention to the steps the government should take to guarantee that every person has access to thorough career counselling and development services so they may make well-informed career selections.
- To make recommendations for enhancing leadership in career development in South Africa.
- To encourage cooperation at all societal levels so as to emphasises the responsibilities and obligations of stakeholders in all fields and aspects of the country's career development services.
- To guarantee that procedures that promote career services assessment and methodical planning are depicted.
- To guarantee that recommendations are made for various career development sectors for the nation.
- To guarantee the availability of a cutting-edge strategy to support career growth.

Additionally, these policy guidelines need to include the specific duties in providing career information, guidance, and support to every learner in all grades, starting with the Foundation Phase. The policy must guarantee that during their time in school, learners in all grade levels must get crucial career information and guidance; also that career development content is pertinent to the curriculum and offer top-notch teaching and learning aids, such as textbooks. In addition to organising career development events that expose learners to career information, like career development exhibitions, the policy must guarantee that all Grade 9 learners receive mentorship and support in choosing their subjects and careers for the FET phase band. The policy must also ensure that career advising resources are available to all schools and grades; and that all FET phase learners who are not enrolled in education institutions are given pertinent information on their alternatives for post-secondary education. To ensure that teachers and subject-matter experts are qualified to offer career advice, the Department must invest time and energy in their training. Government must ensure that all schools and career development teachers have easy access to career advice materials from stakeholders, government agencies, and enterprises.

5.4.2 Recommendations for practice

The Department of Basic Education should appoint qualified career counsellors, psychologists, and LO teachers with the necessary abilities, knowledge, mind-set, and understanding to address academic, educational, psychosocial, career, and vocational issues needed by learners in school. It is necessary to utilise LO teachers with career guidance expertise and abilities, especially those who have completed a School Guidance and Counselling module or an Advanced Certificate in Education. Teachers must take refresher courses to stay current in the rapidly-evolving technological environment. The Department of Basic Education should educate parents and stakeholders about the significance of Life Orientation in determining the professions of the next generation and that Life Orientation is taught by certified teachers, permanently, rather than shifting the subject to other subject teachers. This ensures that teachers obtain experience and give value to the subject.

In order for Life Orientation to be of value to learners, more time should be allocated to it. For LO teachers to do an exceptional job, it is necessary for them to have, sufficient time to assist learners. The last sub-research question requested career development ideas for Grade 11 learners. The teachers who were interviewed suggested more resources, more time for career development in the LO curriculum, and more family involvement in career development. One of the most common recommendations was to give schools that do not have sufficient resources, better tools. Nkhoma (2020) found that more resources, like digital tools and professional libraries, might help learners in non-paying fee schools to prepare for their careers. To make up for the lack of resources, participants also suggested working together with NGOs and private companies to get career materials and money for career exhibitions.

Participants concluded that parental participation in career development is crucial, although, they also noted that contradictory family guidance makes career decisions difficult for learners. Teacher Participant 2 recommended that parents need to be part of the career guidance process because they have a big influence on their children's decisions. Maree (2020) found that schools, learners, and parents must work together to build learners' careers. Involving parents more actively in career advising activities, like career exhibitions and planning meetings, might help learners

cope with external demands and ensure they get consistent advice from teachers and families.

5.4.2.1 Teacher training

It is advised that the Department of Basic Education offer specialised teacher training in career education in partnership with universities and provincial education agencies. Career guidance and counselling, career evaluation, knowledge of TVET and further education pathways, labour market information, digital career-guidance tools, inclusive career education, and methods for assisting students from underprivileged and rural communities - should all be included in the training. Additionally, teachers must receive training on how to plan job-shadowing, career displays, workplace visits, and mentorship programs. While education departments can promote ongoing professional development at the district and school levels, universities and TVET colleges can support this training, by providing recognised short courses and professional-development programs. Teachers' ability to give students accurate, inclusive, and contextually-appropriate career advice, would be strengthened by this training.

5.4.3 Recommendations for future research

For future research, it is necessary to include other districts and widen the number of participants. It is also recommended to hold focus-group discussions with Grade 10 learners to establish how they choose their subjects as it is necessary to ascertain whether Grade 10 learners are satisfied with their chosen subjects. Furthermore, the study advocates for research on effective techniques to ensure teachers give required information, preventing learners making decisions based on incomplete or erroneous information. Finally, research should be conducted to develop and implement a counselling intervention to assist learners and then to evaluate the effectiveness of such an intervention.

5.4.3.1 Comparative provincial studies

It is advised that comparative provincial studies be conducted in the future to look at variations in career education implementation and delivery across South African provinces. The availability of qualified career counsellors, teacher training, career information, digital resources, career evaluation tools, workplace exposure, and

collaborations with companies and higher education institutions, should all be compared in such studies. In order to find disparities in access to career education, researchers should also compare rural, township, and urban schools within each province. Comparative research could also look at how national career education policies are implemented by provincial education departments and find successful strategies that might be applied in other jurisdictions. The results could help provincial education agencies and the Department of Basic Education create evidence-based interventions, distribute resources more fairly, and improve career education programs.

5.4.3.2 Learners with disability

It is advised that schools enhance inclusive career education programs for learners with disabilities by offering tailored career counselling that considers learners' interests, skills, goals, and support requirements. To effectively and disability-sensitively provide career advice, educators and career counsellors should be properly trained. In order to give learners opportunities for job exposure, skill development, and well-informed career decision-making, schools should also interact with parents, professionals, higher education institutions, TVET colleges, and employers. To guarantee that students with disabilities may take part in career education activities in a meaningful way, accessible career information and reasonable accommodations should be made available. These actions could help lower obstacles, dispel unfavourable preconceptions, and increase the number of employment options accessible to students with impairments.

5.4.3.3 Rural versus urban schools

It is recommended that greater attention be given to addressing disparities in career education between rural and urban schools. Rural schools should be provided with adequate career guidance resources, trained personnel, digital infrastructure and opportunities for interaction with higher education institutions and employers. The use of technology, such as virtual career fairs and online career counselling, could help reduce geographical barriers experienced by rural learners. Schools should also establish partnerships with universities, TVET colleges, businesses and community organisations to increase learners' exposure to diverse career opportunities. Furthermore, career education programmes should be responsive to the

socioeconomic and geographical circumstances of learners in both rural and urban contexts. Education authorities should regularly monitor differences in career-development programmes.

5.5 Limitations of the study

The research was conducted in four secondary schools because of financial constraints and only large-enrolment township schools were used for the research. Due to the inability to integrate the perspectives of deep rural and previous White schools, this has led to an imbalance. Some learner participants did not feel comfortable expressing themselves in front of others, hence, the effectiveness of focus-group discussions with learners may have been hampered. The study conducted qualitative approach which is limited in terms of participants. It is limited because the study involved a small group of participants and sometimes they could not provide the diversity of information needed. Financial constraints also presented a challenge, because it was difficult to travel to rural area secondary schools.

5.6 Concluding remarks

This study has revealed secondary school learners' poor preparation for their future careers due to failure to obtain information about career decision-making. The need for effective career coaching at the secondary school level is highlighted, making the function of Life Orientation (LO) more important. The findings have shown the significance of role models, complete career information, career interests and options, in the development of career efficacy in learners in the secondary school environment. The study's findings can help the DBE, since they highlight the significance of stakeholder connections in improving career-related learning and development. Furthermore, the national DBE, particularly the provincial DBEs, would benefit from developing partnerships with local and national companies as well as groups, in order to provide learners with efficient career guidance; this would help the LO teachers who lack experience and abilities in career coaching. The LO teachers could then serve as facilitators for career exhibition events, at their respective schools.

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Appendix A

Proof of registration

UNISA | 
university
of south africa

1415

KHANYILE S N MISS
2 PIKOKO ST
BENONI
1501

STUDENT NUMBER : 63847973

ENQUIRIES TEL : 0861670411
FAX : (012) 429-4150
eMAIL : mandd@unisa.ac.za

2023-02-24

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MKD (PSYCHOLOGY OF EDUCATION) (98407)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM. DATE	CENTRE (PLACE)
Study units registered without formal exams:						
DFFSE95		MED - Psychology of Education	**	E		

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register). Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year. Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESONline for study material and other important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.

Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

Your study material is available on www.my.unisa.ac.za, as no printed matter will be made available for the research proposal module. Study material can be accessed on the Unisa website. You must register on MyUnisa (<https://my.unisa.ac.za/portal/>) for this purpose. You are also reminded to activate your myLife email address since all electronic correspondence will be sent to this email address.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof M S Mothata
Registrar



0108 0 00 0

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix B

GDE research request form



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

For admin. Use only:

Ref. no.:

Enquiries: 011 3550775/1379
Gumani Mukatuni/ Busi Mchunu

2023/2024 GDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
	a) Surname and Initials:	Khanyile S.N
	b) First Name/s:	Sinethemba Nompilo
	c) Title (Prof/Dr/Mr/Mrs/Ms):	Ms
	d) Student Number:	63847973
	e) SA ID Number:	9205220788083
	f) Work permit no. (If not SA citizen)	N/A

1.2	Private Contact Details	
	a. Home Address	c. Postal Address (if different)
	2 Pikoko Street	Pikoko Street
	Kingsway	Kingsway
	Benoni	Benoni
	b. Postal Code: 1501	d. Postal Code: 1501
	e. Tel: N/A	f. Cell: 065 951 4346
	g. Fax: N/A	h. E-mail: nompilosinethemba@gmail.com

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	Purpose of the Research (Place a cross where appropriate)	
<i>Undergraduate Study – Self</i>		
<i>Postgraduate Study – Self</i>		×
<i>Private Company/Agency – Commissioned by Provincial Government or Department</i>		
<i>Private Research by Independent Researcher</i>		
<i>Non-Governmental Organisation</i>		
<i>National Department of Education</i>		
<i>Commissions and Committees</i>		
<i>Independent Research Agencies</i>		
<i>Statutory Research Agencies</i>		
<i>Higher Education Institutions only</i>		
2.2	Full title of Thesis / Dissertation / Research Project	
The role of Life Orientation teachers in career development of Grade 11 learners at		
secondary schools in Gauteng East District.		
2.3	Value of the Research to Education (Attach Research Proposal)	
See attached research proposal		
2.4		Date
<i>a. <u>Estimated</u> date of completion of research in GDE Institutions</i>		March 2024
<i>b. <u>Estimated</u> date of submission of Research Report /Thesis/Dissertation and Research Summary to GDE:</i>		January 2025
2.5	Student and Postgraduate Enrolment Particulars	
<i>a. Name of institution where enrolled:</i>		University of South Africa
<i>b. Degree / Qualification:</i>		MEd (Psychology of Education)
<i>c. Faculty and Discipline / Area of Study:</i>		College of Education
<i>d. Name of Supervisor / Promoter:</i>		Dr T. D. Sikhwari
2.6	Employer (or state Unemployed / or a Full Time Student):	

a. Name of Organisation:	Masimini Primary School
b. Position in Organisation:	Departmental Head
c. Head of Organisation:	Mr M.N Ndlela
d. Street Address:	Corner Nkosi & Mbidli Street
	Kwa-Thema
e. Postal Code:	1575
f. Telephone Number (Code + Ext):	011 736 4204
g. Fax Number:	N/A
h. E-mail address:	masiminips@gmail.com

2.7	PERSAL Number (GDE employees only)
------------	---

2	7	8	8	6	6	1	1
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3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 Questionnaire/s (If Yes, supply copies of each to be used)

YES		NO	X
-----	--	----	----------

3.2 Interview/s (If Yes, provide copies of each schedule)

YES	X	NO	
-----	----------	----	--

3.3 Use of official documents

YES		NO	X
If Yes, please specify the document/s:			

3.4 Workshop/s / Group Discussions (If Yes, Supply details)

YES	X	NO	
Focus group discussions will be conducted with learners.			

3.5 Standardised Tests (e.g. Psychometric Tests)

YES		NO	✗
<i>If Yes, please specify the test/s to be used and provide a copy/ies</i>			
N/A			

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

- 4.1 ***TYPE and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)***

INSTITUTIONS	Write NUMBER here
<i>Primary Schools</i>	
<i>Secondary Schools</i> ✗	5
<i>ABET Centres</i>	
<i>ECD Centres</i>	
<i>LSEN Schools</i>	
<i>Further Education & Training Institutions</i>	
<i>Districts and/or Head Office</i>	

- 4.2 ***Name/s of institutions to be approached for research (Please complete on a separate sheet if space is found to be insufficient).***

Name/s of Institution/s
Quantum secondary school, HB Nyathi secondary school, Langaville secondary
<i>School, Kennth Masekela secondary school and Phulong secondary school</i>

- 4.3 ***District/s where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district/s)***

District/s			
<i>Ekurhuleni North</i>		<i>Ekurhuleni South</i>	
<i>Gauteng East</i>	×	<i>Gauteng North</i>	
<i>Gauteng West</i>		<i>Johannesburg Central</i>	
<i>Johannesburg East</i>		<i>Johannesburg North</i>	
<i>Johannesburg South</i>		<i>Johannesburg West</i>	
<i>Sedibeng East</i>		<i>Sedibeng West</i>	
<i>Tshwane North</i>		<i>Tshwane South</i>	
<i>Tshwane West</i>			

If Head Office/s (Please indicate Directorate/s)
N/A

4.4 The approximate number of learners to be involved per school (Please indicate the number by gender: M- Male and F- Female)

Grade	<i>ECD</i>		<i>1</i>		<i>2</i>		<i>3</i>		<i>4</i>		<i>5</i>		<i>6</i>	
<i>Gender</i>	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<i>Number</i>														

Grade	<i>7</i>		<i>8</i>		<i>9</i>		<i>10</i>		<i>11</i>		<i>12</i>	
<i>Gender</i>	M	F	M	F	M	F	M	F	M	F	M	F
<i>Number</i>									3	3		

4.5 The approximate number of ECD Practitioners/educators/officials involved in the study (Please indicate the number in the relevant column)

<i>Type of staff</i>	<i>Educator/s</i>	<i>ECD Practitioner/s</i>	<i>HODs</i>	<i>Deputy Principal/s</i>	<i>Principal/s</i>	<i>Office-Based Officials</i>
<i>Number</i>	1 per school					

4.6 Letters of Consent (Attach copies of Consent letters to be used for Principal, SGB and all participants. For learners also include parental consent letter and educators)

4.7 Are the participants to be involved in groups or individually?

Groups	×	Individually	×
---------------	----------	---------------------	----------

4.8 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes for ALL participants)

Participant/s	Activity	Time
Learners	Focus group interview	45 minutes
Teachers	Individual interview	45 minutes

4.9 Time of day that you propose to conduct your research.

<u>Before school hours</u>		<u>During school hours (for limited observation only)</u>		<u>After School Hours</u>	×
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SEE Condition 5.4 on Page 7

4.10 School term/s during which the research would be undertaken

First Term	×	Second Term		Third Term	
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5. CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:

- 1) The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.**
- 2) The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, ECD Practitioners, parents, and learners involved. Participation is voluntary and additional remuneration will not be paid;**
- 3) Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.**
- 4) Because of the relaxation of COVID 19 regulations researchers can collect data online, telephonically, physically access schools, or may make arrangements for Zoom or MS Teams with the school Principal. Requests for such arrangements**

should be submitted to the GDE Education Research and Knowledge Management directorate.

- 5) The Researchers are advised to wear a mask at all times, social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.**
- 6) Research may only be conducted BEFORE or AFTER school hours so that the normal school program is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.**
- 7) Items 3 and 6 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and paid for by the Gauteng Department of Education.**
- 8) It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, ECD Practitioners, parents, and learners, as applicable, before commencing with research.**
- 9) The researcher is responsible for supplying and utilizing his/her research resources, such as stationery, photocopies, transport, faxes, and telephones, and should not depend on the goodwill of the institution/s, staff, and/or the office/s visited for supplying such resources.**
- 10) All research conducted in GDE Institutions is anonymous. The names and personal details of the GDE officials, schools, ECD Centres, principals, parents, teachers, ECD Practitioners and learners that participate in the study may neither be asked nor appear in the research title, report/thesis/ dissertation, or GDE Research Summary.**
- 11) On successful completion of the study, the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit these documents may result in future permission being withheld, or a fine imposed for BOTH the Researcher and the Supervisor.**
- 12) Should the researcher have been involved with research at a school, ECD Centres, and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a GDE Summary.**
- 13) The researcher may be expected to provide short presentations on the purpose, findings, and recommendations of his/her research to both GDE officials and the schools concerned;**

6. DECLARATION BY THE RESEARCHER	
6.1 I declare that all statements made by myself in this application are true and accurate.	
6.2 I have read, understand and accept ALL the conditions associated with the granting of approval to conduct research in GDE Institutions and I undertake to abide by them. I understand that failure to comply may result in permission being withdrawn, further permission being withheld, a fine imposed and legal action may be taken against me. This agreement is binding.	
6.3 I promise once I have completed my studies, (before graduation) or on successful project completion, to submit electronic copies of my Research Report / Thesis / Dissertation as well as a GDE Summary on the GDE template sent to me with my approval letter or found on www. education.@gpg.gov.za	
Signature:	

Date:	
7. DECLARATION BY SUPERVISOR / LECTURER / PROMOTER	
7.1 <i>I declare that: (Name of <u>Researcher</u>)</i>	
7.2 <i>is enrolled at the institution / employed by the organisation to which the undersigned is attached.</i>	
7.3 <i>The questionnaires / structured interviews/tests meet the criteria of:</i> • <i>Educational Accountability;</i> • <i>Proper Research Design;</i> • <i>Sensitivity towards Participants;</i> • <i>Correct Content and Terminology;</i> • <i>Acceptable Grammar;</i> • <i>Absence of Non-essential / Superfluous items;</i> • <i>Ethical clearance</i>	
7.4 <i>The student/researcher has agreed to ALL the conditions of conducting research in GDE Institutions and will abide by them.</i>	
7.5 <i>I will ensure that after successful completion of the research degree/project/study an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent to the GDE. Failure to submit the Research Report, Thesis, Dissertation, and Research Summary may result in: permission being withheld from BOTH the student and the Supervisor in the future and a fine may be imposed.</i>	
7.6 Surname of the Supervisor:	Sikhwari
7.7 First Name/s of the Supervisor:	Tshimangadzo Daniel
7.8 Title:	Dr
7.9 Institution / Organisation:	University of South Africa
7.10 Faculty / Department:	Psychology of Education
7.11 Telephone:	072 935 2666
7.12 E-mail address:	sikhwaritd@gmail.com
7.13 Signature:	
7.14 Date:	

ANNEXURE A: GROUP RESEARCH

This information must be completed by every researcher/student/field worker who will be visiting GDE Institutions for research purposes, besides the main researcher who applied and the Supervisor/ lecturer / Promoter of the research.

By signing this declaration, the researcher/students / fieldworker accepts the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

Supervisor/ Promoter / Lecturer's Surname and Name.....

DECLARATION BY RESEARCHERS / STUDENTS:

Surname & Initials	Name	Tel	Cell	Email address	Signature

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Gumani.Mukatuni@gauteng.gov.za, please copy (cc) ResearchInfo@gauteng.gov.za. The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. It should be scanned and emailed, posted, or hand-delivered (in a sealed envelope) to Dr. Gumani Mukatuni, 7th Floor Marshal Street, Johannesburg. All inquiries about the status of research requests can be directed to Dr. Gumani Mukatuni and/or Ms. Busi Mchunu on tel. no. 011 355 0775/1379.

Other Information:

- i) On receipt of all emails, confirmation of receipt will be sent to the researcher. The researcher will be contacted via email if any documents are missing or if any additional information is needed.
- ii) If the GDE Research request submitted is approved, a GDE Research Approval letter will be sent by email to the researcher as well as the Supervisor / Lecturer / Promoter. Please ensure that your email address is correct.
- iii) After successful completion of your research, please send your Research Reports / Thesis / Dissertations and GDE Research Summaries (on the template provided to both the Researcher and the Supervisor with the GDE Research Approval letter) to the same addresses as the GDE Research Request documents were sent to, namely: Gumani.Mukatuni@gauteng.gov.za, Busi.Mchunu@gauteng.gov.za and copy Faith.Tshabalala@gauteng.gov.za and ResearchInfo@gauteng.gov.za.

Appendix C

LETTER TO REQUEST PRINCIPAL'S PERMISSION TO CONDUCT RESEARCH AT A SECONDARY SCHOOL

Dear Principal

I, *Sinethemba Nompilo Khanyile*, is registered with the University of South Africa (UNISA) for the degree of Master of Education (Psychology of Education) for the current academic year 2024. I wish to conduct a research study titled: *The role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District*. The aim of the study is to investigate the role played by Life Orientation teachers in career development of Grade 11 learners at secondary schools in the selected schools of Gauteng East District. In order to achieve the objective of the study, a sample 30 learners and 5 teachers will be generated from 5 secondary schools in the Gauteng East District schools.

In detail, the sample will include 5 Grade 11 learners and 1 Life Orientation teacher from each of the 5 secondary schools. The researcher will host 5 sessions of focus group interviews with the learners and an individual interview with the educator characterised by a series of open-ended interview questions. It is estimated that each focus group will take approximately 30-45 minutes depending on the situation. All the interviews will take place within the premises of the school to minimize any costs that participants might experience. The classroom, staffroom or any other available accommodation arranged by principals will be used to facilitate this process. If it becomes evident that a participant is suffered psychological harm during research, I will seek assistance for referring the participant for counselling session. I will immediately report to the relevant ERC for immediate investigation and action. Such action may, for example, include the need to refer the participant for counselling.

The aim of the study is to explore the role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District. The Objectives of the study:

- To establish the role of Life Orientation teachers in developing career decision-making of Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in providing career information to Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in developing career planning of Grade 11 learners at secondary schools in Gauteng East District.
- To provide recommendations, if needed, to improve career development of Grade 11 learners at secondary schools in Gauteng East District.

The school and learners will benefit more understanding and importance of career guidance from the study. It will provide an opportunity for teachers to do introspection about their current methods in career development of learners, especially grade 11 learners. To protect the security of data, I will keep hard copies of your responses for a period of five years in a secured cabinet at the researcher's home or place of business for further study. The ERC must, if at all feasible, approve any future uses of the saved data. If necessary, electronic copies will be permanently removed from the computer's

hard drive using the appropriate software program or other means.

UNISA



The participants' identities will be preserved, and all the information they provide will be handled in accordance with the privacy and confidentiality standards required for education research. The participant will receive no direct payment, reward offered or financial from participating in the study. The study is about only education purpose.

If you would like to be informed of the final research findings, please contact S.N Khanyile on 0659514346 or email 63847973@mylife.unisa.ac.za. The findings are accessible for a period of five years. Should you require any further information or want to contact the researcher about any aspect of this study, please contact email nompilosinethemba@gmail.com, internal phone number 065 951 4346. Should you have concerns about the way in which the research has been conducted, you may contact Dr T D Sikhware (supervisor) on 0729352666 or email sikhwaritd@gmail.com. Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

(insert signature)

(type your name)

Appendix D

LETTER TO REQUEST SCHOOL GOVERNING BODY'S PERMISSION TO CONDUCT RESEARCH AT A SECONDARY SCHOOL

Dear SGB Member(s)

I, *Sinethemba Nompilo Khanyile*, is registered with the University of South Africa (UNISA) for the degree of Master of Education (Psychology of Education) for the current academic year 2024. I wish to conduct a research study titled: *The role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District*. The aim of the study is to investigate the role played by Life Orientation teachers in career development of Grade 11 learners at secondary schools in the selected schools of Gauteng East District. In order to achieve the objective of the study, a sample 30 learners and 5 teachers will be generated from 5 secondary schools in the Gauteng East District schools.

In detail, the sample will include 5 Grade 11 learners and 1 Life Orientation teacher from each of the 5 secondary schools. The researcher will host 5 sessions of focus group interviews with the learners and an individual interview with the educator characterised by a series of open-ended interview questions. It is estimated that each focus group will take approximately 30-45 minutes depending on the situation. All the interviews will take place within the premises of the school to minimize any costs that participants might experience. The classroom, staffroom or any other available accommodation arranged by principals will be used to facilitate this process. If it becomes evident that a participant is suffered psychological harm during research, I will seek assistance for referring the participant for counselling session. I will immediately report to the relevant ERC for immediate investigation and action. Such action may, for example, include the need to refer the participant for counselling.

The aim of the study is to explore the role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District. The Objectives of the study:

- To establish the role of Life Orientation teachers in developing career decision-making of Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in providing career information to Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in developing career planning of Grade 11 learners at secondary schools in Gauteng East District.
- To provide recommendations, if needed, to improve career development of Grade 11 learners at secondary schools in Gauteng East District.

The school and learners will benefit more understanding and importance of career guidance from the study. It will provide an opportunity for teachers to do introspection about their current methods in career development of learners, especial grade 11 learners. To protect the security of data, I will keep hard copies of your responses for a period of five years in a secured cabinet at the researcher's home or place of business for further study. The ERC must, if at all feasible, approve any future uses of the saved data. If necessary, electronic copies will be permanently removed from the computer's hard

drive using the appropriate software program, and physical copies will be destroyed by shredding or other means.

The participants' identities will be kept anonymous, and all the information they provide will be handled in accordance with the privacy and confidentiality standards required for education research. The participant will receive no direct payment, reward offered or financial from participating in the study. The study is about only education purpose.

If you would like to be informed of the final research findings, please contact S.N Khanyile on 0659514346 or email 63847973@mylife.unisa.ac.za. The findings are accessible for a period of five years. Should you require any further information or want to contact the researcher about any aspect of this study, please contact email nompilosinethemba@gmail.com, internal phone number 065 951 4346. Should you have concerns about the way in which the research has been conducted, you may contact Dr T D Sikhware (supervisor) on 0729352666 or email sikhwaritd@gmail.com.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

(insert signature)

(type your name)

Appendix E

PARTICIPANT INFORMATION SHEET (LETTER FOR CONSENT)

Dear: Educator

Date: _____

Title: The role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District.

DEAR PROSPECTIVE PARTICIPANT

My name is Sinethemba Nompilo Khanyile, and I am doing research under the supervision of Dr. T. D. Sikhwari, a supervisor in the Department of Psychology of Education towards an M Ed at the University of South Africa. We are inviting you to participate in a study titled: *The role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District.*

WHAT IS THE PURPOSE OF THE STUDY?

The aim of the study is to explore the role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District.

The Objectives of the study:

- To establish the role of Life Orientation teachers in developing career decision-making of Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in providing career information to Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in developing career planning of Grade 11 learners at secondary schools in Gauteng East District.
- To provide recommendations, if needed, to improve career development of Grade 11 learners at secondary schools in Gauteng East District.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are a Life Orientation (LO) teacher at your school. LO is regarded as the study that orientates learners towards appropriate career choices. The sample will comprise of 6 learner participants in total that is, 1 LO teacher and 6 learners from this school.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves one-on-one interview for Life Orientation educators. For guidance during the interview process, the researcher will utilize an interview guide that includes a set of open-ended

questions. About 45 minutes will be allocated for interview of educators. The audio-visual recording will be used to take more responses. The interviews will take place on the premises of the school to minimize any costs that participants might experience. The classroom, staffroom or any other available accommodation arranged by principals will be used to facilitate this process.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The school and learners will benefit more understanding and importance of career guidance from the study. It will provide an opportunity for teachers to do introspection about their current methods in career development of learners, especial grade 11 learners.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

If it becomes evident that a participant is suffered psychological harm during research, I will seek assistance for referring the participant for counselling session. I will immediately report to the relevant ERC for immediate investigation and action. Such action may, for example, include the need to refer the participant for counselling.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to request that your name not be included in any records and that only the researcher and specific members of the research team be aware of your participation in this study. Your responses will be assigned a code number or pseudonym, and the data, any publications, or other research reporting techniques like conference proceedings will all relate to you by this identifier.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

The researcher will keep hard copies of your responses for a period of five years in a secured cabinet at the researcher's home or place of business for further study. The ERC must, if at all feasible, approve any future uses of the saved data. If necessary, electronic copies will be permanently removed from the computer's hard drive using the appropriate software program, and physical copies will be destroyed by shredding or other means.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

The participant will receive no direct payment, reward offered or financial from participating in the study. The study is about only education purpose.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the GED and Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact S.N Khanyile on 0659514346 or email 63847973@mylife.unisa.ac.za. The findings are accessible for a period of five years. Should you require any further information or want to contact the researcher about any aspect of this study, please contact email nompilosinethemba@gmail.com, internal phone number 065 951 4346. Should you have concerns about the way in which the research has been conducted, you may contact Dr T D Sikhware (supervisor) on 0729352666 or email sikhwaritd@gmail.com.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

(insert signature)

(type your name)

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the audio.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature

Date

Researcher's Name & Surname (please print) _____

Researcher's signature

Date

Appendix F

A LETTER REQUESTING ASSENT FROM LEARNERS IN A SECONDARY SCHOOL TO PARTICIPATE IN A RESEARCH PROJECT

Title of the research: The role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District.

Dear _____

Date _____

I am doing a study on Career Development as part of my studies at the University of South Africa. Your principal has given me permission to do this study in your school. I would like to invite you to be a very special part of my study. The aim of the study is to explore the role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District.

The Objectives of the study:

- To establish the role of Life Orientation teachers in developing career decision-making of Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in providing career information to Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in developing career planning of Grade 11 learners at secondary schools in Gauteng East District.
- To provide recommendations, if needed, to improve career development of Grade 11 learners at secondary schools in Gauteng East District.

This letter is to explain to you that I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

The study involves focus group interview for learners. For guidance during the interview process, the researcher will utilize an interview guide that includes a set of open-ended questions. The interviews will take place on the premises of the school to minimise any costs that participants might experience. About 45 minutes will be allocated for a focus group interview of learners. If it becomes evident that a participant is suffered psychological harm during research, I will seek assistance for referring the participant for counselling session. I will immediately report to the relevant ERC for immediate investigation and action. Such action may, for example, include the need to refer the participant for counselling.

I will write a report on the study but I will not use your name in the report or say anything that will let other people know who you are. Participation is voluntary and you do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop taking part at any time without penalty. You may tell me if you do not wish to answer any of my questions. No one will blame or criticise you. When I am finished with my study, I shall return to your school to give a short talk

about some of the helpful and interesting things I found out in my study. The school and learners will benefit more understanding and importance of career guidance from the study. It will provide an opportunity for teachers to do introspection about their current methods in career development of learners, especial grade 11 learners.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me at 065 951 4346. Do not sign the form until you have all your questions answered and understand what I would like you to do.

If you would like to be informed of the final research findings, please contact S.N Khanyile on 0659514346 or email 63847973@mylife.unisa.ac.za. The findings are accessible for a period of five years. Should you require any further information or want to contact the researcher about any aspect of this study, please contact email nompilosinethemba@gmail.com, internal phone number 065 951 4346. Should you have concerns about the way in which the research has been conducted, you may contact Dr T D Sikhwari (supervisor) on 0729352666 or email sikhwaritd@gmail.com.

Do not sign the written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

WRITTEN ASSENT

I have read this letter which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

Learner's name (print):

Learner's signature:

Date:

Witness's name (print)

Witness's signature

Date:

(The witness is over 18 years old and present when signed.)

Parent/guardian's name (print)

Parent/guardian's signature:

Date:

Researcher's name (print)

Researcher's signature:

Date:

ASSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the audio.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature

Date

Researcher's Name & Surname (please print) _____

Researcher's signature

Date

A LETTER REQUESTING PARENTAL CONSENT FOR MINORS TO PARTICIPATE IN A RESEARCH PROJECT

Dear Parent

Your _____ son/daughter/child is invited to participate in a study entitled: *The role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District.*

I am undertaking this study as part of my master's research at the University of South Africa.

The aim of the study is to explore the role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District.

The Objectives of the study:

- To establish the role of Life Orientation teachers in developing career decision-making of Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in providing career information to Grade 11 learners at secondary schools in Gauteng East District.
- To establish the role of Life Orientation teachers in developing career planning of Grade 11 learners at secondary schools in Gauteng East District.
- To provide recommendations, if needed, to improve career development of Grade 11 learners at secondary schools in Gauteng East District.

The interviews will take place on the premises of the school to minimize any costs that participants might experience. The classroom, staffroom or any other available accommodation arranged by principals will be used to facilitate this process. If it becomes evident that a participant is suffered psychological harm during research, I will seek assistance for referring the participant for counselling session. I will immediately report to the relevant ERC for immediate investigation and action. Such action may, for example, include the need to refer the participant for counselling. The possible benefits of the study, school and learners will benefit more understanding and importance of career guidance from the study. It will provide an opportunity for teachers to do introspection about their current methods in career development of learners, especial grade 11 learners.

If you allow your child to participate, I shall request him/her to:

- **Take part in a group interview**

The group interview will be conducted in the school premises, in March 2024. It will be conducted after school hours avoid disruption of teaching and learning process.

- **Other**

The audio-visual recording will be used during group interview session.

Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be

linked to his/her name or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. There are no questions which can cause psychological harm or discomfort. Your child will receive no direct benefit from participating in the study; however, the possible benefits to education is the information about Career Development in Secondary school. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place after regular classroom activities with the prior approval of the school and your child's teacher. However, if you do not want your child to participate, no alternative activity will be available.

In addition to your permission, your child must agree to participate in the study and you and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

If you have questions about this study, please ask me or my study supervisor, Dr T.D Sikhwari, Department of Psychology of Education, College of Education, University of South Africa. My contact number is 065 951 4346 and my e-mail is nompilosinethemba@gmail.com. The e-mail of my supervisor is sikhwaritd@gmail.com. Permission for the study has already been given by _____ (DET/principal/SGB etc.) and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child:

Sincerely

Parent/guardian's name (print)

Parent/guardian's signature:

Date:

Researcher's name (print)

Researcher's signature

Date:

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the audio.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature

Date

Researcher's Name & Surname (please print) _____

Researcher's signature

Date

Appendix H

INTERVIEW GUIDE FOR EDUCATORS

1. What do you do to make learners aware of possible alternatives they can consider in their chosen career fields?
2. What do you do to expose your learners to career information?
3. What specific facilities do you provide to help learners to make appropriate career choices?
4. Do you seek any external assistance when providing career guidance to your learners? If yes, explain briefly.
5. What do you do to make learners aware of future employment prospects in the careers they are interested in?
6. What do you do to enable learners to know about the working requirements of various careers?
7. How do you make learners aware of what steps to take when planning their careers?
8. What do you encourage learners to do if they have a career-related problem that they wish to consider in their chosen career field? Discuss.
9. If a learner's parents do not have the financial means to provide for his/her further education, what do you do to enable the learner to get information on financial assistance?
10. What do you do to enable learners to be certain about the study courses to follow at tertiary institutions?
11. What challenges do you experience when you are involved in career guidance?
12. What do you do to alleviate these challenges?

Appendix I

INTERVIEW GUIDE FOR LEARNERS

1. Do you feel ready to make the necessary career decisions that are expected of you at this stage?
2. If yes, tell me about possible career alternatives you can consider in your chosen career field.
3. Do you prefer others to make career decisions for you? If so, tell me why.
4. Do you feel that you may possibly have to decide on a career that you are not really interested in? If so, tell me why.
5. Tell me how you obtain information on possible careers.
6. Tell me what you gained from any exposure to career information.
7. Tell me about any career guidance facilities available at this school.
8. Are you aware of future employment prospects in the careers you are interested in?
9. Tell me about the working requirements of various careers you are interested in.
10. What steps do you take when planning a career?
11. Tell me about some basic procedures for applying for a job.
12. What will you do if your parents do not have the financial means to provide for your further education?
13. Are you certain about the study courses you will follow at tertiary institutions?
14. What challenges do you experience when choosing a career?

APPENDIX J GED APPROVAL LETTER



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	04 October 2023
Validity of Research Approval:	08 February 2024– 30 September 2024 2023/455
Name of Researcher:	Khanyile SN
Address of Researcher:	2 Pikoko Street Kingsway/Benoni
Telephone Number:	065 951 4346
Email address:	nompilosinethemba@gmail.com
Research Topic:	The role of teachers in guiding learners to make ideal career choices at Secondary schools in Gauteng East
Name of University:	UNISA
Type of qualification	Masters
Number and type of schools:	4 Secondary Schools
District/s/HO	Gauteng East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

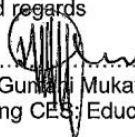
Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of the relaxation of COVID 19 regulations researchers can collect data online, telephonically, physically access schools or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate.**
4. **The Researchers are advised to wear a mask at all times, Social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

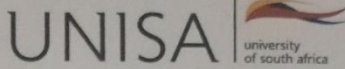
Kind regards


 Dr. Gurnani Mukatuni
 Acting CES, Education Research and Knowledge Management

DATE: 09/10/2023

Appendix K

Ethical clearance certificate



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UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2024/03/13

Ref: **2024/03/13/63847973/26/AM**
Name: Ms SN Khanyile
Student No.:63847973

Dear Ms SN Khanyile

Decision: Ethics Approval from
2024/03/13 to 2027/03/13

Researcher(s): Name: Ms SN Khanyile
E-mail address: nompilosinethemba@gmail.com
Telephone: 0659514346

Supervisor(s): Name: Dr T.D Sikhwari
E-mail address: sikhwaritd@gmail.com
Telephone: 0729352666

Title of research:
The role of Life Orientation teachers in career development of Grade 11 learners at secondary schools in Gauteng East District.

Qualification: MEd Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2024/03/13 to 2027/03/13.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2024/03/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



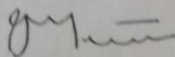
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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2027/03/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

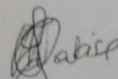
Note:

The reference number **2024/03/13/63847973/26/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof Mpine Makoe
EXECUTIVE DEAN
qakisme@unisa.ac.za



Approved - decision template – updated 16 Feb 2017

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Preller Street, Muckleneuk Ridge, City of Tshwane
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Appendix L

Turnitin report

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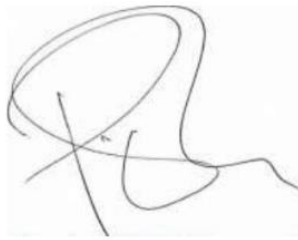
Appendix M

The proof of language editing

PROOF OF EDITING

17 December, 2025

This is to certify that I, Dr P Kaburise, have proofread/edited the dissertation titled - **THE ROLE OF LIFE ORIENTATION TEACHERS IN CAREER DEVELOPMENT OF GRADE 11 LEARNERS, AT SECONDARY SCHOOLS IN GAUTENG EAST DISTRICT** - by Sinethemba Nompilo Khanyile (student number: 63847973). I have indicated some amendments which the student has undertaken to effect before the final dissertation is submitted.



Dr P Kaburise (0794927451/ 0637348805; email: phyllis.kaburise@gmail.com)

Dr P Kaburise: BA (Hons) University of Ghana (Legon, Ghana); MEd University of East Anglia (Cambridge/East Anglia, United Kingdom); Cert. Teaching English as a Foreign Language (Cambridge University, United Kingdom); Cert. English Second Language Teaching, (Wellington, New Zealand); PhD University of Pretoria (South Africa).