

HOW CAN LIFE-DESIGN COUNSELLING ENHANCE THE SELF-EFFICACY OF A LEARNER FROM AN ENVIRONMENT CHALLENGED BY DISADVANTAGE?

by

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PRETORIA

05 May 2018

DEDICATION

This Mini Dissertation is dedicated to the memory of my parents, Daniel Nsoh and Felicia Tawah. You taught me the true meaning of tenacity and wanted more for me in life than you wanted for yourselves.

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I give glory to God Almighty for providing me with strength throughout this process especially in times when I felt weak and tired.

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- Ms Isabel Claassen for her efficient and professional service.
- Ms Erna Gerryts for your dedication and professionalism.

DECLARATION OF ORIGINALITY

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I, Jude Che, hereby declare that the mini dissertation, **How can the self-efficacy of a learner from an environment challenged by disadvantages be enhanced through life design counselling?**, which I hereby submit for the degree MEd Educational Psychology at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution. I further declare that all the resources that were consulted are included in the reference list.

Jude Che

Date

ETHICAL CLEARANCE CERTIFICATE



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RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: EP 16/04/03
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CC Ms Bronwynne Swarts
Prof Kobus Maree

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

ABSTRACT/SUMMARY

How Can Life Design Counselling Enhance the Self-efficacy of a Learner from an Environment Challenged by Disadvantage?

Abstract

In this study the researcher intends to explore the influence of life design counselling on the self-efficacy of a learner from an environment challenged by disadvantage. Learners and youth from environments challenged by disadvantage have the tendency to feel disempowered by the situation in which they find themselves. Such situations are often characterised by unemployment, thus leaving them in uncertainty about the future and threatens their identity. According to Bandura (1977) people's achievement is determined by the interaction between their behaviour, personal factors and the environment.

An investigation into the influence of life design counselling on the contextual experiences of the participant will be informed by career construction theory (Savickas, 2005) and self-construction theory (Guichard, 2005) which are both based on the constructivist paradigm. Increasing the participant's resources is pivotal given that career paths are influenced by individual and contextual factors, this study will employ a mixed methods research approach (qualitative approaches will be prioritised QUAL+quan) with a case study design. In order to improve the effectiveness of such an assessment the following data collection techniques will be used: Quantitative – Maree Career Matrix, Myers-Briggs Type Indicator, and Career Adapt –Ability Scale; Qualitative – Career Interest Profile, Structured questionnaires and interview, life line, collage, observations, and researcher's journal. The data collected will be analysed and interpreted by means of thematic content analysis.

The researcher hopes to make recommendations that are meaningful for the self- and career construction of the participant, life design counselling practice, research and policy development that will be appropriate for contexts challenged by disadvantages.

DECLARATION FROM LANGUAGE EDITOR

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****Please note that no responsibility can be taken for the veracity of statements or arguments in the document concerned or for changes made subsequent to the completion of language editing. Also remember that content editing is not part of a language editor's task and is in fact unethical.***

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CHAPTER 1: GENERAL ORIENTATION

1.1 INTRODUCTION

“My life is fine, I drive this taxi and when I have enough cash for my mealie-meal, I just stop for the day!” (Arulmani, 2011, p. 24). The attitude of this taxi driver in a conversation about plans for the future is in sharp contrast to the “I think I can, I think I can...” of the little train engine in the classic children’s story (Piper, 1930). These attitudes reflect contrasting self-efficacies, with the former being very common among people living in environments with limited resources. Career counsellors speak of helping people discover their potential, plan their career paths, prepare for a career, develop career alternatives and understand the world of work. However, numerous factors may contribute to shaping attitudes and mindsets towards work (Arulmani, 2011).

1.2 PRELIMINARY LITERATURE REVIEW

The literature reviewed for this study involves international and local (South African) trends in career psychology and challenges regarding the theory and practice of career education and support. Career counselling interventions are discussed with special attention to the findings of research that utilised postmodern approaches and involved individuals with disadvantages or individuals from contexts with disadvantages. The review is concluded with a brief discussion on self-efficacy in poorly resourced contexts.

1.2.1 Current trends in career education and support

Technological progress, recent changes in the world of work, and the effect of globalisation have necessitated a new conceptualisation of theory, practice and policy in the work arena (Schultheiss & Van Esbroeck, 2009). Maree (2013a) echoes these trends in South Africa by stressing that besides theorising what works in career counselling, researchers should conduct research and report on the value of narrative counselling. Such research can be conducted in settings of independent private practice involving client and facilitator, small or large group-based settings, and (especially) non-traditional contexts (Maree, 2013a). The following section highlights some of the challenges encountered in the implementation of various career counselling intervention strategies.

1.2.2 Career counselling intervention strategies

Numerous challenges relating to career facilitation and choice are experienced in the environments in which most South African youths live. According to Maree and Molepo (2007) schools in the South African context either have no access to career assessment, or in those that have, psychologists often rely almost exclusively on the use of tests. It is necessary to devise and use career counselling strategies that are suitable for diverse learners. Maree and Beck (2004) claim that currently no theories exist in South Africa that sufficiently explain the career development of the country's diverse population groups. Researchers depend almost entirely on theories from abroad, which remain decontextualised for South Africa.

1.2.2.1 Narrative career facilitation

In the field of career psychology, the development of practice models lags behind career theory development (Watson & McMahon, 2015). Recent decades have seen the emergence of more narrative theories rooted in postmodern, constructivist and social constructionist approaches. These theories emphasise clients' making meaning and taking action as they collaborate with the counsellor (Patton, 2007). Del Corso and Rehfuss (2011) believe that narrative counselling is crucial in supporting clients to adapt in a transitory, ever-changing world of work. They also contend that narrative approaches consider clients capable of telling stories that shape their identities by accentuating constructs of connectedness, meaning making and agency. Such constructs indicate a shift towards a more holistic conceptualisation of career theory and suggest that clients take a central role in constructing their careers (McMahon & Watson, 2012). The emergence of a plethora of theories, coupled with the quest for a way or ways to converge theories or propose a metatheory, has been going on for decades (Savickas & Lent, 1994). Savickas' career construction theory (2002, 2013) and the systems theory framework (Patton & McMahon, 1999, 2006) are attempts to fulfil this quest. The developers of these metatheories advocated moving from theory to practice by adopting theory-based narrative approaches to career counselling (Savickas, 2013) that incorporate narratability as a goal of intervention. The next section discusses the need for a paradigm shift in order to better serve diverse clients.

1.2.2.2 Need for a paradigm shift

Savickas (2015b) explains that career guidance, which can be considered as the first paradigm for career support, focused on helping young people find their place in a world that is stable. The second paradigm, career education, was more about assisting individuals plan their career and move up the ladder in the hierarchy of organisations by coping with social expectations and vocational development. However, the 21st century work context is characterised by complexity, uncertainty, ambiguity and volatility (Bridges, 1995). Individuals therefore need to adapt and prepare for possibility (Beck, 1992). Bauman (1995) concurs and explained that due to globalisation of the economy and individualisation of the life course, work is no longer the fulcrum around which people construct their identity. Whereas the modern world provided people with an identity, the contemporary or postmodern world expects individuals to forge an identity for themselves (Savickas, 2015b).

Savickas further argues that in order to self-construct, young people are expected to deliberate autonomously on what interests them, their goals and what they have to do in order to achieve such goals (Savickas, 2015b). This is possible within a stable identity framework. Insight into alternative ways of organising their lives can be gained if clients collaborate with career support counsellors (Savickas, 2015b). According to Savickas (2015b,) counsellors need a third paradigm that takes into account the changes in the 21st century workplace and the frequent transitions between occupations and organisations. Savickas (2015) therefore recommends using social constructivism as the base of a paradigm that addresses these needs and takes into consideration the client's context. One such paradigm is the life design paradigm that is used in career counselling.

1.2.2.3 Life design counselling

Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, Soresi, Van Esbroeck, and Van Vianen (2009) define life design career counselling as a framework within the narrative approach that consists of two theories: self-construction and career construction. Life design career counselling is a process in which client and facilitator collaborates and experiences in a client's life are considered in context (Savickas et al., 2009).

Numerous studies have been conducted using the life design approach to career counselling. In a study that employed an experimental design, Di Fabio and Maree (2011) examined the value of life design counselling in a group setting. Their findings include “a decrease in career decision-making difficulties (Lack of Information and Inconsistent Information) and an increase in career decision-making self-efficacy in the experimental group thus suggesting the value of group-based life design counselling” (Di Fabio & Maree, 2011, p. 1). Maree and Hansen (2011) identified and addressed the adaptability needs of an unwed teenage mother through an intervention involving life design. The teenager’s changed experience confirmed the possible value of life design. The value of life design was also highlighted in a study with an abandoned adolescent female, and the intervention proved to enhance her career adaptability and willingness to actively participate in the changing story of her life (Maree & Crous, 2012). Maree and Hancke (2011) report that life design counselling enabled a learner who stuttered to engage in meaningful career exploration. In a collective case study, Maree and Symington (2015) intervened with life design counselling to augment the career adaptability of learners. Participants displayed improved career adaptability as evidenced by their demonstrated efforts to address aspects related to career concern, control, curiosity and confidence. To understand how this (life design counselling) approach (Maree & Symington, 2015) may affect the self-efficacy of learners/individuals, an understanding of self-efficacy is necessary.

1.2.3 Self-efficacy and disadvantages

What Maree (2015a) points out regarding the conditions of people living in poverty is equally applicable to those affected by disadvantages. Maree states that in as much as the workforce is growing, the number of opportunities and available jobs is decreasing (Maree, 2013a). Many potential employees are unable to afford career counselling due to a lack of or limited access to career counselling, poor health conditions, low literacy levels, extreme poverty and famine (Maree, 2013a). Despite the Millennium Declaration (United Nations, 2012) (Millennium Development Goals 2015, 2012), which aims (inter alia) to create conditions conducive to the design of successful lives for everyone, the circumstances of many individuals and entire communities do not allow for this. Disadvantages manifest in many different ways and also have an impact on an individual’s self-efficacy.

Regarding the question as to what self-efficacy comprises, Bandura (1977, 1986) argues that it indicates how capable or prepared a person is to handle particular kinds of tasks. Self-efficacy is an element in the social cognitive theory framework. The theory posits that someone's achievement is determined by the interaction between their behaviour, personal factors (thoughts and beliefs), and the environment (Bandura, 1977, 1986). Rohlfig, Nota, Ferrari, Soresi, and Tracey (2012) found that a strong positive association exists between knowledge of specific occupational types and interests and competence perception. Hendricks et al. (2015) report that self-efficacy, self-esteem and social support are among the most critical factors that influence the aspirations of adolescents from a low-income background. In their opinion, self-efficacy stood out as the major determinant of life aspirations among adolescents.

Hendricks et al. (2015) furthermore recommend that programmes with youth from communities with disadvantages should seek to develop the self-efficacy of adolescents. One of such programmes could be life design counselling which, according to Savickas (2010), prompts counsellors to encourage people to do something about their situation. Maree (2015b) concurs with Savickas and argues that students in contexts challenged by disadvantages are exposed to hardly more than a handful of stereotypical careers. There is therefore a pressing need to design novel ways of exposing learners to the world of careers more adequately and in doing so, to enable them to make sound career choices.

Based on what has been written so far, it seems that life design intervention influences career decision making, adaptability needs, and career exploration, both in individuals and in group contexts. Research on life design intervention has been carried out extensively in Europe and other parts of the world. In South Africa, studies have been conducted with learners from settings with disadvantages, but no study has examined how the intervention *influences the self-efficacy* of a learner from an environment challenged by disadvantages.

1.3 RATIONALE FOR THE STUDY

Learners and youth from environments challenged by disadvantage tend to feel disempowered by the situation in which they find themselves. Such situations are often characterised by unemployment, which leaves them in uncertainty about the

future and threatens their identity. It is from such an environment that the researcher was born, raised and has worked, and therefore his efforts to seek solutions to and address these issues have inspired this study. It would seem that augmenting the resources of learners from such environments could enable them to look at their circumstances differently and do something about the situation.

1.4 PURPOSE OF THE STUDY

The purpose of this study is to understand the influence that a life design counselling intervention has on the self-efficacy of a learner from an environment challenged by disadvantages.

1.5 RESEARCH QUESTIONS

1.5.1 Primary research question

How can the self-efficacy of a learner from an environment challenged by disadvantages be enhanced through life design counselling?

1.5.2 Secondary research questions

- How do learners experience the effect of disadvantages?
- How did the participant in the current study experience the effect of disadvantages?
- What effect did disadvantages have on the self-efficacy of the participant in the current study?
- How did the learner in the current study experience life design counselling?

1.6 CONCEPT CLARIFICATION

1.6.1 Self-efficacy

Self-efficacy refers to the belief that a person holds about his/her capability to “organise and execute courses of action required to produce given attainments” (Bandura, 1977, p. 194).

1.6.2 Learner

An individual between the ages of 18 and 25 who is in or out of school and is at the phase of transition between school and work or intends to proceed with further education (Department of Education in Maree & Beck, 2004).

1.6.3 Disadvantages

The term 'disadvantages' mostly refers to contexts where services such as quality education and career counselling are either lacking or people are unable to afford them. However, disadvantages also include circumstances of inadequate parental involvement and situations where, according to Maree and Meijer (2010), learners are racial minority groups in majority school contexts. In the current study, the main focus is on disadvantages that the participant in the study experienced due to the lack of involvement displayed by his father, his mother's lack of education (she only passed Grade 6), and the fact that he was the only San person in his school for the duration of his school years. In other words, he was a single person to represent a minority population group throughout his school life. Whatever is written in this study must be interpreted from this perspective.

1.6.4 Life design counselling

Life design counselling is based on the theories of self-construction and career construction which are based on social constructivism that views an individual's knowledge and identity as products of social interaction that was co-constructed through discourse (Savickas et al., 2009).

1.7 PARADIGMATIC PERSPECTIVE

A paradigm is an organising principle by which reality is interpreted. It is "a set of beliefs about or assumptions about fundamental aspects of reality, which gives rise to a particular worldview" (Nieuwenhuis, 2007). This researcher of the current study works from an interpretive/constructionist paradigm.

1.7.1 Overview of research methodology and design

A plan or strategy that goes from the underlying philosophical assumptions to the selection of participants and techniques for gathering and analysing data is what

Nieuwenhuis (2007) defines as a research design. A mixed methods research design was followed in this study and purposive sampling (Nieuwenhuis, 2007) was used to select a participant. The study was interpretive/constructivist in nature and an intrinsic case study was the research design used for the enquiry. Details of the research methodology and design are discussed in Chapter 3.

1.7.2 Data collection and documentation

In the data-gathering process, priority was given to qualitative data and emphasis was placed on the exploration and development of the self-efficacy of the participant. However, quantitative data (QUAL + quan) was also included to support/confirm the process and findings.

The psychometric instruments as well as postmodern data collection strategies that were used in the study are described in detail in Chapter 3.

1.7.3 Data analysis and interpretation

Inductive data analysis was used to analyse and interpret the qualitative data (Maree & Van Der Westhuizen, 2009). Quantitative data analysis was conducted according to the prescribed and standardised approaches of the questionnaires respectively. A comprehensive discussion of the data analysis and interpretation for this study follows in Chapter 3.

1.8 QUALITY CRITERIA

Quality assurance strategies were implemented to enhance the dependability, conformability, transferability and credibility of this study. The quality assurance criteria that were used in this study are discussed in Chapter 3.

1.9 ETHICAL CONSIDERATIONS

Ethical considerations are extremely important when conducting research. The researcher upheld the ethical guidelines as set out in Chapter 3.

1.10 OUTLINE OF THE CHAPTERS

Chapter 1: General orientation

Chapter 2: Literature review

Chapter 3: Research design

Chapter 4: Research results and discussion of findings

Chapter 5: Conclusion and recommendations

CHAPTER 2: LITERATURE OVERVIEW

2.1 INTRODUCTION

This chapter seeks to provide a general overview of the literature dealing with the various theories underlying this study. A theoretical overview of life design counselling, which comprises self-construction and career construction theories, is given first. A brief discussion of self-efficacy as derived from Bandura's (1977) social cognitive theory follows. Goals and interventions of life design are reviewed in relation to the current study, taking into consideration the types of interventions that would be applicable to instances of disadvantage. The identity development of adolescents in South Africa is discussed from the viewpoints of Erikson (1968) and Marcia (1964). The chapter concludes with a summary of research on learners from environments challenged by disadvantage, current findings, gaps in the literature and studies on career construction interventions/constructivist counselling.

2.2 THEORETICAL OVERVIEW OF LIFE DESIGN COUNSELLING

Life design counselling is based on the epistemology of social constructionism. Social constructionism theory recognises that social interaction produces an individual's knowledge as well as his/her identity (Maree, 2013a). Social constructionism further recognises that meaning is co-constructed via discourse or conversation (Savickas et al., 2009). The challenges and needs that an individual experiences in his/her unique environment are incorporated into life design counselling and thus take into account the context of the individual and all its interconnected systems (Campbell & Ungar, 2004). Self-construction theory, career construction theory, social constructionism and ecosystemic theories are all included in life design counselling. In the following sections, attention is paid to the career construction and self-construction theories, which (Maree, 2013a) are integrated in life design counselling. In both theories active construction comes about as a result of conversation during social interaction (Savickas et al., 2009). This chapter is concluded with a conceptual framework for the study that hinges on life designing.

2.2.1 Career construction theory

According to Savickas (2005a) individuals construct their careers via imposing meaning on their vocational behaviour and work experiences. In career construction,

quantitative and qualitative techniques are used to guide people in making meaning about their careers (Hartung, 2007). Maree (2013a) adds that objective and subjective approaches help to identify people's traits, their ability to adapt and develop, as well as the reason why they move in a certain direction. Career construction counselling can be described as lifelong, holistic, contextual and preventive (Savickas et al., 2009).

2.2.2 Self-construction theory

Self-construction theory asserts that individuals construct themselves in relation to a specific dynamic context (Guichard & Lenz, 2005). Guichard (2005; 2009) claims that clients' constantly unfolding identities are core to the theory of self-construction. The theory "expands developmental theories, which maintain that identity construction unfolds continuously as clients progress linearly through fixed stages" (Maree, 2013a, p. 37), and self-identity is constructed as clients narrate their stories. This self-identity evolves and changes as clients interact with facilitators or others during the counselling process (Maree, 2013a).

2.3 OVERVIEW OF SELF-EFFICACY

2.3.1 Definition

Self-efficacy as defined by Alfred Bandura (1977, p. 193) refers to "people's judgements of their capabilities to organise and execute courses of action required to attain designated types of performances". It has to do with the belief people have of how capable they can successfully perform a task. Self-efficacy belief ranks among one of the most powerful predictors of how well a person will perform in almost every endeavour. One's choice of activities and environments, effort, persistence, patterns of thought and feeling, as well as one's strategy in the accomplishment of tasks, is determined by your self-efficacy belief (Lent, 1996). These choices and strategies are considered as the most extensive tools providing a sense of control to a person (Bandura, 1989). According to Hackett and Lent (1992), Multon, Brown and Lent (1991), and Sadri and Robertso (1993), academic and career choice performance indicators have been found to be predicted by self-efficacy.

2.3.2 Sources and development of self-efficacy

As proposed by Bandura's (1977; 1986) self-efficacy theory, four processes and sources of information account for the sources and development of self-efficacy

beliefs: performance accomplishments; vicarious experiences; verbal persuasion; and emotional and physiological states. A brief explanation of these sources according to Bandura (1986) is provided below.

a) Performance accomplishments are considered the most influential source of self-efficacy and the most powerful and dependable predictor of self-efficacy beliefs. A person who is successful in attaining a valued goal /completing a particular task usually believes that s/he will succeed at this task again. A person who fails often expects that s/he will fail again in future when s/he tries the task again.

b) Vicarious performances refer to those by which people appraise their capabilities in relation to others' attainments. If someone who seems similar to you succeeds, then you may come to believe that you will succeed as well.

c) Verbal persuasion involves people telling you what they believe you are and are not capable of doing. Utilising verbal support and encouragement from others, to be motivated to create new opportunities to observe their own success is important.

d) Emotional and physiological states have to do with associating negative moods and negative physical sensations with failure, and linking positive moods and physical sensations with success. It is essential therefore that techniques to reduce negative and increase positive emotions be used to raise self-efficacy.

Lent (1996) states that self-efficacy is neither a passive nor static trait. It is seen as a dynamic set of beliefs about the self. These beliefs are domain-specific and interact in a complex way with other personal, behaviour and contextual factors. For Betz and Hackett (1981) and Lent, Brown and Larkin (1986), self-efficacy is not closely related to objectively assessed skills, although it involves judgments about personal capabilities. Previous research shows that only moderate relationships exist between self-efficacy and indicators of ability (Lent, 1996). The social cognitive theory assumes that human ability is a dynamic attribute, and that adequate self-efficacy is necessary to effectively draw on one's resources in order to perform competently in a complex or challenging task (Bandura, 1991). A certain degree of self-efficacy is required for a person to make appropriate career decisions. In fact, Bandura (1993, 1997) argues that if people set great career goals and realistic challenges to themselves, they will be more committed to achieving such goals. In the next

section, some of the goals of life design counselling that are related to career decision making and self-efficacy are discussed.

2.4 LIFE DESIGN: GOALS AND INTERVENTIONS

2.4.1 Life design goals

Adapt-ability, narratability and activity are three life design counselling goals that will be discussed in this section.

2.4.1.1 *Adapt-ability*

In the words of Rossier (2015, p. 155), “[p]eople no longer select the work context that suits them and where they can express their vocational personality, but rather have to constantly adapt to new environments”. He adds that career adapt-abilities are thought to facilitate the expression of adaptive behaviours that lead to adaptation. Rossier further (2015) argues that career adapt-abilities should contribute towards regulating the expression of career-related behaviours. Hartung (2007, p. 72) contends that “[c]areer construction has the primary aim to increase an individual’s level of career adaptability so that they can more effectively produce their own development in changing opportunities and constraints”. The purpose of life design career counselling is to help people to manage their own careers by activating and strengthening their resources, and to help them cope with adverse career circumstances and/or career transitions (Rossier, 2015). The resources concerned include control, concern, curiosity and confidence (Rossier, 2015). Each of these resources in some way contributes to adaptability and is also related to self-efficacy. Rossier (2015) suggests that the relationship between dispositions, personal characteristics or predispositions on the one hand and career-related outcomes on the other, are regulated by processes such as self-efficacy beliefs, for the social cognitive career theory (Lent, Brown, & Hackett, 1994); career adaptabilities, for the career construction theory (Savickas, 2005b); and the multiple selves, for the self-construction theory (Guichard, 2005).

2.4.1.2 *Narratability*

Narratability refers to the ability “to tell one’s story clearly and coherently” (Hartung, 2015, p. 97). In life design counselling, Hartung (2015) asserts that facilitators use dialogue to enable clients to tell their stories and these stories often derive from the

personal experiences of the clients. The argument upheld by Savickas and others (2009) is that within clients' stories, themes emerge and these themes are developing. The themes enable clients to gain a better understanding of themselves and the world (Savickas et al., 2009). Whereas Law (1993) and Law, Burning, Byng, Farrelly and Heyman (2005) maintain that by narrating their stories, clients' sense of self is re-established, Maree (2013a) claims that the ability to narrate is an indication of the meaning of clients' lives and experiences to others. The client progressively forms (in a developmental manner) a vocational self-concept that is both viable and realistic (Maree, 2013a). This happens as the client continues to identify with important persons within his/her social circle and with his/her role models (Savickas et al., 2009). Facilitators play a crucial role in the life design counselling process by using narrative-based intervention to assist people to construct themselves and their worlds by telling or narrating their stories (Hartung, 2015).

2.4.1.3 Activity

Activity includes attraction to practice skills, abilities and interests that are eventually recognised by people within the person's social circle as his/her character (Hartung, 2015). Adaptive career decision making can be promoted through actively engaging in enrichment and exploration processes (Krieshok, Black, & McKay, 2009). Intentional expression of future selves can also lead to active occupational engagement (Savickas et al., 2009). Career facilitators assist clients by making use of favourite magazines, TV shows and websites to "initially reflect on and explore the self they are constructing in relation to where they may best like to be themselves with regard to work and career situations" (Hartung, 2015, p. 96).

2.4.2 Specific life design interventions

The following specific life design interventions are related to disadvantaged contexts. The author deems these interventions to be prevalent and suggests that they be taken into consideration by practitioners working in low socioeconomic environments.

2.4.2.1 Prevention

Vera and Polanin's (2012) concept of prevention is that people make an effort to create a variety of advantages to avoid a problem. These advantages will put them in a position to live a prosperous life during which they may realise their potential (Vera

& Polanin, 2012). For career development in particular, Whiston and James (2013) emphasise that the identification of career goals and the development of the skills required to achieve such goals should be the focus of the decision-making process. Life design is also structured to be preventive and therefore it promotes planning for future career before a transition (Savickas et al., 2009). Planning programmes in life design can be implemented at individual, small- and large-group levels (Nota, Soresi, Ferrari, & Ginevra, 2014). Here, once more, Savickas and colleagues (2009) maintain that life design counsellors play the important role of supporting people by providing them with the resources (cognitive and psychological) to be prepared in advance and cope with the challenging times they are experiencing. Such preparation will help people to become progressive thinkers, and to have a positive future perspective and an enhanced wellbeing (Nota & Rossier, 2015).

2.4.2.2 Unemployment

Unemployment and careers in a rapidly changing world are often characterised by two distresses: uncertainty and identity threat (Van Vianen, Koen, & Klehe, 2015). According to Van Vianen et al. (2015) these come as a result of frequent career transitions. The feelings of anxiety and lack of control that unemployed people experience are associated with uncertainty (Paul & Moser, 2009). Van Vianen et al. (2015) also argue that unemployment may evoke threats to the identity because of the possible loss of the existing work-related identity and threats to the projected one. People should obtain resources such as self-efficacy to adequately prepare for and respond to transition in their lives. Multiple experiences shape people's work and career identities and cannot be viewed as isolated and separate (Paul & Moser, 2009). The life design approach constructs identities in a preventive, contextual and holistic manner (Savickas et al., 2009).

2.4.2.3 Disability

People with impairments and disabilities can be grouped among those with disadvantage. Ferrari, Sgaramella and Soresi (2015) contend that even though there are publications that address treatment and inclusion of people with impairments and disabilities, not many of them have sought ways to augment the likelihood of these people experiencing satisfactory life conditions and professional realisation. Vulnerable groups have generally not benefited from the results of research conducted by career support services (guidance, education and counselling)

(Coetzee, 2009). Ferrari et al. (2015) argue that the life design approach can easily help bring together the worlds of disability and career counselling, which have ignored each other and proceeded on parallel trajectories for too long. Consequently, the importance of life, education, and work contexts should be emphasised (Soresi, in Ferrari et al., 2015) in contexts where there are risks of unemployment – in particular among vulnerable populations and individuals with disabilities. Significant change in existing career counselling assessment modalities and, subsequently, in career intervention planning is required next (Soresi, Nota, Ferrari, & Sgaramella, 2013). In doing so, special attention should be given to the analysis of positive constructs such as hope, adaptability and preparedness, which are equally predictive of the quality of life experience of people with or without disability (Buchanan & Lopez, 2013). These findings are promising both for the way diverse individuals with disabilities may think about their future and for the benefits they may gain from approaching life design counsellors (Ferrari et al., 2015).

2.4.2.4 Poverty and disadvantage

Scant literature is available on the applicability of life design in developing countries that are often plagued by disadvantage. Life design should enable career counsellors to provide counselling to people of all walks of life, from every socioeconomic background and from any part of the world (Winslade, 2011). A longitudinal case study conducted in South Africa (Maree, 2015a), focusing on resource-constrained contexts, presents a better understanding of the application of life design in developing countries in general and poverty-stricken environments in particular. This researcher concurs with Maree (2015a, p. 245) that “focus was more on the strategies for survival and dynamics for coping”. Maree (2015a) goes on to recommend that research should aim at breaking the vicious cycle of poverty and disadvantage, inadequate support at school and society in general. These challenges lead to inappropriate and/or inadequate study opportunities and ultimately, inadequate realisation of personal potential or self-construction. A key criterion for evaluating the success of research endeavours should be that it should have a positive impact on and improve the living conditions of poor people (Maree, 2015a).

2.4.2.5 Culture

In the process of counselling clients in contemporary society, two important factors need to be taken into consideration, namely diversity and multiculturalism (Hsiu-Lan, 2015). Although different meanings may be assigned to the concepts 'career' or 'career life' in our global, rapidly changing society, there may be similarities as well (Savickas et al., 2009). Various definitions have been used to explain career counselling. Super (1954) used the term 'life stage' which expanded the meaning of career development. The life design approach proposed by Savickas et al. (2009) describes "career self-construction in a changing social and cultural environment and developing career intervention" (Hsiu-Lan, 2015, p. 249). Collin and Guichard (2011) emphasise the fact that continuous construction of the self and life design are central to career development. Life design is more suitable than career planning to describe personal career development in contemporary society (Collin & Guichard, 2011). A clear need exists to design a variety of counselling activities aimed at assisting individuals to develop the necessary skills and life attitudes needed to face the many types of transitions that occur at various stages of career development (Hsiu-Lan, 2015). Hsiu-Lan (2015) contends further that career development cannot be viewed independently from context and public policy. It is obvious that multicultural issues arising from their social environments are important when individuals assess opportunities in a multicultural society (Hsiu-Lan, 2015). Hsiu-Lan (2015) proposes an empirical narrative career development model that includes competencies at preparation and exploration, establishment and maintenance, and transferable skills.

After considering the resources required in our contemporary society for young people to make relevant career choices, as well as the context within which such choices are made, the next step would be to take a closer look at specific needs of South African adolescents with a focus on identity development.

2.5 SPECIFIC NEEDS DURING ADOLESCENCE

2.5.1 Identity development of South African adolescents

Human development as conceptualised by psychoanalysts follows a progressive sequence of stages through which an individual passes (Hjelle & Zeigler, 1981). Biological and social factors according to Hjelle and Zeigler (1981) have an influence on this process. Although no precise definition has been assigned to the concept

'identity development', Hjelle and Zeigler (1981, p. 63) remark that it "...encompasses a complex of social and self-representations, including personal, public, individual and group identities. While one's personal identity relates to one's intrapsychic sense of continuity over time and situation, one's public identity includes one's own and others' perceptions of one's various positions in society and social roles. Individual identity includes one's own and others' perceptions of personal characteristics which distinguish one from others. Individual identity also indicates what one has in common with some others, and thus engenders a group identity or feeling of sameness and belonging to certain groups".

Erikson (1968) views identity development as a psychosocial task and adolescence as the most critical stage in the formation of identity. He named this stage of life – the fifth psychosocial stage – identity formation versus identity confusion. Erikson (1968) also argues that it is at this stage that the adolescent is particularly concerned about how s/he presents himself/herself to others with regard to gender and occupational skills (Erikson, 1968). Adolescents furthermore learn to express their identity within the realm of interpersonal associations (this includes dating relationships and peer organisations). Adolescents rely on others' opinions to confirm their developing self-conceptions through feedback from them (Hjelle & Zeigler, 1981). The successful outcome of identity development is termed 'identity achievement', while inadequate identity development may result in identity diffusion (Ackerman, 2006).

The life-phase developmental models, including Erikson's (1968), have been criticised by a number of scholars. Kaguwa (2004), for instance, argues that developmental models equate what is normative to what is acceptable, while what is abnormal is associated with pathology, and this can be problematic.

Marcia's (1964, 1966) identity status approach (which is an elaboration and expansion of Erikson's identity versus role confusion stage) makes reference to four qualitatively different ways of resolving the identity crisis. Two dimensions – 'crisis' and 'commitment' – define the four statuses that are also modes of making decisions (Alberts, 2000; Marcia, 1966). Whereas 'crisis' implies exploration of other meaningful ways of making a firm commitment, 'commitment' refers to stable

investment of emotion and energy in particular roles, goals and values, as well as behaviours that confirm those decisions (Alberts, 2000).

The following are the four identity statuses as explained by Alberts (2000) and Marcia (1966):

- i. Identity diffusion is the least developmentally sophisticated status. Individuals with this status do not only lack commitment to a meaningful life, but active exploration of alternatives may also not occur during this period. Seemingly, adolescents in this status have made a choice for non-commitment.
- ii. Individuals in the foreclosure status have made definite commitments in relation to social roles, goals and values, yet they arrive at these decisions without having passed through a period of exploration of personally meaningful alternatives. It is often clear that these choices are heavily determined by significant people in their lives and that beliefs have been taken over uncritically. Foreclosure commitments are interpreted as premature and deemed developmentally unsophisticated.
- iii. Moratorium adolescents are actively weighing up relevant alternatives. They are striving to make a decision and often appear to have vague direction in meaningful areas. The moratorium status precedes the most sophisticated decision-making mode, the identity achievement status.
- iv. Individuals in the identity achievement status have passed through a period of active exploration of meaningful alternatives and have committed themselves to definite roles, values and goals. They have also chosen the alternatives that best express their individuality in anticipation of the future (Alberts, 2000; Marcia, 1964).

Already in 1990, Alberts conducted an empirical investigation among black university students in South Africa and concluded that coming to grips with who you are in this country is no easy task – a statement that is still applicable today. Alberts (1990) described South Africa as a nation in a psychosocial crisis (irrespective of colour, creed, sex, and background). Adolescents who were in their formative years at the time of his study (2000) are the parents of today's adolescents, and all sectors of South African society have been experiencing transformation over the past two and a half decades (Di Fabio & Maree, 2016; Maree, 2015a). According to Alberts (2000)

these sectors include politics, education, religion and the workplace. Both black and white adolescents in their formative years have to find out who they are and define themselves in this situation of change and transition (Alberts, 2000).

Marcia's (1964, 1966) identity paradigm has been used to study identity formation in the South African context and is still useful today (Cook & Maree, 2016; Maree & Venter, 2017). According to the author of this dissertation, an understanding of the challenges that adolescents face as they negotiate career transitions can be facilitated by Marcia's (1964) paradigm. Savickas and Porfelli (2012) view career adaptability as transactional competencies that develop in the interaction between a person and his/her environment, and they argue that career competences show strong resemblances with career adaptability dimensions. The study in hand aims at enhancing self-efficacy, which can be compared to the career competence dimension of the career adaptability construct.

The Identity Status Interview (ISI) can be used to establish a decision-making mode (identity status) in terms of content areas (occupation, religion, politics and attitude towards premarital sex) (Alberts, 1990). Using the ISI, Alberts (1990) found that a significant number of females form a sexual identity by using sophisticated modes of decision making, while quite a high proportion of male adolescents achieved a mature political identity. This indicated high levels of personal and emotional involvement in political affairs and contrasts findings from Europe and America (Alberts, 1990). Less sophisticated modes (foreclosure and identity diffusion) were associated with males as far as religion is concerned.

In forming an occupational identity, Alberts (1990) contends that sophisticated modes (identity achievement and moratorium) were used by a significant number of both female and male adolescents. In 1990, Alberts described South African society as one in transition, and this transition seems to be perpetual. A quarter of a century passed since the end of apartheid and not much has changed. South African society seems to be stuck in the foreclosure and moratorium phases of this transition. Despite the fact that the South African Qualifications Framework developed a Framework for Cooperation in the provision of career development services in South Africa, it remains to be seen if the framework will have the intended impact (Maree, 2015b). Maree (2015a) contends that although many jobs seem to be accessible to

all people, the gap between rich and poor is not narrowing, and the future does not seem to be promising. Poor education lies at the root of the current dilemma of the privileged in South Africa. According to Maree (2015a), the emphasis should be on finding ways to help people in disadvantaged situations “escape the cycle and trap of poverty” (p. 236). The development of decision-making capacity, indecision, lack of realism, and designing a successful life are some of the issues requiring attention (Maree, 2013a; Savickas, 2010). Research on these communities and contexts is briefly discussed in the section that follows.

2.6 RESEARCH ON LEARNERS FROM ENVIRONMENTS CHALLENGED BY DISADVANTAGE IN SOUTH AFRICA

2.6.1 Current findings

The end of apartheid in South Africa ushered in tremendous effort from every sector of society to improve education for all South Africans (Maree, 2013b). Equal access to education for all was guaranteed by the 1996 Constitution. Maree (2013b) insists that notwithstanding these efforts, disadvantaged communities in South Africa still face huge challenges. In a study among adolescents from a low-income community in Cape Town, Hendricks et al. (2015) found that the most critical factors influencing their aspirations were self-efficacy, self-esteem and social support. Even to this day, students discover that they have made an inappropriate choice long after they chose a future field of study and enrolled for it (Maree, 2016). Maree (2016) reasons that thorough assessment should occur long before choices are made and remarks that when students wait until the crisis is upon them, this is tantamount to short-sightedness and irresponsibility. I believe the delay in choosing a career or field of study would even be worse in black communities. Watson (2010) argues that the poverty experienced by the majority of black South Africans limits the amount of resources at the disposal of black children for them to be successful in school. The lack of school success results in occupational deprivation and a decrease in opportunities for further education (Watson, 2010). He further argues that there are fewer chances for children from low socioeconomic backgrounds to be enrolled in school and these same children are also more likely to drop out of school. According to Watson (2010), financing the type of education required for high status occupations such as doctors, lawyers and engineers may be difficult for black South

African students – hence the career aspirations of black South African students may be unrealistic. Watson, McMahon, Foxcroft and Els (2010) reported that over 80% of black South African students aspire for high-status occupations whereas only 2% show an interest in skilled, semi-skilled or unskilled occupations. Buthelezi, Alexander and Seabi (2009) report that personal development, education and career counselling are some of the areas that are affected. The barriers that stand in the way of students challenged by disadvantage are the same barriers that affect their career development and aspirations for the future (Buthelezi et al., 2009; Watson, 2010). Chuong and Operario (2012) contend that the presence of parents in the home serve as positive role models for students to achieve academic success, which is also linked to career aspirations. Buthelezi et al. (2009) make the case of successful individuals as role models for students to look up to. Without sufficient economic resources, poor students from disadvantaged backgrounds attend poorly resourced schools, which imaginably affect their achievement as well as aspirations for future careers (Watson, 2010). Alexander, Seabi and Bischof (2010) provide reasons why narrative career assessment could provide a viable alternative to career counselling and assessment of learners from disadvantaged contexts.

2.6.2 Gaps in the research

Less than 8% of South African career development research is focused on black South Africans, yet they constitute almost 80% of the South African population (Watson et al., 2010). For career development and academic success to be achieved, Watson et al. (2010) insist that it is crucial to conduct research with this population. Hendricks et al. (2015) also recommend that the development of self-efficacy of youths from poorly resourced communities should be incorporated in life skills programmes. There is evidence in the literature that self-efficacy is among the important career barriers that adolescents in resource-constrained environments face or perceive when choosing or aspiring for future careers (Alexander et al., 2010; Hendricks et al., 2015). With regard to self-efficacy, scanty research has been conducted on the challenges that exist. Bischof and Alexander (2008) explored the perceptions of learners from a disadvantaged context regarding the limitations of traditional and post-modern career assessment techniques in South Africa.

Alexander et al. (2010) furthermore make a case for the use of a post-modern method of career assessment that could potentially enable and empower learners to

make more independent career choices. There is a gap as to how these challenges are currently being addressed. Career construction intervention and life design career counselling in particular have been used in quite a number of intervention research studies by Master's students dealing with career counselling of learners from different backgrounds (Cook & Maree, 2016; Maree & Crous, 2012; Maree & Hancke, 2011; Maree & Hansen, 2011; Maree & Pollard, 2009; Maree & Venter, 2017). None of these studies has been used to address the self-efficacy of a learner, let alone a learner from a background with disadvantages.

2.6.3 Research studies on career construction interventions/constructivist counselling

As a specific counselling approach, career construction and constructivist counselling is designed to assist clients to feel empowered to become the authors of their own story (Maree, 2014). In the field of career psychology, the development of practice models lags behind career theory development (Watson & McMahon, 2015). Recent decades have seen the emergence of more narrative theories that are rooted in postmodern, constructivist and social constructionist approaches. These theories place emphasis on clients' making meaning and taking action as they collaborate with the counsellor (Patton, 2007). Del Corso and Rehfuss (2011) believe that narrative counselling is crucial in supporting clients to adapt in a transitory, ever-changing world of work. They also contend that narrative approaches consider clients capable of telling stories that shape their identities by emphasising constructs of connectedness, meaning making and agency. Such constructs indicate a shift towards a more holistic conceptualisation of career theory and clients taking a central role in constructing their career (McMahon & Watson, 2012). The emergence of a plethora of theories, coupled with the quest for a way or ways to converge theories or propose a metatheory, has been going on for decades (Savickas & Lent, 1994). Savickas's career construction theory (2002, 2013) and the systems theory framework (Patton & McMahon, 1999, 2006) are attempts at achieving this quest. The developers of these metatheories advocate moving away from theory to practice, through theory-based narrative approaches, towards career counselling (Savickas, 2013), which incorporates narratability (Patton & McMahon, 2006; Savickas, 2013) as a goal of intervention. A logical question that arises from what

has been stated above is the following: How have narrative approaches lived side by side with the traditional methods?

Various studies have been conducted using the life design approach to career counselling. In a study that employed an experimental design, Di Fabio and Maree (2011) examined the value of life design counselling in a group setting. Their findings include “a decrease in career decision-making difficulties (lack of information and inconsistent information) and an increase in career decision-making self-efficacy in the experimental group, thus suggesting the value of group-based life design counselling” (Di Fabio & Maree, 2011, p. 1). Maree and Hansen (2011) identified and addressed the adaptability needs of an unwed teenage mother by means of an intervention involving life design. The teenager’s changed experience confirmed the possible value of life design. The value of life design was also highlighted in a study with an abandoned adolescent female. Life design intervention enhanced the participant’s career adaptability and her willingness to actively participate in the changing story of her life (Maree & Crous, 2012). Maree and Hancke (2011) reported that life design counselling enabled a learner who stuttered to engage in meaningful career exploration. In a collective case study, Maree and Symington (2015) intervened with life design counselling to augment the career adaptability of learners. Participants displayed improved career adaptability as was evidenced by their demonstrated efforts to address aspects related to career concern, control, curiosity and confidence. A framework that covers the concepts that are at the root of this study is presented in the following section.

2.7 CONCEPTUAL FRAMEWORK

2.7.1 Theoretical framework

A theoretical framework equips the researcher with a rationale for understanding and responding to the research questions. In essence it describes the intellectual perspective in which the problem is embedded (McMillan & Schumacher, 2010). The proposed theory for this study is the life design counselling theory, which is considered to be the first-ever coordinated career counselling theory (Maree, 2013a). It is a combination that extends Guichard’s (2005) self-construction and Savickas’s (2005a) career construction theories. The framework for life design intervention is seen as lifelong, in which individuals construct the self and career with the unique

contextual factors that play a role in the person's life whenever and wherever s/he is (Maree, 2013a; Savickas et al., 2009). The individual is prepared for realistic changes, thus rendering the framework to be preventive as well. Rossier (2015) contends that prevention might specifically support and help less privileged, vulnerable and underserved people with fewer psychological resources.

Figure 2.1 provides a schematic representation of the way in which the concepts in the study are related. Circumstances such as major disadvantage create unpredictable curves and bands on an individual's career path. Learners from such environments often drop out of school after a long process of disengagement (Vilhjálmsdóttir, 2015). *In a changing postmodern world of work, such learners are often unable to find employment. Counselling and educating them would enhance their career adaptability competencies. Self-efficacy is one among other career competencies including self-determination, ability to decide thoroughly and rapidly, ability to spot and seize opportunities, and power to integrate career moves in a life story that makes sense (Van Vianen et al., 2015). Enhanced career adaptability is an important protective factor in the lives of adolescents (Vilhjálmsdóttir, 2015), particularly those from environments challenged by disadvantage.*

An investigation into the influence of life design counselling on the contextual experiences of the participant was informed by career construction and self-construction theories. From the viewpoint of life design, the intervention focused on the four dimensions of career adaptability (career concern, control, curiosity, and confidence), and on the meaning of career in the future life of the participant. Increasing the participant's resources was pivotal, given that career paths were influenced by individual and contextual factors over which the participant had no control (Rossier, 2015).

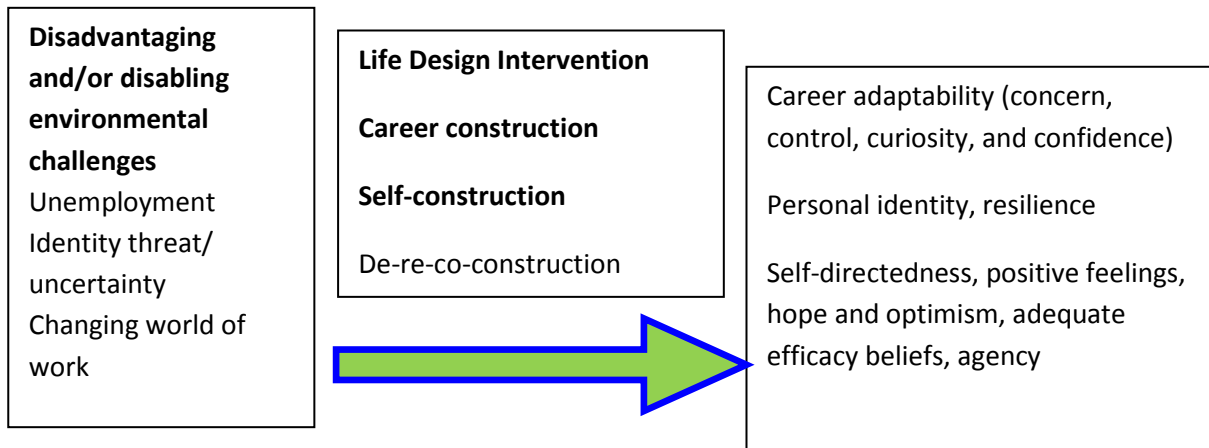


Figure 2.1: Conceptual framework for career support in communities challenged by disadvantages

2.8 SUMMARY

In this chapter, an overview of the literature was provided, beginning with a theoretical overview of life design counselling, followed by a brief overview of self-efficacy based on Bandura's social cognitive theory. Life design intervention and goals were briefly discussed, as well as the needs of adolescents in the South African context by highlighting Erikson's (1968) and Marcia's (1964, 1966) theories of identity development. The researcher of the current study touched on recent research involving learners from environments challenged by disadvantages, gaps in the literature and studies on career construction interventions/constructivist counselling. The chapter concludes by presenting a framework of the concepts on which the researcher of the current study intends to base this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on a description and justification of the procedures to be followed in order to answer the research question (Athanasou, Mpofu, Gitchel, & Elias, 2012). First the paradigm used for this research is discussed, followed by the research design, criteria for selecting the research participant and methods that were employed to collect and analyse data.

3.2 PARADIGMATIC PERSPECTIVE

3.2.1 Metatheoretical paradigm

An interpretive/constructivist paradigm was adopted for this study. Researchers working from this perspective acknowledge that people's subjective experiences are valid, multiple and socially constructed (Adams, Colldir, Oswald, & Perold, 2004). According to Adams et al. (2004), qualitative research methods are deemed suitable to address questions that relate to the interpretive/constructivist paradigm.

3.2.1.1 Interpretive/constructivist paradigm

The researcher conducted this study from an interpretive and social constructivist paradigm. Interpretive and interpersonal processes are emphasised in career construction theory (Di Fabio & Maree, 2016; Maree, 2013a). Maree and Hansen (2011) argue that the interpersonal processes referred to in career construction theory involve understanding and making meaning as the researcher and participant interact. Researchers who work from an interpretive/constructive paradigm acknowledge that participants' and clients' subjective experiences are valid, multiple and socially constructed (Crous, 2011). Such researchers further believe that the experiences of others interacting with them (researchers) can be understood by listening to how they make meaning of their lives in relation to others (Crous, 2011; Maree, 2013a).

Chen (2007) contends that the philosophical basis of the narrative approach aligns with social constructivism. Savickas (2010) emphasises that the use of social constructivism in career construction theory as a meta-theory is to reconceptualise occupational tasks as processes from which possible future selves could emerge.

3.3 RESEARCH DESIGN

“A plan or strategy that goes from the underlying philosophical assumptions to specifying the selection of participants, consideration of the data-gathering techniques to be used, and the data analysis to be done”, is what Nieuwenhuis (2007, p. 76) describes as the research design. Fouché (2002) believes that decisions that the researcher makes when planning a study constitute a research design. Choosing a research design for the current study was based on the researcher’s assumptions on the one hand and his skills and practices on the other (Athanasou et al., 2012; Nieuwenhuis, 2007). Both researcher assumptions and researcher skills and practices had an impact on how data was collected (Athanasou et al., 2012). This study was conducted following a mixed methods research design.

3.3.1 Mixed methods approach

A mixed methods research design was used for this study. Creswell (2008) states that both qualitative and quantitative methods are used to collect and analyse data in a single case study. Mingers (2003) highlights a number of advantages of using a mixed methods approach in research, namely providing a more comprehensive understanding; validating interpretations through triangulation; broadening the enquiry with the inclusion of more aspects; adding analytical power to the research in combining quantitative and qualitative methods, and confirming unexpected outcomes.

3.3.2 Case study research

According to Creswell (2008), an in-depth exploration of a bound system (an activity, event, process or individual) based on extensive collection of data is a case study. The researcher decided to adopt an intrinsic approach to this case, which implies that the focus is on the case itself (Creswell, 2008). Typically, unusual or unique individuals, groups or events are investigated in intrinsic case studies (McMillan & Schumacher, 2010). An intrinsic case study (as opposed to an instrumental one) allowed the researcher to focus on the participant and the phenomenon being studied. Insight into and depth of the context could thus be provided (McMillan & Schumacher, 2010).

3.4 RESEARCH SITE

The data for this study was collected at one of the offices at the University of Pretoria, as it was considered convenient in terms of proximity and conducive to both the participant and researcher.

3.5 DATA COLLECTION

QUAL + Quan are the symbols that characterise the process of data collection and analysis for this study (Maree, 2013a). Priority was given to qualitative data (QUAL) with emphasis on the exploration and enhancement of the self-efficacy of the participant. To support the process and findings, quantitative data was also included (Maree, 2013a). Collection and analysis of both quantitative and qualitative data proceeded simultaneously. Concurrent use of quantitative and qualitative data sets is symbolised by a “+” sign. The researcher used a mixed methods approach in this study in order to facilitate triangulation, exploration and explanation of the findings (Creswell, 2008). Employing multiple sources and techniques of data collection is viewed as a key strength of the case study method (Nieuwenhuis, 2007). Surveys, interviews, observations and even the collection of artefacts are some of the instruments Yin (1994) considers useful in case studies for data collection.

The next section discusses the selection of the participant and the instruments that were used. An explanation for why the selected instruments were employed is also provided. The strategy for gathering data in this study was structured in such a manner that assessment and intervention proceeded according to the steps of career construction theory (as described by Hartung, 2010) and covered the differential, developmental and dynamic perspectives. A brief description of participant characteristics and the instruments used is provided in the paragraphs that follow.

3.5.1 Selection of the participant

According to Maree (2012c), sampling within a case study implies being able to select a case either through probability or purposive sampling in a manner that is consistent with the purpose of the study. Selection of the participant was purposive. Creswell (2003) defines purposive sampling as a technique in which the researcher intentionally selects the participant(s) and site(s) to learn or understand the central

phenomenon. The standard used in selecting participants and sites is whether they are 'information rich'. Selection of a participant for the current study was based on the following:

- S/he had to be between the ages of 16 and 25, living in or around Pretoria, and wishing to stay in or return to education or a training pathway.
- S/he had to be a learner from an environment challenged by disadvantages.
- S/he should be motivated to engage in life design counselling as this would enhance his/her personal enrichment, which was intrinsic to the study.

Simultaneous collection and analysis of data can lead to better understanding, according to Maree (2013a). For the purposes of this study, qualitative data collection techniques and strategies were used.

3.5.2 Qualitative data collection

The following techniques were applied to collect data qualitatively: client-and-facilitator-only setup; structured and partly-structured interviews; oral discussions; and observation of the participant's body language. According to Creswell (2003), when participants respond to open-ended questions, the interview can be defined as qualitative.

The *Career Interest Profile Version 4 (CIP V4)* (Maree, 2012b), together with its narrative supplement, was used to elicit the participant's career-life story and narratives. The *CIP V4* is not a psychometric instrument but a questionnaire used by career facilitators to assist in the career and subject choice of clients, including those from very low socioeconomic backgrounds.

Various other qualitative postmodern techniques were used to collect data.

3.5.2.1 Collage

The collage is a pictorial form of telling stories (Fritz & Beekman, 2007) where the client is free to select pictures, photographs and written words and/or slogans to illustrate the topic. As the client discusses the contents of the collage, life stories are told that have relevance to the client.

3.5.2.2 Lifeline

The lifeline reveals milestone experiences in the participant's life (Fritz & Beekman, 2007); the family constellation identifies strengths within the participant's family of origin; and the narrative of significant others further identifies the participant's strengths. During the career story interview, data was gathered on the participant's life structure, career adaptability strategies, life themes and personality style (Hartung, 2007).

3.5.2.3 Early Recollections Technique (ERT)

The Career Construction Theory (Savickas et al., 2009) combines the psychodynamic approach with the differential and developmental approaches. The early recollections technique (ERT) (Maree, 2007) facilitates the psychodynamic approach in the career construction theory. In the psychodynamic perspective, earliest memories are considered as probably the most powerful mechanism to discover and untangle traumatic events and their after-effects (Maree, 2011) in a person's life. According to Savickas et al. (2009), the subconscious deliberately picks out memories that are considered as useful to a client at a given point in time. They further explain that different memories would probably emerge at other stages in the lifespan of an individual and that the emerging stories from early childhood situations help counsellors to identify current pre-occupations.

3.5.2.4 Career Construction Interview (CCI)

The career construction interview (also named "Career Style Interview" or "Career Story Interview") (Savickas, 2010) is used for clients to better understand themselves and does not focus primarily on career or study choice. The interview reveals subjective life-career themes (Hartung, 2011) as a response to a series of questions that provokes clients to tell stories that define who they are and who they desire to become. Life-career themes clarify self-concept and helps clients to contemplate on how they can use work to be authentic and how they can then contribute to their community and larger society (Maree, 2013a).

3.5.2.5 My Career Story (MCS)

The *MCS* (Savickas & Hartung, 2012) is an autobiographical workbook for life-career success. It applies career counselling principles to help people make choices about current life-career transitions and future career directions. It is used to tell, hear, and put into action life-career stories.

3.5.2.6 Informal interviews

Interviews were part of all the sessions to put the participant at ease and to establish a trust relationship.

3.5.2.7 Reflective feedback notes

After each session the participant was requested to write brief reflective notes capturing his experience of the session. The participant's reflective notes contributed to the richness of data to monitor his growth and self-development through meta-reflection (reflecting on own reflections) (Gerryts, 2013; Maree & Crous, 2012).

3.5.3 Quantitative data collection

The following quantitative tests were administered:

3.5.3.1 The Myers-Briggs Type Indicator (MBTI)

The *MBTI* (Briggs and Briggs Myers, 1994) measures personality type and was standardised within the South African population. The *MBTI* is one of the most widely used instruments for understanding normal personality differences (Briggs Myers, 1998). Basic patterns in human functioning are described as a result of where people prefer to focus their attention and get energy (Extraversion or Introversion), the way they prefer to take in information (Sensing or Intuition), the way they prefer to make decisions (Thinking or Feeling), and the process according to which they prefer to orient themselves to the external world (Judging or Perceiving).

3.5.3.2 Maree Career Matrix (MCM)

The *MCM* (Maree & Taylor, 2016) is an interest inventory developed for South Africans with a minimum of Grade 9 second language English or Afrikaans proficiency. People's interests (measured and self-estimates) and confidence in their

abilities are key factors in predicting their choice of and success in a career (Maree & Taylor, 2016). According to Maree and Taylor (2016), the types of career options presented in the *MCM* are relevant to the career options available in South Africa.

3.5.3.3 Career Adapt-Abilities Scale (CAAS)

The *CAAS* (Savickas & Porfeli, 2012) assesses psychological resources for managing occupational transitions, developmental tasks and work traumas. Mark Savickas (2005) identified four dimensions of Career Adapt-abilities to assist workers to respond and adapt to the new world of work (Galvin & Berger, 2013). These adapt-abilities are Concern, Control, Curiosity and Confidence. *Concern* measures individuals' involvement in planning and thinking about their career. *Career control* represents how much responsibility individuals take to manage and control their career. *Curiosity* measures how much individuals explore the world of work in general. *Career confidence* measures how confident the individual feels to make well-informed career decisions. Confident individuals believe in their ability to overcome challenges and make sound decisions by collecting and analysing sources of information.

The two modes of assessment, quantitative and qualitative, differ in the way the participant's narratives (from a positivist stance, the results) are obtained and interpreted (Maree, 2013b). Whereas the quantitative form of assessment yields various fields of study, the participant's meta-reflections reveal major life themes in the qualitative assessment. Hartung (2010) and Savickas (2005b) assert that in the career construction theory, themes serve as useful guides for researchers and participants to arrive at study fields and choice of a career.

3.5.4 Data collection plan and documentation

The table below shows the data collection plan (adapted from Gerryts, 2013).

Table 3.1: Data collection plan

Session	Activity	Technique/ medium	Aim	Participant reflection guideline
1.	Introduction, goal setting and understanding the problem	Informal interviews, discussion	Establish relationship and working alliance	What do I expect from these sessions?
2a.	Qualitative/ qualitative exploration of current level of self-efficacy	CAAS <i>Collage</i>	Quantitatively describe career adapt-ability and current level of self-efficacy	At what point am I in my career journey?
2b.	Quantitative exploration of the self (personality) Qualitative self-exploration	<i>MBTI</i> <i>Lifeline</i>	Explore participant's story and quantitatively assess personality constructs.	What have I learned about my personality?
3.	Administer interest questionnaires	<i>CIP V4</i> <i>MCM</i>	Quantitatively explore participant's interests.	Learning about my interests
4.	Feedback on <i>MBTI</i> and <i>MCM</i>	Discussions and interview	Verify occupational themes	What is new about my interests and personality?
5.	My career story	<i>Career construction interview</i> <i>Early recollections technique</i>	Define significant events that inform self-efficacy	Where I would like to be in the future?

6.	Reflective discussion on self-efficacy	<i>Collage</i> and CAAS	Redefining self-efficacy	Open ended
7.	Open topic	Participant's needs	Termination	

The data collection schedule for this study was drawn up with the research questions in mind – using life design counselling to enhance the self-efficacy of the participant and exploring the influence of life design on self-efficacy through meta-reflection. A description of how the data was analysed and interpreted follows in the next section.

3.6 DATA ANALYSIS AND INTERPRETATION

The use of a mixed methods approach helped to match quantitative and qualitative data to address the research question in a meaningful way. Due to the interpretive/constructivist nature of this study, the data collected also necessitated the exploration of multiple realities (Maree & Van Der Westhuizen, 2009).

Inductive data analysis was used in this study. A number of life themes related to interests, attitudes and habits were identified (Maree, 2013b). The advantage of this approach (according to Thomas (2006)) is that it is straightforward. In the process of inductive data analysis, data is coded, categorised and interpreted to provide explanations of a single phenomenon of interest (McMillan & Schumacher, 2010). Researchers synthesise and make meaning from data collected, starting with specific data and ending with categories and patterns in this process. Preference is given to the emergence – from the data – of more general themes and conclusions.

Data was analysed as it was collected and further analysed after all the data had been gathered. Analysis was an ongoing part of the study. Data collection and analysis were interwoven, influencing one another (see the process illustrated in Figure 3.1). “Field work leads to data and data influences field work. The process is both iterative and recursive going back and forth between different stages of analysis” (McMillan & Schumacher, 2010, p. 145).

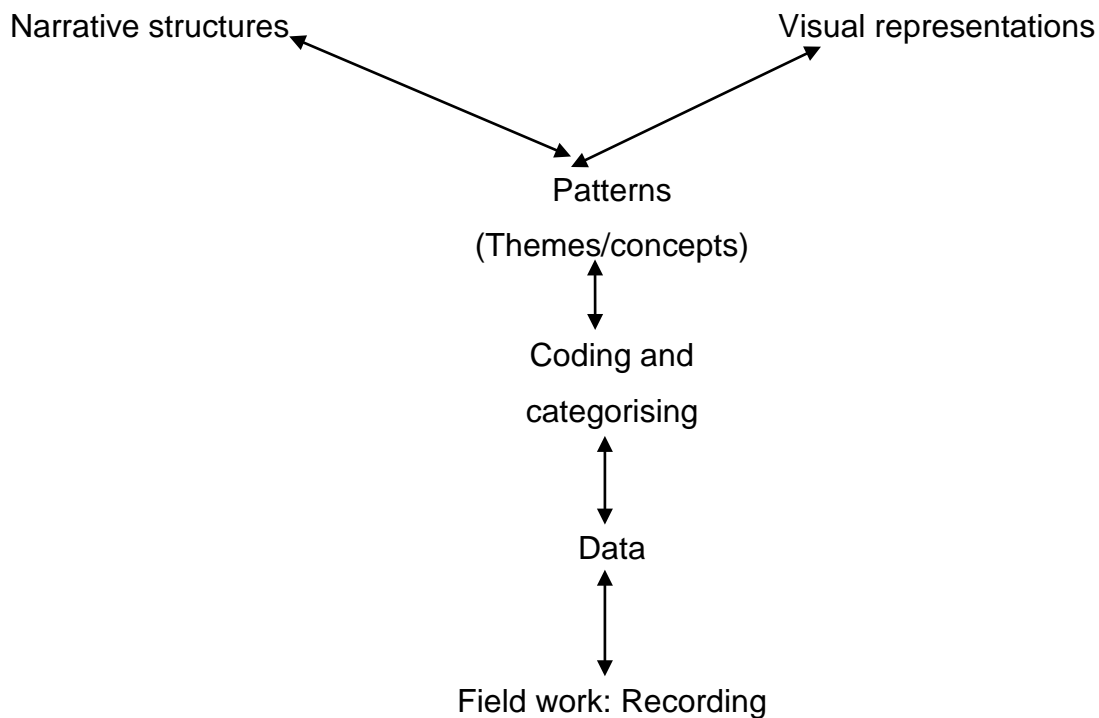


Figure 3.1 General process of inductive data analysis (Adapted from Maree (2013b) and McMillan & Schumacher (2010))

In the present study, the researcher read the participant's narratives/stories to him verbatim. The researcher emphasised the need for the participant to first focus on identifying and conveying significant life themes. A decision on a career or subject choice as a means to effect life themes was subsequent to identifying major life themes (Maree, 2013b). By continually pondering about his reflections, the participant told the researcher which themes he had identified. Minimal cues and responses were provided by the researcher to enable the participant to identify the main themes in his narratives and thus to listen to himself. Together participant and researcher reread and meta-reflected until the participant authorised the themes. Phrases that are repeated were noted. Such phrases were indications of the existence of themes, subthemes or categories. The concept of data saturation was explained to the participant, as well as the fact that "[t]he 'large' number of questions in the *CIP V4* (Maree, 2013a; Maree, 2013b, p. 77) promotes the accomplishment of data saturation".

Maree (2013b) believes that analysis of qualitative data should be done first. He reasons that in the process of analysis, when qualitative analysis precedes quantitative data analysis, the risk of the process becoming deductive is minimised

or avoided. Results of the qualitative assessment were therefore discussed first with the participant (and significant other(s) present), followed by a discussion of the results of the quantitative assessment. Maree's idea of creating a table that "participant and researcher can use to establish the crosswalk between the two sets of data" (2013a, p. 78) was followed.

3.7 USING CRYSTALLISATION TO ENSURE QUALITY ASSURANCE

According to McMillan and Schumacher (2010, p. 83) "coding, categorising and pattern seeking are collapsed into an extensive period of intuition-rich immersion in the data by the researcher. The process opens the researcher to maximum experiences within the analytic style".

3.7.1 Quality criteria

Credibility, confirmability, transferability and dependability are strategies that were used to enhance and increase the reliability (Maree & Van Der Westhuizen, 2009) of this study. These strategies are compiled from Creswell (2003) and McMillan and Schumacher (2010).

3.7.1.1 Credibility

The results of this study were cross-validated by means of triangulation and crystallisation. As for triangulation, independent coding of data (collected via multiple opportunities of interaction with the participant including observation) by an external coder ensured that identified themes and patterns were truly represented. Focus on and understanding themes and patterns that emerged during data collection led to achievement of crystallisation.

3.7.1.2 Confirmability

In order to adhere to this strategy, the comprehensive documentation of data collected, methods used and decisions arrived at was carried out meticulously throughout the course of this research.

3.7.1.3 Transferability

The extent to which outcomes can be applied or transferred to other contexts is the essence of transferability. It is also important to consider the description of the

context and personal impact of the researcher's interpretation of emerging themes in the course of the study. In this regard the researcher will summarise each session and let the participant confirm/authorise the outcome. The results obtained will also be discussed with the supervisor.

3.7.1.4 *Dependability*

Dependability will be ensured by providing verbatim transcriptions of data collected to an external coder for coding.

3.8 ETHICAL CONSIDERATIONS

Hinckley (2005) suggests that the researcher should follow and abide by ethical guidelines throughout the research process. It is the researcher's obligation to ensure that s/he is competent and adequately skilled in conducting the research (Strydom, 2002). The ethical principles relevant to this study include confidentiality, privacy and anonymity; informed assent, voluntary participation, as well as protection from harm.

Voluntary participation was emphasised and the right of confidentiality discussed. An important aspect of interpreting results (according to Perry (2010)) is the participant's reaction to the results (that is how the results made or did not make sense to him). The participant was given the chance to think about, summarise and confirm all the information collected during the qualitative and quantitative assessment phases. The participant's right to withdraw at any time is discussed next (Strydom, 2002).

3.8.1 Informed consent

The participant was informed of the nature and purpose of the study to ensure that he would fully understand the intervention and what would be expected. The researcher read and explained the contents of the informed consent letter to the participant and allowed him sufficient time for clarification should he require further explanation or ask questions. The participant was asked to provide informed consent in the form of writing.

3.8.2 Privacy, confidentiality and anonymity

Whereas confidentiality implies the handling of data gathered in a confidential manner, privacy and anonymity refer to the personal privacy of the participant (Strydom, 2002). It was the responsibility of the researcher to respect the privacy and identity of the participant and present the findings of the data gathered during the research process.

3.8.3 Protection from harm

To ensure protection from harm, accurate and comprehensive information was given to the participant about the potential impact of the study. Ferreira (2006) warns that emotional and psychological difficulties may be experienced as a result of the personal nature of information elicited in the study. Measures were therefore put in place to ensure that counselling would be provided or possible referrals be made to the appropriate professionals should the need arise.

3.9 SUMMARY

The procedure for conducting this research was provided in this chapter. First the paradigmatic perspective – interpretive/constructivist – which guided the study was discussed, followed by a description of a mixed methods research design. The manner in which data was collected and analysed was also discussed. Techniques to assure quality, as well as adherence to ethical guidelines for this study were outlined.

The findings obtained in the study are discussed in Chapter 4.

CHAPTER 4: RESULTS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The findings and results of this study are presented in this chapter. The method of analysing the data precedes information regarding the history of the participant. An overview of the process as carried out in nine sessions is presented, and after a description of each session, a list of identified themes follows. The identified themes are summarised according to their sources. The chapter concludes with a section that discusses the findings.

4.2 DATA ANALYSIS METHODS

A combination of both qualitative and quantitative methods – according to Creswell (2008) a mixed methods approach – was used to collect and analyse data. The mixed methods approach allows for the exploration of multiple realities contained in the data (Maree & Van Der Westhuizen, 2009). In order to assure valid results and compare the findings, a triangulated analysis design was employed by concurrently collecting qualitative and quantitative data. Detailed inductive analysis of qualitative data proceeded to the creation of general themes as described by Creswell (2008). Qualitative data was reduced and analysed according to the following six steps laid out by Creswell (2003):

- Transcription of all audio recordings
- Reading and getting familiar with the data
- Coding of the transcribed data
- Identification of themes and subthemes
- Review and definition of themes
- Reporting the findings; describing the themes in such a way that they prove the validity and reliability of the report by drawing on the theoretical framework of the study

The prescribed methods for each psychometric measure guided the analysis of the quantitative data. Themes relating to the participant's self-efficacy as identified in the quantitative data were compared with themes identified in data from the participant's narratives. The three-digit coding system in Table 4.1 was used to reference data.

Table 4.1: The three-digit coding system used to reference data (transcriptions)

Transcript bundle no.: Data source		Page No.	Line No.
1.	Introductory interview, goal setting and CAAS (Pre-intervention)	1-18	1-35
2a.	<i>Collage and Lifeline</i>	19-38	1-35
2b.	Reflection on Session 2, <i>MBTI</i> and <i>CIP</i>	39-60	1-35
3.	Participant's narratives, participant's reflections and <i>My Career Story (MCS)</i>	61-81	1-35
4.	Participant's narratives, information from significant others and <i>MCM</i>	82-110	1-35
5.	Participant's reflection on <i>MCS</i> and CAAS (Post-intervention)	111-179	1-35
6.	Penultimate session	180-217	1-35
7.	Concluding session	218-256	1-35

The next section discusses the relevant background information of the participant.

4.3 BACKGROUND INFORMATION OF PARTICIPANT

The participant was a 20-year-old male youth, hereafter called Karabo. His father can best be described as a 'completely absent father', his mother was lacking in education (she had only passed Grade 6), and he was the only San person in his school (both primary and secondary) for the duration of his school years. In other words, he was the only person from a specific minority population group throughout his school life. Karabo's primary language was Afrikaans but he spoke and understood English. Karabo was in Grade 11 and lived with his mother and older sister on the premises of the mother's employer.

In the course of his school career, Karabo repeated Grades 2 and 9. According to Karabo, when he was about seven years old, he spent three weeks in hospital after falling off a swing and bumping his head. He stated that language was a challenge for him and it also took him some time to adjust to high school life as he missed the company of girls when transitioning to an all-Boys High School. According to Karabo,

he enjoyed Business Studies and Geography but disliked Mathematics and Information and Communications Technology. Karabo further stated that in primary school he played table tennis and tennis for his primary school's second team.

Karabo had recently decided he would not continue school as his results discouraged him. He had been determined to obtain his Matric and go on to become a police officer. However, his recent results dealt a serious blow to his dreams. He said he was disappointed and discouraged and quite confused as to what next to do. Although Karabo indicated that he was considering the possibility of becoming a plumber or electrician, he also said he was very uncertain about what he would be able to do.

Karabo was selected because he met all the criteria for the study. The purpose and scope of this study were discussed with Karabo and he gave informed consent to participate. Karabo indicated that he would like to know himself better in order to be able to make an informed decision on the way forward, as he would transition from school to work without a Matric certificate.

Karabo's experiences of the life design counselling process are discussed in the section that follows.

4.4 THE LIFE DESIGN COUNSELLING PROCESS FOR KARABO

The seven counselling sessions as they happened are discussed in detail in the sections that follow. The researcher used various colours to highlight subthemes and after identification of the main themes proceeded to group the subthemes under these main themes.

Transcriptions of recorded discussions with the participant have been included as an appendix along with other sources of information that relays to the reader what the participant communicated to the researcher. The information is presented in such a manner that the identity of the participant is protected.

In the process of analysing the participant's responses, the researcher encountered several challenges. On the one hand, the participant's responses were short and scanty in content, thus necessitating much probing on the part of the researcher. On the other hand, the participant presented with so much anxiety that sticking with the

initial schedule for the sessions could have compromised his wellbeing. The researcher therefore broke down the sessions into further sub-sessions to allow the participant to process information. An analysis of the life design process follows next.

4.4.1 Session 1: Introductory interview and CAAS

Karabo seemed anxious during the first session although he wore a smile and made good eye contact. He willingly engaged in the discussions with the researcher but most of his responses were slow in coming and were often short. He spoke in a softer voice each time he mentioned school or his performance at school. He was uncertain about the nature of his mother’s occupation when he spoke about members of his family. His body language indicated that he might be unwilling to disclose much and seemed to be rather defensive. He seemed reluctant to ask questions or seek clarification if he did not understand something.

4.4.1.1 Quantitative results

Results from the Career Adapt-Abilities Scale (CAAS)

Karabo completed the CAAS online. Figure 4.1 indicates Karabo’s scores to the left and his adapt-ability profile to the right.

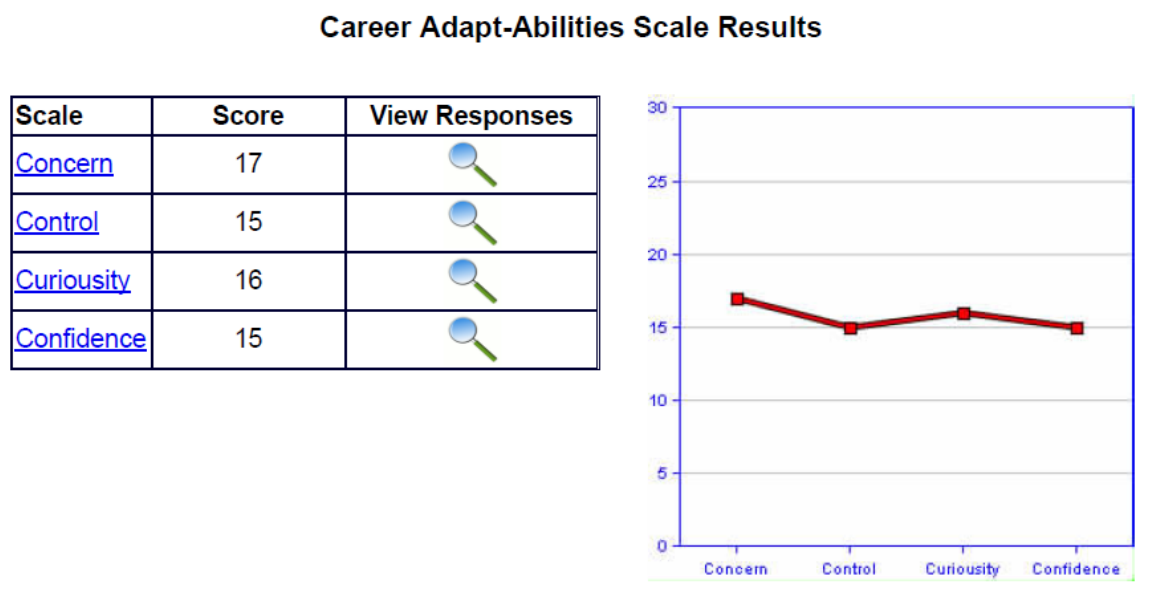


Figure 4.1: Pre-intervention career adapt-abilities profile

The table below shows Karabo’s results on the CAAS along with the description on a 5-point scale ranging from 1 = not strong to 5 = strongest.

Table 4.2: Pre-intervention career adapt-abilities scale – description

Subscale	Description
Concern	Strong
Control	Somewhat strong
Curiosity	Strong
Confidence	Somewhat strong

In summary, Karabo's results were somewhat low (compared to the mean scores on the South African (SA) form).

Karabo's expression of adaptive behaviours was thought to be facilitated by career adapt-abilities (Rossier, 2015). The results obtained quantitatively from the CAAS (Maree, 2012a; Maree & Taylor, 2016) before the intervention were somewhat lower in general and on all four subscales in comparison to the averages obtained on the South African form of the CAAS (Maree, 2012a). These low scores seemed to confirm the inadequacy of Karabo's set of process resources that Rossier (2015) suggests as a reason for his inability to make a successful transition from school to work.

Adaptive behaviours are thought to be facilitated by career adapt-abilities (Rossier, 2015). Karabo obtained low scores on the CAAS (Maree, 2012a) prior to the intervention, which confirmed inadequacy in his set of process resources. According to Rossier (2015) an adequate set of process resources was required for Karabo to make the transition from school to work. Karabo's challenge in negotiating the transition from school to work could partly be blamed on inadequate process resources. Furthermore, many studies (such as that of Tien, Wang, Chu, & Huang, 2012) have shown that there is a positive correlation between career adaptability measured by the CAAS and important career-related skills, beliefs and strategies such as self-efficacy. Karabo's low CAAS scores, therefore, further substantiated his low self-efficacy.

4.4.1.2 Qualitative results

Introductory interview

The following subthemes were identified in the first session¹. These subthemes were colour-coded (different colours are used for different subthemes) and were categorised under main themes that emerged during the analysis of the data. This was done following the guidelines laid out by Braun and Clarke (2006).

Table 4.3: Session 1 – subthemes

Career-related abilities	
Career-related interests	
Career-related needs	
Concern	
Confidence	
Control	
Curiosity	
Future aspirations	
Past memories	
Perceived self-efficacy for academic achievement	
Perceived self-efficacy for regulated learning	
Perceived self-efficacy for leisure and extracurricular activities	
Perceived social self-efficacy	
Present experiences sociology	
Educational-cultural factors	Sub subthemes
	Self-awareness
	Understanding own situatedness

The introductory interview served to establish rapport with Karabo and to understand the reason why he needed the assistance of a career facilitator to make the transition from school to work. He stated that he wanted “... to know myself better

¹ Each session is discussed separately. I begin by providing only the subthemes identified during each session. After having elucidated all eight sessions, I provide my summarised table by themes and subthemes.

and to make my life better. To know I can go somewhere in the future” (1;12;6-7). As for his hopes and expectations for the sessions he indicated: “...because I have a lot of stress now, (1;13;2) I have to do something. I cannot just sit and do nothing. I have to go somewhere, so I think I will be less stressed and more positive (1;13;1-3). I know I have to work but without Matric you can’t...” (1;13;13). When the researcher asked what made him say he was done with school, Karabo stated that: “I didn’t pass and they say I can’t go on next year. So now I have to look for something and I also feel it is better for me to go and work and make a living for myself. I am not feeling to go back to school...” (1;5;1-3).

Karabo’s school career was explored in the interview by looking at various stages – beginning with the period before primary school. He stated that he had not attended preschool. According to Karabo he had had an accident (he fell off a swing and bumped his head) during the early years of school which caused him to stay in hospital for three months and eventually he did not attend school for the whole of that year. He explained that he experienced language challenges at school and had repeated Grades 2 and 9.

According to Karabo, he made a lot of friends, played tennis and participated in athletics. He stated that “... in tennis I was in the second team and in athletics I was in the first team” (1;8;10). He did not seem to consider an award he received as an achievement “I only got a certificate for progress at school, nothing much” (1;8;20).

Regarding his secondary school career, Karabo stated how he missed the company of girls in primary school: “I am a very social guy. I like being with girls ...” (1;9;20). He indicated that the transition from primary to high school was difficult and it took him some time to adapt. In discussing what his teachers advised him to do, Karabo recalled: “They just said high school is very important and you have to do good and they told me to read every afternoon” (1;10;8). Studying was something he did not seem to put much effort into and when asked if he did study, he responded: “Not really” (1;10;11). Business and Geography (1;10;6) were the two subjects that interested Karabo very much in high school but he disliked Maths (1;10;20) and Information and Communication Technology (1;10;24). Karabo said his wish was to become a policeman, but seeing that he had not met the requirements, he was considering something else. “I thought being a plumber and also an ambulance

driver" (1;11;4). Regarding hobbies and pastimes he said, "I am still playing club tennis" (1;11;9). Karabo explained that he saw himself as a social person but that he did not have opportunities to be with friends. "I am not going out a lot so most of the time..." (1;11;11) "...because my mother doesn't have a car so she can't take me to..." (1;11;15). He said if his mother owned a car he would be able to spend time with his friends "...it would mostly be to my friends ..." (1;11;18). Among the reasons that he gave for why his friends could not visit him where he lived, Karabo said: "...my guardian does not let people come to our home" (1;11;22). His feelings about not being able to meet friends were not positive: "I don't like it" (1;12;1).

No studies have been found to report on an intervention that uses narrative counselling to improve the self-efficacy of a learner in the idiosyncratic circumstances alluded to in this study.

Karabo explained how he had felt when he knew he had not passed Grade 11 and how his guardian had reacted. "It was a disappointment. I was heartbroken because I knew if I don't make it, it was the end of my school" (1;15;19). "My dream was to be a policeman (1;14;4) now it is gone. I cannot be a policeman without Matric" (1;14;6). "After failing Grade 11, I feel bad because my teachers told us that Grade 11 marks are very important for you to go to university..." (1;14;18). "I knew I would make it... it does worry me but I also knew I didn't want to go to the university..." (1;14;21). "I only want to go to the police so it was a bit worrying because I think if I didn't go to the police I would go to the university but at that time I didn't think I would go to the university. I would just go to the police. The marks were not so important for me but after I learnt that I had failed I began to realise the importance of good marks." (1;14;24).

Rossier (2015) argues that career paths and behaviours are a function of many individual and contextual factors that are neither under the control of the individual nor can be rapidly modified. The current research confirms this view. Karabo's culture, school, peers and home environment (his sources of self-efficacy) were all shown in my research to have contributed to shaping his experiences. This finding was also consistent with Hirschi's (2009) view that supportive social relationships (or lack thereof) play an important role in predicting how well adolescents can adapt.

4.4.2 Session 2a: Collage and lifeline

At the beginning of this session Karabo still appeared to be quite **anxious**. He started working on the collage quite timidly. His voice grew stronger and livelier as he explained his collage to the researcher. He had much more to say about the collage than about the lifeline. Karabo's feelings were in line with Maree's (2013a) view that an inability to negotiate numerous transitions is often associated with anxiety. He (Karabo) presented in the first two sessions as very anxious and confused.

According to Strauser, Lustig and Çiftçi (2008), helping clients deal with anxieties is one of the tasks of the career counsellor. Karabo's enhanced ability to reflect and articulate positive feelings (as demonstrated during the course of the intervention (session 2b, 3;40;4)) upholds the assertion by Strauser et al. (2008) that he had been assisted in dealing with his anxiety.

The subthemes listed in Table 4.4 were identified in Session 2a.

Table 4.4: Session 2a – subthemes

Career-related abilities	
Career-related interests	
Career-related needs	
Career-related values	
Control	
Future aspirations	
Past memories	
Perceived self-efficacy for regulated learning	
Perceived self-efficacy for leisure and extracurricular activities	
Present experiences sociology	
Educational-cultural factors	Sub subthemes
	Self-awareness
	Understanding own situatedness

4.4.2.1 Collage

Karabo made three collages. The first collage was meant to depict who he is. He indicated that “I’m always smiling” (2;20;11); “I love being with children” (2;20;13); “I love cats” (2;21;20); “I love sports” (2;21;22); “I also have a girlfriend” (2;21;24) and he saw himself as “... a family man” (2;20;15). In the collage regarding his role Karabo stated that “I wish I was a policeman and I could take care of my people” (2;23;15). He explained that “it is just because I know there is crime in our country. I know people do not really think we take care of them. They think we don’t do our jobs very well...” (2;23;21-22). He had already imagined himself in the role of contributing to the safety of his community when he said “...I will go out to a place and I will talk to them that ...we will take care of you” (2;23;24-25). He further added that “... If I were married I will take care of my family” (2;24;6) and “...always keep my wife... make her happy” (2;24;8). For Karabo it was important to keep his family together and provide for them: “... to be there for my kids when they need me” (2;24;15); “...we have to go on a holiday with the family” (2;24;17); “provide food” (2;25;3) and “...when you go through bad times to be there for each other” (2;25;5).

Karabo had this to say concerning his goals and his dreams: “I want a job one day” (2;26;16). He also expressed a sense of pride: “...I always wanted people to see me... I always wanted to be a leader for them so they must look up to me...” (2;26;21-22). Among some of his desires Karabo mentioned, “...I want my own car” (2;27;2) and “...my own house...” (2;27;4). It was important for him to promote what is good “... you must stand up for the right things and not the bad things” (2;27;4-5). Altruism was another value that Karabo upheld: “we must get a solution to make our country a better place for people” (2;27;7); “... we need to look out for poor people, we must not just walk away from them, we must help them whenever we can, ... it doesn’t matter which colour you are, you must stand up together” (2;27;10-12). He envisaged a more egalitarian society “... it doesn’t matter which colour you are, we are all the same” (2;27;14). The importance of his religious belief came across in “...I want to tell people about Jesus... (2;27;19), I think if I live like Jesus wanted ... in that way I will show people who Jesus really is” (2;27;24). He was concerned about poor people: “...I know everywhere you go there are poor people and not everyone cares about them, so...” (2;28;11-12).

Karabo laughed when it came to the collage about his future. He said, “That is actually a difficult one” (2;28;16). He explained that “I don’t actually know what is my future yet, so I find it difficult to see it now because I don’t know where to go” (2;28;20). When asked what stopped him from thinking about the future, he explained: “...because I don’t know where to go from here, so I don’t have the right answers yet. I don’t know what to expect now (2;29;2-3); ...if I know what I want to do then it would be much easier (2;29;5); ...if I had Matric, I would be able to do everything I wanted to do because for every job they just want Matric but now I am stuck. I can’t go and do anything. I can’t just go and do what I want to do because I don’t have that Matric result” (2;29;12-14).

Karabo seemed to be uncertain about his identity, which according to Paul and Moser (2009) created the anxiety he was experiencing. He explicitly indicated that he had no plan for his future, which could explain his distress. Uncertainty, which Milliken (1987) defines as “an individual’s perceived inability to predict something accurately” (p. 136) was demonstrated by Karabo. He could neither identify with the possibility of progressing beyond Grade 11 nor was he able to foresee the consequences of dropping out of school. According to Bordia, Hunt, Paulsen, Tourish, and DiFonzo (2004), uncertainty and anxiety are due to a lack of control, as is demonstrated in the outcomes of the CAAS. The findings of this study also confirmed the views of Galinsky and Anderson (2006), namely that people’s perceived lack of control reduces their ability to initiate action. Karabo’s perceived lack of control over his career future was a contributing factor to his inertia; hence his inability to complete a collage with a possible future self.

4.4.2.2 Lifeline

Karabo’s lifeline was quite scanty and it took the researcher some prompting to get him to talk about it. From the lifeline, it appeared that Karabo’s best friend was two years younger than he is. The one thing that stood out for Karabo was the Grade 6 tour when his class visited Marine World in Durban where he learned about something new, Zulu culture. “They taught us about the culture (2;33;21) ... how they fight” (2;34;3).

Karabo recalled that the beginning of high school was a positive experience because “...it was actually a nice experience because they taught us how the school works

(2;349-10); ...they taught us how to be a young man, they taught us respect and all that stuff ...they taught us how to take care of people and to be respectful of other people (2;34;12-14); ...we have a project at school called 360. We go to other schools that are not rich... we give them clothing and food and other stuff... that is how we learned to take care of others” (2;34;16-18).

Karabo pointed out that his parents were engaged and about to get married, but “... something happened. It didn’t work out” (2;35;9-10). He did not seem to be ready to elaborate further on this, but he wore a sad expression on his face as he spoke about the brief period when he moved from his guardian to live with his parents and back to his guardian. He also did not elaborate on the two grades (Grade 2 and Grade 9) that he had repeated.

4.4.3 Session 2b: Participant reflections, MBTI and CIP

The subthemes listed in Table 4.5 were identified in Session 2b:

Table 4.5: Session 2b – subthemes

A sense of efficacy
Career-related abilities
Career-related interests
Career-related needs
Career-related values
Cognitive factors
Control
Curiosity
Felt minus to perceived plus
Future aspirations
Hope and optimism
Past memories
Perceived self-assertive self-efficacy
Perceived self-efficacy for academic achievement
Perceived self-efficacy for regulated learning
Perceived self-efficacy for leisure and extracurricular activities

Perceived self-efficacy to meet others' expectations	
Perceived social self-efficacy	
Positive feelings	
Present experiences/sociology	
Educational-cultural factors	Sub subthemes
	Self-awareness
	Understanding own situatedness
Self-directedness	

4.4.3.1 Participant reflection

The researcher found it challenging to get Karabo to write down his reflections and asked him to do so orally. His oral reflections after Session 2a as recorded by the researcher were as follows:

Karabo seemed to be more comfortable with oral reflections than written ones. When asked what he could remember from the previous session he explained that "...when I did the collage and stuff I realised in the pictures... who I am and I thought a lot about it when I went out... (3;39;11-12); ... normally when I go home I just sit on the bed doing nothing...(3;39;16); It made me positive" (3;39;25). He added that "I feel more positive about myself and I see more opportunities for me" (3;40;4). According to Karabo "I think, um, from those pictures if I do what I said I am going to do... I will...people will see me ... will really know who I am (3;40;7-8) I think if I stay positive I will get a job and I will do my best" (3;40;10). He felt that people did not really know who he was because "...I'm always at home so if I talk to people it's over the phone. They don't really see me" (3;40;14). He thought that if he were to go out more, then people would see him. Asked who he wanted to be, Karabo said: "I'm actually a caring person...I like to go out and talk to people". This reflection concurs somewhat with the view held by Hartung, Porfeli and Vondracek (2008) who argue that the primary aim of career construction counselling is to increase clients' career adaptability so that they can "effectively produce their own development in changing opportunities and constraints" (p. 72).

An increase in Karabo's concern about his career (one of the dimensions of career adaptability) enabled him to become positive about himself and to believe there were opportunities out there for him. He felt confident that if he remained focused, he would be able to attain his goal and prove himself.

Having created a collage prompted Karabo to think about his future, commit himself and take action, unlike before, as he said, "... normally when I go home I just sit on the bed doing nothing..."(3;39;16). This reflection endorsed the argument put forward by Soresi, Nota, Ferrari and Solberg (2008), namely that success in career counselling relies on the extent to which people actively strive towards and attribute meaningful changes to their career life stories. This mindset clearly came across in Karabo's reflection.

4.4.3.2 MBTI

According to the *Myers-Briggs Type Indicator* (Martin, 1995), individuals with the *MBTI* code: **ISTJ** type of personality are most likely to find those careers that accommodate their interests, the importance they attach to facts, their liking of logic and analysis, and their ability to organise, interesting and satisfying. Their task orientation, dependability and respect for facts draw them to careers that call for an organised approach to data, people and things. Their patience and dedication are often communicated to those around them by their composure – thus they bring stability to their work environment. They are often exceptionally practical, and they painstakingly honour any commitments they make. They tend to be found in careers where detailed knowledge is required and where the work involves practical or hands-on experience. They are attracted to careers where there is some structure, where the demands and rewards are clear and where they can take on responsibilities. They enjoy working alone, but if they have to work with groups, they tend to prefer smaller ones (Briggs & Briggs Myers, 1995).

In a conversation with Karabo about what he had found out about himself, he stated: "...I realise I am really a caring person" (3;51;21); "I'm very soft, I've got a small heart" (3;51;24). Karabo further added that "I like to be in charge, but I do it in a quiet way. I do not always express my feelings. I would say something that is umm really, that's really urgent but ..." (3;52;1-3). To him the two words/phrases that describe him best are "very quiet and caring" (3;52;14). This comment supports research carried out by Teixeira, Bardagi, Magalhães and Duarte (2012), Van Vianen, Klehe, Koen and Dries

(2012), and Tien et al. (2012), who found that career adaptability correlates positively with a personality trait such as agreeableness.

4.4.3.3 CIP

When Karabo had to write down his responses on the questionnaire, he seemed to be quite **anxious**. He was very **careful not to make mistakes** and quickly rubbed them out whenever he made any.

a. CIP – Part 1

In response to Part 1 of the *CIP* (Maree, 2012b), Karabo mentioned that his parents encouraged him to do what he likes. **Business, Geography and Computer Applications Technology** stood out as his favourite subjects at school, while Mathematics, Biology and Information Technology were his least preferred subjects.

b. CIP – Part 2

Part 2 of the *CIP* ranks career categories into preferences and dislikes. Karabo's preferred career categories were ranked as follows:

- Legal practice and security services
- Sport and leisure
- Practical-technical
- Social, care giving and community services
- Entrepreneurship, running and maintaining a personal business

The following is a ranking of Karabo's least preferred career categories:

- Mathematics and/or accounting industry
- Engineering and the built environment
- Research
- Medical and paramedical services
- Arts (painting, sculpture, and decoration) and culture

c. CIP – Part 3

Karabo's career choice in Part 3 of the *CIP* corresponded with his preferred career in Part 2. He indicated that his first choice was to become a policeman in order to **take**

care of people. For his second preferred career, Karabo mentioned that he wanted to become an ambulance driver so that he could help. As his third choice, Karabo stated that he would become a plumber because he was good at working with his hands. Another reason that he mentioned for becoming a plumber was that, given that he had not made it to Grade 12, he believed he would be able to find a place in plumbing where he could do things with his hands and Matric was not required.

The careers that Karabo liked least were engineer, medical doctor and therapist. He stated that he would not like to become an engineer because he cannot draw. He was not interested in medicine because he disliked needles and he had never thought of or developed any interest in becoming a therapist. Karabo mentioned that his teachers had been surprised when he said he wanted to become a policeman because of the high levels of corruption in the police service.

Nota, Ginevra and Santilli (2015) emphasise the preventive role played by parents and teachers in actions that encourage learners to think about their futures before they have to negotiate major transitions in their lives. The reaction of Karabo's teachers to his desired future occupation may have contributed to his negative self-concept and this may probably have discouraged him from thinking about his future. This negative self-concept could have been a contributory factor to the low self-efficacy that Karabo demonstrated (see Chapter 2). In this regard, Del Corso and Rehfuss (2011) advocate the use of positive feedback and caution against negative feedback to young people in their effort to achieve their goals.

Verbal persuasion as a source of self-efficacy involves others telling you what they believe you *are* and *are not* capable of doing (Bandura, 1993). The findings of this study made it clear that the teachers' lack of support and their discouraging words regarding Karabo's occupational choice contributed to his low self-efficacy. (Teachers are an important source of self-efficacy and motivation for learners.) Nota et al. (2015) emphasise the preventive role that can and should be played by parents and teachers in actions that encourage learners to think about their futures before they have to negotiate major transitions in their lives. In this regard, Del Corso and Rehfuss (2011) advocate the use of positive feedback (which Karabo received throughout the intervention) and caution against negative feedback to young people in their effort to achieve their goals. Karabo's enhanced ability to explore possible

career options confirmed the value of positive feedback by the researcher (which appeared to have strengthened Karabo's self-efficacy).

d. CIP – Part 4

Part 4 of the *CIP* covers career stories or narratives. In responding to the first question which asked how the researcher can be useful to Karabo, Karabo responded that he needed something to hold on to (hope) and to know himself. Gentle, kind and caring were the characteristic strengths that Karabo identified in himself, and shy, reserved and forgetful were what he considered his weaknesses.

Karabo believed that other people thought him a fun person to be with because he makes lots of jokes.

When he was asked, "What do you value most?", Karabo answered "Respect towards others". In response to the question, "Whom did you admire or who were your three role models before you were eight years old? Why?", he replied: "1. Roger Federer (care about others, willing to work hard), 2. The Rock (athletic person, willing to work hard and ambitious), 3. John Cena (athletic, ambitious and family person)." Karabo said he admired them because they all worked hard to achieve their goals and they did not give up.

Other questions asked were the following:

- Who or what has influenced you so far? Why? "Nobody so far."
- What leadership positions did you hold during school and what leadership positions have you held after school? "None."
- What are your three mottos or favourite quotations? "Never give up."
- What is your favourite:
 - a) Magazine? "None." Karabo stated that he does not read any magazines.
 - b) TV programme? "7de Laan" (Karabo enjoys the social aspect.)
 - c) Website? "Sport." (Sport is Karabo's passion and so he would spend time surfing the net to watch tennis and wrestling.)

According to Maree (2013a), a favourite magazine could give an idea of a typical environment in which a client would prefer to work. Maree (2013b) also argues that contextualisation of the value of such techniques is vitally important.

The researcher emphasised the appropriateness of the use of certain intervention techniques that required clients to be flexible. Karabo's lack of interest in reading diminished the potential value of the specific question.

- What is your favourite book or movie?
 - a) What is the title of the book or movie? "Rush hour."
 - b) What is/are the book or movie's main theme(s)? "Free a child."
 - c) Who is the main character, what challenge did s/he face and how did s/he deal with this challenge? "Jackie Chan. He kept on fighting."
 - d) What were the main character's strengths? "He kept fighting. Always had hope."
Weaknesses? "No weaknesses."
- Give an example of a difficult decision-making situation you faced and how you went about making your decision.

"I have spoken to people who have been in a difficult situation as I am now."

- What have been your three biggest
 - i. successes?
 - "Won my first singles title"
 - "Won the league"
 - "Got a girlfriend"
 - ii. non-successes ('failures') so far?
 - "Did not pass Grade 11"
- If you were asked to write your life story, what would be
 - i. the title of your book? "To keep going"
 - ii. the headings of the various chapters? "Success, perfect love and to be called champions"
- What would be the most prominent themes or patterns in your story?
 - "Don't look down on yourself, stay positive."

The themes Karabo chose for his life story (don't look down on yourself and stay positive) were different from his own reflections on his personality when he completed the *MBTI* earlier in Session 2 ("I'm very soft, I've got a small heart"

(3;51;24)). Karabo further added that “I like to be in charge but I do it in a quiet way. I would say something that is umm really, that’s really urgent but ...” (3;52;1-3). This difference affirms Rossier’s (2015) stance that life design counselling intervention promotes self-construction. In the process of choosing themes for his life story, Karabo de-constructed the perception he had of himself and re-constructed another perception of holding himself in esteem.

- What were your biggest challenges (‘problems’) when you were younger than eight? “It was when I bumped my head and was in hospital.”
- Reflect on this interview (the questions and the answers) with me.
 - a. What did you enjoy? “To express myself.”
 - b. What did you not enjoy? “Nothing.”
 - c. Is there anything else about you that I need to know? “No.”

Karabo added that he had learnt that “... there is always a way to get out of something” (3;58;33). “You must not focus only on one thing. There is always a solution for everything” (3;59;1). This reflection also confirmed Rossier’s (2015) stance that life design intervention would promote Karabo’s career resilience.

Karabo’s observation earlier in Session 2 when he reflected about his personality, namely that “I do not always express my feelings...” (3;52;1-3), changed after completing the *CIP*. His comment that there were multiple ways of getting out of the challenging situation of negotiating a transition in which he currently found himself again confirmed Rossier’s (2015) assertion that life design intervention promotes career resilience.

Previous research conducted with life design interventions for students mostly focused on students who were negotiating a transition to higher education or persons who were switching from one occupation to another. No study so far has reported on the use of life design career counselling for a learner who is dropping out of school.

4.4.4 Session 3: Participant’s narratives and reflections, information from significant others

The subthemes listed in Table 4.6 were identified in Session 3.

Table 4.6: Session 3 – subthemes

Career-related abilities	
Career-related interests	
Career-related needs	
Career-related values	
Cognitive factors	
Past memories	
Perceived self-assertive self-efficacy	
Perceived self-efficacy for leisure and extracurricular activities	
Perceived self-efficacy to meet others' expectations	
Perceived social self-efficacy	
Present experiences/sociology	
Educational-cultural factors	Sub subthemes
	Self-awareness
	Understanding own situatedness

4.4.4.1 Participant's narratives and reflections

This session commenced with a brief discussion between the researcher, Karabo and Karabo's guardian. The guardian expressed concerns that Karabo had become reluctant to associate with other members of the family, seemed afraid to talk or did not talk to them (family members) and apparently harboured much anger. The guardian stated that Karabo did not feel like going back to school and kept on declining everything. According to Karabo's guardian, Karabo would rather spend time in his room playing on his phone and not using his time productively, despite efforts to assist him to find a way forward. Karabo did not seem to be happy and uttered very few words in response to what his guardian said.

Karabo's attitude towards his guardian and other family members confirms Erikson's (1968, p. 132) view that "it is the inability to settle on an occupational identity which most disturbs young people". According to Erikson, Karabo's failure to achieve a sense of identity lies at the root of his confusion at this stage when he should depend less on his parents. Super (1963) stresses the importance of setting career goals in

adolescence or earlier, which was not the case with Karabo. He had not achieved the basic task of creating a vocational identity.

When the researcher asked Karabo what he thought about his guardian's remarks, Karabo confirmed that "... I don't talk to him when stuff bothers me. He knows me very well so... I know he knows what to do but sometimes I just don't feel that I must talk to him. I want to talk to someone else" (4;67;11-13). Karabo added, "... he knows if there is something that bothers me he knows. He can see in my body language and he will always ask so..." (4;67;19-20). Karabo explained that "... it's just sometimes I ... I don't really talk... I'm not really an open guy so I keep it for myself or when I was in school I talked to the school psychologist. I didn't talk to my guardian" (4;67;24-25). He admitted that he regretted not communicating his concerns to his guardian. According to Karabo he would almost always wait for approval "...I always depend on others" (4;68;28). Like I said to my guardian and my mother, I want to do the tennis coaching because I know I'm a tennis player, I know what to do" (4;69;1)." He stated that he needed support from his guardian and mother but "...then my guardian and my mother immediately said no" (4;69;12). Karabo further explained that despite the possible willingness of the tennis club owner to offer him a job as a coach, his guardian did not see coaching as lucrative and so did not encourage the idea. Karabo's conviction that he would make a living from tennis coaching did not seem to be sufficient in the eyes of his guardian "...but still he rejects it, he doesn't accept it" (4;69;29).

The influence of Karabo's parents and guardian on his career development attests to the role of social variables in career construction (Vilhjálmsdóttir, 2015). His parents' expectations did not seem to match his abilities and this seemed to impede his autonomy of decision. As was stated earlier, having access to Karabo's story of career change made it important for the researcher to be aware of how change comes about as a result of complex social interactions. The researcher invited Karabo to think if he could possibly start his own business. To this Karabo responded: "I still think that is ... a good thing to do but the thing is I always have to discuss it with my guardian and I know ...when my mind is on something I know my guardian won't like it" (4;70;21).

Apparently Karabo's guardian had high expectations for him and therefore Karabo was scared to dare or take risks: "... if I go and do my own thing and maybe it doesn't work out... where do I go?" (4;71;13). My mother does not have her own house so I can't go and do my own thing ...I thought a lot about it because if I maybe go behind his back and do it and it is successful, maybe he will see it is fine but if not successful then I don't have an option" (4;71;18-21). He felt life would be different if he was living apart from his guardian. He recalled the short stay he had with his father: "... I was feeling free because ... I could go out when I wanted to" (4;72;34). He said he got along well with his father in this regard because his father was very understanding and the important thing for Karabo's father was that Karabo would stay safe.

Karabo explained that his guardian would let him go out with friends on condition that his friends pick him up. However, he insisted he would not allow female friends to pick him up "... because she will feel like you are the man, you must come to me. I can't pick you up..." (4;74;23). The researcher asked Karabo if he could try applying this idea of being a man and take the initiative in other spheres of life such as returning to school. Karabo's response reflected the need to obtain his guardian's approval, "Like I told my guardian when I was at school, I know if I was not going to make it, the plan B would have been to go into tennis coaching ..." (4;77;6-7).

Karabo said he had made up his mind that he did not want to return to school. Among the reasons he gave, he pointed out that "...I'm the oldest guy in the school (4;110;15), ... like if you tell someone your age (4;78;19) ...they will mock you and they will make jokes (4;78;21) ...so every time when I go to school I have to hear it every day (4;78;22-23) ...it doesn't make my school career fun anymore (4;78;26). If I have to go to another school, it will be the same thing (4;78;29) ... I think my confidence is not there anymore at school" (4;78;35). This observation implied that Karabo was bullied, mocked at, and had developed a negative attitude towards school. The observation supports Adler's (1936) view that learners can become demotivated and drop out of school if they are not coping with the school's educational programme. According to Adler (1936), learners whose weaknesses manifest in school or who perceive the school's educational programme as an obstacle in the pathway towards their future, will look for their strengths outside of the school in other activities. Karabo had become disinterested in school and was

not willing to continue because he no longer saw school as a means to achieve his goal.

When asked if he could think differently about school, Karabo was adamant that he was not confident and insisted "... there are other options if I'm going out of school. There is still something I can do" (4;79;23). He argued that even if he went back and did his work, the school environment with mostly white students was not welcoming to him: "There is still the mocking and stuff..." (4;79;34). He had made up his mind that he wanted to work and was aware of the challenges he would encounter. He agreed that his guardian's position was in his best interest, but according to him "I want to do what I want to do. I don't want to do what my guardian says I must do because I won't feel happy. I want my freedom, I want to go out, but I won't go out at night because I know it is not safe" (4;85;15-17). Karabo's desire for autonomy in making his own decisions supports Savickas's (2015a) assertion that people use their story to organise their lives, construct their identities and make sense of their problems. Narrating his own problem appears to have enabled Karabo to become aware of what was stopping him from choosing a career.

Karabo would be happy if his guardian would allow him to make his choices and try things out, such as the tennis coaching which was the only thing that he had put his mind to at that moment.

Matters relating to Karabo's school and home background do not concur with the notion expressed by Schoon and Polak (2011), namely that adolescents from highly resourced schools are in a better position than those from a background with disadvantages to complete high school, pursue a professional career and maintain a high social class status. Karabo attended a well-resourced high school although he hailed from a background with disadvantages. Karabo's struggles, however, supported the findings of a study conducted by Maree and Meijer (2014), which reported an educationally significant impact of self-efficacy and restored self-belief on how racial minority groups adjust and function in majority school contexts.

4.4.4.2 Information from significant others

One of the significant persons described Karabo as obedient, friendly and full of jokes. According to this person, "Karabo's attention span is short and he has to be

reminded to do his chores. He does not take initiative and when it comes to work he is lazy. He is carefree when it comes to his personal hygiene. He enjoys playing tennis and playing TV games (for hours). His relationship with his sister is not very good and at the time he was not in contact with his father”.

The second significant other described Karabo as a wonderful person who would go the extra mile to help. Karabo’s compassionate, altruistic and reserved characteristics were highlighted. However, according to this person, Karabo would rather be dishonest to maintain a certain pride and be accepted, than be honest. Karabo was further described as a good person who loved to help others and loved to play tennis and he was honestly working to better himself and overcome his weaknesses.

4.4.5 Session 4: My Career Story, results from previous interest questionnaires, participant’s narratives and reflections

The subthemes listed in Table 4.7 were identified in Session 4.

Table 4.7: Session 4 – subthemes

Agency	
A sense of efficacy	
Career-related interests	
Career-related values	
Hope and optimism	
Past memories	
Perceived self-efficacy to meet others’ expectations	
Positive feelings	
Educational-cultural factors	Sub subthemes
	Self-awareness
	Understanding own situatedness
Self-directedness	

Karabo entered this session with a broad smile. He said he felt excited as he was looking forward to an appointment to gather information about a training programme

the week after. Although he did not bring along letters from significant others as requested, he had written his life story. The researcher understood that in some way Karabo wanted to tell the story about some very sad experiences that he had lived through.

4.4.5.1 Participant's narratives

Karabo got to know his father when he was 14 years old. According to him, "when I was born my father was not there..." (5;94;17). It was about this time that he learnt his parents were engaged and were planning to get married. "I was happy, then I told my mother because they had plans to move in... we moved to the flat and the first two weeks were fine and then after that everything just went wrong" (5;95;5-7). Karabo attributed the failure of the relationship between his parents and the fact that they did not get married to alcohol abuse by his father. He regretted that his mother abused alcohol, but it shocked him that his father also abused alcohol. Not only did he discover that his father abused alcohol, there was also evidence of an extramarital affair and lying by his father. He explained that his mother took to drinking as a means of coping and got to a point where she attempted to take her own life. "She wanted to kill herself and she did it four times in front of me ..." (5;96;2-3).

Despite efforts by Karabo to be involved and contribute to making things better for his mother, he felt hurt that his mother was overly protective and did not tell him how the situation was. "Yes, because her excuse is that she did not want to hurt me, but I told her that I still have to know because if I knew sooner I would have made a plan about it. Now that she told me now everything still hurts" (5;96;21-23). Karabo felt he had a very strong bond with his mother and tried to be gentle towards her, but he got really concerned when she was not well.

The researcher alerted Karabo to the fact that some of his past experiences could be having a negative impact on his ability to think and carve out a future for himself. Karabo explained that "it's like when I want to do something there will always be people that say no don't do it like when I wanted to become a policeman they were like, the first thought that came to my mother was like – it's dangerous – but I still said to myself I can still do it" (5;104;1-4). He emphasised the fact that he was not fussy about the type of job he would get: "...if the job that I do is less, it's fine. I can

work myself up. I don't feel like I have to do a certain job to be important or let somebody see me. I can still do this low quality job and still be important. That is what I said about never give up..." (5;104;8-11). This statement agrees with Arulmani and Nag's (2008) thematic classification of career beliefs, precisely in the category of persistence beliefs. Karabo was willing to face and overcome difficulties and obstacles in his way as he was making progress towards his goal. He was reminded that future career decisions should be made after careful consideration, but backed himself up with his role models from the *CIP* who, according to him, had worked their way up from nothing to become heroes. He felt he was not making his choice out of desperation, "I'm feeling more confident because there is still something I can do and when I get the skill I can live on. My life will be better because it means there is a positive way of how I got the skill and I can get somewhere. So with that police thing I didn't forget about it but I just placed it aside. I can still take care of people without being a police officer..." (5;106;31-35).

Karabo's reflection that he was not choosing a career out of despair, and the positive emotions that he was experiencing, match up with Arulmani and Nag's (2008) theme regarding control and self-direction beliefs. These beliefs are a reflection of an individual's sense of control of his/her life situation and orientation to direct his/her life (Arulmani & Nag, 2008). Karabo who was becoming convinced that he could deal with the urgent needs presented by his situation.

He insisted his priority was to get a job "... for now I just want to get a job. I just want to feel that I have a job now. I want to be more positive about my life because now I feel stuck. I can't go anywhere because I can't do anything... I just want to get a job and then after I can do my best to keep it and go forward" (5;107;3-8). He said he was convinced that he could keep a job because he was determined and "...I'm one of the best at my tennis club, that is what I do because I love it" (5;107;20). Karabo stressed that through his job he would be able to express who he was and people would get to know who he was. During discussion with the researcher, Karabo came across as being not organised, because he said he did not have a schedule that guided his daily activities.

4.4.5.2 SAVII (Du Toit, 1992)

Karabo's preferred categories were *Investigative and Social*, with particular preference for *study legal systems and guard prisoners*.

4.4.5.3 *RMIB* (Hall, Halstead, & Taylor, 1986)

Karabo's *RMIB* results suggested that he was likely to be interested in occupations that include the following components or subfields:

- **Literary** – an interest in books, in reading or writing imaginative and original verbal material.
- **Persuasive** – an interest in talking to people, in persuading and discussing, arguing, mixing with others; confidence in making personal contacts of all kinds.
- **Medical** – an interest in curing people, relieving the effects of disease or illness, in healing and in medical and biological matters generally.
- **Outdoor** – interest in outdoor activities with a dislike of being tied down to routine work or regularity.

It is worth noting here that Karabo's results on the *SAVII* and *RMIB* were obtained from a previous assessment.

4.4.5.4 *MCM* (Maree & Taylor, 2016)

Karabo's results in the various interest fields indicated the following:

Marketing - High confidence, Low interest

Entrepreneurship – High confidence, Low interest

All other 17 interest fields – Low interest, Low confidence

4.4.6 **Session 5: Participant's narratives, reflections on My Career Story (Part 1)**

The subthemes listed in Table 4.8 were identified in Session 5.

Table 4.8: Session 5 – subthemes

Agency
A sense of efficacy
Career-related interests

Career-related needs	
Career-related values	
Future aspirations	
Positive feelings	
Present experiences/sociology	
Educational-cultural factors	Sub subthemes
	Self-awareness
	Understanding own situatedness
Self-directedness	

During this fifth session Karabo looked even more determined and focused. It seemed as if he had been busy researching and gathering information regarding possible short-term and long-term plans for his future. He submitted a hand-written copy of the reflection below.

4.4.6.1 Participant's narratives

"The first time I was very scared. I didn't know what to expect. I had to go and work. I had a dream and it is gone now. When I came to you I said I want to know myself better. I knew I needed help and a bit of support to get somewhere. When I made the collage I've started to see myself. I know now who and what I am. I know what I want to do. This counselling helped me a lot to find myself and to guide me further in my life. I am very happy and I am taking my life serious. If I want to become somebody I have to work hard for it. Life is hard but we need to take it step by step. I love playing tennis. It is my passion. I am going to be a driver. I've learned to look at both sides before I make a decision. I've learned how to become a man. I will always be me."

Karabo's reflection that he was now taking his life seriously and that hard work would reward him with the respect and status he deserves, concurs with Bandura's (1991) view that people's beliefs in their self-efficacy influence their aspirations and the choices they make. His thoughts would hopefully also be shown to support Bandura's assertion, namely – the more effort is mobilised in a given endeavour, the longer one would persevere in the face of difficulties and setbacks.

Karabo was eager to talk about his reflection and recounted experiences he had had after the previous session. First, he expressed concerns that he was not comfortable asking friends at school to write about him because "...I was realising that I should first think who is my real friend because at school they were not my real friends, where I live, the students who live with us are my real friends..." (6;111;3-6). According to Karabo, his sister had not written anything about him as requested. He explained that "...I know my sister loves me and I love her too but I think she wants to keep it for herself. I don't think she wants people to know what she thinks about me. I think she is keeping it for her own personal reasons (6;119;3-5). ...she won't talk. That is another thing that we have in common. We don't talk that easily. If she knows the person very well, then she can open up (6;119;14-15). ... she also has a lot of pain ..." (6;119;18).

Karabo stated that he had gone against his will to visit a training centre: "...I was thinking because when we went to ... but in my report I said I did not want to go there but still I went there to make sure that place is not right for me and I said no it is not the right place" (6;111;24-26).

Karabo explained that he did not feel attracted to the training centre because the centre did not offer what he was interested in and because more white people were working there. After the visit, Karabo stated clearly to his guardian what he would like to do: "...then I told my guardian that the first thing, I need to get my driver's licence because if I have my licence then doors will open because most of the jobs need a driver's licence" (6;112;24-26). Karabo related how much research he had done regarding possible jobs and his commitment to obtaining a driver's licence as a first step in working towards his goal. He had taken the opportunity to speak to people about his aspirations.

It seemed as if the feedback that Karabo received made him doubt whether the friends he had at school were true friends: "...then I realise that these people at school they are not my real friends. So now I know that I just need to move on, it is not that I am writing them off, they will still be my friends" (6;115;1-2). Karabo acknowledged that the sessions had made him think about his life and that it gave him the opportunity to air out what was bothering him. This acknowledgement is in line with Westergaard's (2012) view that the career construction interview opens up

space to discuss the meaning of wants and likes for the situation at hand and for possible opportunities in the world of work.

4.4.6.2 My Career Story (MCS)

Karabo was guided by the researcher in completing Part 1 of the MCS workbook. At some point, the researcher was compelled to cut the session short because Karabo became very tired as a result of his detailed explanations and discussions. Karabo discussed his hero, John Cena, a professional wrestler, but preferred to elaborate even more on Rey Mysterio with whom he identified strongly because "... he is a short guy. I think he is about my height ...he just worked harder and harder and made a name for himself ...” (6;124;14-18). According to Karabo, Rey Mysterio motivated him to become a wrestler, his size notwithstanding. However, Karabo had two concerns that stood in his way: “I was thinking about being a professional tennis player or professional wrestler but I knew this bump in my head may keep me away from it ... I did not tell my guardian about it because I think he would say no.” (6;125;1-3).

Karabo completed Part 1 of the MCS workbook during this session.

Section A: A brief story about the transition you now face and how you hope this workbook will be useful.

Karabo wrote: “From school to work there are a lot of challenges. When I dropped out of school I was stressed and I know that you have to get a job. Usually the job you want to do need Matric or a skill. I made a choice and said I don’t want to go back to school. I know what I want to do and I am happy about it. I want to become a driver. I need to do some research to be more satisfied. Whatever I do, I always want to do the best in it”.

Section B: Occupations Karabo had thought about doing – policeman, ambulance driver, tennis coach, wrestler, driver, and plumber.

Section C: Karabo’s heroes and what he admires about them.

John Cena (wrestler): He lived in his car, followed his dream and achieved it.

Dwayne Johnson (actor and wrestler): He kept fighting and proved himself. He became one of the greatest wrestlers and actors.

Roger Federer (professional tennis player): He was a ball boy before becoming a professional. He worked hard to get there. He is the greatest tennis player of all times.

Karabo’s three role models all went into careers that he would willingly pursue. The personality traits that he identified in each of the models corresponded with his own motto, ‘never give up’. A motto is the advice that a person gives to himself (Savickas, 2015a). Karabo’s motto and role models were congruent with his career choice and supported Savickas’s (2015a) view that selecting a role model is the very first career choice that individuals make. He was in the process of making a career choice.

Karabo was also asked to indicate his three favourite magazines or television shows and to explain what he liked about each. His responses are listed in Table 4.9.

Table 4.9: Favourite magazines or television shows

	Magazines or TV shows	Things that I like about each of these magazines or shows
a.	7de Laan	It is funny. Different people get along with each other and they help and support each other.
b.	Rush Hour	Lots of action. The main character fights to save a kid
c.	Villa Rosa	People of different cultures get along with each other. They help and support each other.

His current favourite story was “Rush hour” – a movie about a kidnapped kid who was saved by Jackie Chan, and his favourite saying or motto was “Never give up!”

4.4.7 Session 6: My Career Story (MCS) Part 2, participant reflections and early recollections

The subthemes listed in Table 4.10 were identified in Session 6.

Table 4.10: Session 6 – subthemes

Agency
A sense of efficacy

Career-related interests	
Career-related needs	
Career-related values	
Felt minus to perceived plus (Adler, 1936)	
Future aspirations	
Past memories	
Personal preoccupation to public occupation	
Positive feelings	
Present experiences/sociology	
Educational-cultural factors	Sub subthemes
	Self-awareness
	Understanding own situatedness
Self-directedness	
Tension/intension	

4.4.7.1 My Career Story (MCS) Part 2

In Session 6, Karabo also continued with the completion of Part 2 of the MCS: *Hearing my story*. A summary of Karabo’s career portrait is given in Table 4.11 below.

Table 4.11: Summary of Karabo’s career portrait

SELF	I am/I am becoming: I am a guy who cares a lot about people. I want to support people. I am a loving person.
SETTING	I like being in places where people do activities such as: Where people support each other. I also want to play tennis.
SCRIPT	The plot of my favourite book or movie (Rush Hour) is: That Jackie Chan should save this kid from bad people. Therefore, in these places I want to: Save kids and try to protect them.
SUCCESS FORMULA	I will be most happy and successful when I am: able to be myself and when I have a job; in places where people care and support each other;

	So that I can be happy and do my job well.
SELF-ADVICE	My motto contains my best advice to myself for dealing with my career concerns. To apply my success formula now, the best advice I can give myself is: Never give up!

Karabo rewrote his story using his success formula and his advice to himself about how he intended to make the transition he was facing.

“I am in this situation where I need to go from school to work. At first I was much stressed and I didn’t know what to do. I felt disappointed. I am thinking about two careers; tennis coaching and driving. I have always wanted to do these. I’ve made up my mind. I know what I want to do. I am going to be a driver and be successful. I will never give up. I will keep on going in order to make a success of my life.”

The occupations that Karabo indicated he was considering included tennis coaching and driving. Karabo saw himself in the following work settings: Realistic, social and enterprising.

Part 3: *Enacting my story.*

A. After reflecting on his story, this is how Karabo planned to put his story into action:

“My goal now is to get my driver’s licence to become a driver, which is also one of my dreams. My other goal is to let people see who and what I am.”

B. Karabo intends to tell his story to his mother and guardian as his audiences in order to make it clear and real. “My story is very simple. I am a guy who has been hurt many times in life but now I have a new life ahead of me. I want to become a driver. I want to be there for people and support them. Never give up is my motto. Whatever I do, I will love it”.

C. In order to perform his story by taking action, Karabo committed to the following two tentative decisions that he had made about his career plans:

- Talk to someone working in the occupation I am interested in.
- Visit places where people are working in this occupation.

Karabo planned to **apply and volunteer** as a means of trying out his chosen occupation. To move towards reaching his goal, **"I will put more effort and not feel bad that I am out of school. I will work hard and make sure that I make a success of my life"**.

Karabo's comment could be seen as an indication of his determination to succeed in life even though he had dropped out of school. This determination was aligned with his motto, "Never give up". According to Peavy (2000), mottos contribute in shaping people's narratives. Karabo's motto seemed to have added value to the narrative of his emerging career identity and how he conceived himself. It also guided him in how he would enact his story.

4.4.7.2 Early recollections

This is what Karabo could recall from his early days when he was growing up as a child: **"...I was in my mother's laundry basket. I was very small ...I had a toy car and I used to take the steering wheel and I played with it. I would do that for the whole day. That is what I was doing (7:143;4-7) but when I was growing up I wanted to be a policeman. The reason why I wanted to be a policeman is that so many years before, somebody always broke into our house. ...I was very young..."** (7;143;11-13). Karabo further explained that memories of the driving had actually preceded the break-ins, but over time he became more interested in becoming a policeman and watched many police movies.

Karabo spoke about his early recollections with a radiant face and when the researcher suggested to Karabo that the idea of driving seemed to put a smile on his face, Karabo added: "it's because I always wanted to be on the steering wheel" (steering wheel referring to driving), **"that is why I feel very positive and even after the driving I can even do the tennis coaching"** (7;144;23-23).

Various possible job options had been explored in Karabo's family, one of which was to work in the same environment as his mother and guardian. Karabo **preferred an environment where he could start a new life for himself and would not have to be tied to other people's expectations of his abilities**. According to Karabo, "I don't know, maybe they'd think that I should rather study ... maybe I should do this type of job where nobody knows me ..." (7;145;9-10). **I'm this guy who when somebody tells me**

something, I take it seriously. I like to hear people speak good of me so when I am stepping up to that job, executing it to the best of my ability, even if it is a so-called 'low-quality' job, so they would think a lot of different things about me, but maybe I could be wrong ..." (7;145;19-22).

Two themes emerged from Karabo's comment above. Firstly, the desire to receive positive feedback from others is an indication of the extent to which he is keen to take control of his future. This confirms Hartung and Cadaret's (2017) view that inadequate ability to take control of the future creates problems of indecision, wavering and uncertainty in choosing a career in people, which was the case with Karabo. Secondly, the phrase "... so-called low-quality job ... I could be wrong", and how Karabo used it tentatively, showed that in his uncertainty he was open to finding a way forward. This confirms the view held by Madill, Semperzis and Barkham (2005) that in assessing narrative content in a transitional story, emergent meaning is a sign that a client may be in the process of transforming or changing. Meaning was gradually emerging in Karabo's story as he was narrating it.

Even though Karabo would pick and choose where to practise driving as a profession, one thing was clear in his mind: "The thing is that when you are in a car you take responsibility because there are people with you and that is why I want to be a driver. I do not drink and will always be focused. I won't be under the influence of alcohol" (7;147;25-27).

4.4.8 Session 7: More participant narratives and CAAS post-intervention

The subthemes listed in Table 4.12 were identified in Session 7.

Table 4.12: Session 7 – subthemes

Agency
A sense of efficacy
Hope and optimism
Positive feelings
Self-directedness

4.4.8.1 Participant narratives

In Session 7 Karabo had time to enact the career story he crafted from the *MCS* and to reflect on the previous sessions. He had much to say about what had happened during the five weeks. His appointment for the Learner's driving licence had been scheduled and he sounded very determined: "I am just focusing on that book ...I want to pass it the first time" (8;172;8-9). Not only had he gathered much information about driving jobs and coaching opportunities, he went further to enquire about challenges and competitiveness in the market. When asked how he felt, Karabo responded: "I actually feel positive but I am still keeping my options open. I don't want to make hasty decisions ..." (8;173;10-11). Karabo stated that he had previously not been used to considering various options before making decisions. According to him, participating in the research had caused a big change in him. A concern that Karabo had carried with him ever since childhood, namely that his father was not there for him, was becoming something he wanted to take on. He refused to accept his mother's prediction that he would grow up like his father who was never there for his children and was adamant that it would not be the case – hence Karabo's passion to be there for children.

Karabo looked back over his lifeline and explained why it was scanty: "...in that lifeline there were days I felt empty, I did not feel anything. There was nothing happening" (8;176;20-21). According to Karabo he was not ready to add anything on his lifeline although he stated that he wanted to get things done and not just talk about them. Karabo acknowledged that things had changed at home: "...in the beginning we were not talking, we were just passing each other ...we would greet each other and nothing further, but now we are connecting more ..." (8;178;1-2).

4.4.8.2 The CAAS post-intervention

The post-intervention results were not very different from the pre-intervention results. However, change was evident when the questions were re-administered orally and when certain concepts were explained to Karabo. He explained his responses on each of the 24 sub-subscales of the *CAAS* in detail. (These results appear in Appendix 1.)

Savickas et al. (2009) propose the complementary use of life design counselling as a means of exploring clients' career adapt-ability. Findings from other research (Maree & Hancke, 2011; Maree & Hansen, 2011; Maree & Symington, 2015) suggest that

life design activities contributed to an improvement in clients' displayed level of career concern, control, curiosity and confidence. However, the post-intervention scores recorded from Karabo's responses did not concur with the findings of these researchers. Based on his post-intervention results, it would seem that the life design intervention had little or no impact on Karabo's career adaptability.

Several studies also reported significant change in post-intervention scores on the CAAS (Coolen, 2014; Maree & Hancke, 2011; Maree & Hansen, 2011; Maree & Symington, 2015; Silva, Coelho, & Taveira, 2017). The subjective changes recorded during Karabo's counselling sessions suggested that he demonstrated enhanced adaptability. This was further confirmed by the responses that Karabo provided when the researcher administered the CAAS qualitatively and explained certain concepts and difficult words to him. Findings from Maree and Beck's (2004) study that compared traditional and postmodern career counselling approaches towards learners from low-resourced environments indicated that a postmodern approach to career counselling actually addressed a number of flaws in the traditional approach. Maree and Beck therefore recommended the use of both objective and subjective methods of collecting data when assisting learners to make career decisions.

4.4.9 Session 8: Semi-structured open-ended questions

The subthemes listed in Table 4.13 were identified in Session 8.

Table 4.13: Session 8 – subthemes

Agency
A sense of efficacy
Hope and optimism
Positive feelings
Self-directedness

In the eighth and last session Karabo led the discussions. Unlike in the preceding sessions, the researcher did not have to nudge him to engage in the discussions. He spoke readily and with great ease, answering questions and providing alternatives to challenging or unforeseen circumstances he might encounter in his career path. He said he was much more comfortable with the decision he had made (to drop out of

school) and would forge on to make a career for himself. He stated that he would not feel inferior if he had to visit his previous school or if he met his former school mates in the street.

The main activity of the session was centred on responding to semi-structured open-ended questions (see Annexure D) that the researcher had designed to be completed after the intervention. In summary, the responses provided by Karabo indicated that he now realised that previously he had had no confidence, and had been feeling small, scared and weak. He had been listening to others and had done nothing or little regarding his own future.

Karabo acknowledged that after the intervention he felt strong, positive and determined to forge on even without a Matric certificate. He believed that focusing on his strength and working to improve on his growth areas would bring about success in his life.

Karabo further stated that his self-efficacy before the intervention had been impeded by a lack of confidence. According to Karabo, his confidence after the intervention had changed from negative to positive. Karabo also felt that the greatest gains he had acquired through participating in the sessions were the ability to introspect, challenge himself and take action in order to make his dreams come true.

Karabo's restated reflections above agree with Super's (1963) view, namely that previous successful and positive experiences in which career self-efficacy had been raised and strengthened, enhanced performance in that domain, increased the likelihood of developing a higher level of expectations and increased self-confidence. Karabo demonstrated not only a strengthened personal and career identity, but also a new-found capacity to turn his hurt into hope (Savickas, 2005b).

A trend that was observed during the course of this study was that Karabo's anxiety at the beginning diminished as his confidence grew. He became confident to the point of declaring that he was willing to overcome his bitterness and return to his former school to bid his friends farewell. From the time he created and described a possible future self in his collage, he became proactive and expressed himself with relative ease and enthusiasm in subsequent sessions, as well as outside of the sessions. The more his career identity developed, the more he felt he was making

progress and he gradually depended less on his parents to acknowledge his choices and decisions. Another trend reported by the participant himself was the improvement in his relationship with other members of his family. He opened up to the support provided by family members to assist him in researching various occupations and exploring available opportunities.

4.5 SUMMARY

The findings of the research study and their interpretation were presented in this chapter. The researcher discussed the findings obtained in each session of the intervention in relation to the literature reviewed in Chapter 2 and subsequently. Both quantitative and qualitative findings were presented in accordance with the various themes and subthemes that the researcher had identified in the literature.

The research questions will be reviewed in the next chapter in the light of the findings that have emerged from the study. Recommendations for further study and the limitations of the current research are also outlined in Chapter 5.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter concludes the study by providing a brief summary of the study, as well as a discussion of the findings relating to the research question and sub-questions. The researcher further identifies possible limitations and recommendations.

5.2 OVERVIEW OF THE STUDY

5.2.1 General Orientation

Chapter 1 provided a general overview of the study. The researcher began by looking at the literature relating to trends and strategies in the field of career counselling interventions and then discussed the rationale for the study, which is to understand the effect of life design counselling on the self-efficacy of a learner from an environment challenged by disadvantages. This was followed by a discussion of the primary research question and sub-questions. A clarification of the key concepts was followed by a discussion of the research and methodological designs and matters related to ethics.

5.2.2 Literature overview

Chapter 2 was an in-depth review of the literature relating to important aspects of the study. The researcher focused on life design counselling, self-efficacy, life design goals and interventions, specific needs of adolescents, and research on learners from environments challenged by disadvantages in South Africa. Gaps in the literature as well as previous studies on career construction and constructivist/interpretive counselling were identified, and the chapter concluded with a conceptual framework for the study.

5.2.3 Research methodology

The methodology for this study was discussed and explained in Chapter 3. The interpretive-constructivist paradigm (the paradigmatic perspective of this study) was followed by the mixed methods research design and criteria for selecting the research participant for the single case study. The researcher further described methods and techniques of collecting, analysing and interpreting data. The chapter

concluded with a comprehensive discussion of the ethical considerations and quality criteria contributing to trustworthiness of the research.

5.2.4 Results and findings

The results and findings of the research were presented in Chapter 4. The various activities that took place during the sessions were described, and the procedure for identifying themes and subthemes was provided. Within this chapter the researcher also integrated the findings with related literature.

5.3 ANSWERING THE RESEARCH QUESTIONS

The purpose of this study was to understand the influence of a life design counselling intervention on the self-efficacy of a learner from an environment challenged by disadvantages. The answers to the research questions were provided based on a constructivist/interpretive paradigm, since the researcher agreed that direct experience and social interaction would lead to meaning making. Various postmodern techniques were used to collect data and both qualitative and quantitative data was incorporated and integrated into the study.

The four secondary research questions were discussed first, before the researcher returned to the main or primary research question to derive a comprehensive and clear answer.

5.3.1 Secondary research questions

5.3.1.1 How do learners experience the effect of disadvantages?

As discussed in the literature review in Chapter 2, adolescents are in the stage of life when their multiple identities (Erikson, 1968), including their career or occupational identity, are developing. Marcia (1966) elaborated on Erikson's theory and coined four identity statuses from two decision-making modes: the less sophisticated (foreclosure and identity diffusion) or the sophisticated (identity achievement and moratorium) modes. Indecision, lack of decision-making capacity and lack of realism, as well as insufficient capacity to design a successful life, are among some of the challenges that face learners in disadvantaged situations and that should be attended to (Maree, 2013b). Poverty limits the resources that learners from disadvantaged environments require to be successful at school (Maree, 2013b), and

lack of school success not only leads to occupational deprivation, but also decreases the learner's opportunity to proceed to further education (Watson et al., 2010)

The aspirations of learners from low-income backgrounds are influenced by critical factors such as self-efficacy, self-esteem and social support (Hendricks et al., 2015), while career paths are influenced by individual and contextual factors over which learners have no control (Rossier, 2015). In a rapidly changing world, careers and unemployment are characterised by distresses such as uncertainty and identity loss (Van Vianen et al., 2015). Frequent career transitions (according to Van Vianen et al. (2015)) also cause people to question their identity and to become anxious and uncertain about the future. Learners from resource-constrained environments do not possess adequate resources or the required self-efficacy to successfully negotiate transitions in their life.

5.3.1.2 How did the participant in the current study experience the effect of disadvantages?

The participant in this study initially indicated that he was scared and lacking in confidence, and although his wish was to join the police service, he had apparently not put in the effort required to land him his dream occupation. Besides, he did not seem to be aware of the requirements for admission to university, which was his alternative choice. He did not seem to be motivated to venture into something similar to his aspirations and saw himself in a negative light. He seemed extremely keen to impress the counsellor (which was not surprising, given his low sense of self). No career guidance was offered at his school to help him prepare for the transition from school to work or tertiary study. The relationship between him and members of his family was fairly negative.

5.3.1.3 What effect did disadvantages have on the self-efficacy of the participant in the current study?

People's beliefs in their self-efficacy influence the choices they make, their aspirations, how much effort they mobilise in a given endeavour, and how long they persevere in the face of difficulties and setbacks (Bandura, 1991). Miller (2002) claims that there are four different types of situations in which learners construct their self-knowledge about their own self-efficacy.

According to Miller (2002), the link between the participant's own success and failures in previous attempts constitutes the first situation. During the first session of the introductory interview, the participant stated that he had not attended preschool and that he had stayed out of school for a year due to having had an accident soon after he started Grade 1. He went on to repeat Grades 2 and 9. It is likely that due to his disadvantaged background this participant started school with a language backlog, as well as inadequate stimulation and interaction in the critical years of his development. All of these could have contributed to his negative school experience over the years wherein he became demotivated after continuously falling behind other learners of his age until he eventually dropped out. The researcher also observed that the participant did not easily engage in tasks that required writing when he had to make entries in his journal.

A second situation in which learners construct their self-knowledge and determine their self-efficacy is by "observing others fail or succeed on similar tasks" (Miller, 2002, p. 190). The presence of positive role models in the life of a learner is important in this regard. Neither of the parents of the participant in this study had achieved beyond Grade 10, which could account for his lack of aspiration to pursue an academic pathway despite the influence of a guardian who had high expectations for him. The participant had lived through traumatic experiences as a result of the unhealthy relationship between his parents, which involved suicide attempts, abuse of alcohol and the absence of his father.

In the third situation, Miller (2002) considers the critical role of the teacher and the influence his/her actions can have on the learner. The participant in this study attended a school where he belonged to a minority group at the school. In Section 4.4.3 the participant indicates that his teachers' feedback with regard to his future career aspirations was overwhelmingly negative and this probably caused him to doubt himself or even stagnated his development of a possible future self.

In the fourth situation, the learner considers the influence of peers on his/her socialisation and on how he views himself. According to Bandura (1993, p. 80), "seeing people similar to oneself manage task demand successfully" could lead to higher self-efficacy. This participant viewed himself in a negative light because he was the oldest in his school (Section 4.4.4), he was bullied to the point where he

completely lost confidence and would not even give a try at attending another school.

5.3.1.4 How did the learner in the current study experience life design counselling?

The life design approach constructs identities in a preventive, contextual and holistic manner (Savickas et al., 2009). The construction of an identity in context seemed to be the experience of the participant in this study. He sought counselling because he was stressed, wanted to know himself better and wished to find hope for the future. Having completed his collage during the second session, he indicated that he did not know the way forward.

Life design counselling seemed to have rekindled the participant's hope. He felt more positive, less anxious and was ready to look at the positive side of his life. There was an improvement in his interpersonal relationships with other family members. He could set out to pursue a dream, even without a Matric certificate, and he managed to set goals as well as establish an identity for himself.

5.3.2 The main research question: How can the self-efficacy of a learner from an environment challenged by disadvantages be enhanced through life design counselling?

The findings from this research study suggested that quantitative outcomes did not confirm that life design counselling was successful in enhancing the self-efficacy of the study participant. Working from a strictly qualitative stance, however, the process of career and self-construction, which is implicit in the life stories that the participant narrated during the intervention programme, seemingly gave him insight into himself and informed subsequent career decisions that he made.

The researcher's observation throughout the intervention was that the participant gradually became more focused and self-directed. According to Savickas (2011), life design counselling allows clients to reflect on a problem and engage in actions that are necessary to enact the image of a future self they have conceived. The participant valued the skill that he acquired during the intervention of considering various options when making a decision. He was motivated to not look low on himself, and to work hard to make his dreams come true. He questioned who his real

friends were and felt motivated to return to his former school for a formal farewell to friends and teachers; a move he considered was important to prove that he would uphold his self-esteem and work hard to make a success of his life, despite dropping out of school. The participant also investigated various careers and was more open to suggestions and support from family members.

5.4 LIMITATIONS OF THE STUDY

As a single case study, the results of this research were of course never intended to be generalised to the South African population. Moreover, the subjective nature of the data gathered from self-reporting questionnaires and journal entries could lead to the questioning of the validity of the answers provided by the participant. Other possible limitations that could potentially have had an impact on the results include the following:

- English – the participant’s second language – was the medium of communication throughout the research.
- The participant did not show much interest in reading and writing when he had respond to the questionnaire and make journal entries.

It is possible that if another researcher had conducted the study, there would be variations in the results arising from researcher bias. Lack of follow-up to confirm the stability of the findings was another possible limitation of this study.

5.5 ETHICAL ASPECTS

Throughout the course of this research project, the ethical considerations outlined in Chapter 3 were adhered to by the researcher. The participant was informed of the purpose of the research, the procedures that were to be followed and his rights with regard to participation. Voluntary participation was emphasised and the option to withdraw from the project at any point in time, without consequences, was made known to the participant. Written informed consent (see Annexure C) was also obtained from the participant. Confidentiality was maintained by use of a pseudonym in the writing of the report so as to conceal the participant’s identity or any possibility of linking data to the participant.

For purposes of verification, the researcher communicated results and interpretations to the participant in order to ensure appropriate interpretation of the

findings. Since the researcher's role had to remain distinct from that of his profession as a psychologist, arrangements were made with a fellow psychologist who was on standby to provide counselling in case the participant required support or manifested behaviour or feelings due to his participation in the intervention project. The researcher strictly adhered to ethical guidelines as specified by the Ethics and Research Statement of the Faculty of the University of Pretoria and the Professional Board for Psychology.

5.6 RECOMMENDATIONS

Based on the findings of this intervention programme and the associated review of the literature, a number of recommendations are made.

With regard to improvement of career counselling practice, it is recommended that life design intervention programmes be implemented in schools as early as in Grade 9. The life design techniques will assist learners to start thinking about their possible future selves and future careers when they choose their subjects for the FET phase. The participant in this study seemed to prefer talking about his experiences as opposed to writing detailed accounts, and therefore future researchers should be prepared to engage participants in further discussions to elicit more information regarding life design activities. Provision should be made for follow-up interviews to monitor and discuss participants' progress and development.

Research should be conducted to evaluate the effectiveness of life design counselling for learners from an environment with disadvantages within a group context.

Given that the learner in this study attended a school where he belonged to a minority group, it would be interesting to evaluate the effectiveness of this intervention programme in group context with a non-diverse learner population.

The participant in this study had backlogs with his learning; it would therefore be interesting to evaluate the effectiveness of life design counselling with students in a school context of learners with specific learning disabilities.

5.7 PERSONAL REFLECTION AND WHAT I HAVE LEARNT

I have been impatient to get to the point where I could share with the reader what this journey has meant to me. It has been close to a revisit of my past in general and going back to my youth years in particular. I seemed to get the opportunity to take a look at the challenges that I experienced whenever I was faced with a transition and to think about some of the possible solutions and answers I would have hoped for. I have become acutely aware of the challenges young people experience in the process of making subject or career choices, and even more so, of the daunting task I had taken upon myself to assist young people without sufficient training to do so. Furthermore, in conducting this research project, I encountered my favourite saying by St Francis of Assisi over and over again, namely that “[i]t is in giving that we receive” (Thompson, 2012). In the process of trying to facilitate the transition challenges that the participant was experiencing, I gained a better understanding of how I may in the future be able to assist and improve (on my skills) in facilitating the process for other learners who are faced with issues of career transition.

The name Karabo, which is a Sotho word for ‘answer’, came to me spontaneously when I had to select a name to help conceal the participant’s identity. However, in the course of the project, as I reflected on what I was doing, I seemed to find many answers: I have received from my supervisor the type of guidance (trust, patience and encouragement) I would have expected in those years when I myself needed guidance; I found the answer to a niche for my future practice as an educational psychologist; and I realised that the various theories to which I have been exposed in this field would certainly guide me in future.

The feeling I have at the end of this project is one that is best described by Savickas in Maree (2013b, p. 2): “actively master what you have passively suffered”. The challenges and struggles of the participant in this study are very similar to what I experienced when I was his age. It seems that I had to revisit my past by undertaking this journey with the participant before embarking on another stage in my career.

5.8 CONCLUSION

There are current and future challenges of coming up with intervention strategies that are applicable to learners from different cultural and socioeconomic backgrounds. The extent to which life design counselling enhances the self-efficacy of a learner from an environment with disadvantages was explored in this study. As mentioned earlier, the intervention described here revealed that the quantitative results obtained from the CAAS (Maree, 2012a) did not indicate an increase in the participant's career adaptability. However, the qualitative findings confirm the success of the intervention programme as the participant became more motivated, self-directed and able to set goals for himself. The findings of this study therefore seem to confirm Savickas's (2011) assertion that exploring clients' life stories reveals the themes that they use to make meaningful choices and adjust to work. In the process of my assisting the study participant to reflect on his career-life story, he became more aware of the challenges he was facing. However, more importantly, he also became willing to act in a manner that would change his sense of hopelessness into a sense of hope. By reflecting carefully on his situation, reflexivity was facilitated. He gained insight into the challenges he was experiencing and to an extent succeeded in creating a possible future for himself. He also displayed a serious commitment to working harder in order to attain success.

5.9 SEQUEL

Karabo is now – one year after the intervention – a successful tennis coach who is greatly admired by the youngsters he is coaching and his employers alike. By responding to the main themes that were identified, he appears to be meeting his needs and wishes. Having already obtained his learner driver's licence during the first attempt, he is motivated to work for his driver's licence as well. He is busy moving out of the family home to live on his own in a rented flat.

By following his own advice derived from meta-reflections of his possible future self, Karabo's chances of remaining motivated and succeeding in attaining the goals he set for himself seem to be greatly enhanced. He is better equipped to tackle the complex challenges of life and appears to have the necessary motivation to realise his goals in life (which are closely linked to his identified life themes). The reflections on the conversations between Karabo and the researcher, based on his career

narratives, appear to have added to his improved self-insight into his experiences and how he perceives himself.

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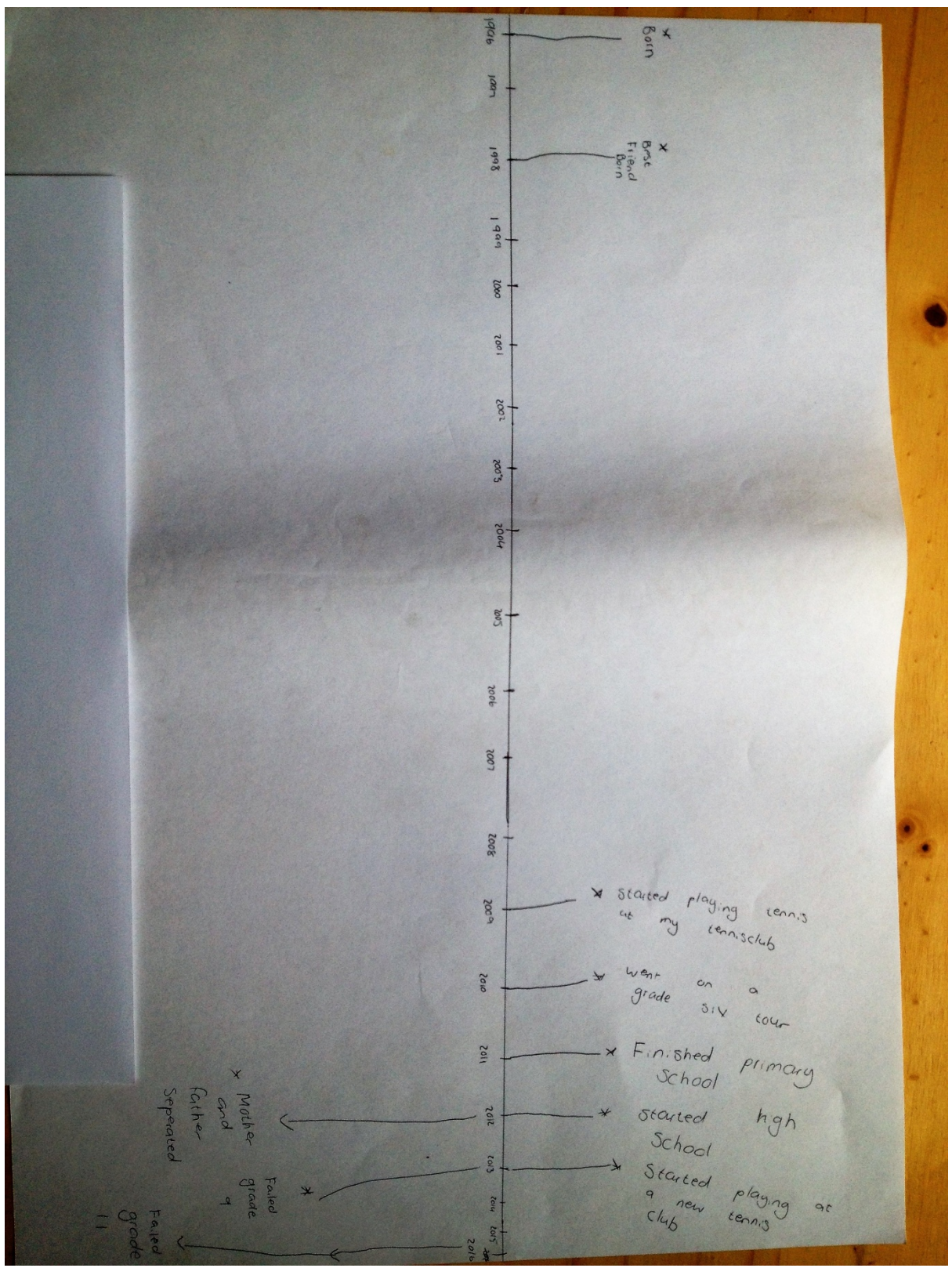
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ANNEXURE A: Life line



ANNEXURE B: COLLAGE



My goals

ANNEXURE C: Table of themes and subthemes

Table of themes and subthemes

	Themes	Subthemes
1.	Vocational personality	
		Career-related abilities
		Career-related needs
		Career-related values
		Career-related interests
2.	Career adapt-ability	
		Concern
		Control
		Curiosity
		Confidence
3.	Life themes	
		Past memories
		Present experiences
		Future aspirations
4.	Factors relating to self-construction	
		Sociological factors
		Educational-cultural factors
5.	Perceived self-efficacy	
		Perceived self-efficacy for regulated learning
		Perceived self-efficacy for academic achievement
		Ability to resist peer pressure
		Social relationships
		Self-assertiveness
		Hobbies, leisure and extracurricular
		Fulfilling expectations from parents, teachers and peers
6.	Growth in the course of intervention	
		Self-directedness
		Hope and optimism
		Positive feelings
		Adequate efficacy
		Agency

4.5 Grouping of subthemes into identified themes

Table 4.12: Summary of themes and subthemes

THEME 1: VOCATIONAL PERSONALITY			
Definition: Vocational personality refers to an individual's career-related abilities, needs, values, and interests (Savickas, 2002).			
Subthemes	Inclusion criteria	Exclusion criteria	Session
	Sentences, phrases, and words that include significant aspects of the participant's vocational personality.	Sentences, phrases, and words that do not include significant aspects of the participant's vocational personality.	
Subtheme 1.1	Career-related abilities		1,2a, 2b, 3
Subtheme 1.2	Career-related needs		1, 2a, 2b, 3, 5, 6
Subtheme 1.3	Career-related values		1, 2a, 2b, 3, 4, 5, 6
Subtheme 1.4	Career-related interests		1, 2a, 2b, 3
THEME 2: CAREER ADAPTABILITY			
Definition: Career adaptability refers to how the participant adjusts to new and changed circumstances with regards to his future career plans (Rossier et al., 2012).			
Subthemes	Inclusion criteria	Exclusion criteria	
	Sentences, phrases, and words that include adjusting to new and changed circumstances by the participant.	Sentences, phrases, and words that do not include adjusting to new and changed circumstances by the participant.	
Subtheme 2.1	Concern		1
Subtheme 2.2	Control		1, 2a, 2b
Subtheme 2.3	Curiosity		1, 2b
Subtheme 2.4	Confidence		1

THEME 3: LIFE THEMES

Definition: Career stories reveal the themes that individuals use to make meaningful choices and adjust to work roles (Savickas, 2002).

Subthemes	Inclusion criteria	Exclusion Criteria	
	Sentences, phrases, and words that include the participant's past memories, present experiences and future aspirations.	Sentences, phrases, and words that do not include the participant's past memories, present experiences and future aspirations.	
Subtheme 3.1	Past memories		1, 2a, 2b, 3, 4, 6
Subtheme 3.2	Present experiences		1, 2a, 2b
Subtheme 3.3	Future aspirations		1, 2a, 2b, 5, 6

THEME 4: FACTORS RELATING TO SELF-CONSTRUCTION

Definition: The factors that contribute to how people construct themselves in a specific context with a particular period of time (Guichard, 2005).

Subthemes	Inclusion criteria	Exclusion criteria	
	Sentences, phrases, and words that include how people construct themselves.	Sentences, phrases, and words that do not include how people construct themselves.	
Subtheme 4.1	Sociological factors		3, 5, 6
Subtheme 4.2	Educational/Cultural factors		1, 2a, 2b, 5, 6

THEME 5: PERCEIVED SELF-EFFICACY

Definition: This refers to participant's beliefs about his capabilities to produce designated levels of performance that exercise influence over events that affect his life (Bandura, 1993).

Subthemes	Inclusion criteria	Exclusion criteria	

	Sentences, phrases, and words that refer to being able to plan and carry out actions to achieve goals.	Sentences, phrases, and words that do not refer to being able to plan and carry out actions to achieve goals.	
Subtheme 5.1	Perceived self-efficacy for regulated learning		1, 2b
Subtheme 5.2	Perceived self-efficacy for academic achievement		2a, 2b
Subtheme 5.3	Ability to resist peer pressure		2b
Subtheme 5.4	Social relationships		2a
Subtheme 5.5	Self-assertiveness		2b,3
Subtheme 5.6	Hobbies, leisure and extracurricular		1, 2a, 2b, 3
Subtheme 5.7	Fulfilling expectations from parents, teachers and peers		2b, 3, 4
THEME 6: GROWTH IN THE COURSE OF INTERVENTION			
Definition: This has to do with growth, insights, changes and career development in the course of the intervention.			
Subthemes	Inclusion criteria	Exclusion criteria	
	Sentences, phrases, and words that include changes that happened during and after the intervention.	Sentences, phrases, and words that do not include changes that happened during and after the intervention.	
Subtheme 6.1	Self-directedness		2b,4, 5, 6, 7, 8
Subtheme 6.2	Positive feelings		2b, 4, 5, 6, 7, 8
Subtheme 6.3	Hope and optimism		4, 7, 8
Subtheme 6.4	A sense of efficacy		2b, 4, 5, 6, 7, 8
Subtheme 6.5	Agency		4, 5, 6, 7, 8

ANNEXURE D1: Interview and observation schedule

Observation schedule (to be used during the intervention stages)

Planned activity	Observation criteria: The researcher will make field notes throughout				
	Participation	Thoughts	Emotions	Behaviour	Other
	Making notes	Noting of observable demonstration or verbalisation of thoughts (expressed by the participant)	Noting of exhibiting of emotions by the participant	Noting of observed behavioural changes during activities (exhibited by the participants)	Any other observations/ or comments
Initial interview		Often responded in few words	Anxiety when he had to mention what reason for wanting to participate	He was more active and focused as he cut out pictures on his future that when he cut out pictures on 'Who I am', he appeared reserved	
Genogram					
Lifeline				He is very careful to make mistakes when he wrote and rubbed off to rewrite	
Earliest recollections					
Narrations					
Role model		Mostly film actors who are liberators and work hard to achieve their dreams Does not use role models as someone who has influenced him so far			
Book/film/ TV programme		Movie: Rush hour			
Success experience					
Life story		Forgot to bring life story			

		said he was too stressed to write.			
Discussions					
Identification of strengths and areas for growth		Explanation was required probably due to language barrier.			
Quotes		Never give up			
Collage			Smiled most of the time Showed anxiety at other times		

ANNEXURE D2: Semi-structured open-ended questions (to be used after the intervention)

ANNEXURE D2: Semi-structured open-ended questions (to be used after the intervention)						
Name	Karabo				Age	20 years
Questions	Prompts			Answers		
Have you learned anything about yourself?	What traits or characteristics emerged during the intervention that you were unaware of until now?			"I didn't have enough confidence, I was holding back. I was feeling this small guy, I can't do anything. I was scared and weak."		
If yes, what have you learned about yourself?	Have you discovered anything new about yourself that you did not know before, e.g. strengths or areas for growth?			"I kept listening to people. I was like if somebody tells me something I would do it but I wasn't happy. When I go home I was sitting on my bed. I was weak"		
How do you now feel about your future?	What about your view of the future has changed?			"I feel strong about this new life because I have made a decision and I feel positive about it. I feel that even if I don't have Matric I can still have a good life."		
What can you now do to ensure that you are successful in the future?	What will make you feel that you are successful?			"If I keep on my strengths and work on my growth areas. If I work harder on my weaknesses I will be successful."		
How will participation and the insight or information you have acquired during the sessions influence you from now on?	How will you act differently from now on?			"I have to think about things or just talk about them, or write the things that I am angry about ..."		
In which ways does your past influence your future?	What has happened in your past that may have been influencing you thus far? Will this change? How?					
What do you now know about self-efficacy?	What have you learnt about self-efficacy?			If you feel like you can't do something, you will not do it. In my		

		situation I did not have confidence and the thing is when you don't have confidence, you always let people to bully you.
How would you describe your self-efficacy prior to these sessions?	Give examples of situations where you displayed self-efficacy or lack thereof.	There was no confidence, I was in that road block, I was not happy, there was a lot of stress on me. I wanted to become a policeman but without Matric ...; I loved this white girl but couldn't face her parents because I'm not a white boy. I didn't think about it ... she knew I did not have confidence but I did not see it. ...now with this self-efficacy I realised it ..."
How would you describe your self-efficacy after these sessions?	Give examples of situations where you will display enhanced self-efficacy.	"It has gone from negative to positive. It has helped me to see what the big problem is and how to make things better ...I will be able to say my points to bring about change at the club" If I meet someone and he/she does not like me I will just be myself, I will not look down on myself. If I go into a new job and somebody said something about me. I would just step away from it. I have said to myself that bullying won't put me down anymore". I don't want to feel bad or sad anymore. If I come across road block (obstacles) I wouldn't run away from it. I would look for a solution for it"
Are there things that still prevent you from being self-efficacious?	Give examples of things that still prevent you from being self-efficacious?	No, nothing.
How would you describe your career adaptability prior to these sessions?	Give examples of things that prevented you from being self-efficacious?	"Before there was lack of confidence".
How would you describe your career adaptability after these sessions?	Give examples of things that still prevent you from being self-efficacious? Examples of actions you will take to enhance your self-efficacy?	It is brighter because I have sought information about the jobs I wanted and they are the things I can do. They may be low jobs but I will be happy and ...someday I want to run my own business ...I can't say that there is something that will prevent me from being self-efficacious because there is nothing now. I would try something and see if it works, if it does not work I will try something else and if it works I'll go for it. I will not stop if I fail the first time."
Tell me about your own adaptability after being part of the programme.	What changes have taken place? Give examples of your own career adaptability?	I have confidence in what I chose. It is not something that I want to do to have a job. It is something I like and want to do. I don't want to walk away anymore. I want to show myself to people. I want to do my best and people will look up to me. I have talked to people about my choice. I was feeling stressed, now I feel confident.

How will your enhanced career adaptability influence you?	Give examples of ways in which your career adaptability has improved?	"It will make me in control of my life. I have to make my own decisions. This means I have to step into the real world ...I have really started to feel like that is my future and it is something I also want to do. I don't feel scared anymore. I don't feel like walking away, I feel like I have made the right decision and I want to do it. I'm working hard for it and I'm not feeling sad when I go home."
In summary: What were the biggest gains you acquired from participating in these sessions?	How will these gains help you in the future?	"It has guided me. It was a challenge to me, if I have something in my head I have to challenge myself if it is good ...I must take responsibility, if I make a decision I must do it, I must not just talk about it ...I have to step up and do it because I have that confidence in me. I feel like if I go back to school it would not be that sad for me because the sad feeling is like finally saying goodbye to the school. I will feel like I will negative if I go back to school ..." It will make me positive, strengthen me and give me courage. It will guide me to work past obstacles and not let people drag me down.
Please tell me how I can change the intervention to make it more useful for future participants?	Which actions or questions (or anything else) can you recommend that can be included in future interventions.	Do not focus much on the participant's story. Go straight to the problem and work out solutions. In that way you make the person's life better. "First listen to the problem and then guide him/her"
Any other comments?	Do you have anything else to say? Any questions?	No. Most of the issues were centred around lack of confidence.

ANNEXURE E: Request for informed consent from the participant



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Dear Participant,

REQUEST FOR INFORMED CONSENT

Thank you very much for your willingness to participate in this research project. This research will be conducted as part of the completion of a Master's degree in Educational Psychology at the University of Pretoria. The title of the study is: How can life-design counselling enhance the self-efficacy of a learner from an environment challenged by disadvantage?

In order for you to make an informed decision before we embark on this journey together, I wish to inform you of the requirements expected from you during this process. You will be asked to commit to 9 contact sessions of between one and three hours per session. The sessions will be scheduled with you at appropriate times to suit your program. Attendance and participation at these sessions promise to provide you with rich knowledge and insight of yourself and promise to assist and guide your future career in a meaningful way.

The following ethical principles apply to this study:

- Your participation is voluntary
- You may withdraw from the project at any stage should you wish to do so
- Information you provide will be treated as confidential and anonymous
- The intent of this study is to cause you no harm or risk of any kind
- In the report following this study no reference will be made to information that could convey personal or identifiable information.
- You have the right to gain access to any information that was collected during the research process at any time.
- You have the right to withdraw any data and information you wish not to be released for publication

The findings of this study may be published in an accredited journal, but confidentiality and anonymity will be honoured.

You will be required to complete the following formal assessments:

- Myers-Briggs Type Indicator (MBTI)
- Career Adapt-Ability Scale (CASS)

- Maree Career Matrix (MCM)

You will be requested to take part in the following postmodern techniques:

- Collage
- Life line
- Career Interest Profile (CIP)
- Informal interviews and reflective feedback and notes

The planned sessions will be audio recorded for research purposes. The results of these sessions will be submitted to the University of Pretoria in the form of a dissertation for me to fulfil requirement for the Master's degree in Educational Psychology.

By signing this letter of informed consent you are giving permission for the following sources of data to be released (kindly indicate your agreement to each statement by ticking in front of the appropriate statement, e.g. √

The verbatim transcription of the content as recorded during sessions.

The analysis, interpretation and reporting of the content discussed during sessions.

Notes and reflections made by the researcher and participant throughout the research process.

If you have any queries before or during the study or maybe after its completion, you are welcome to contact my supervisor, Prof Kobus Maree (012 420 2130) or me (0714 668 229).

Yours sincerely,

Participant

Jude Che

Prof J.G. Maree

ANNEXURE F: CD with relevant transcripts