

**THE EFFECT OF LIFE-DESIGN-BASED INTERVENTION ON
FURTHER EDUCATION AND TRAINING PHASE LEARNERS'
CAREER INDECISION**

by

PETER PATRICK MAHLANGU

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(Learning Support, Guidance, and Counselling)**

in the

Department of Educational Psychology
Faculty of Education
University of Pretoria

Supervisor

Professor Jacobus Gideon Maree

PRETORIA

October 2023

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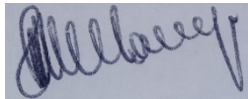
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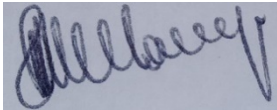
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Faculty of Education

Pretoria, 0002
Department of Educational Psychology
Aldoel Building 3-49

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Yours sincerely



C. Jude, PhD
Educational Psychologist, PS 014 1968
che.jude@up.ac.za

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ABSTRACT

The purpose of the study was to explore the effect of a life design intervention on learners in the FET phase who attended an urban school in the district of Nkangala in the Mpumalanga Province of South Africa. The focus of the study was on a life design counselling approach as the appropriate approach for enhancing the career decision making of learners. The life design approach is a framework underpinned by the integration of career construction theory, self-construction theory, social and social constructivist theories, as well as intra-individual learning and dynamic processes such as career adaptability and career competencies (Genevra et al., 2017).

A qualitative research design was chosen to study the research topic and intervention research used to answer the research questions. The intervention activities and techniques used were drawn from the *Career Interest Profile (CIP, version 6)* (Maree, 2017) and the life design intervention strategies as outlined by Savickas (2015), including structured and semi-structured interviews. Other techniques of qualitative data gathering included the participants' drawings, collages, and lifelines. Thematic analysis (Clarke & Braun, 2013) was used to analyse the data.

The findings of the study revealed that the life design-based intervention increased the majority of the participants' career decision-making capacity and their career adaptability in respect of the four dimensions of career adaptability, namely concern, control, curiosity, and confidence. The study findings suggested that the learners' career decision-making challenges had been resolved and that they were able to make informed career decisions.

Keywords: career decision-making difficulties, career adaptability, life design-based intervention, further education and training phase learners, career construction counselling

LIST OF ABBREVIATIONS

CCC	Career construction counselling
CCT	Career construction theory
CIP	Career interest profile
DBE	Department of Basic Education
FET	Further education and training
LO	Life orientation
SCT	Self-construction theory

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CHAPTER 1: ORIENTATION TO THE RESEARCH STUDY

1.1 INTRODUCTION

In Section 1, I briefly discuss the changes that have occurred in the world of work over the past number of decades. Next, I discuss the progress made in South Africa to provide career counselling to learners, followed by the different career intervention styles and the process according to which the present study was carried out.

Research reveals that wide-ranging changes in the world of work have been brought about by globalisation and technological advances (Maree et al., 2018). Young et al. (2017) argue that the world of work has become more complex and less predictable than it was in the past. Maree and Twigge (2016) agree and add that people no longer remain in one job throughout their working lives, but move from one job to another. These changes have necessitated a rethink of the theory and practice of career counselling (Maree, 2015). Kenny et al. (2018) contend that new approaches are needed in the theories of career counselling and life design (Savickas et al., 2009). Hence, the theory of life design, which was the theory chosen for the present study, is discussed in greater detail in Chapter 2.

According to Abrahams et al. (2015), career counselling in South Africa is still not available to all learners, particularly those in black communities previously disadvantaged by apartheid. They add that despite the removal of apartheid and discriminatory laws after 1994, career counselling is still inadequate and sometimes even completely lacking in some previously disadvantaged communities. This is cause for concern as career counselling is crucial for learners planning to study further to increase their chances of employment when they complete their tertiary education. Career counselling is also important for learners not intending to proceed to tertiary level to also increase their chances of employment when they leave the school system. Maree (2018) believes that career counselling interventions need to be strengthened by creating supportive environments and by assisting young people to design their lives in the early years of their development.

Hartung and Santilli (2018) highlight three sequential waves of career intervention. The first focused on matching people to certain jobs and was known as the psychology of occupations. It emerged in the early 1900s and exemplified Holland's (1997) approach. The second wave focused on managing worker and other life roles over the course of a person's lifespan and was known as the psychology of careers. It was introduced around the middle

of the 20th century and exemplified Super's (1990) lifespan, life-space approach. The third wave of career intervention, the current wave, focuses on the personal meaning ascribed to work and is known as the psychology of life design. According to Ginevra et al. (2017), the life design approach integrates the theories of career construction, self-construction, social and social constructionism, as well as intra-individual learning and dynamic processes such as career adaptability and career competency.

1.2 PURPOSE STATEMENT

My purpose with this study was to explore the influence of a life design intervention on learners in the FET phase who attended either a rural or an urban school in the district of Nkangala in the Mpumalanga Province of South Africa. The study focused on life design career counselling as an appropriate approach for preparing young people for the world of work in the 21st century.

1.3 RESEARCH QUESTIONS

1.3.1 Primary research question

The primary research question:

How can life design intervention influence the career decision making of further education and training (FET) phase learners in a semi-urban school?

The following secondary research questions directed the study.

1.3.2 Secondary research questions

1.3.2.1 Descriptive questions

- ❖ How can career construction counselling inform an intervention aimed at enhancing the career decision making of FET phase learners in the district of Nkangala in the Mpumalanga Province of South Africa?
- ❖ What factors can influence FET phase learners' career decision making adversely?

1.3.2.2 Exploratory questions

- ❖ What were the main differences between the pre- and the post-intervention themes that emerged from the learners' narrative data?
- ❖ How did the intervention influence the learners' career decision-making capacity?

1.3.3 Assumptions

- ❖ A life design-based intervention would improve the participants' career decision-making capacity.
- ❖ A life design-based intervention would improve the participants' career adaptability.
- ❖ The participants would experience the novel career counselling approach as strange.
- ❖ Not all the participants' career decision-making capacity would change significantly psychologically or educationally.

1.4 RATIONALE

1.4.1 Personal rationale

As an educational psychologist working in schools in the sub-districts of Siyabuswa and Moretele in the Nkangala District of Mpumalanga, I have the opportunity to counsel many learners with diverse psychological needs. I believe that if these learners could receive career counselling they would begin to commit themselves to educational goals that would help them achieve their dreams of becoming what they wished to be in future. I also believe that their behaviour would in due course be aligned to these goals. Most of the learners I assist have behavioural problems that tend to result in learning problems. Such learners are referred to me by the school-based support teams and their parents, or by their parents alone. Of the learners who are referred for psychological assessment and support, very few are referred for career counselling. I believe an important reason for this is that learners and parents are not aware of the existence of a service like career counselling and its importance in preparing children for the transition from high school to tertiary education and the world of work. Career counselling is important even for learners who will join the work force immediately after high school. In the Nkangala District and the other three districts in the province, career counselling is the task of a career counsellor, but in the two sub-districts where I work there are no career counsellors, meaning that learners do not have access to this important service. Learners are sometimes taken to career exhibitions where institutions of higher learning provide information about different careers and the subjects learners need to take to be able to pursue those careers. There is no in-depth interaction between learners and those who provide information about different careers.

The current approach to career guidance – where learners merely receive information about careers, the institutions where they can study, and perhaps the institutions that offer bursaries – is no longer sufficient to meet the career counselling needs of learners in the 21st century. The fact that learners often leave school without having received adequate

career counselling prompted me to explore the latest approaches in career counselling that may assist learners to survive and do well in the current and future work environment. I also wanted to explore possible ways of reaching out to as many learners as possible in an urban school. At present only learners from affluent families that can afford to pay private psychologists can access relevant career counselling services.

1.4.2 Academic rationale

Career development and life design at an early stage in people's lives has not received the serious attention needed (Maree, 2018). Grossen et al. (2017), too, report on the need for research on general and career development, especially among adolescents from deprived socio-economic backgrounds such as the township schools in South Africa. These adolescents receive virtually no support in making informed career decisions (Grossen et al., 2017). The importance cannot be overemphasised of helping young people prepare for the world of work by choosing careers that will remain fulfilling and valuable to them. Given the rapidly changing work situation, young people require access to education and training that will make them generally more employable, rather than making them employable only in a particular industry for the rest of their lives (Maree et al., 2018). During the process of seeking knowledge and information about careers, a career counsellor or psychologist needs to be available to assist young people to choose appropriate careers and construct themselves and their careers adequately. However, Maree et al. (2018) caution that the role of career counsellors cannot remain that of experts who merely advise their clients about careers that will suit their aptitude and interest. Career counsellors also need to take the subjective meaning making of clients into account in choosing careers. Many researchers believe that this can be best done through a life design counselling approach. Despite growing research interest in the use and effectiveness of life design as a career counselling approach and paradigm, it has not been studied adequately, especially not in most Global South countries (Di Fabio, 2016; Maree, 2015). I therefore decided to investigate the extent to which life design counselling could influence career decision making in learners who were in the FET phase in an urban school in Mpumalanga, South Africa.

1.5 CLARIFICATION OF TERMS

1.5.1 Urban school

An urban school is a school that is situated in an urban area in a city. Cities usually have adequate provision of water, sanitation, electricity, waste collection, and telecommunication,

and they often offer better access to education, jobs, healthcare, and social services (Wu, 2010).

1.5.2 Further education and training phase

The further education and training (FET) phase in the South African education system includes Grades 10, 11, and 12. It comes after the general education and training (GET) phase, which offers subject choices that include mathematics, languages, life orientation, physical science, life sciences, history, geography, and tourism. In the FET phase, learners have to choose seven subjects that include two languages and life orientation (DoE, 2002).

1.5.3 Career indecision

According to Xu and Bhang (2019), definitions of career indecision differ in the literature in terms of career development. They define career indecision as a “state of being undecided about one’s educational, occupational, or career-related path” (Xu & Bhang, 2019, p. 2).

1.5.4 Career counselling

Career counselling is defined as a career intervention that uses psychological methods to encourage self-exploration as a form of preparation for choosing and adjusting to an occupation (Savickas, 2019a). It is usually provided on an individual basis as it requires a relationship between the client and counsellor. McIlveen and Patton (2007) argue that the focus in narrative counselling is on subjectivity and meaning. They suggest that narrative counselling promotes self-reflection and enhances the self-concept, thus achieving a better, subjective and contextually truthful understanding of the self. The process of narrative counselling is collaborative in nature as counsellors help clients create an open-ended personal story that covers their lives and careers and enables them to make informed career decisions (McIlveen & Patton, 2007). Wong and Yuen (2019), too, state that career counselling involves providing support and personal advice to individuals when they plan their career paths. The present study on life design intervention adopted a narrative counselling approach where the participants were given the opportunity and assisted to tell their stories so that they could design their careers optimally.

For the purposes of this study, career counselling was defined as a career intervention in which psychological techniques are applied to foster self-exploration in the run-up to selecting and adjusting to an occupation.

1.5.5 Career guidance

Career guidance is defined as the process of helping people select a course of study that will help them gain employment or make them employable in the job market (Mudulia et al., 2017). Mudulia et al. (2017) further state that career guidance focuses mainly on career exploration and career development. Wong and Yuen (2019) agree and add that career guidance involves providing information on career options and choices. Because career guidance alone seems inadequate in assisting people to develop career paths and become employable, some scholars use the concept “career guidance” together with the concept “counselling” (career guidance and counselling), as do Wong and Yuen (2019). For the purposes of this study, career guidance was defined as the process of providing information about career options and choice (Wong & Yuen, 2019). However, the present study went beyond career guidance as it also considered life designing and career construction.

1.5.6 Career development

The National Association of Career Development (2003) defines career development as a combination of psychological, sociological, educational, physical, economic, and chance factors that influence the nature and meaning of work in the total lifespan of a person. The study on career development among undergraduate students at Madda Walabu University by Getachew and Daniel (2016) revealed that career development plays a significant role in understanding students’ personal values and clarifying their goals, career choice directions, and job-searching skills. Career development includes any learning and growth related to the preparation for, adaptation to, and management of life roles (Radekopp & Huston, 2019). In this study “career development” included related constructs such as providing information, placement, coaching, vocational guidance, career education and guidance, psychological counselling, career advice, career counselling, and also life designing (and healing) (Savickas, 2015).

1.5.7 Career construction

Savickas’ career construction theory (CCT) (2005; 2013) explains the process that people use to construct themselves when they try to find direction in their vocational behaviour and make meaning of their careers (Savickas, 2013). The theory shows how people build careers through personal and social constructionism. Savickas (2013) adds that the conceptual framework of CCT elucidates careers and also acts as a model for career counselling. CCT emphasises the use of clients’ stories to elicit their past and present experiences so as to inform their future career prospects. Maree (2019) states that as

counsellors help clients elicit their life stories, the latter are given the opportunity to listen to themselves, hear themselves, and re-live these stories. They are thus helped to connect with their past and identify their life themes. Rudolph and Zacher (2019) concur and add that CCT uses a narrative approach that considers the dynamic processes in which people develop life themes. These life themes inform their subjective meanings of their working experience through a process of construction, reconstruction, and co-construction of their life stories.

In this study, career construction entailed a process through which the research participants (learners) constructed themselves with a view to finding meaning in their careers, as explained by Savickas (2005; 2013). The learners as research participants were assisted to tell their stories, which helped them explore their past and present experiences – experiences that eventually informed their future career prospects.

1.5.8 Life design

Life design is an overarching career theory and practice paradigm that aims at prompting meaningful activities that improves self-making, identity shaping and career construction (Savickas, 2010). Life design counselling originates from Guichard's self-construction theory and Savickas's career construction theory (Guichard, 2009; Maree, 2019). In addition, Ginevra et al. (2017, p. 79) defined the life design counselling approach as a "framework based on the integration of career construction theory and self-construction theory, social constructivist theories, as well as intra-individual learning and dynamic processes; such as career adaptability and career competencies". Because of the changes in the work environment, career counsellors had to adapt to these changes in terms of how they assisted their clients with career counselling. Life design was considered an approach that could empower clients to prepare themselves for the challenges of the 21st century workplace (Savickas, 2012).

Life design counselling focuses more on career adaptability than on career maturity and uses client stories rather than scores obtained from tests (Savickas, 2012). According to Savickas (2010), people create their lives and their worlds through stories, and when that happens, they construct their careers as well. The most important aspect of the life design counselling approach that distinguishes it from other counselling paradigms is that it puts clients at the centre of the counselling process by allowing them to play an active role in the counselling process.

In this study, life design is defined as the counselling approach that integrates the theories of career construction, self-construction and social constructionism, and that combines them with intra-individual learning processes (Ginevra et al., 2017).

1.6 RESEARCH DESIGN

Research design refers to a type of inquiry in an approach (qualitative, quantitative, or mixed method) that provides specific direction for procedures in a research process (Creswell, 2014). It guides the researcher in the planning and choice of methods used in the research process (Creswell, 2014). Qualitative research is a research approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). Given the nature of the present study, a qualitative research design was chosen to study the research topic.

1.6.1 Intervention research/Narrative inquiry

In attempting to conduct a life design-based intervention with FET learners from a semi-urban school, I opted for a narrative research design. According to Riessman (2008), narrative research is conducted when the researcher studies the lives of people by asking one person or a group of people to tell stories about their lives. The researcher assists participants in retelling their stories in the form of a collaborative narrative (Clandanin & Connelly, 2000).

1.6.2 Intervention strategy: life design-based intervention

I used a life design intervention strategy because it integrates the career construction theory (Savickas, 2005; 2013) and the self-construction theory (Guichard, 2005) (see Section 1.5.9). The intervention activities and techniques used were drawn from the *Career Interest Profile (CIP, version 6)* (Maree, 2017), the life design intervention strategies outlined by Savickas (2015), as well as from structured and semi-structured interviews. Other techniques of qualitative data gathering included the participants' drawings, collages, and lifelines.

1.7 RESEARCH METHODOLOGY

1.7.1 Participants and sampling

Non-probability sampling methods for selecting population elements were used in the study. Since these methods do not randomly select participants, they pose a risk when important conclusions are to be drawn about a particular population (Maree, 2016). I nevertheless

opted to use convenience and purposeful sampling methods, This means that I not only selected the participants from a convenient setting (Maree & Pietersen, 2011), but also purposefully selected elements from the target population because of their fit with the purpose of the study and with the specific inclusion and exclusion criteria (Daniel, 2012).

I chose Grade 11 learners because they were in the FET phase of the education bands at the time of the study. The learners were selected from a school that was conveniently situated in an urban/semi-urban area. The school had black learners only. Male as well as female learners were included in the study. The participants had to comply with the following criteria:

- ❖ Attend a school situated in a rural or semi-urban area
- ❖ Be learners in Grade 11 (aged between 15 and 22)
- ❖ Be willing to participate in the intervention

1.7.2 Data-gathering (construction) methods

Qualitative data generation methods, as well as the processes and activities of the life design counselling framework were used in the study (see Section 1.6.2). The *Career Interest Profile (CIP, version 6)* (Maree, 2017) was administered together with other qualitative data generation or construction techniques that included life stories, discussions, one-on-one interviews with the participants, and journal writing.

Table 1.1

Data generation/construction plan

Data collection sequence	Planned activities
Step 1	❖ Announcement of the programme and selection of the participants (Grade 11 learners) by life orientation educators
Step 2	❖ Administer the <i>CIP</i> ❖ Draw a lifeline ❖ Talk about earliest regeneration/construction (stories)
Step 3	❖ Talk about own life story (past and present) ❖ Do journal writing and reflect on activities ❖ Hold group and individual discussions
Step 4	Hold group and individual discussions
Step 5	Hold group and individual discussions
Step 6	Learners provide feedback on the intervention programme

1.7.3 Data analysis

Data were collected from individual participants at the selected school, and the data analysis was done by comparing the results before and after participation in the intervention programme.

The process of data analysis “involves organizing the data, conducting a preliminary read-through of the data base, coding and organizing themes, representing the data, and forming an interpretation of them” (Creswell & Poth, 2018, p. 181). In the present study, qualitative data were drawn from the *CIP* and from the written life stories of the participants. The qualitative data were analysed according to the following narrative analysis steps proposed by Creswell and Poth (2018):

- ❖ Managing and organising data – from the outset, data were organised into digital files and a file-naming system was created.
- ❖ Reading and recording emergent ideas – getting a sense of the whole data base before breaking it into smaller parts.
- ❖ Describing and classifying codes into themes – describing, classifying, and interpreting data.
- ❖ Developing and assessing interpretations – this stage involved organising themes into larger units of abstraction in order to make sense of the data.

1.7.4 Quality assurance of qualitative data

1.7.4.1 *Trustworthiness*

Validity and reliability are terms that are commonly associated with rigour in quantitative research (Ary et al., 2006). The integrity of qualitative research also depends on addressing issues of validity (Ary et al., 2006). Validity concerns the accuracy or truthfulness of findings. Ary et al. (2006) identified the following four factors that enhance the trustworthiness of qualitative data:

- ❖ Credibility – the extent to which research findings are believable and truthful
- ❖ Transferability – the degree to which the findings of a qualitative study can be applied or generalised to other contexts or to other groups
- ❖ Dependability – the reliability of qualitative data and findings
- ❖ Confirmability – the extent to which research is free of bias in the procedures and the interpretation of results.

1.8 ROLE OF THE RESEARCHER

I (the researcher in the study) conducted interviews with the participants, administered and scored the tests, facilitated the intervention process, and interpreted the results of data. Nieuwenhuis (2010) states that the researcher's role in quantitative research is objective whereas in qualitative research it is subjective. Because the present study was qualitative in nature, the researcher fulfilled the subjective role.

1.9 MAJOR LIMITATION OF THE STUDY

Convenience sampling as a non-probability sampling method does not allow for any generalisation of research findings to larger populations under study. This method of selecting participants poses a risk in drawing any conclusions about the population as a whole (Maree, 2016).

1.10 ETHICAL CONSIDERATIONS

Since the study involved human beings, the ethical guidelines for conducting human research were adhered to. As the researcher in the study, I adhered to the ethical guidelines specified in the Ethics and Research Statement of the Faculty of Education of the University of Pretoria. The ethical principles of relevance to the study will be discussed in more detail in Chapter 3. They include the following:

- ❖ Informed consent
- ❖ Voluntary participation
- ❖ Privacy, confidentiality, and anonymity
- ❖ Protection from harm and fidelity

1.11 OUTLINE OF THE CHAPTERS

Chapter 1: Introduction and background to the study

Chapter 2: Literature review

Chapter 3: Research methodology and strategies

Chapter 4: Research results

Chapter 5: Discussion of results

1.12 SYNOPSIS

In this chapter I discussed the purpose of the study, including the research questions that were answered. I discussed the rationale for the study, both personal and academic, and clarified the terms used in the study. I also discussed the research design and methodology that were followed in answering the research questions. I explained why I adopted a qualitative research design and outlined the techniques of qualitative research data gathering. The methods of ensuring the quality of the research, including the credibility, transferability, and dependability of the findings and confirmability of the results, were covered, but will be dealt with in more detail in Chapter 3. Lastly, I discussed the role of the researcher and the ethical considerations for the study – these will also be dealt with in more detail in Chapter 3.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The present study investigated a life design intervention with further education and training (FET) phase learners from a semi-urban school. In this chapter, life design intervention is discussed in detail, followed by the presuppositions and structure of the life design framework, the goals of the intervention, as well as the steps in the life design process. The theoretical and conceptual frameworks that guided the study are also covered. First to be discussed are the changes that have over time occurred in the world of work, followed by the different waves of career intervention, including life design intervention.

2.2 CHANGES IN THE WORLD OF WORK

In order to understand and appreciate life design intervention as a counselling approach, it is necessary to reflect on the developments that led to its birth. Research shows that wide-ranging changes in the world of work have been brought about by globalisation and technological advances (Santilli et al., 2020; Maree et al., 2018). Yang et al. (2017) argue that the world of work has become more complex and less predictable than it used to be in the past. Maree and Twigge (2016) agree that work environments are becoming less stable and more unpredictable, and they report that people no longer remain in one job for the whole of their lives but move from one job to another. McMahon (2010) states that the world of work in the 21st century is characterised by greater competition, less defined and predictable career pathways, fewer opportunities for promotion, and a need for continuous learning. The factor that had the most significant influence on the world of work recently was the outbreak of the coronavirus pandemic at the beginning of 2020. Although the full impact of COVID-19 on the work environment is not clear yet, there is general consensus that many jobs were lost and that there will be an increase in work that can be done online (Maree, 2020a).

These changes have called for changes in the theory and practice of career counselling as well (Maree, 2015). Maree (2017) states that the emphasis in career counselling today is no longer on matching clients' personalities with appropriate careers, but on integrating their careers into their lives more fully. Savickas et al. (2009) maintain that the changes in the work environment require workers to develop skills and competencies quite different from the knowledge and skills required in the 20th century work environment. They add that

workers in the 21st century must become life-long learners who can use sophisticated technologies, maintain their employability, and create their own opportunities. Kenny et al. (2018) argue that changes are needed in career counselling theory – which include life design theory (Savickas et al., 2009). Savickas (2012) states that in order to help clients design their lives appropriately to cope with the demands of the 21st century, many career counsellors today are focusing on identity rather than personality, adaptability rather than maturity, intentionality rather than decidedness, and stories rather than scores. To further illustrate the need for change in the theory of career counselling, McMahon and Watson (2020) contend that individual career development should shift from an externally prescribed to an internally constructed approach where clients are assisted to develop self-management skills to cope with the constantly changing work environment.

2.3 STATE OF CAREER COUNSELLING IN SOUTH AFRICA

Career counselling in South Africa is largely inadequate and does not reach all learners (Abrahams et al., 2015) in the further education and training phase band of the education system. Grossen et al. (2017) emphasise the need for research on career development among adolescents from deprived socio-economic backgrounds in particular. According to Grossen et al. (2017), these adolescents receive virtually no support in facing the crucial developmental task of making informed and realistic career decisions. Modiba and Sefotho (2019), too, report that through their involvement in career exhibitions they saw that learners from rural high schools received no or limited career guidance. Abrahams et al. (2015) state that career counselling in South Africa is sometimes completely inadequate, particularly among previously disadvantaged learners.

Career guidance in South Africa forms part of life orientation (LO) as a subject offered in schools. It is provided by teachers who, according to Sefotho (2017), are not adequately trained to keep abreast of changes in the labour market. This implies that some LO teachers lack the knowledge to prepare learners for the world of work when they complete their high school education. In their study on the training needs of LO teachers in career guidance, Modiba and Sefotho (2019) found that LO teachers needed training in computer technology, networking skills, and career guidance. The teachers in their study reported that the only sources of career information they had were career exhibitions and open days arranged by the Department of Basic Education (DBE). One can therefore conclude that most learners do not receive adequate support from teachers to help them cope with the challenges of the 21st century work environment when they leave the school system. Before the detailed

discussion of life design career intervention, I will discuss the three sequential waves of career intervention in the next section.

2.4 RESEARCH ON CURRENT CAREER PROGRAMMES FOR ADOLESCENTS IN SOUTH AFRICA

2.4.1 Findings

Research indicates that career counselling in South African schools is currently provided by life orientation teachers and that these teachers are not adequately trained to keep abreast of the changing world of work (Sefotho, 2017). This implies that learners complete high school education without being properly prepared for life after school and the world of work. The lack of qualified career counsellors impacts negatively on the career planning and decision making of adolescents in South Africa (Maree, 2013).

2.4.2 Where the gaps are

Research shows that there is a lack of career counselling services in many public schools in South Africa (Albien & Naidoo, 2017). Career construction theory (CCT), as one of the established theories, can be used with different population groups, but its use and applicability still need to be verified (Stead & Watson, 2006). Watson (2013) suggests that CCT does not meet the needs of people in developing countries, and of underprivileged and disadvantaged groups in particular. Maree and Che (2020) argue that even though life design intervention has been in use since 2009, only limited literature is available on the applicability of this approach in developing countries like South Africa. Naidoo et al. (2019) contend that one-on-one career counselling may not meet the career-related needs of the youth of South Africa, given the high rate of youth unemployment in the country. A pressing need therefore exists for both group career counselling and one-on-one counselling. The study in hand investigated a group counselling approach as a means of closing the gap in career counselling.

2.4.3 Research studies on career construction interventions or constructivist counselling

The present study on life design intervention focused on learners in the further education and training (FET) phase, particularly learners in Grade 11. This group of learners included those who would be transitioning to tertiary education after completing matric and those who would be joining the workforce immediately after high school. Previous research on life

design intervention for learners involved learners who were transitioning from high school to tertiary education and also included people who were moving from one occupation to another (Maree & Che, 2020).

2.5 WAVES OF CAREER INTERVENTION APPROACHES

Career counselling as a profession has evolved over the years. It has been influenced and guided by many factors in the global economy, leading to the different waves of counselling approaches. Knowing how the waves followed one another sequentially will assist in understanding how life design as a counselling approach developed. According to Hartung and Santilli (2018), the first wave of career intervention – known as the psychology of occupations – focused on matching individuals to specific jobs. It started in the early 1900s and embodied Holland's (1997) approach. The second wave focused on managing worker and other life roles during the course of a person's life and became known as the psychology of careers. It was developed around the middle of the 20th century and was in line with Super's (1990) lifespan, life-space approach. The third (and current) wave of career intervention focuses on the personal meaning found in work, and is referred to as the psychology of life design.

Maree (2020a), however, refers to the first wave as the agricultural wave – prevailing during the late 18th and early 19th centuries – when the counselling model was based on friendly volunteers. Maree (2020a) calls the second wave the industrial wave, which extended from the late 19th century to the early 20th century, when the helping model was vocational guidance. He describes the third wave as the service wave – popular during the latter part of the 20th century – when the helping model was career education and/or guidance. The fourth wave – the information communication technology wave – has extended from the last part of the 20th century to the first few decades of the 21st century and its helping model is career counselling and life design (Maree, 2020a).

According to Ginevra et al. (2017), the life design approach is broadly based on the career construction, self-construction, social and social constructivist theories, as well as on intra-individual learning and dynamic processes such as career adaptability and career competencies. The present study focused on life design career counselling as the appropriate approach for preparing young people for the modern world of work and for assisting them with contemporary career development challenges (Santilli et al., 2020). The details of the life design approach are discussed in the next section.

2.6 CAREER CONSTRUCTION THEORY

The career construction theory (CCT) developed by Savickas (2005; 2013) explains the process by which people construct themselves when they try to find direction in their vocational behaviour and attempt to make meaning of their careers (Savickas, 2013). The theory further explains how people build careers through personal and social constructionism. Savickas (2013) argues that the conceptual framework of CCT elucidates the nature of careers and also guides career counselling. Hartung and Vess (2016) state that CCT is an extension of the psychology of occupations (Holland, 1997), careers (Super, 1990), and life design (Savickas et al., 2009). The authors add that CCT builds on the traditions of Holland's (1997) person-environment fit, which emphasises traits, Super's (1990) lifespan development, which emphasises developmental tasks, and Savickas et al.'s (2009) narrative approach, which emphasises life themes to comprehend career as a story. Maree (2020) argues that CCT also draws on the narrative, storied approach and by implication also the psychodynamic tradition (Freud, 1963). The key feature of the psychodynamic approach is the eliciting of people's numerous micro-stories and then helping them reflect on these stories to identify the key life themes (Maree, 2020b).

Career construction theory (CCT) emphasises the use of clients' stories to elicit their past and present experiences thereby informing their future career prospects. For example, Maree (2019) states that as counsellors help clients elicit their life stories, the latter are given an opportunity to listen, hear themselves, and re-live these stories. In this way they are helped to connect with their past and identify their life themes. Rudolph and Zacher (2019) support this argument by stating that CCT uses a narrative perspective that covers the dynamic processes in which people develop life themes. These life themes inform people's subjective meanings of their working experience through a process of construction, reconstruction, and co-construction of their life stories.

Career construction theory holds that careers are influenced by the context in which people live and that career development is driven by people's ability to adapt to the environment – rather than by the maturation of inner structures (Savickas, 2013). CCT also holds that people possess characteristics such as personality and interest, which influence how they integrate their self-concepts with their work roles (Savickas, 2013).

2.6.1 Key aspects of career construction counselling

The main aim of career construction counselling (CCC) is to help people tell their own life stories (autobiographies) and to use these narratives to build a career (Savickas, 2001;

2005). Clients' painful memories of their past are converted into positive experiences that help to regenerate a sense of meaning and purpose in their career-lives. Maree (2020b) believes that CCC helps people re-live and frame their personal history, connect their present experiences with their past experiences, and construct new life themes in their career-lives.

Career construction counselling presupposes that a safe (sacred) space is created (Winnicott, 1964) to allow a relationship of trust to develop between clients and counsellors – a key requirement for any successful intervention (Savickas, 2011b). Maree (2020) states that if mutual trust is lacking between clients and counsellors, the successful elicitation and narration of clients' life stories is likely to be limited. In CCC, career counsellors attempt to help clients recognise life themes or key patterns of personal meaning (Maree, 2020). Another important feature of CCC is that clients and counsellors work collaboratively to “construct, deconstruct, reconstruct, and co-construct hope and purpose-filled career life stories” (Maree, 2020, p. 48). CCC also aims to achieve the goals of life design counselling, which include narratability, adaptability, intentionality, and reflexivity (Hartung & Vess, 2016). According to Hartung and Vess (2016), narratability entails the ability to tell one's life story coherently. They add that adaptability involves the ability to effect changes in self and situation, intentionality involves the ability to purposefully design a successful life and career story, and reflexivity involves the ability to thoughtfully engage in one's life and career development (Hartung & Vess, 2016).

2.6.2 Career adaptability

Life design intervention aims to assist people to “articulate and enact a career story that supports adaptive and flexible responses to developmental tasks, vocational traumas, and occupational transitions” (Savickas et al., 2009, p. 245). Life design intervention draws on both self-construction theory (Guichard, 2005; 2009) and career construction theory (Savickas, 2019b). It also tries to expand the four dimensions of career adaptability – concern, control, curiosity, and confidence – which relate to coping mechanisms that can manage career challenges and transitions (Maree et al., 2018). According to Nota et al. (2016), concern refers to looking forward, focusing on educational and professional paths to be followed in preparation for the future, as well as adopting a positive attitude towards the future. Control refers to being responsible for the construction of one's career and accepting the career choices that are made. Curiosity refers to exploring, seeking information, and examining available alternatives to make career choices that are realistic and that resonate

with personal goals. Confidence refers to the belief in one's ability to deal successfully with career choice difficulties.

2.6.3 Career adaptability and employability

Employability can be defined as a psychosocial construct associated with and dependent on adaptive cognition, behaviour, and feeling (Fugate et al., 2004). Therefore, when viewed from this perspective, a person's employability helps to promote their career-life proactively by intentionally adjusting to changing situations, rather than depending on others to assist them in doing so (Maree, 2020b). Fugate et al. (2004) and Koen (2013) distinguish three aspects of employability, namely career identity, career adaptability, and (social and human) capital. Although the three aspects comprise different skills, knowledge, and behaviours, together they enhance the individual's ability to find and retain work (Maree, 2020b). Adaptability is regarded as a medium that has a positive effect on the individual's employability potential (Maree, 2020b).

2.7 SELF-CONSTRUCTION THEORY (SCT)

There is a difference between career construction and self-construction. Unlike career construction, self-construction does not focus on the building of a career path but on the construction of the individual's existence by himself or herself (Guichard, 2016). Guichard (2009) further argues that knowledge of self-construction is crucial when career counsellors help clients design their lives in response to instability and employment uncertainty in the work environment. He identifies three approaches involved in self-construction, namely sociological, cognitive, and dynamic approaches. Firstly, the sociological approach involves people constructing themselves in relation to the structured social context in which they live. People tend to act, interact, and communicate within the social and linguistic contexts that comprise their families, school, neighbourhood, and so on, which they experience as organised in a certain way since they were born. These societal identities then offer them specific identity-enactment opportunities. Guichard (2009) further suggests that these identities are not static but evolve as people interact among themselves and their communities. The identity-enactment opportunities include categories such as gender, ethnic origin, age, religion, and sexual orientation. Secondly, the cognitive approach to self-construction holds that people do not passively accept the identity offers that society imposes on them. Instead, they are given the opportunity to adapt some elements of the identity offers from their personal positions (Guichard, 2009). Thirdly, the dynamic approach involves two psychological processes in the self-construction of a subjective-identity-forms

system. The first process is similar to identity anticipation (i.e. what a person would like to become in future) and is informed by people's interpretation of their current experience of themselves. The second process can be compared to moving away from a personal experience by analysing the experience from another person's viewpoint. The latter process allows the person to make sense and meaning of his or her own life (Guichard, 2009).

2.7.1 Foundations of career construction

According to the career construction theory, people create the social role of an actor in their families through their actions. Later they adapt this role to be used in their school and community (as theatres) and write and draw on their autobiographical stories. These narratives describe their experiences and create a meaningful career story to help them transition from one career to the next (Savickas, 2013). In the next section, I discuss the three foundations of career construction, namely actor, agent, and author.

2.7.1.1 Self as actor

When children grow up in their families they also learn and understand the culture surrounding their family world. At the same time, they become aware of the identity categories presented to them (e.g. gender and race) by the family so that they can find a place in their "family drama". In conjunction with their families and social interaction, they develop a disposition they will further develop in their neighbourhood and school (Savickas, 2013). This disposition is co-constructed in the family and will at a later stage help them develop their key career-life themes (Savickas, 2013). McAdams (2013) also believes that culture and societal context influence the self as social actor. This is evident in the culturally shaped ways in which self-attributed traits and social roles are expressed in social behaviour. McAdams (2013) states that even though different cultures may inform how traits and roles influence the social person (social Me), the real influence is only evident in how traits and social roles are actually performed.

2.7.1.2 Self as agent

Once the person has adapted to the family of origin by becoming an actor, they need to extend themselves through agency to the community and school. Self-extension requires children to formulate goals to pursue, followed by projects and eventually a career (Savickas, 2013). In school, children develop goals that serve to direct their adaptation. They plan and execute actions that characterise them as self-regulating agents who aim to attain their preferred goals. In self as agent, cultural influence shifts from the expression of traits

and the performance of roles, to the goals, values and other issues regarded as important by different cultures and social groups (McAdams, 2013). Societies that put individualism ahead of groups focus on aspirations that emphasise the autonomy, achievement and power of the individual person, rather than on that of the group. Conversely, collectivist societies foster the development of interdependent self-construction, so that private goals stimulate the broader goals of the group (McAdams, 2013).

2.7.1.3 *Self as author*

The self as author implies narrating a career story. As children learn more about themselves as actors and agents, they start to craft an arrangement of goals and projects, and then begin to narrate these in a coherent story (Savickas, 2013). Later, children use this narrative to assess and explore career opportunities and also to negotiate social contracts (Savickas, 2013). Hammack (2008) and McAdams (2006) contend that story telling does not necessarily entail recounting or telling about prominent memories from the individual's own past. The manner in which such memories are recounted, how they are joined to relate a coherent story, the meanings that are gathered from them, and the fundamental explanations given to chronicle a narrative point about the self, all depend on the cultural standards as to what a good story is and should be. McAdams (2013) adds that different narrative identities make sense within different cultural contexts. Narrative identities reflect aspects such as gender, class and economic level, and political and dominant cultural group at any stage of a society's history (McAdams, 2013).

2.7.2 **Merging Career Construction Theory and Self-Construction Theory**

Career construction and self-construction theories both suggest that "people's realities, roles, proficiencies, and competencies in social contexts are made and constructed through accepted, shared, and mutually agreed upon meanings regarding their career-lives" (Maree, 2020, p. 52) The two theories hold also that the individual's identity develops during active participation in social environments. Maree (2016a; 2016b) maintains that career construction as well as self-construction theories are based on the conviction that people are capable of constructing personal meaning from a large number of life experiences. Scrutinising these experiences promotes better self-understanding, which can then advance career management and self-elaboration. Career construction and self-construction theories both maintain that people can adapt better by gathering personal meaning from their actions while they construct their careers and themselves (Maree, 2020b).

2.8 LIFE DESIGN COUNSELLING

The life design approach is defined as “a framework based on the integration of career construction theory and self-construction theory, social constructivist theories, as well as intra-individual learning and dynamic processes, such as career adaptability and career competencies” (Ginevra et al., 2017, p. 79). The life design paradigm is an extension of the 20th century person-environment fit and developmental models. Furthermore, it accentuates the need to empower people to pay special attention to constructing their lives and careers to achieve a meaningful future (Santilli et al., 2017). Life design does not necessarily replace the career counselling paradigms of the 20th century, but it does augment them in a manner that enables clients to gain skills and knowledge that will help them survive and prosper in the 21st century (Hartung, 2016). Having noted the developments in life design as discussed in the literature, I can conclude that most researchers agree that work environments in the 21st century have changed so radically that individuals should realise they do not need to be prepared for careers – instead they should be educated to become employable.

2.8.1 Presuppositions of life design counselling

In response to changes in the work environment that resulted from globalisation and technological advances, Savickas et al. (2009) developed the life design intervention paradigm. These authors viewed life design intervention as a paradigm that can promote specific knowledge and skills to explore and deal with ecological contexts, complex dynamics, non-linear causalities, multiple subjective realities, and dynamical modelling (Savickas et al., 2009). They identified five shifts that they thought were necessary and that provided the conditions to develop the life design paradigm. The shifts are discussed briefly in Table 2.1.

Table 2.1

Comparison between traditional career counselling theories and the life design paradigm

TRADITIONAL THEORIES	LIFE DESIGN FRAMEWORK
<p>Traits and states in stable work environments</p> <ul style="list-style-type: none"> ❖ Use of objective measures and normative profiles ❖ Objective measures of stable personal characteristics ❖ Person-environment fit 	<p>Contextual factors that characterise work environments</p> <ul style="list-style-type: none"> ❖ Identities are changing patterns derived from clients’ stories ❖ Identities emerge from clients’ stories, not objective scores

TRADITIONAL THEORIES	LIFE DESIGN FRAMEWORK
<p>Prescription</p> <ul style="list-style-type: none"> ❖ Counsellors prescribe careers for clients ❖ Counsellors tell clients “what to do” <p>Linear causality</p> <ul style="list-style-type: none"> ❖ Counsellors are experts who give advice ❖ Counselling can be one session ❖ Aptitude and interest predict future career development and are fixed <p>Scientific facts</p> <ul style="list-style-type: none"> ❖ Vocational counselling relies on scientific methods ❖ Counsellors translate terms and truth into concepts not understood by clients <p>Describing</p> <ul style="list-style-type: none"> ❖ Dependence on standardised tests, scores, and interpretation of profiles 	<p>Process</p> <ul style="list-style-type: none"> ❖ Career construction and identity formation ❖ Counsellors discuss with clients “how to do” ❖ Clients seek help to cope with changing job environments and to be employable <p>Non-linear dynamics</p> <ul style="list-style-type: none"> ❖ Counselling is an interactive situation where client and counsellor are mutually dependent ❖ Counselling is a process <p>Narrative realities</p> <ul style="list-style-type: none"> ❖ Focus on construction and reconstruction of multiple subjective realities ❖ Clients are understood from their multiple subjective realities <p>Modelling</p> <ul style="list-style-type: none"> ❖ Clients’ projects are looked at individually and differently

Note: Adapted from Savickas et al., 2009

2.8.2 Framework for life design intervention

Savickas et al. (2009) maintain that for a life design intervention to take place, the following five presuppositions about people and their work lives must be endorsed. The presuppositions are derived from the contextualised model of social construction.

i) Lifelong

Career counselling intervention is a process that lasts throughout the person’s life. Life design counselling should therefore focus not only on helping people to acquire skills and

knowledge to deal with the changes in the work environment, but also on empowering them to establish the specific skills and knowledge that are important in their lifelong development.

ii) Holistic

As people develop as part of a lifelong process, they also need to develop holistically. Holistic development means that people do not develop only in terms of careers, but also in other roles, for example as family members and citizens.

iii) Contextual

The social constructionist perspective of life design emphasises the significance of the environment in helping people design their careers. The past and present environments, and the interaction between the individual and environment, play a significant role in designing careers.

iv) Preventive

Career counselling should take place at an early stage in a person's life before he or she faces difficult transitions. Career counselling should therefore be preventive in nature, meaning that it should take place before people encounter problems in their career-lives.

2.8.3 Goals of life design intervention

A life design intervention has the following goals:

i) Adaptability

Adaptability involves a person's resources for coping with present and future tasks, vocational traumas, as well as career transitions (Savickas et al., 2009). Life design counselling aims at increasing the four dimensions of adaptability, namely concern, control, curiosity, and confidence (Savickas et al., 2009).

ii) Narratability

By using dialogue, counsellors can assist their clients to construct and tell their life stories in a coherent manner. In life design intervention, life themes and vocational personalities develop from the clients' narratives that are formulated with the assistance of counsellors. The stories help clients understand their own life themes, vocational personality, and adaptability resources (Savickas, 2005, as cited in Savickas et al., 2009). When clients recount their life stories, they formulate their own subjective personality, as well as their identity in relation to other people and particular contexts. While exploring the self and the

relationship between the self and the environment, self-construction takes place (Savickas et al., 2009).

iii) Activity

When people engage in various activities, they get an opportunity to learn about their abilities, interests, and preferences. They also get the chance to interact with others who then provide feedback to them about their activities. Together with these people they create a system of representation.

iv) Intentionality

Clients and counsellors should try to make meaning by participating in intentional processes instead of by merely making career choices. This process should continue on an ongoing basis where the construction of lives takes place.

2.8.4 Steps in the life design process

The life design model uses stories and activities – not objective scores and the interpretation of client profiles in relative isolation (Savickas et al., 2009). The six steps (Savickas et al., 2009) followed during the process of life designing are next discussed briefly:

i) Problem identification

The first step is to define the problem and identify exactly what the client wants to achieve through the intervention. The client and counsellor formulate goals for the intervention and also develop a working alliance. During the process the counsellor assists the client to unpack his or her problem in the form of stories.

ii) Self-exploration

The second step involves self-exploration in the sense that counsellors assist clients to discover how they view themselves at that particular moment. They are also helped to decide how they want to move forward, changing the current view, and what they want to achieve on conclusion of the intervention.

iii) Open perspectives

Clients begin to see their stories in a new light as well as more objectively and then begin to review their own stories.

iv) Review of the problem

In the fourth step of the model the client places the problem in a new perspective, which creates the opportunity to think from the new perspective and to form a new identity. Solutions to the problem begin to emerge and changes in the client start to occur.

v) Specification of activities and actualisation of new identity

Clients begin to take part in activities that are related to the possible self they are narrating. They also craft a plan to achieve not only the currently experienced self but also the currently desired self.

vi) Follow-up session

The follow-up session includes an evaluation of the short- and long-term plans. The counsellor also has the opportunity to provide more support if necessary.

2.9 INTEGRATIVE CAREER COUNSELLING FRAMEWORK

2.9.1 Relationship between the career counselling waves (helping models), theoretical underpinnings, and interventions

The relationship between counselling waves (helping models) is discussed based on Table 2.2.

Table 2.2

Relationship between career counselling waves (helping models), theoretical underpinnings, and interventions

Career counselling wave (helping model)	Theoretical underpinning	Associated intervention (Duarte, 2017a, b; Guichard, 2005, 2009; Savickas, 2011a, 2015a)	Example: Demonstrative question
Vocational guidance	Differential	Provide information; explore careers; help make informed career decisions	Which career is congruent with my personality?
Career guidance/ education	Developmental	Provide career information, career paths, and courses	How to conduct job analysis, which course and job to choose
Life design and career counselling	Storied (psychodynamic)	Help with identification of life themes	How to become employable, achieve meaning and sense of purpose in career-life

Note: Adapted from Maree (2020a)

Vocational guidance sees people as being represented by scores on traits and who can be matched with occupations that employ people they resemble (Savickas, 2013). Vocational guidance aims to increase self-knowledge, gather information about occupations, and match individuals with suitable occupations or courses of study (Savickas, 2013). Career guidance is the process of helping people select a course of study that will help them gain employment or make them employable in the job market (Mudulia et al., 2017). According to Savickas (2013), career guidance sees people as agents who are characterised by their state of readiness to undertake developmental tasks relevant to their career-lives. They may be assisted to adopt new attitudes and beliefs, and to put into service new competencies to advance their careers. Career education aims to measure developmental status and the ability to adapt to new developmental tasks and transitions. The concept of vocational guidance entails capacitating learners to develop, explore, and make informed career decisions (Suryadi et al., 2020). Life design counselling sees clients as authors who construct their careers through storytelling and reflecting on themes that specify their identities and uniqueness (Savickas, 2013). Essentially, life design counselling focuses on stories and actions rather than on test scores and interpretation of profiles (Maree, 2020). The ultimate goal of life design counselling is an enhanced sense of identity and a meaningful career-life (Savickas, 2013).

Career guidance involves resemblance to types of personalities and matching individuals with specific occupations whereas counselling (life designing) entails thinking in terms of uniqueness and meaning making (Savickas, 2013). Savickas (2013) argues that life design counselling does not necessarily replace vocational guidance and career education but has a place among their interventions.

2.10 SPECIFIC ADAPTABILITY AND DECISION-MAKING NEEDS IN ADOLESCENCE LINKED TO CCT

2.10.1 Vocational personality

Holland (1997) postulates that towards late adolescence most people are likely to be characterised in terms of how closely they bear a resemblance to each of six basic personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional, usually abbreviated as (REASEC). Career construction theory (CCT) sees the RIASEC personality types of Holland (1997) as resemblances of socially constructed clusters of attitudes and skills. Traditionally, RIASEC personality types focused on interests, abilities, and values without the self-constructing process being considered important. According to

Holland (1997), personality types develop through a child's preferred activities, which eventually become long-term interests and competencies.

2.10.2 Career adaptability

Career construction theory covers the four dimensions of career adaptability, which relate to coping mechanisms that are used to manage career challenges and transitions (Maree et al., 2018). As mentioned earlier, the four dimensions of career adaptability are concern, control, curiosity, and confidence. Concern involves questions about the individual's future as a worker, control involves questions about control of a person's vocational future, curiosity involves exploring possible selves in preparation for a future career, and confidence involves the ability to resolve career-related issues (Savickas, 2013; Maree, 2020b).

Career adaptability does not involve readiness only but includes attitudes, beliefs, and competencies (Kirchknopf, 2020). Attitudes and beliefs cause people to behave in certain ways and also establish dispositional response tendencies (Savickas, 2013). The competencies – also comprehension and problem-solving abilities – relate to cognitive resources used to make career choices (Savickas, 2013). While dispositional attitudes and beliefs determine the development and use of competencies, the latter influence a person's adaptability, resulting in vocational development and career construction (Savickas, 2013).

2.10.3 Life themes

Career construction theory (CCT) adopts a narrative approach in which people narrate and use their own life stories to develop their careers (Savickas, 2005). In CCT the theme is the most important aspect of the story. It involves what is happening in a person's life at the present moment and brings a perspective to bear on an experience (Savickas, 2013). Themes, whether clear or complicated, are regarded as important in the identification of people's sense of self and in helping them express their identity (Savickas, 2013).

2.11 NARRATIVE COUNSELLING

The changes in the global economy that were discussed briefly in the Orientation part of this chapter pose challenges to career counsellors and their clients. Caderet and Hartung (2021) contend that work and career have changed from being a stable and committed contract between employer and employee to an evolving relationship that offers limited guarantees to the employee. Savickas (2019a) and Maree (2020) maintain that rapid advances in information technology and the opening of world markets have resulted in globalisation, which is restructuring forms of employment and ways of living. Savickas (2019a) contends

that fundamental changes in the work environment call for the evolution of career counselling theories to help career counsellors better assist workers throughout the world to adapt to the changes. Maree and Gerryts (2014) argue that the changes require a reduced reliance on objective information during career counselling and a greater focus on the subjective careers of clients. Maree (2020b) states that where an integrative qualitative and quantitative approach is adopted, career counselling focuses on clients' stories instead of on their scores in objective tests.

In narrative career counselling, practitioners believe that clients' problems arise from their stories and that clients can use these stories to understand their experiences and reconstruct their identities (Savickas, 2019a). Narrative career counselling focuses on dialogues to reconstruct vocational identity and to help clients retell their stories to achieve sound decision making (Savickas, 2019a). According to Maree (2020b), in narrative career counselling, career counsellors and clients work together to construct positive career-life identities reflectively by eliciting micro-stories and reintegrating micro- and meso- narratives in order to craft larger and more coherent narratives that reflect a clear and robust sense of identity. The narrative counselling approach focuses on connectedness, meaning making, and agency as key constructs (McMahon & Watson, 2013). McMahon and Watson (2013) state that connectedness recognises that people live in contexts comprising family, community, geographic, and sociopolitical factors. As previously mentioned, occupational contexts are changing rapidly and affecting all the systems that impact people's career-lives. All these changes have some degree of influence in creating opportunities or presenting constraints on people as they construct their identities (McMahon & Watson, 2013). Furthermore, as clients narrate their stories, they place them in certain contexts and begin to identify different factors that influence their decision making. They then also begin to understand their own stories in a different way as they make meaning of them. In narrative counselling the emphasis is on the counsellor playing the role of a collaborator (rather than the expert on the client) who provides information to the client and interprets his or her psychometric scores (McIlveen & Patton, 2007). Career construction and life design are examples of narrative counselling approaches – both rely on subjective assessment and stories to understand the uniqueness of clients. The focus is thus on meaning making rather than on matchmaking for clients (Savickas, 2019a).

2.12 LIFESPAN, LIFE-SPACE THEORY OF CAREERS

According to the theory of lifespan, life-space, human life follows a specific sequence of developments from conception to death. Equally so, careers start and conclude in a chronological, developmental progression. They start off with childhood's vocational aspirations and end with retirement in late adulthood (Hartung, 2013). This study investigated the developmental stages linked to the career stages with the relevant developmental tasks associated with them. The developmental stages are demarcated as follows:

(a) Growth: from birth to 13 years of age

During this period of development, children generally acquire realistic vocational self-concepts, partly by identifying with significant others. According to Hartung (2013), they develop in their mind a picture of their personal strengths, limitations, interests, values, abilities, and personality traits. Other developmental tasks associated with growth include growing anxiety about the future and control over decision making (two of the four dimensions of career adaptability discussed in 2.6.2) (Savickas & Super, 1993).

(b) Exploration: from 14 to 24 years of age

During this developmental stage, adolescents focus on determining the details of their vocational self-concept and implementing it in an occupational role (Hartung, 2013). They can now specify choices regarding their own education and vocation in relation to the vocational self-concept results. They move away from a broad exploration of favoured occupations and start to create a vocational identity. During the period of exploration, the information gathered by adolescents about themselves and occupations generally leads them to choose an occupation and visualise the self in a work role (Hartung, 2013).

(c) Establishment: from 25 to 44 years of age

During the stage of establishment, the self-concept and a career pattern are stabilised, consolidated and advanced so as to establish a secure position in the workplace. During this phase of development, people may wish to pursue higher level positions in the workplace when possible.

(d) Maintenance: from 45 to 65 years of age

During the maintenance phase, people tend to consider whether or not they wish to stay on in their established positions until they reach retirement. If not, they reconsider their earlier tasks of exploration and establishment to modify their occupational decisions.

(e) Disengagement: from 65 years of age and older

Disengagement is the last stage of career development. During this stage the focus is no longer on developing career self-concept but more on other areas of life such as family, community, and leisure (Hartung, 2013).

2.13 ERIKSON'S THEORY OF PSYCHOSOCIAL DEVELOPMENT AND CAREER DEVELOPMENT

Erikson (1963-1968) contends that the human life cycle develops over eight stages that occur in tandem with crises people face as they develop and grow from early childhood through to adulthood (Munley, 1977). Erikson's theory (1968) holds that successful negotiation of each stage of development leads to strength and readiness to confront the next stage (see Table 2.3). However, failure to resolve the crisis of a particular stage puts an individual at risk of experiencing difficulties presented by subsequent stages. According to Munley (1977), Erikson's theory appropriately emphasises vocationally relevant dimensions of human development. It also provides a framework for integrating career growth with comprehensive human growth. The manner in which people navigate the stages of development (see below) plays a role in career development, including when people reach a stage in life when they have to choose careers. The eight stages of development proposed by Erikson (1968) are as follows:

1. Basic trust versus mistrust (1-2 years) – the focus of development is care and trust. If these needs are not met, infants may become anxious and learn to mistrust people.
2. Autonomy versus shame (2-4 years) – during this stage, infants need to achieve an adequate sense of self and strive to become more independent in terms of personal control over their physical competencies.
3. Initiative versus guilt (4-5 years) – during this stage, children have a desire to accomplish certain tasks successfully on their own without the help of other people. They want to try out new things and explore their own abilities. In the process they resolve to achieve goals and attain a sense of direction in their lives.

4. Industry versus inferiority (5-12) – this is the stage when children become increasingly competent and learn to carry out increasingly complex assignments with greater skill. When their significant others support and encourage them, their chances of becoming more proficient and gaining a sense of self-belief increase significantly.
5. Identity versus role confusion (13-19 years) – during this stage, children need continued support from their significant others in order to gain greater independence of others and achieve an adequate sense of self.
6. Intimacy versus isolation (20-40 years) – during this stage, young adults need to establish, maintain, and promote intimate relationships with people they trust.
7. Generativity versus stagnation (40-65) – during this stage, people need to develop the ability to care for others and not themselves only. If they manage to achieve this goal without expecting any favour in return, they experience a sense of meaning and purpose in their lives.
8. Ego integrity versus despair (65 and older) – during the final stage of life, people are concerned with death and mortality – they tend to reflect on their lives and consider whether they have been successful or not.

Table 2.3

Erikson's developmental stages

Develop-mental stage number	Age of develop-mental stage	Name of developmental stage	Developmental task to be mastered	Crisis
1	1 - 2 years	Infancy	Basic trust	Mistrust
2	2 - 4 years	Early childhood	Autonomy	Shame
3	4 - 5 years	Pre-school age	Initiative	Guilt
4	5 - 12 years	School age	Industry	Inferiority
5	13 - 19 years	Adolescence	Identity	Role confusion
6	20 - 40 years	Early and emerging adulthood	Intimacy	Isolation
7	40 - 65 years	Adulthood	Generativity	Stagnation
8	65 and older	Maturity	Ego integrity	Despair

Erikson's (1968) theory of human development recognises that social and cultural factors play an important role in life cycle development. During the adolescence stage of development, deciding on a vocation is a key task (Munley, 1977). Many adolescents are unable to develop an identity and therefore experience identity confusion, which results in the inability to settle for an occupational identity. In Erikson's view, sound vocational choice, commitment and career decision behaviours result from successful identity crisis resolution (Munley, 1977).

2.14 HOLLAND'S THEORY OF VOCATIONAL CHOICE AND ADJUSTMENT

Holland's theory of vocational choice and adjustment suggest that persons approaching late adolescence can characterise themselves according to six personality types, based on how closely they resemble each type. The personality types are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) (Nauta, 2013; Holland, 1997; Holland et al., 1994). People tend to favour certain activities more than others, and these preferences often become passionate interests and areas of expertise. The result is then that people choose to pursue these interests, gain more experience in them and avoid others (Nauta, 2013). Over time, the detected interests, areas of expertise and developed self-beliefs become part of the individual's character and can be used to predict their future choices and behaviours (Nauta, 2013). Nonetheless, Nauta (2013) argues that Holland never suggested that people resemble only one personality type. In fact, people often resemble one dominant type of personality closely and also have one or more additional types they can also emulate, which Nauta (2013) refers to as sub-types. People and environment can be described on the basis of how they resemble the six theoretical types. The relationship between the personality types can predict the types of career people will choose, the degree of satisfaction they will derive from those careers, and the degree of success they will achieve in those careers, including the ease of making career decisions (Nauta, 2013).

2.15 CONSTRUCTS RELATED TO PREDICTIONS OF CAREERS BASED ON PERSONALITY TYPES IN HOLLAND'S THEORY

2.15.1 Congruence

In Holland's theory, the term congruence refers to the degree of fit between people and their current or future environment in relation to the RIASEC types. The higher the similarity between the personality of a person and the environment the more congruent the two are (Nauta, 2013).

2.15.2 Differentiation

Differentiation (as formulated in Holland's theory) implies the degree to which a person or an environment resembles a RIASEC personality type (Nauta, 2013). People with high levels of differentiation strongly embody one RIASEC type and show little resemblance to other types, whereas people with low levels of differentiation display the same level of resemblance to several types (Nauta, 2013). According to Holland (1997),

- (a) differentiation influences the process by which individuals make career decisions;
- (b) personality differentiation correlates positively with the degree of effortlessness with which career decisions are made; and
- (c) greater differentiation results in a stronger positive relationship between congruence, work satisfaction, success and stability.

2.16 CAREER DECISION MAKING

Sampson et al. (1992) maintain that career choice decisions remain difficult, complicated, and challenging in a person's life. They involve selecting an occupation, education programme, type of school, and work environment. The challenges of career decision making are conceptualised as decision-making difficulties in the field of career guidance (Gati et al., 1996). They include indecisiveness that emanates from intrinsic or environmental factors and distraction from an ideal career. Career decision making is viewed by Kirdök (2018) as a process in which people negotiate their future through a developmental course.

Career decision making is assessed in terms of three categories of difficulty. Gati et al. (1996) proposed a hierarchical taxonomy in which the three categories are subdivided into sub-categories according to certain characteristics (Osipow & Gati, 1998). The first category – lack of readiness – comprises three sub-categories of difficulty and precedes the actual making of specific career decisions. The three sub-categories are:

- (a) lack of motivation to engage in decision making;
- (b) indecisiveness regarding all types of decision making; and
- (c) dysfunctional convictions about the process of career decision making (Osipow & Gati, 1998).

The second major category of difficulty is lack of information, which comprises the following sub-categories:

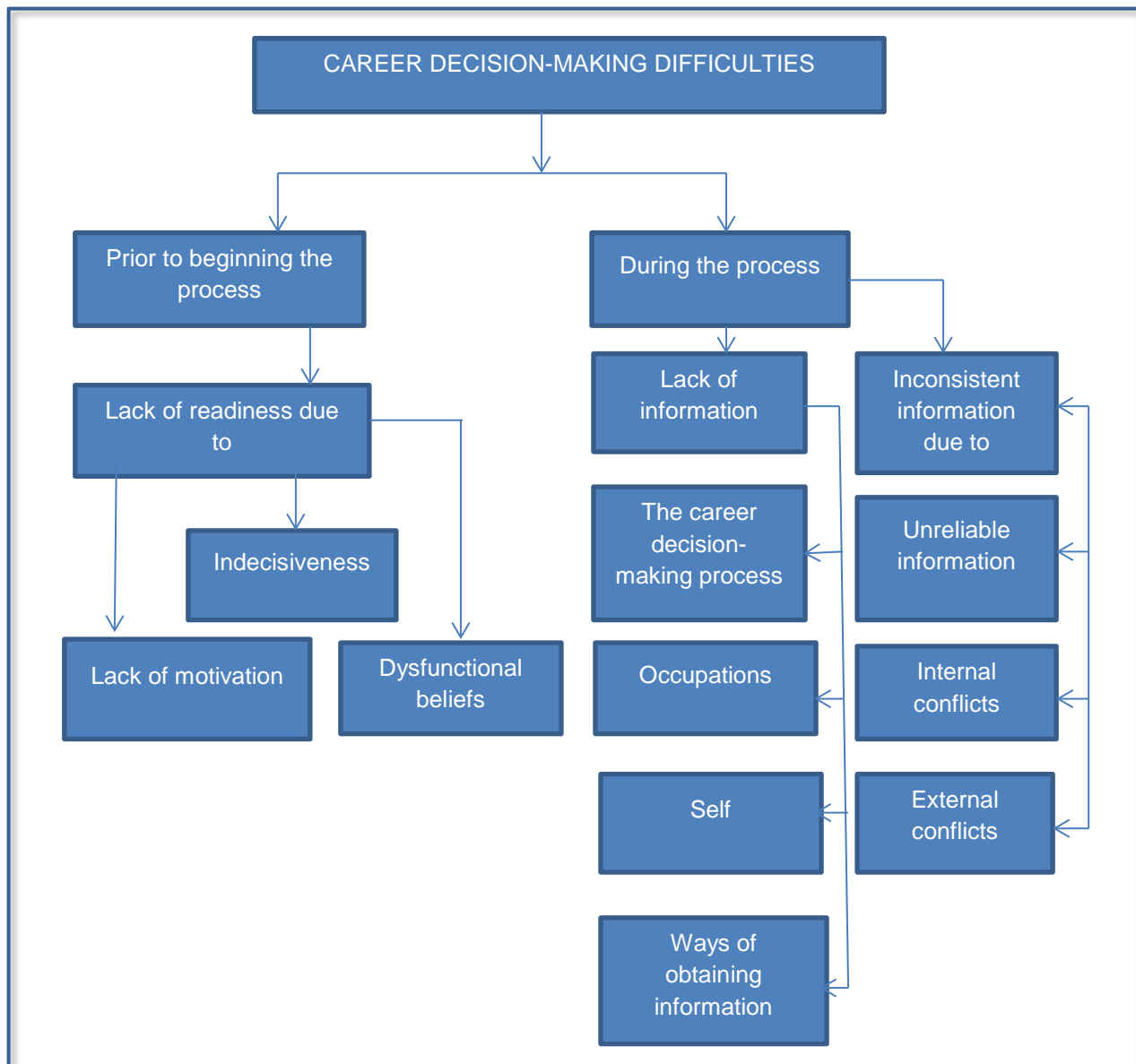
- (a) lack of knowledge about the steps involved in career decision making;
- (b) lack of information about the self;
- (c) lack of information about the different occupations; and
- (d) lack of information about different ways of getting more information (Osipow & Gati, 1998).

The third and last major category of difficulty is inconsistent information, which emanates from:

- (a) unreliable information;
- (b) internal conflicts such as incompatible preferences and other conflicts within the individual person; and
- (c) external conflicts deriving from incompatibilities with significant others (Osipow & Gati, 1998). The three major categories of difficulties and the 10 specific categories of the taxonomy are summarised in Figure 2.1.

Figure 2.1

Graphical representation of the taxonomy of career decision-making difficulties



Note: Adapted from Gati et al. (1996)

2.16.1 Different kinds of career decision difficulties

Gati and Asher (2001) and Kelly and Lee (2002) list five career indecision difficulties, which are:

- (a) *lack of career choice information* includes information about themselves, occupations, or ways of getting information
- (b) *identity diffusion* results from inadequate self-knowledge
- (c) *trait indecision* is characterised by the inability to make a career choice decision because the person is faced with several choices
- (d) *choice anxiety* is the fear of making a choice

- (e) *disagreement with significant others* regarding the career choice the person makes because they either disagree with or disapprove of the choice.

2.16.2 Reasons for changing career decisions

Maree (2020a; 2020b) groups the reasons for changing career decisions into the following five categories:

- (i) The first category comprises learners who experience career decision-making insecurity at some natural points during their academic journeys. These points include transitioning from one school to another (e.g. in pursuit of specific subjects), transitioning from one school phase to another, on completion of their school years (including deciding on future careers and field of study), and lastly on completing their tertiary education, including having to find employment.
- (ii) The second group comprises learners who accidentally discover additional information about the world of work and start to review subject choices they have made, including types of schools, fields of study, and institutions of higher education.
- (iii) The third group comprises learners who discover more about themselves and their traits and begin to question the decisions they have made concerning success in the fields of study they have chosen.
- (iv) The fourth group comprises learners who mature naturally and become more motivated and committed to perform better academically and also discover that they are capable of constructing themselves and their careers at an advanced level.
- (v) The fifth group comprises learners who are helped by skilled career counsellors to discover life themes and to consider pursuing different fields of study that are congruent with these life themes.

2.16.3 Differences between career indecisiveness and career indecision

Scholars such as Di Fabio et al. (2013) contend that there is a difference between career indecisiveness and career indecision. According to these scholars, career indecisiveness is linked to a broader state of indecision marked by anxiety and challenges in problem-solving. On the other hand, career indecision specifically refers to the struggle individuals face when making choices related to subjects, schools, fields of study, careers, and jobs. Notably, there is a negative correlation between career indecision and individuals' emotional-social intelligence.

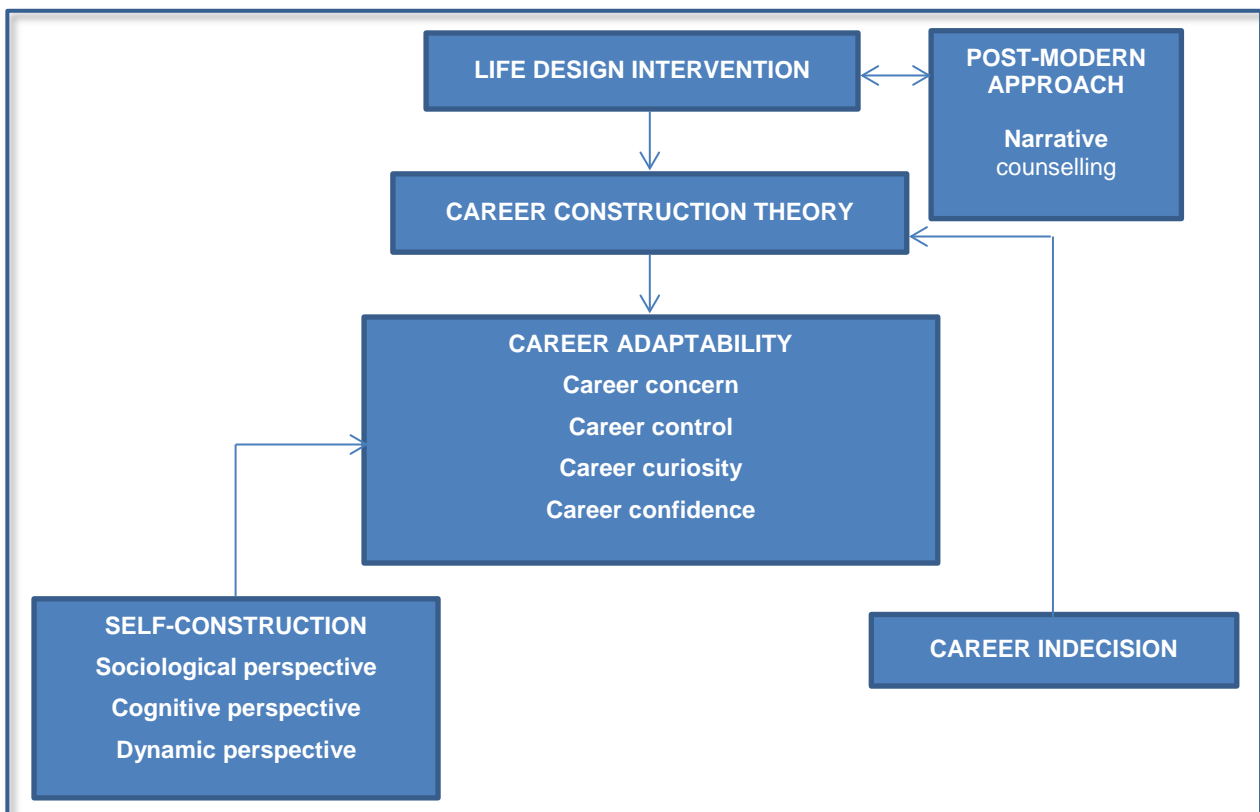
Bacanli et al. (2013) argue that career decision making differs in terms of level of education, gender, perceived academic success, socio-economic status, career decisiveness, as well as trust in career decision.

2.17 CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of a study is why the research topic is important and why the proposed methods to study it are appropriate and rigorous (Ravitch & Riggan, 2017). It involves a series of sequenced, logical propositions aimed at grounding the study and convincing readers about the importance and rigour of the study (Ravitch & Riggan, 2017). The conceptual framework of the present study is shown in Figure 2.2.

Figure 2.2

Conceptual framework of the study



The above conceptual framework served as a visual guide to direct the trajectory of the current study. It shows how the researcher orchestrated the study by establishing links among pivotal concepts to address the research questions. Since the underpinning theory for this study was Savickas et al.'s (2009) life design theory, its conceptual framework embraced the tenets of career construction theory (Savickas, 2009; 2013), and reiterated the significance of the four dimensions of career adaptability: career concern, control, curiosity, and confidence. Stated differently, career construction counselling was particularly leveraged, given its robust focus on enhancing individuals' career adaptability. This counselling approach was applied to tackle the issue of career indecision among FET phase learners in the Nkangala district within the Mpumalanga Province of South Africa. Moreover, the concept of self-construction, a critical factor in aiding individuals to architect their own life paths (Guichard, 2009), was an integral part of the framework. Notably, the study employed a combined approach of both self- and career construction interventions. It is crucial to underscore that the context within which individuals reside exerts a significant influence on their career development. The enhancement of learners' career development is inherently tied to their capacity to adeptly navigate the distinct environment they find themselves in.

2.18 SYNOPSIS

In this chapter I first discussed the changes that have taken place in the world of work globally and the impact they have had on career counselling. I then discussed the state of career guidance in South Africa and the waves of career intervention approaches in the sequence in which they occurred. I also discussed the theories of life design intervention and career construction, coupled with theories of career counselling, including lifespan, life-space theory, Holland's (1997) theory of vocational choice and adjustment, and Erikson's theory of psychosocial development. Lastly, I discussed career decision making and career indecision as well as the conceptual framework of the study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

As stated in Chapter 1, the current study aimed to explore the influence of life design intervention on the career adaptability and career decision difficulties of FET phase learners who attended a semi-urban school in the district of Nkangala in the Mpumalanga Province of South Africa. Chapter 3 now focuses on the research design and methodology that guided the research. The chapter also deals with the various techniques used in gathering qualitative data to help answer the primary as well as secondary research questions. The way in which I analysed, sorted and organised the data is also discussed, followed by the applicable ethical considerations and my role as researcher during the research.

3.2 RESEARCH DESIGN

A research design is a plan that provides the logical structure for addressing research problems and answering research questions (Salkind, 2010). It is a key component of research methodology. Salkind (2010) identifies two broad categories of research designs: observational and interventional. Each focuses on a different type of relationship between variables. The type of questions the researcher wishes to answer largely determine the type of research design that will be used in a study (Salkind, 2010).

I adopted an interventional research design in order to answer the primary research question. Such a design focuses on the cause-and-effect relationship between independent and dependent variables (Salkind, 2010). In interventional research, researchers create a situation where they can observe the change in a dependent variable when a stimulus (the independent variable) is introduced or manipulated (Salkind, 2010). The independent variable in the present study was the life design intervention, whereas the dependent variables were the career adaptability and career decision making of FET phase learners.

3.2.1 Interventional research design

As mentioned above, a life design intervention programme as proposed by Savickas (2009) and characterised by career and self-construction principles served as the independent variable in an experiment with a group of Grade 11 learners from a semi-urban school. The programme followed the six steps of a life design intervention as explained in Table 3.1. These steps were adapted from the article by Savickas et al. (2009), titled “Life Designing:

A Paradigm for Career Construction in the 21st Century”. The participants met once a week over a period of two months. The programme was presented in group sessions of an hour each.

Table 3.1

The six-step life design intervention programme implemented in the present study

Steps	Description and objectives	Activities and techniques	Outcomes
Step 1	Defining the problem and identifying what the participants hoped to achieve	<p>A working alliance was established with the participants.</p> <p>Objectives the participants hoped to achieve were defined.</p> <p>The role of the participants in constructing their lives was clarified.</p> <p>The idea of co-construction with the researcher was also clarified.</p> <p>The following questions were asked:</p> <ol style="list-style-type: none"> 1. How can I be of help, use, or value to you? 2. What are your goals? 3. What are you hoping to achieve from this whole exercise? 	<p>The participants assumed the role of experts on their own lives.</p> <p>Career aspirations and goals were identified.</p> <p>Future goals were set.</p>
Step 2	Exploring the participants' current system of subjective identity	<ul style="list-style-type: none"> ❖ Administer the CIP (parts 1 and 2). ❖ Administer the CIP (parts 3 and 4). ❖ Draw a life line. ❖ Talk about earliest regeneration/constructions (stories). ❖ Discuss role models, their qualities and why they were important to the participants. ❖ Discuss favourite books/films and significant qualities in heroes and heroines. ❖ Discuss personal success stories and strengths. ❖ Commence journal writing by the participants. 	<p>The participants' responses to the CIP questions were used to guide the participants as they constructed themselves and their careers.</p> <p>The participants were assisted in narrating their subjective stories guided by the CIP in answering questions about their choices.</p>

Steps	Description and objectives	Activities and techniques	Outcomes
		<ul style="list-style-type: none"> ❖ Talk about own life story (past and present). ❖ Engage in journal writing and reflect on activities. 	
Step 3	Opening new perspectives and developing objective views of the participants' stories	<p>Portfolio activities:</p> <ul style="list-style-type: none"> ❖ Draw a life line. ❖ What do you think you are learning about yourself? ❖ What do you value most? ❖ What do you enjoy? ❖ What are your interests? 	<p>Narration of new life stories was facilitated and guided by reflecting on the portfolio activities.</p> <p>New identities were discussed.</p> <p>The answers to the following questions posed to the participants were analysed to open new perspectives and develop objective views of the stories:</p> <ul style="list-style-type: none"> ❖ What does your lifeline reveal about your future career? ❖ How does your current day-to-day life help to develop your career?
Step 4	Placing the problem in a new perspective	<p>Life story:</p> <p>Analysing the information obtained during the previous steps/activities (CIP, interviews, and lifelines)</p>	<p>The participants were helped to co-construct their career life stories and make meaning of them.</p> <p>The participants' unique strengths were identified.</p>

Steps	Description and objectives	Activities and techniques	Outcomes
Step 5	Listing activities in which participants would engage to help them move from the current to the desired experience	<p>Telling the new story and specifying activities that could be converted into concrete actions.</p> <p>Making a collage to display newly formed identity.</p> <p>Who am I?</p> <p>Interpretation of newly formed career aspirations.</p>	The participants took the necessary steps to realise their life and career goals as formulated by themselves with the help of the researcher.
Step 6	Following up	Follow-up and closure	<p>The researcher and the participants jointly reflected on the life design intervention to gain perspective on the outcomes and findings of the activities that took place during the process of self- and career construction.</p> <p>They reflected on the intervention to determine whether the goals and objectives developed in Step 1 of the intervention had been achieved.</p>

Note: Adapted from Savickas et al. (2009).

3.3 RESEARCH PARADIGM

A research paradigm is “a set of assumptions or beliefs about aspects of reality, which gives rise to a particular world view” (Nieuwenhuis, 2007, p. 47). The research paradigm selected to guide the present study was social constructionism . Social constructionism views human beings as actively constructing knowledge in their own subjective and inter-subjective realities and that this happens in contextually specific ways (Coghlan & Brydon, 2014). According to Cohen et al. (2011), people seek understanding of the world in which they live

and work, and they develop subjective meanings of their experiences. Social constructionism holds that research should rely as much as possible on participants' view of a situation (Cohen et al., 2011). The goal of the present study was to explore how the FET phase learners from a semi-urban school chose careers and designed themselves from a personal and social constructionism perspective, as guided by the career construction theory of Savickas (2005; 2009; 2013).

Social constructionism also forms part of this study as the significance of environment is emphasised in life design-based counselling. Past and present interactions between an individual and the environment, as well as the manner in which the environment is observed and interpreted by the individual, are incorporated in social constructionism (Savickas et al., 2009).

3.4 RESEARCH METHODOLOGY

3.4.1 Participants and sampling

Non-probability sampling methods for selecting population elements were used in the study. Since these methods are not based on the random selection of participants, they are unreliable when drawing important conclusions about a population (Maree, 2016). I nevertheless opted to use convenience and purposeful sampling methods, which means that I selected the participants from a setting that was convenient to me (Maree & Pietersen, 2011). I purposefully selected elements from the target population because of their fit with the study aims and with the specific inclusion and exclusion criteria (Daniel, 2012).

I selected Grade 11 learners because they are in the FET phase of the education bands. The learners were selected from a conveniently located school that was accessible to me. The school is situated in a semi-urban area and has only black learners. Male as well as female learners were given the chance to participate in the study. The participants complied with the criteria listed below.

- ❖ They attended a school in a semi-urban area.
- ❖ They were learners in Grade 11 (aged between 15 and 22).
- ❖ All the learners were willing to participate in the intervention.

Table 3.2
Descriptive statistics of participants

PARTICIPANT DESCRIPTOR	DESCRIPTOR		
	AGE	GENDER	MOTHER TONGUE
Participant 1	17 years 9 months	Female	Ndebele
Participant 2	18 years 6 months	Male	Zulu
Participant 3	21 years	Male	Ndebele
Participant 4	17 years 9 months	Female	Zulu
Participant 5	16 years 6 months	Female	Xhosa
Participant 6	18 years	Male	Ndebele
Participant 7	18 years	Female	Zulu
Participant 8	17 years 2 months	Female	Tswana
Participant 9	18 years 4 months	Male	Zulu
Participant 10	18 years	Male	Zulu
Participant 11	18 years 5 months	Female	Zulu
Participant 12	19 years 5 months	Male	Ndebele

The mean ages of the participants according to gender are shown in Table 3.3.

Table 3.3
Mean ages of participants according to gender

Gender	Mean age
Females	17 years 5month
Males	18 years 8 months

3.4.2 Qualitative data generation techniques

Various qualitative data-gathering techniques were used in the study. They are discussed briefly in the next section.

3.4.2.1 Interviews

Structured as well as unstructured interviews were used to gather rich data from the participants. All the participants were given the opportunity to express their thoughts and personal experiences in an uninterrupted manner. The researcher assisted the participants by probing their ideas and extending the questions (Given, 2012).

3.4.2.2 Observations

Observations were done as a way of gathering various kinds of behavioural or interactional data. During the observations I was able to gather rich information on the behaviour of the participants and also made comprehensive field notes on their behaviour.

3.4.2.3 Collages

The participants developed collages on how they saw themselves in their future careers. Pictures, phrases, and words associated with their careers and choices were used. The participants were encouraged to explore and reflect on their goals and personal strengths. Each participant created his or her own collage.

3.4.2.4 Lifelines

The participants drew lifelines about important events in their development up to where they were today. The lifelines comprised highlights and disappointments in their lives and how they shaped their future careers. The lifelines helped the participants tell their life stories and reflect on their experiences.

3.4.3 Postmodern qualitative data-gathering techniques used in the study

3.4.3.1 Career Interest Profile (CIP)

The *Career Interest Profile (CIP, v5)* (Maree, 2016c) is a qualitative tool that helps individuals determine their career interests and life themes. I decided to use the *CIP* because it provides qualitative data on how people interpret their interests, potential, and values. In my study it helped to make the participants aware of different careers since some of them had had very little experience of the world of work. It also helped them construct their career aspirations, shape their identities, and design their lives.

The *CIP* comprises four parts. Part 1 deals with biographical information, family influences, and occupational information. Part 2 deals with career choice-related questions, for example, “write down the names of the five specific careers you think you would like most”. Part 3 is a list of career category preferences and dislikes. The list consists of 19 career categories. Participants are asked to first select six career categories that interest them, starting with the one that interests them most, then the second that interest them until they reach the sixth category. They are then asked to select six career categories that interest them least, where 1 is the least, 2 the second least, up until they reach 6. Part 4 deals with career story narratives. It includes questions about an individual’s strengths, values, talents and skills, role models, favourite books, favourite films, favourite websites, life stories and major themes from the life stories.

3.4.4 Summary of the process that was followed during the generation of data and implementation of the life design-based intervention

The intervention took place over a period of seven weeks. Each session lasted approximately 50 to 60 minutes. The sessions were held at 15:00 after teaching and learning were completed. The sessions started in March 2021 and ended in April 2021. The sequence of steps that were used to generate data as well as the planned activities as stipulated in the qualitative intervention are shown in Table 3.4.

Table 3.4

Data generation plan

Steps and sequence of activities	Planned activities	Date and time
Step 1	Welcoming, establishing working alliance, clarification of roles and formation of objectives	11 February 2021, 15:00
Step 2	Administering the <i>CIP</i> (part 1 and 2)	17 February 2021, 15:00
Step 2	Administering the <i>CIP</i> (part 3 and 4)	24 February 2021, 15:00
Step 3	Doing portfolio activities Lifelines	10 March 2021, 15:00

Steps and sequence of activities	Planned activities	Date and time
Step 4	Narrating life stories Revisiting previous activities and sections of the <i>CIP</i>	16 March 2021, 15:00
Step 5	Continuing with portfolio activities Collages Drawings	08 April 2021, 15:00
Step 6	Following up, closure, and post-intervention interview	14 April 2021, 15:00

3.4.5 Data analysis

Data analysis “involves organizing the data, conducting a preliminary read-through of the data base, coding and organizing themes, representing the data, and forming an interpretation of them” (Creswell & Poth, 2018, p. 181). In the present study, qualitative data were drawn from the *CIP* and the written life stories of the participants. During narrative analysis (conducted to analyse the qualitative data), the researcher identified narrative strings (commonalities that run through the text), narrative threads (major emerging themes), and temporal themes (past, present, and future contexts) (Nieuwenhuis, 2016). In the present study, this analysis was made according to the following four steps proposed by Creswell and Poth (2018):

- i. Managing and organising data – from the outset the data were organised into digital files and a file-naming system was created.
- ii. Reading and recording emergent ideas – getting a sense of the whole data base before breaking it into smaller parts.
- iii. Describing and classifying codes into themes – data were described, classified, and interpreted.
- iv. Developing and assessing interpretations – this stage involved organising themes into larger units of abstraction in order to make sense of the data.

In addition to the data analysis steps listed above, I followed the six phases of thematic data analysis as proposed by Clarke and Braun (2013). These steps, which were adapted from

their article titled “Teaching Thematic Analysis: Overcoming Challenges and Developing Strategies for Effective Learning” are shown in Table 3.5.

Table 3.5

Thematic analysis plan

STEPS	SEQUENCE OF STEPS	TECHNIQUES USED
Step 1	Familiarisation with the data	I completely immersed myself in and thus became intimately familiar with the data by repeatedly reading it. I also listened to the audio recordings several times to ensure that all information gathered was captured.
Step 2	Coding	I generated labels for important features of the data that were relevant to the main research question posed in the study. I used the codes to capture both semantic and conceptual features in the data. Once all the data items had been coded, I collated all the codes in an orderly way.
Step 3	Searching for themes	Themes were developed and relevant patterns identified. Similarities in the data were identified. Step 3 was concluded by collating all coded data relevant to each theme.
Step 4	Reviewing themes	The themes were inspected to determine whether they told a coherent story about the data, after which sub-themes were identified.
Step 5	Defining and naming themes	Detailed analysis of each theme was conducted and each theme was named.
Step 6	Writing-up process	Weaving together the analytic narrative was done during this phase. Data were contextualised in relation to the literature and in line with the findings of the researcher. The final conclusions were written up.

Note: Adapted from Clarke & Braun (2013).

While the six steps of thematic analysis were initially outlined in a sequential manner, it is important to note that this does not mandate strict adherence to that sequence (Clarke & Braun, 2013). Thematic analysis functions as an interconnected process, allowing researchers to navigate forward, backward, and even apply the six steps concurrently at various stages throughout their research journey.

3.5 TRUSTWORTHINESS AND QUALITY ASSURANCE

The integrity of qualitative research depends on how valid its findings are, that is, how accurate or truthful they are considered to be (Ary et al., 2006). Four criteria that promote the trustworthiness of qualitative data are credibility, transferability, dependability, and confirmability (Ary et al., 2006). The criteria are discussed briefly below.

Credibility – the degree to which research findings prove to be believable and truthful.

Dependability – the extent to which another researcher can replicate the research findings with similar participants in a similar research context.

Confirmability – the extent to which the research is free of bias in terms of the procedures followed and the interpretation of results.

Transferability – “the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups” (Ary et al., 2006, p. 507).

The strategies used by the developer to ensure the validity, trustworthiness, and credibility of the *Career Interest Profile (CIP)* are listed and explained in Table 3.6. These strategies were adapted from the *Career Interest Profile (Version 6)* by Maree (2017).

Table 3.6

Strategies used to enhance the validity, trustworthiness, and credibility of the Career Interest Profile (CIP)

CRITERION	STRATEGY	EXPLANATION
Credibility	Extended fieldwork and observations	Data were generated over a period of seven weeks to ensure that sufficient data were generated. Different stages of information gathering and analysis were conducted to ensure a connection between the findings and the participants' reality to increase validity.
	Member check	The questionnaire was reviewed by local and international experts, and their comments were used to rephrase the wording to extract deeper meaning during the interviews.
Dependability	Peer examination	Peers reviewed and confirmed that the results were consistent with the data generated.
	Audit trail	The researcher explained all the steps that were followed when data were generated, how themes and sub-themes were obtained, and how conclusions were reached throughout the research process.
	Triangulation	Multiple means of data generation were used.

CRITERION	STRATEGY	EXPLANATION
Confirmability	Participant review and validation	The participants reviewed the researcher's interviews and were given an opportunity to verify the information analysis throughout the research process.
	Avoidance of researcher bias	The researcher ensured that the data generated were a true reflection of the participants' responses and not the researcher's own views.
Transferability	Avoidance of subjective interpretation	Accurate, detailed, and complete descriptions of the research contexts and participants were given.
	Provision of rich and in-depth descriptions	The researcher endeavoured to be as objective as possible during the analysis of the information.
	Avoidance of conclusions	The researcher provided adequate information on the participants, particularly how they were selected, the sample size, and the research context to enable readers to evaluate the findings.

QUANTITATIVE PART OF THE CIP

Trustworthiness/Credibility is defined as the consistency of opinions expressed by the same learners on the <i>CIP</i> career categories on different occasions	Researchers checked if career category rankings changed substantially over time. To this end, two-sided paired t-tests (based on the ranking of the learners' first preferred six career categories) were calculated.	Paired t-tests revealed that 17 career categories did not differ significantly from the mean ranking of the second administration of the test. In the case of the other two categories, the effect sizes indicated that these two career category rankings did not change over time.
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CRITERION	STRATEGY	EXPLANATION
Conceptualisation of the <i>CIP</i> career categories	<p>i) South Africa (N=343) to check if the <i>CIP</i> career categories correlated positively with <i>Rothwell-Miller Interest Blank (RMIB)</i> categories. The Spearman correlations between the <i>CIP</i> and <i>Rothwell-Miller</i> rankings were calculated based on the 19 career categories of the <i>CIP</i> and the 12 career categories of the <i>RMIB</i>.</p> <p>ii) Italy (N=89). There were 42 participants in the experimental group and 47 in the control group making a total of 89 participants.</p>	<p>i) 16 out of 19 <i>CIP</i> career categories correlated positively with those of the corresponding <i>RMIB</i> career categories, ranging from either high or medium practical significance.</p> <p>ii) All <i>CIP</i> career categories correlated positively with the corresponding <i>Self-Directed Search questionnaire (SDS)</i> categories.</p>
<p>When the researchers conducted a study on the use of the <i>CIP</i>, their aim was to check if the career categories listed in it correlated with the <i>Self-Directed Search (SDS)</i>. The Spearman correlations between the <i>CIP</i> and the <i>SDS</i> rankings were calculated based on all 19 career categories of the <i>CIP</i> and all six categories of the <i>SDS</i>.</p>		

Note: Adapted from Maree (2017).

3.6 ETHICAL CONSIDERATIONS

Because the present study involved human beings, the ethical guidelines for human research were adhered to. I followed the ethical guidelines specified in the Ethics and Research Statement of the Faculty of Education of the University of Pretoria, and these are discussed briefly next.

3.6.1 Informed consent

I obtained informed consent from the participants and explained the nature and goals of the research project to them. I told them they could withdraw or terminate their participation in the project at any time. The participants signed an assent form. Since the participants in

the study were minors, their parents were also requested to sign a consent form on their behalf prior to the start of the research project.

3.6.2 Voluntary participation

Participation in the study was voluntary. No participant was compelled either by the school or me to take part in the research project. It was clearly explained to the participants before the start of the project that they were participating voluntarily.

3.6.3 Privacy, confidentiality, and anonymity

I assured the participants and others concerned that other people would not have access to the participants' information. The information the participants provided during the intervention was reported in such a way that it could not be linked to them personally.

3.6.4 Protection from harm

I ensured that the participants were protected from harm and that their well-being was a priority in the research. A psychologist was on hand to counsel any participants requiring counselling. All possible steps were taken to avoid any harm that could arise from participating in the research project.

3.6.5 Fidelity

The principle of fidelity refers to the need for research accuracy (Hartas, 2010). The accurate use of measures and their interpretation in the study was essential. Data were gathered and reporting on as accurately as possible. The results were communicated to the participants so that they could verify them and thus assist the researcher to avoid misinterpretation of any of the research findings.

3.7 ROLE OF THE RESEARCHER

I, as the researcher in this project, did not have any relationship with the school where the research was conducted, although I was an employee of the Department of Education in the district office where the school is managed. The following tasks and responsibilities were an important part of my role.

- ❖ Obtaining informed consent from the participants and informing their parents/guardians that the sessions would be recorded.

- ❖ Being transparent with all participants in the study, including parents of the participants, the school principal, school governing body and the department of education in Mpumalanga province by clarifying the purpose of the research from the outset.
- ❖ Conducting an in-depth literature review on the research topic.
- ❖ Administering several methods of qualitative data gathering, including lifelines, drawings, and collages.
- ❖ Allowing the participants ample time to reflect on their personal experiences.
- ❖ Analysing and interpreting the data according to the prescribed methods as accurately as possible, while being aware of my own biases as researcher.
- ❖ Storing all data in a safe place and ensuring confidentiality and anonymity at all times.

3.8 THE IMPACT OF COVID-19 ON THE STUDY

Data gathering for the present study was conducted in February 2021 until April 2021. Covid-19 occurred abruptly in March 2020. After the onset of Covid-19 several restrictions were introduced to manage the pandemic and one of them was national lockdown. Different levels of lockdown were implemented ranging from level 5 to level 1. During this period schools were closed and at some point, during lower levels of lockdown, they were opened with certain restrictions and measures to manage the spread of the virus. The school attendance timetable was restructured to accommodate social distance in the classrooms. To this end, schools were compelled to make learners' attendance rotational each week per grade to adhere to the Standard Operational Procedures (SOP) for the containment and management of Covid-19 for schools and school communities (DBE, 2020).

I had planned to gather data for my study in 2020 academic year but due to the pandemic, I had to postpone my research until February 2021. The postponement resulted in a delay in completing the study on time because I had to extend the study period by another year. The Standard Operational Procedures for the containment and management of Covid-19 lasted beyond 2021 at the time when I was gathering data for the study. During that period, the school timetable where I gathered the data changed from day to day depending on situation at school as guided by the detection of Covid-19 cases. On more than two occasions I arrived at school and was told that learners were sent home because one of them tested positive to Covid-19 virus. That resulted in me visiting the research site more than I had planned. On some occasions teachers were not willing to release learners to attend the sessions because they also needed them to catch up for the lost time when learners were not attending classes due to rotational timetable. I had to negotiate with the school principal from time to time to be able to complete all the sessions.

3.9 SYNOPSIS

This chapter focused on the methodology used in the research project. I explained in detail the research design, methodology, data generation, and data analysis methods used in the study. I outlined the strategies employed to enhance the validity, reliability, and trustworthiness of the research data. I concluded the chapter by discussing the research ethics that were adhered to as well as my role as the researcher in the study. The next chapter covers the research results.

CHAPTER 4: RESULTS

4.1 INTRODUCTION

The previous chapter covered the research design, methodology, and other aspects of the data gathering and analysis in the study. As already stated, the purpose of the study was to explore the influence of a life design intervention on the career adaptability and career decision-making difficulties of learners in the FET phase who attended a semi-urban school in the district of Nkangala in the Mpumalanga Province of South Africa. The participants attended sessions over seven weeks during which they were involved in various life design intervention-related activities. The activities included a pre-intervention interview where the learners presented and discussed their goals and career aspirations. In addition to these activities, the learners completed the paper-and-pencil version of the *Career Interest Profile* (CIP, v5) (Maree, 2021), which exposed them to various questions on their career-life stories, personal goals, and career aspirations. The participants also completed other activities related to life design counselling, which included collages, lifelines, and open-ended interviews. The programme concluded with post-intervention interviews to summarise the participants' experiences and reflections on the intervention.

Data gathered during the study were recorded and transcribed in preparation for the qualitative analysis process. The participants' permission was duly obtained in respect of such recordings.

4.1.1 Overview of the process followed during data analysis

Postmodern qualitative data generation techniques such as the CIP, portfolio activities (collages and lifelines), journal entries, pre- and post-intervention group interviews, and discussions were used to gather data for analysis. Thematic data analysis as outlined by Clarke and Braun (2013) was carried out. Thematic data analysis is a method used for systemically identifying, organising, and gaining insight into patterns of meaning (themes) across a data set (Braun & Clarke, 2012). The identified patterns of meaning were essential for answering the research questions in the study. Both inductive and deductive approaches to data coding were followed. Braun and Clarke (2012) state that coding and analysis often involve a combination of inductive and deductive approaches and that it is virtually impossible for analysis to be purely inductive as researchers tend to bring subjective beliefs to the data when they analyse it. When coding the data in the study, I partly used the

deductive approach to help me identify relevant themes and subthemes. I used the deductive approach based on my conceptual framework to code themes. Two themes, namely (1) career decision making and (2) career adaptability were predetermined according to the conceptual framework of the study. Mostly, I adhered to an inductive approach towards data coding and analysis since the codes and themes were strongly linked with the data.

The themes that emerged were associated with the participants' lived experiences, their past and current career development, their future career aspirations, and the influence the intervention had on their career decision making and career adaptability.

4.2 THEMES AND SUB-THEMES IDENTIFIED DURING DATA ANALYSIS

The main themes and sub-themes that were identified are summarised in Tables 4.1 and 4.2.

Table 4.1

Predetermined themes and sub-themes

Main theme	Sub-theme
1. Career adaptability	Concern Control Curiosity Confidence
2. Career decision making	Lack of readiness Lack of information

Table 4.2

Themes and sub-themes identified inductively during the data analysis

Main theme	Sub-themes
1. Sense of mastery	<ul style="list-style-type: none"> ❖ Health-enhancing power of participating in sport ❖ Healing power of music ❖ Entrepreneurial/ Business orientation ❖ Self-efficacy enhancing power of achieving goals
2. Positive outlook on life	<ul style="list-style-type: none"> ❖ Determination to succeed ❖ Drawing on successful role models ❖ Constructive role of significant others
3. Painful stories about the past	<ul style="list-style-type: none"> ❖ Negative influence of depression ❖ Degrading effect of bullying ❖ Impact of socio-economic factors ❖ Lack of parental support ❖ Loss of loved ones
4. Dependence	<ul style="list-style-type: none"> ❖ Need to be provided for financially ❖ Need to be provided with information
5. Sense of pride	<ul style="list-style-type: none"> ❖ Academic achievement ❖ Learning new skills

4.3 PROCEDURE FOR IDENTIFYING THEMES AND SUB-THEMES

Data obtained from the participants' various postmodern data generation techniques were summarised according to meaningful themes and sub-themes. The analysis as described by Clarke and Braun (2013) took place over six phases, which I will discuss later in more detail. Because thematic data analysis is not a linear process, it involves moving back and forth between data extracts in the search and identification of themes and sub-themes. When identifying themes, not only what is found to be common in various sources of data is coded but also what is meaningful and important about the topic and research questions. As indicated in section 4.1 interviews conducted with the participants were recorded by the use of audio-recorder for the researcher to be able to transcribe the content and be able to identify themes and sub-themes from the discussions with the participants. Permission was duly obtained from the participants to record the interviews.

4.4 IDENTIFIED THEMES AND THEIR APPLICABILITY TO THE RESEARCH QUESTIONS

During the process of identifying themes and sub-themes, only patterns of meaning of importance to the topic of the study and the research questions were explored (Braun & Clarke, 2012). Themes were therefore identified to answer the research questions listed below.

4.4.1 Primary research question

How can a life design intervention influence the career decision making of further education and training (FET) phase learners in an urban/semi-urban school?

4.4.2 Descriptive questions

1. How can career construction counselling inform an intervention to enhance the career decision making of FET phase learners in the district of Nkangala in the Mpumalanga Province of South Africa¹?
2. What factors can influence FET phase learners' career decision making adversely?

4.4.3 Exploratory questions

1. What were the main differences between the pre- and the post-intervention themes that emerged from the learners' (participants') narrative data?
2. How did the intervention influence the learners' career decision-making capacity?

4.5 IDENTIFYING THE SOURCE OF THE QUOTES

I used a four-digit coding system as shown in Table 4.3 to structure the codes and make them easily identifiable by readers. The first digit in the code represents the participant, the second is the type of life design-related counselling intervention, the third digit refers to the page number, and the fourth represents the line(s) where the responses can be found. Regarding the *CIP*, I used a digit plus the letter of the alphabet to indicate from which sub-section of the questionnaire the quote came. For example, (5A) indicates *CIP* Section 1.

¹ The phrase "in the district of Nkangala in the Mpumalanga Province of South Africa" is not repeated but should be assumed in all relevant cases.

Table 4.3

Data referencing and coding system

Participant number	Source of data	Page number	Line number
1	1. Pre-intervention interview		
2	2. Lifeline		
3	3. Collage		
4	4. Drawings		
5	5. <i>CIP</i> (A) Section 1, (B) Section 2, (C) Section 3, (D) Section 4		
6	6. Reflective journal		
7	7. Post-intervention interview		
8			
9			
10			
11			
12			

The code (1;2;4;25) refers to (Participant 1; the lifeline as a data source; page 4; line 25)

Explanatory example: The four-digit code (12;6;4;8) means the following:

- ❖ 12 represents participant number 12
- ❖ 6 represents the pre-intervention interview
- ❖ 4 represents page 4, and
- ❖ 8 represents line 8

4.6 INCLUSION AND EXCLUSION CRITERIA

The inclusion and exclusion criteria regarding all identified themes and sub-themes are delineated in the following sections. Whereas Figure 4.1 visually represents the deductively identified themes and sub-themes, Table 4.4 summarises the inclusion and exclusion criteria pertaining to the *a priori* themes. Additionally, Figure 4.2 visually illustrates the additional themes and sub-themes identified inductively from participants' experiences. Table 4.5 offers a comprehensive summary of these additional themes and sub-themes.

Figure 4.1

Predetermined themes and sub-themes

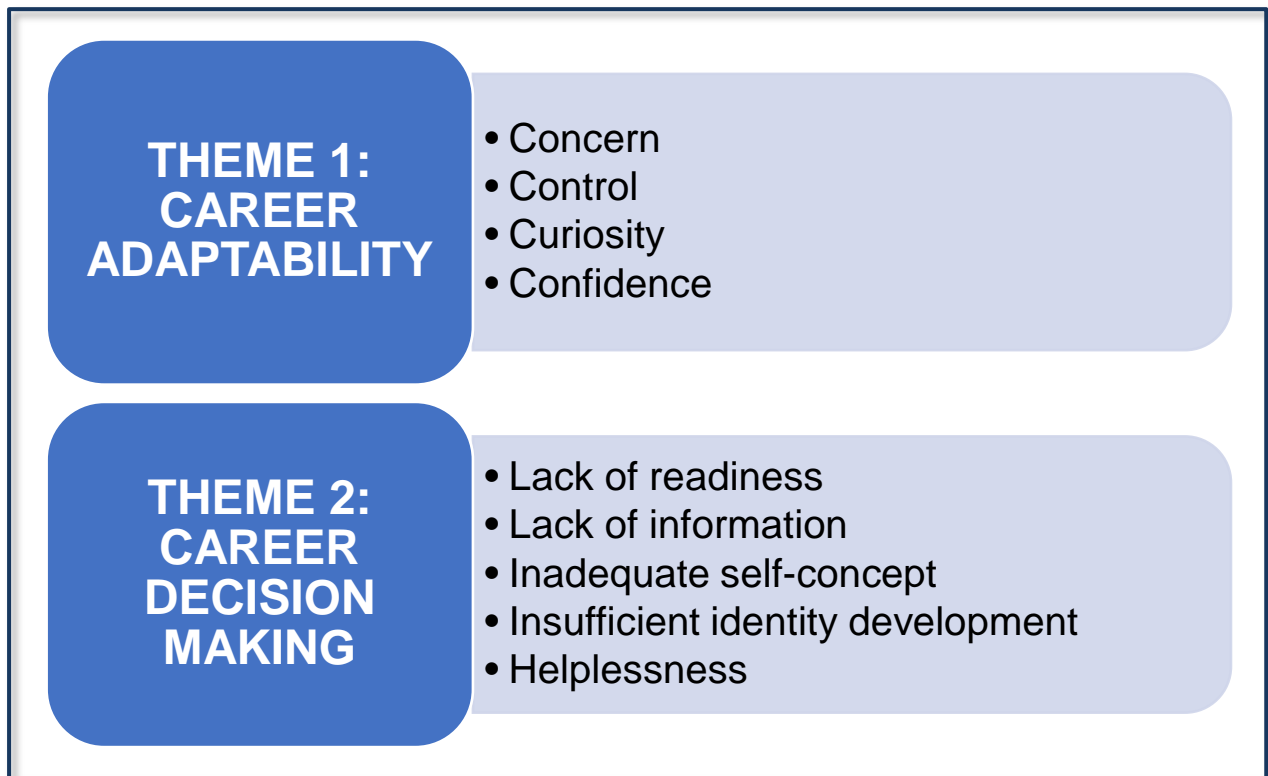


Table 4.4
Inclusion and exclusion criteria² applied to deductively identified a priori themes and sub-themes³

Sub-theme	Inclusion criterion/a	Substantiating quotations from the participants' written comments	Exclusion criterion/a	Substantiating quotations from the participants' written comments
THEME 1: CAREER ADAPTABILITY				
Concern	Any significant indication that the participants were looking forward to and focusing on educational and professional paths and adopting a positive attitude towards the future (Nota et al., 2016).	(5;3) "I want to study hard and graduate. I want to be a doctor and help the sick people in my village."	Any significant indication that the participants were not focusing on educational and professional career trajectories and did not have any plans for their future careers.	(3;1;2;32) "I expect that you will help me stress less about what to do to and start the process of choosing a career."
Control	Any significant indication that the participants were responsible for the construction of their own careers and accepted the career choices they had made (Nota et al., 2016).	(9;1;1;2-3) "I am good at playing soccer, and now I know that I am able to realize my dream to see myself playing for a PSL club and make lots of money. Presently, I am a great captain for a local soccer team, and I see that my future is in soccer, becoming a professional soccer player that can provide for his family."	Any significant indication that the participants were not responsible for the construction of their careers.	(5;5A;7) "You can tell me more about the different careers that are there. I feel lost."

² For examples of inclusion and exclusion criteria, see Section 4.7.

³ The responses of the participants are verbatim with only light editing to preserve the authenticity of the responses.

Sub-theme	Inclusion criterion/a	Substantiating quotations from the participants' written comments	Exclusion criterion/a	Substantiating quotations from the participants' written comments
Curiosity	Any significant indication that the participants were exploring, seeking information, and examining available alternatives to make career choices that were realistic and resonated with their personal goals (Nota et al., 2016).	(12;1;1;6-10) "I want to find out how to start my own business. I can be happy if you can help me register a CK so that I have my own business. I do not like studying that much. School is so difficult for me. My goal is to create work for myself so that I make enough money for myself and my family. I am just coming to school so that I can have a matric certificate."	Any indication that the participants were not exploring, seeking information, and examining available alternatives to make career choices that were realistic and resonated with their personal goals.	(7;1;1;15) "I actually just do not know what I want to do after matric and about study options, and I am not motivated to find out more at this point."
Confidence	Any significant indication that the participants believed that they had the capacity to deal successfully with the challenges relating to career choices (Nota et al., 2016).	(10;3) "Making music is my passion. I am good at it. I can live my life making music. I will also make a living with music. Musicians make a lot of money. I live and dream music. My future is in music."	Any significant indication that the participants did not believe that they had the capacity to deal with challenges relating to career choices.	(1;5A;2) "Since I know I will not have money to take me to a law school or even pass, you can help by helping me find money so that I can start my own hair-dressing business." (7;1;1;15) "I actually do not know what to do after matric, and I feel unsure about my potential."

Sub-theme	Inclusion criterion/a	Substantiating quotations from the participants' written comments	Exclusion criterion/a	Substantiating quotations from the participants' written comments
THEME 2: CAREER DECISION MAKING				
Lack of readiness	Any significant indication that the participants lacked readiness to make career decisions (Osipow & Gati, 1998).	(7;1;1;15) "I actually just do not know what I want to do after matric and about study options, and I am not motivated to find out more at this point. But maybe you can assist me."	Any significant indication that the participants were either ready or eager to obtain information that would enhance their readiness to make career decisions.	(1;1;1;1) "I know I am good at soccer and my goal is to get information on how to play for PSL teams." (12;7;1;13) "I will study hard so that my dream of becoming a businessman comes true." (12;7;3;61-61) "Thank you for the project about careers. I have learned many things about careers. Now I am confident about what I want to do." (4;7;1;1-4) "I was affected by depression and anxiety. Sometimes I failed to plan for my future. Since I attended this programme, I feel better and have started to plan for my future. I want to become a psychologist so that I can help people who suffer from depression and other mental illnesses."

Sub-theme	Inclusion criterion/a	Substantiating quotations from the participants' written comments	Exclusion criterion/a	Substantiating quotations from the participants' written comments
Lack of information	Any significant indication that the participants lacked information to be able to make career decisions (Osipow & Gati, 1998).	11;1;1;16) "I expect you to help me choose a career and more about careers because I know very little about these matters."	Any significant indication that participants had the necessary information to make career decisions or were eager to obtain information about possible future careers/ jobs.	(11;7;2;45-47) "When we started with the project, I did not know what I wanted to do for a career except be a traditional healer. After the research, I started to take an interest in some of the study fields the researcher and I agreed upon and obtained more details about them." (6;7;3;52-52) "I have learned many things about myself, especially about careers including how to choose one."
Inadequate self-concept	Any significant indication that the participants' self-concept had not been adequately developed.	(11;1;1;16) "I do not know myself and my potential well and expect you to help me choose a career and know myself better."	Any significant indication that the participants' self-concept had been adequately developed.	(3;4) "When I was young I already liked to do music and excelled in music. I know that I can do it as a career." (11;7;2;45-46 &48) "When we started with the project, I did not know what I wanted to do for a career except be a traditional healer. Now I am sure that I will still want to work with people, but I want to work in the field of nursing."

Sub-theme	Inclusion criterion/a	Substantiating quotations from the participants' written comments	Exclusion criterion/a	Substantiating quotations from the participants' written comments
Insufficient identity development	Any significant indication that the participants' self-identity had not been sufficiently developed.	(2;1;1;31) "My expectation is that you will help me investigate myself so that I know myself better, so that I know what I want in life and who I am."	Any significant indication that the participants' self-identity had been sufficiently developed.	(3;5B;3) "I have learned that my special skills are working with my hands and making music."
Helplessness	Any significant indication that the participants experienced feelings of helplessness.	(10;2;1;56) "I was paralysed, body unable to move, fainted (almost died) and doubt my ability to find suitable work ever."	Any significant indication that the participants did not experience feelings of helplessness.	(9;4) "I understand that I need to make sure that I improve my skills to be a professional soccer player."

Figure 4.2

Themes and sub-themes identified inductively during the data analysis

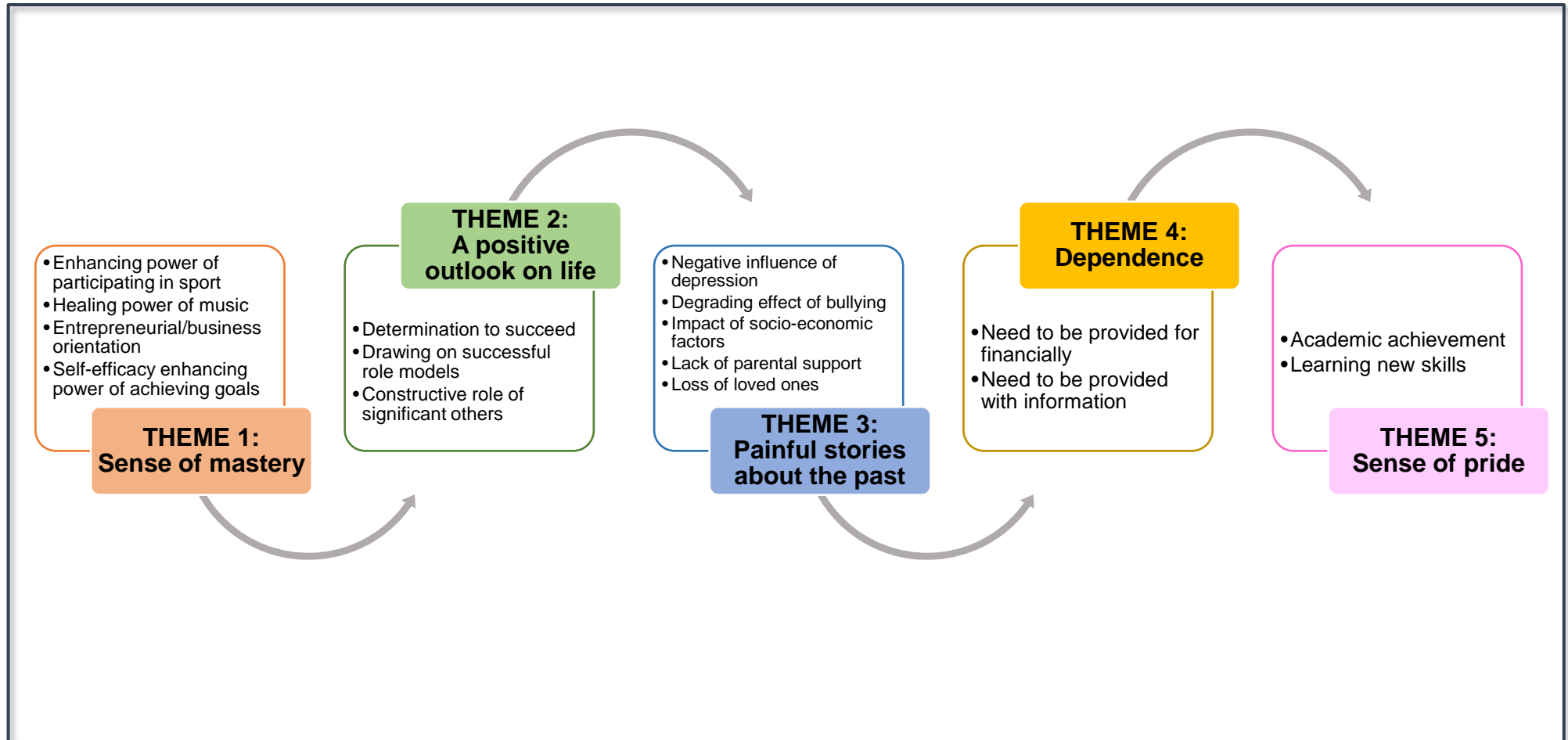


Table 4.5
Inclusion and exclusion criteria applied to inductively identified themes and sub-themes

Themes	Sub-themes	Inclusion criteria	Substantiating quotations from the participants' written comments	Exclusion criteria	Substantiating quotations from the participants' written comments
Sense of mastery	❖ Enhancing power of participating in sport	Any significant indication that the participants had mastered certain skills and believed that they could build a career on them.	(7;2;1;10) "In 2020-2021 I learned how to start and manage a business."	Any significant indication that the participants had not mastered any skill to build a career on.	(12;1;1;8) "I don't like studying much. School is so difficult for me; I doubt my ability to complete school."
	❖ Healing power of music				
	❖ Entrepreneurial/ business orientation				
	❖ Self-efficacy enhancing power of achieving goals		(9;2;1;15) "I am very good at soccer. I played for Jomo cosmos' [a professional, first league soccer team] 'development' team."		
A positive outlook on life	❖ Determination to succeed	Any significant indication that the participants had a positive outlook on life and believed that the future held chances for them to succeed economically.	(1;5B;4) "Tough times never last, only tough people do."	Any significant indication that the participants did not see a bright future and that they did not show any belief that they would make it economically.	(4;2;1;47) "In 2017 I started drinking and going out at night. I cannot see myself finding suitable work in the future."
	❖ Drawing on successful role models				
	❖ Constructive role of significant others				

<p>Painful stories about the past</p>	<ul style="list-style-type: none"> ❖ Negative influence of depression ❖ Degrading effect of bullying ❖ Impact of socio-economic factors ❖ Lack of parental support ❖ Loss of loved ones 	<p>Any significant indication that the participants had painful stories that had impacted on how they planned their future.</p>	<p>(4;2;1;48-50) "In 2019 I lost my baby brother and it felt like hell, I was broken. Depression troubled me. Anxiety attacks took me to hospital."</p>	<p>Any significant indication that the participants did not have painful stories that would shape their future.</p>	<p>(11;1;1;16-17) "I do not know myself and my potential well, and I expect you to help me choose a career and know myself better. I expect you to help me choose a career and know more about careers because I know very little about these matters. I don't know that my past was so bad that I can blame it for not achieving now or in the future."</p>
<p>Dependence</p>	<ul style="list-style-type: none"> ❖ Need to be provided for financially ❖ Need to be provided with information 	<p>Any significant indication from the participants that they depended on other people for their achievements.</p>	<p>(10;1;1;20-21) "My goal is to become a drawer. My expectation is that a person like you will help me by giving me money to buy all I need to be a drawer and to do music."</p>	<p>Any significant indication from the participants that they were not dependent on other people for their achievements.</p>	<p>(8;5B,14) "My favourite motto: If you get tired of doing something, learn to rest and not to quit."</p>
<p>Sense of pride</p>	<ul style="list-style-type: none"> ❖ Academic achievement ❖ Learning new skills 	<p>Any significant indication from the participants that they were proud of who they were and their achievements so far.</p>	<p>(5;2;1;18) "I was a school leader in primary school."</p>	<p>Any significant indication from the participants that they were not proud of themselves and their achievements so far.</p>	<p>(12;1;1; 8) "I don't like studying that much. School is so difficult for me. I doubt my ability to complete school."</p>

4.7 RESEARCH FINDINGS RELATING TO DEDUCTIVELY IDENTIFIED THEMES AND SUB-THEMES

4.7.1 Theme 1: Career adaptability

Career adaptability is defined as “a psychological construct that denotes an individual’s readiness and resources for coping with current and imminent vocational developmental tasks, occupational transitions and personal traumas” (Savickas, 2005 p. 26). There are four adaptability resources, also referred to as adapt-abilities (Johnston, 2018), namely concern, control, curiosity, and confidence. All four resources were evident during the life design intervention with the learners (see the discussion below).

4.7.1.1 Sub-theme 1.1: Concern

According to Nota et al. (2016), concern refers to looking forward and focusing on educational and professional paths and adopting a positive attitude towards the future. By the end of the intervention, most of the participants indicated that they were starting to see things differently and were more positive about the future. Participant (5;3) stated “*I now want to study hard and graduate. My dream is to be a doctor and help the sick people in my village*”. Participant (4;7;1;4-5) stated “*I now want to study to become a psychologist so that I can help people who suffer from depression and other mental sicknesses. Before I attended this programme, I did not know exactly what I wanted to do*”. Participant (8;7;3;65-67) stated “*I want to study to become a human rights lawyer to speak for those who cannot speak for themselves*”. At this stage of the intervention the participants had already decided on the educational and professional path they wanted to pursue.

4.7.1.2 Sub-theme 1.2: Control

When people are in control of their career development, they are responsible for the construction of their careers and accept their career choices (Nota et al., 2016). During the last part of the life design intervention, some of the participants demonstrated that they were responsible for constructing their careers and that they were satisfied with the choices they had made. Participant (9;1;1;2) stated “*I am good at playing soccer and I now know that I am able to realise my dream to see myself playing for a PSL club and make lots of money*”. Participant (5;7;1;6-8) stated “*at first, I was not sure about what I wanted to do after matric. However, after attending this project, I now know what I want and that it is within my power to achieve my aim. I have finally decided to be a dermatologist. I want to help people who have skin problems*”.

4.7.1.3 Sub-theme 1.3: Curiosity

According to Nota et al. (2016), curiosity means that people are exploring seeking information, and examining available alternatives to make career choices that are realistic and congruent with their personal goals. It was evident during the last part of the life design intervention that most of the participants were curious about their careers. Participant (12;1;1;6-10) stated *“I want to find out how to start my own business. I can be happy if you can help me register a CK so that I have my own business. I do not like studying that much. My goal is to create work for myself so that I can make enough money for myself and my family. I also want information about the bitcoins”*. Participant (11;7;2;45-50) stated *“when we started with this project, I did not know what I wanted to do for a career except being a traditional healer. After the research I started to take an interest in some of the study fields the researcher and I agreed upon and obtain more details about them. I am sure that I will still want to work with people, but I want to work in the field of nursing. However, I still want to find out more about other related fields of study as well”*. Participant (6;5A;8) stated *“I would like you to help me meet and network with those who have experience in the farming industry. I would also like you to help me raise funds to start my farming business”*.

4.7.1.4 Sub-theme 1.4: Confidence

Confidence means that people believe they have the capacity to deal successfully with challenges relating to career choices (Nota et al., 2016). Most of the participants demonstrated that they had this belief. Participant (10;3) stated *“making music is my passion. I am good at it. I can live my life making music. Musicians make lot of money. I live and dream music. My future is in music”*. Participant (5;7;1;6-7) stated *“at first, I was not sure about what I wanted to do after matric. But after attending this project now I know what I want. I have finally decided to be a dermatologist”*. Participant (8;7;3;70-71) stated *“at the beginning of the programme I did not know exactly what I wanted to study for a career. Now I have decided that I will study law”*. Participant (3;7;4;83) stated *“I see my future in music”*.

4.7.2 Theme 2: Career decision making

Theme 2 (career decision making) was evident in most of the participants and was revealed in more than one source of information. The theme was more evident in the pre-intervention interview where the participants indicated that they were not ready to make decisions about their future careers. At the start of the intervention most of the participants indicated that they were not ready to engage in the process of making decisions about their future careers. They also indicated that they lacked information about existing career paths they could

follow. Participant (2;5A;2) stated *“I would like you to help me research myself and get to find who I am and what I want”*. Participant (3;5A;2) stated *“I want you to give me a better way of how to choose a career, what to do to start the process of choosing a career”*. This suggests that at the beginning of the intervention most of the participants had little or no exposure to career counselling and career education. As they continued to participate in the intervention, the majority of the participants began to realise the need to start making decisions about future careers.

4.7.2.1 Sub-theme 2.1: Lack of readiness

Lack of readiness is classified as one of the major categories of difficulty in career decision making. It can be divided into two sub-categories, the first of which involves difficulties that are related to lack of motivation to participate actively in making a career decision, and general indecisiveness concerning all types of decision making. The second sub-category involves difficulties that are related to dysfunctional myths about the career decision-making process and ignorance about the steps involved in the process (Gati et al., 1996). At the beginning of the life design intervention, most of the participants were not ready to engage in the decision-making process, particularly career decision making. Due to little or no career counselling and exposure to different careers, they were unable to initiate the process of exploring careers. As they participated in the activities of life designing, most of the participants began to explore themselves and to reflect on their strengths, values, and talents. They also began to reflect on their personal experiences, weaknesses, and goals. Most of the participants also started to be more conscious of their unique strengths and realised how these could be related to their future careers. Participant (7;1;1;15) stated *“I actually just do not know what I want to do after matric and about study options and am not motivated to find out more at this point but maybe you can assist me”*. Participant (8;1;1;23) stated *“I want to be able to know which career field I will be able to specialise in. I want to know which career I can pursue, but I just do not have the courage to start the process. I am hoping that this project will motivate me to start the process of choosing a career”*.

4.7.2.2 Sub-theme 2.2: Lack of information

Lack of information, a further major category of difficulty in career decision making, can be divided into three sub-categories of difficulty that arise during the actual process of career decision making. These three are lack of information about self, lack of information about occupations, and lack of information about ways of obtaining additional information (Gati et al., 1996).

Most of the participants displayed lack of information about themselves regarding their strengths and weaknesses but also regarding the world of careers. They showed a pressing need for someone to assist them to know who they were. Participant (7;1;1;14) stated *“I am insecure and I expect you to help me to be more aware of my strengths, interests, talents, and abilities”*. Participant (3;1;2;32) stated *“I expect that you will help me stress less about what to do to start the process of choosing a career”*. Participant (5;5A;8) stated *“you must tell me about the different careers that are there. I am still lost”*. Participant (2;1;2;31) stated *“my expectation is that you will help me investigate myself so that I know myself better, so that I know what I want in life and who I am”*. Most of the participants indicated that they had not started to think about what they could do after completing their high school education. They also indicated that they had not been exposed to different career paths and were pleased to be part of a project that would help them explore who they were and what careers to choose from.

4.8 INDUCTIVELY IDENTIFIED THEMES AND SUB-THEMES⁴

4.8.1 Theme 1: Sense of mastery

Sense of mastery entails a situation where people feel they have mastered certain skills and believe they can build a career on them. It was evident from their comments that two of the participants had such a feeling during the intervention. Participant (7;2;1;10) stated *“In 2020 and 2021 I learned how to start and manage a business”*. He added that he would use the skills he had learned to run his business. Participant (9;2;1;15) stated *“I am very good at soccer. I play for Jomo Cosmos development team, and I will play soccer for a career”*. The two participants thus built their careers on the skills they had already mastered.

4.8.1.1 Sub-theme 1.1: Health-enhancing power of participating in sport

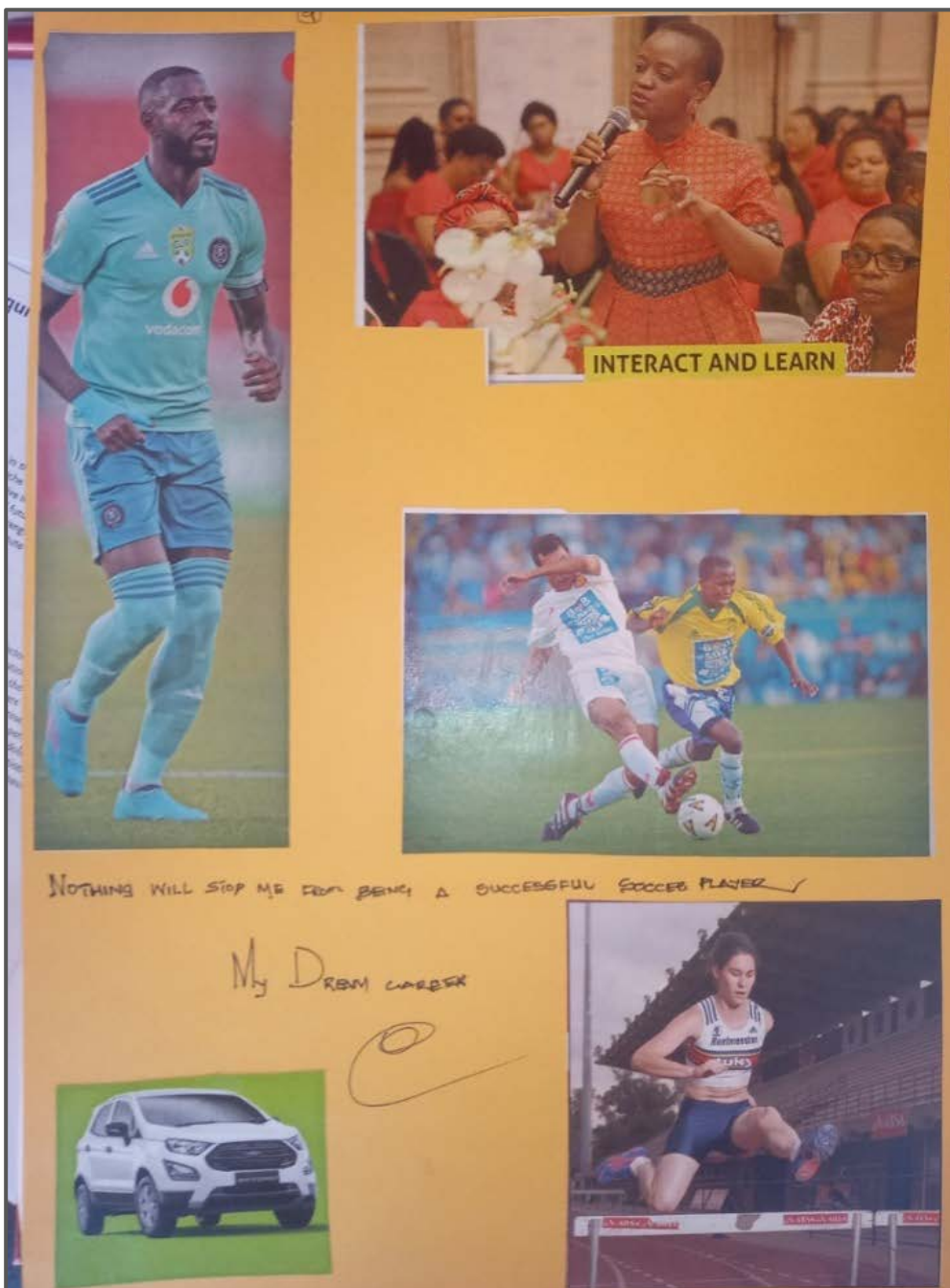
Participating in sport has always been considered beneficial for people of all ages. Catalano et al. (2002) state that children who are physically active tend to have better mental health and are less prone to experience mental health problems such as depression and anxiety than those who are not. Fraser-Thomas et al. (2005) add that participating in sport has far-reaching positive outcomes in addition to ameliorating depression and anxiety. The positive outcomes of being physically active include enhanced physical and cognitive competence,

⁴ In this section, I indicate whether a theme or sub-theme (e.g. sense of self-efficacy) (a) either appeared with any indication of whether the theme or sub-theme was enhanced by or related to the intervention or (b) whether the theme or sub-theme was linked and appeared during any specific part of the intervention. If the participant, for example, stated that “the researcher’s explanation of the value of the role models made me understand why I chose him or her as a role model and that I also wanted to be like him or her because he or she is good at sport, respectful and rich”, I emphasise the importance of the discussion of the value of the role models in the specific instance. In cases where I cannot link the theme or its enhancement to any specific facet of the intervention, I do not mention it.

enhanced self-esteem, teamwork, social skills, and discipline (Fraser-Thomas et al., 2005). During the life design intervention described in the present study, it emerged from several of the participants' answers to questions put to them that they believed that participating in sport could pave the way for a future career and at the same time was health enhancing. For example, in the collage below (Photograph 4.1), the participant shows how fulfilling it is to participate in sport and how he sees it as a future career. The participant also stated that he saw sport as a way of enhancing his health status.

Photograph 4.1

A collage depicting how the participant saw sport as health enhancing and also as a future career



4.8.1.2 Sub-theme 1.2: Healing power of music

Besides providing wonderful sounds and lyrics, music has healing power. In confirming the power of music, Andsell (2004) and DeNora and Andsell (2014) state that music can help people achieve an enhanced state of health and generate feelings of general well-being. In the present study, some of the participants indicated that they derived a sense of healing from making and listening to music. Participant (10;3) stated *“music is my passion. When I play music, I feel the healing in it. It helps me to calm down and just feel good about myself”*. Participant (3;7;4;84-86) stated *“I enjoy making music so much. I do not only enjoy the sounds, the sounds make me feel good and happier. I enjoy music more when I am stressed and tired”*. However, I could not find any evidence that the theme was enhanced by the intervention or not.

4.8.1.3 Sub-theme 1.3: Entrepreneurial/Business orientation

People who are business oriented tend to focus on owning and running a business to generate income. Few of the participants in the present study said that they considered starting and owning a business to generate income, rather than to look for employment and get paid a salary. This sub-theme emerged when the participants were completing the *Career Interest Profile (CIP)* (part 2, career choice, and part 4, “How can I be of help to you?”), which helped them explore themselves more. Participant (3;5A;2) stated *“my dream career is to become an entrepreneur”*. Participant (6;5A;7) stated *“my dream career is to become a farmer”*. Participant (12;5A;18) stated *“my dream career is to become a businessman. I would like you to assist me to get a CK (company key number) so that I can start my own business”*. During the last part of the intervention, participant (12;7;2;22-24) stated *“the explanations of the researcher encouraged me to work hard on attaining my dream of becoming a businessperson”*. Participant (3;7;4;79-80) stated *“with the explanations of the researcher, I can see my dream of becoming an entrepreneur coming true”*.

4.8.1.4 Sub-theme 1.4: Self-efficacy enhancing power of achieving goals

Self-efficacy is defined as the belief that people have in their own capability to organise and carry out an activity that is required to produce a particular achievement (Bandura, 1997). Self-efficacy can either enhance or impede motivation (Bandura, 1997). Past performance in particular activities influences the belief people have in their capability and can predict future actions (Salanova et al., 2012). People who performed well in the past will therefore be motivated to undertake more challenging tasks. During the life design intervention

described in the present study, some of the participants reported that their previous achievements motivated them and made them believe they could achieve their future goals. Participant (8;2;1;53) stated *“in 2021 I got my first Grade 11 report with good marks”*. Participant (8;7;3;73) stated *“the intervention strengthened my belief that if I work hard I can pass matric with flying colours. It also helped me realise that I have the ability to achieve my goals”*. Participant (3;2;1;22) stated *“in 2009 I started playing in the brass band in church. I then thought of becoming a musician then”*. Participant (3;2;3;20) stated *“by taking part in the intervention that was provided by the researcher, I have now gained confidence that I have the ability to become a musician”*.

4.8.2 Theme 2: Positive outlook on life

A positive outlook on life means that people view life from a positive perspective and believe that the future holds opportunities for them to succeed generally and financially. Some of the participants indicated that despite the unfavourable conditions at their homes at present, they had the power to change them and be successful. Participant (1;5B;4) stated *“tough times never last, only tough people do”*. Participant (1;7;4;87) stated *“after I participated in this intervention, I realised that difficult times do not last forever and that I have the power to change the situation through education and by exploring myself more”*. These participants thus believed that even if the situation seemed difficult at present, it would pass and that a better life would begin. Participant (4;5B;8) stated *“one day, I too will smile”*. Participant (4;7;2;25-28) also stated *“participating in the intervention made me realise that the current situation does not necessarily restrict me from becoming whatever I want to be. I have learned by participating in the intervention that there is always a chance for everyone to improve their lives”*.

4.8.2.1 Sub-theme 2.1: Determination to succeed

During the intervention, some of the participants indicated that the economic conditions at home were not favourable. However, they added that despite the unfavourable conditions, they were determined to change the situation and achieve success. This theme emerged when the participants were completing part 4 (career story narrative), Section B of the *CIP*, and it was also confirmed during the post-intervention interview. Participant (12;5B;18) stated *“people see me as someone who is fighting for what I want in life. Someone who never gives up”*. Participant (2;5B;3) stated *“other people see me as someone who never gives up on himself and who sees things in a positive light. One day I will achieve in life”*. Participant (12;7;1;11-13) stated *“the support of the researcher made me realise that being*

poor does not mean you cannot become what you want. I know that I will work hard to change the situation at home. I will study hard so that my dream of becoming a businessman comes true". Participant (1;7;1;88 89) stated *"participating in the intervention and the help of the researcher made me realise that difficult situations do not last forever. At the moment the situation at home is not that good but I am confident that one day I will change it"*.

4.8.2.2 Sub-theme 2.2: Drawing on successful role models

During the intervention some of the participants said that they admired the behaviour of other people and also regarded them as their role models. A number of the participants also said that they would like to see themselves succeeding like their role models or that meeting the role models had changed their lives. Participant (4;7;2;28-30) stated *"participating in the intervention made me understand what role models are and what role they can play in motivating other people. Since I participated in this project, I like going to church because there I see successful people who encourage me to be like them. I always get motivated when I see successful people. I see myself as being like them one day"*. Participant (3;5B;3) stated *"my role model is DeeJay Sbu, after I met him, my life changed. Now I want to work hard to make sure that I become successful and famous just like him. Before I participated in this intervention, I did not worry about role models. But the explanations of the researcher about the importance of role models made me understand the influence they have on our lives"*.

4.8.2.3 Sub-theme 2.3: Constructive role of significant others

Significant others – family members, friends, and other important people in one's life – play an important role in the development of young people. Dailey et al. (2010) state that confirming messages from significant others promote people's development by validating how they define themselves and accept themselves as unique and valuable. During the life design intervention, three of the participants stated that their family members had supported them in their career choice. Participant (9;5B;14) stated *"people who influence me most in my life are my mother and my brother. They advise me about my future career and show trust in my abilities and that helps to boost my confidence regarding the choices I make about my career. The intervention and the researcher's explanations helped me to understand the contributions made by my family members and the support they give me in choosing a career"*. Participant (2;5B;9) stated *"the person who influences me most is my mother because she taught me not to depend on other people for my success. The intervention has helped me notice the positive support I receive from my family regarding*

the choice of career". Participant (3;5B;3) stated *"the person who inspires me is my grandfather. He taught me respect and not to give up"*.

4.8.3 Theme 3: Painful stories about the past

During the intervention, some of the participants related stories containing painful themes and events in their lives. Two of the participants began to realise during the intervention that the painful stories could help them build their future careers. The stories became more meaningful when they drew lifelines and completed the *CIP*. Participant (4;2;1;48-50) stated *"in 2019 I lost my baby brother and it felt like hell. I was broken. Depression troubled me. Anxiety attacks took me to hospital. The experience made me want to become a psychologist"*. Participant (8;5B;16) stated *"when I was young, I suffered bullying, and not being able to accept who I am may be why I want to become a human rights lawyer. Participating in this intervention has motivated me to study hard so that I can realise my dream of becoming a human rights lawyer"*.

4.8.3.1 Sub-theme 3.1: Negative influence of depression

During the intervention programme in the present study, three of the participants said that at some stages in their lives they were affected by depression. The depression made them feel they were not going to achieve their goals. Participant (4;7;1;1-5) stated *"I was affected badly by depression and anxiety. Sometimes I failed to plan for my life due to depression and it even affected my achievement at school. Since I attended this programme, I feel better and have started to plan for my future. I want to become a psychologist to help people who suffer from depression and other mental sicknesses"*. Participant (4;5B;10) stated *"I suffered from depression and anxiety as a result of growing up without a father"*. Participant (1;1;3;33) stated *"I would like you to assist me make my life worth living. To be happy all the time"*.

4.8.3.2 Sub-theme 3.2: Degrading effect of bullying

Bullying can occur either directly or indirectly. Direct bullying relates to physical bullying involving physical aggression such as hitting, slapping, and pushing, or verbal bullying involving verbal aggression such as intimidation, teasing, insults, or threatening behaviour regarding the victim's appearance, name, race, and so on (Armitage, 2021; Shetgiri, 2013). Indirect bullying relates to actions that are intended to damage the victim's reputation and relationship with other people in the group. Examples include gossiping, sabotage, embarrassing the victim in public, and excluding the victim from the group (Armitage, 2021; Shetgiri, 2013).

Bullying can have long-lasting negative effects on the victim. It has a detrimental effect on the mental health of the victim and can also result in low self-esteem, self-harm, and academic failure (Arseneault, 2017). During the life design intervention in the present study, two of the participants reported that they had been bullied and that the bullying had resulted in their feeling sad and angry. Participant (8;7;3;65-68) stated *“I was a victim of bullying many times. I want to be a human rights lawyer to speak for those who cannot speak for themselves. Bullying is very bad. I want to fight it and make sure that bullies stop it. The intervention has motivated me, and my confidence is restored”*. Participant (1;5B;5) stated *“when I was young, I was bullied by my aunt. It made me feel very bad and angry even towards other people”*.

4.8.3.3 Sub-theme 3.3: Impact of socio-economic factors

Some of the participants in the study came from low socio-economic status families. Andrews et al. (2017) contend that children from poor socio-economic backgrounds are likely to start school at a disadvantage compared to their peers from a higher socio-economic background. Andrews et al. (2017) further state that the gap between the two groups widens over the school years. Three of the participants indicated that they were concerned about the socio-economic status of their families but added that they needed to work hard, especially academically, to change the home situation. Participant (3;7;4;76-79) stated *“I lost both my parents a long time ago and my grandmother struggled to raise me. The poor conditions in which we live affected me to an extent that I lost confidence in myself but, since I attended this programme, I have gained my confidence and I see a better future”*. Participant (12;7;3;58-62) stated *“at home we are struggling financially but I always see myself changing the situation one day. Thank you for the project and your explanations of careers. I have learned many things about careers, and I am now confident about what I want to do”*.

4.8.3.4 Sub-theme 3.4: Lack of parental support

Lack of parental support can mean two things. First, a situation where parents do not approve of what their children plan to do. Second, a situation where parents do not provide basic needs clothes, food, and accommodation. Some participants raised both dynamics during the intervention. Participant (2;5B;5) stated *“my parents do not support me in almost everything I try to do. They are overprotective and will not give me a chance to try new things”*. Participant (5;5B;11) stated *“I did not get support from my father. I grew up without grandparents”*.

4.8.3.5 Sub-theme 3.5: Loss of loved ones

During the intervention, two of the participants said that they had lost loved ones and that this affected them and their future plans. Participant (9;2;1;16-17) stated “*in 2008 I lost my father in a car accident and since then I was never sure if my career dream would come true*”. Participant (3;2;1;25) stated “*in 2003 I lost both my parents and I thought my life will never be the same*”.

4.8.4 Theme 4: Dependence

At the beginning of the intervention, some of the participants exhibited feelings of dependency. They gave signs of their dependence on other people for their success. In other words, they were not ready to do things on their own – they felt that other people could do things for them. Participant (10;1;1;20-21) stated “*my goal is to become a drawer. My expectation is that a person like you will help me by giving me money to buy all I need to be a drawer and to do music*”. The participant expected someone else to give him money for the equipment rather than he himself making plans to obtain the equipment he needed to become an artist. Participant (9;1;1;4-5) stated “*I can be happy if you can help me become a player in one of the well-known clubs in the country. I expect you to help me register with one of the PSL clubs*”.

4.8.4.1 Sub-theme 4.1: Need to be provided for financially

Five of the participants expressed the need to be provided with money to help them achieve their goals. Participant (10;5A;19) stated “*I can be grateful if you can buy me a drawing pad and a studio to make music or if you can give me R10 000 to invest and buy those things myself because I need them to start my career*”. Participant (1;5A;2) stated “*since I know I do not have money to take me to a law school, you can help by donating money so that I can start my hairdressing business*”. Participant (6;5A;8) stated “*I would also like you to help me raise funds to start my farming business*”. Participant (12;5B;20) stated “*what I value most is something that will help me have money*”.

4.8.4.2 Sub-theme 4.2: Need to be provided with information

At the outset of the intervention, ten of the participants expressed the need to be provided with information instead of their seeking information themselves. Participant (8;1;2;23-24) stated “*I want you to help me know which career fields I can specialise in. I also want to know more about these careers*”. After the intervention, participant (8;7;3;70-71) stated “*at the beginning of the programme I did not know what I wanted to study for a career. Now I*

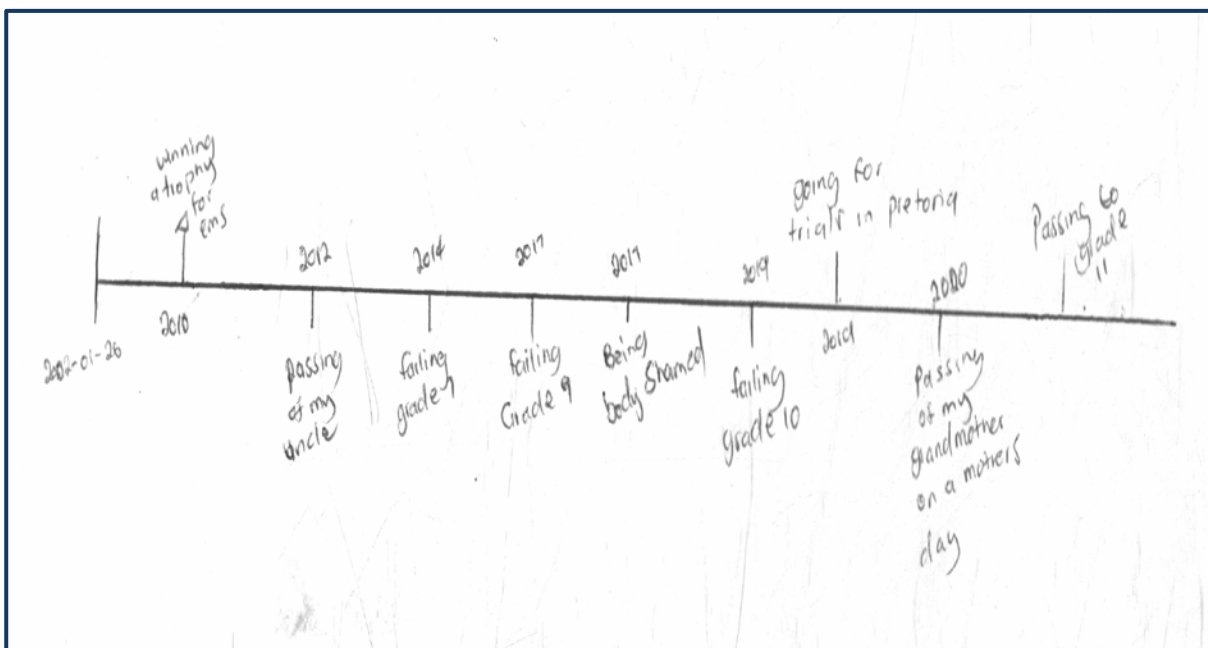
have decided that I will study law". This indicates the helpfulness of the intervention regarding career choice. Participant (4;5A;8) stated *"you can help me by giving me advice because I lack knowledge in these career aspects. I do not like studying and do not like long courses. I just want to do a course that will be easy for me to get a job and make money because that is all I want to do"*. At the end of the intervention, participant (4;7;1;3-4) stated *"since I attended this programme, I feel better and have started to plan for my future. I want to become a psychologist so that I can help people who suffer from depression and other mental sicknesses"*. This second statement of the participant confirms that the intervention provided her with information and that she could now make an informed career choice. Also indicating the need to be provided with information, participant (6;5A;8) stated *"I would like you to help me meet and network with those who have experience in the farming industry"*.

4.8.5 Theme 5: Sense of pride

Some of the participants said they derived a sense of pride from whom they were and their achievements. Participant (5;2;1;18) stated *"I was a school leader in primary school"*. That he was a school leader made him proud of the achievement and helped him realise that he could build his career on his achievements. Participant (4;2;1;45) stated *"in 2020 I was on TV and I influenced young people by the performance I made"*.

Figure 4.3

An example of a lifeline indicating academic achievement



4.8.5.1 Sub-theme 5.1: Academic achievement

While the participants were completing their lifelines, two mentioned their academic achievements in previous years. These achievements helped them realise their potential, made them feel proud about themselves, and motivated them to do even better to achieve their dream careers. Participant (6;7;3;53-56) stated “*in my previous school I once won a trophy for being the best achiever in economic and management sciences (EMS). Since then, I have developed confidence in myself and believe that I will be able to complete school and study to become what I want. After participating in this programme, I have realised that my dream of becoming a farmer is going to be a reality*”. Participant (2;2;1;29) stated “*in 2019 I passed all my subjects. Since then, I was motivated to work harder and achieve more. I am now confident that I will finish school and become a blaster*”.

4.8.5.2 Sub-theme 5.2: Learning new skills

During the intervention, two of the participants indicated that they were motivated by learning new skills. This created the hope that they would be able to learn more new skills that would help them achieve their dream careers. Participant (12;7;3;59) stated “*in 2019 I learned how to drive a car and I started to imagine myself learning new work skills after completing school in preparation for my career*”. Participant (7;2;1;10) stated “*in 2018 I learned how to start and manage a business and I felt good about my abilities*”.

4.9 SUMMARY OF THEMES AND SUB-THEMES

Table 4.6 provides a comparison of the themes and sub-themes prior to and after the intervention, as discussed in Section 4.8.

Table 4.6
Comparison of themes and sub-themes pre- and post-intervention

Deductively identified themes	Sub-theme	Pre-intervention theme	Post-intervention theme
		Pre-intervention status ⁵	Post-intervention status
Career adaptability	Concern	<p>Three of the participants indicated that they had not paid attention to educational and professional paths and had not started planning for their careers before the intervention. They struggled to understand careers they could choose from.</p> <ul style="list-style-type: none"> – Evidence in Table 4.4, Codes (4;7;1;4-5), (11;7;1;17), and (3;7;4;79-80) 	<p>Seven of the participants stated that the intervention had increased their concern regarding career choices and preparation for future careers.</p> <ul style="list-style-type: none"> – Evidence in Section 4.7.1.1, Codes (4;7;1;3-5), (12;7;1;17), (11;7;2;45-49), (8;7;3;64-65), (1;7;4;92-93), (3;7;4;79-80), and (5;3)
	Control	<p>Five of the participants displayed a low sense of responsibility regarding the construction of their own careers.</p> <ul style="list-style-type: none"> – Evidence in Table 4.4, Codes (5;5A;8), (11;5A;18), (7;1;1;15), (8;1;2;23), and 3;1;2;32) 	<p>Three of the participants displayed an enhanced sense of responsibility towards the construction of their careers and acceptance of the choices they had made.</p> <ul style="list-style-type: none"> – Evidence in Section 4.7.1.1, Codes (9;1;1;2-3), (12;7;3;60-62), and 5;71;6-8)
	Curiosity	<p>Four of the participants displayed a low sense and a low level of preparedness regarding exploring, seeking information, and examining available alternatives to make career choices that were realistic and resonated with their personal goals.</p> <ul style="list-style-type: none"> – Evidence in Table 4.4, page 11, Codes (7;1;1;15), (3;1;2;32), (5;5A;7), and (11;5A;18) 	<p>Four of the participants displayed an enhanced sense of exploring, seeking information, and examining available alternatives to make career choices that were realistic and resonated with their personal goals.</p> <ul style="list-style-type: none"> – Evidence in Section 4.7.1.1, Codes (12;1;1;6-10), (11;7;2;45-49), 1;5A;2), and (3;5A;7)

⁵ The information on pre-intervention status was obtained from the pre-intervention interview, the participants' first entries in their journals, as well as the initial section (step 1) of the *CIP*. Little status information was obtained from other sources, including the post-intervention interview. Status descriptions of relevance to most of the participants were captured and summarised.

		Pre-intervention theme	Post-intervention theme
Deductively identified themes	Sub-theme	Pre-intervention status	Post-intervention status
Career decision making	Confidence	<p>Three of the participants stated that they did not believe they had the capacity to deal successfully with the challenges relating to career choices.</p> <ul style="list-style-type: none"> – Evidence in Table 4.4, pages 12-13, Codes (7;1;1;15), (11;1;1;16), and (4;1;2;25-28) 	<p>Five of the participants stated that they had gained confidence in dealing with challenges relating to career choices.</p> <ul style="list-style-type: none"> – Evidence in Section 4.7.1.1, Codes (10;3), (5;7;1;6-7), (8;7;3;70-71), (3;7;4;83), and 6;7;3;54-55)
	Lack of readiness	<p>Seven of the participants displayed a lack of readiness to make career decisions.</p> <ul style="list-style-type: none"> – Evidence in Section 4.7.2, Codes (7;1;1;15), (8;1;1;23-24), (11;1;1;16), (4;1;1;25&2, (3;1;2;32), (2;1;1;31), and (5;5A;7) 	<p>Four of the participants displayed enhanced readiness to make career decisions</p> <ul style="list-style-type: none"> – Evidence in Table 4.4, Codes (11;3), (12;7;1;1;13), (4;7;1;1-4), and (7;7;1;34-37)
	Lack of information	<p>Ten of the participants displayed a sense of lack of information to be able to make career decisions.</p> <ul style="list-style-type: none"> – Evidence in Section 4.7.2.1, Codes (7;1;1;14), (3;1;2;32), (5;5A;7), (8;5A;12), (11;5A;18), (12;1;1;1), (2;1;2;31), (6;1;2;30), and (9;5A;12) 	<p>Seven of the participants indicated that they had obtained information about themselves and careers by participating in the project.</p> <ul style="list-style-type: none"> – Evidence in Table 4.4, page 17, Codes (7;7;2;34-35), (11;7;2;45-47), (6;7;3;51-52), (12;7;3;61-62), and (3;7;4;78-81)
	Inadequate self-concept	<p>Two of the participants displayed a sense of inadequately developed self-concept.</p> <ul style="list-style-type: none"> – Evidence in Table 4.4, Codes 11;1;1;16 and 7;1;1;14) 	<p>One participant displayed an enhanced sense of self-concept.</p> <ul style="list-style-type: none"> – Evidence in Table 4.4, Code (11;7;4;66-67)

		Pre-intervention theme	Post-intervention theme
	Insufficient identity development	Two of the participants displayed a sense of insufficiently developed identity – Evidence in Section 4.7.2.2, Codes (2;1;1;31 and 4;1;1;26)	One participant displayed enhanced identity development. – Evidence in Table 4.4, Code (3;5B;3)
	Helplessness	Two of the participants displayed a sense of helplessness regarding their chances of getting a job. – Evidence in Section 4.7.2.2, Codes (6;2;1;39-42) and (10;2;1;56)	The two participants who expressed a sense of helplessness did not indicate whether the intervention assisted them or not regarding their feelings of helplessness.
Inductively identified themes	Sub-theme	Pre-intervention status	Post-intervention status
Sense of mastery	Health-enhancing power of participating in sport	One participant displayed a sense that participating in sport had the power to enhance one's health. – Evidence in Section 4.8.1.1, Code (9;3)	No evidence of the impact of the intervention on the participant's feeling that participating in sport had the potential to enhance one's health.
	Healing power of music	Two of the participants expressed the belief that music had the power to heal. – Evidence in Section 4.8.1.2, Codes (10;3) and (3;7;2;26)	No evidence as to whether or not the sub-theme was enhanced by the intervention.

		Pre-intervention theme	Post-intervention theme
		<p>Entrepreneurial /Business orientation</p> <p>Three of the participants displayed a sense that they were interested in doing business for a living.</p>	<p>Two of the participants confirmed that the intervention had resulted in an enhanced belief that they were capable of running a business and that they would make a living out of it.</p> <p>– Evidence in Section 4.8.1.3, Codes (3;7;4;45) and (12;7;3;66)</p>
Inductively identified themes	Sub-theme	Pre-intervention status	Post-intervention status
	Self-efficacy enhancing power of achieving goals	<p>Two of the participants displayed a sense that achieving goals had the power to enhance self-efficacy.</p> <p>– Evidence in Section 4.8.1.1, Codes (8;2;1;53) and (3;1;1;22)</p>	<p>Two of the participants stated that by participating in the intervention their level of self-efficacy had increased as they remembered the incidences where they had achieved their goals.</p> <p>– Evidence in Section 4.8.1.1, Codes (8;2;1;53) and (3;1;1;22)</p>
A positive outlook on life	Determination to succeed	<p>Five of the participants indicated that they were not discouraged by the poor conditions in their homes and that they had a strong belief that they would be successful in future.</p>	<p>Two of the participants displayed a sense of enhanced determination to rise above the poor conditions in their homes and to self-actualise themselves.</p> <p>– Evidence in Section 4.8.1.2, Codes (12;7;1;1) and (1;7;1;8)</p>

	Pre-intervention theme	Post-intervention theme
Drawing on successful role models	<p>Three of the participants indicated that they admired and appreciated the lives of other people who were their role models.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.2, Codes (4;7;1;6), (8;5C;16), and (3;5B;4) 	<p>Two of the participants indicated that they had learned about the importance of the influence of the role models in their lives.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.2, Codes (4;7;1;6) and (3;5B;4)
Constructive role of significant others	<p>Three of the participants acknowledged that there were significant people in their lives who encouraged them to persist to achieve their life goals, including choosing a career.</p>	<p>Three of the participants indicated an enhanced understanding of the role of certain significant people in their lives who played a constructive role in their process of choosing a career.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.2, Codes (9;5B;15), (2;5B;9), and (3;5B;3)

		Pre-intervention theme	Post-intervention theme
Inductively identified themes	Sub-theme	Pre-intervention status	Post-intervention status
Painful stories about the past	Negative influence of depression	<p>Three of the participants stated that they had been affected by depression at some point in their lives and that as a result they had failed to plan for their future.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.3, Codes (4;7;2;15), (4;5B;10), and (3;1;2;32) 	<p>Two of the participants who had suffered from depression at some point in their lives indicated that participating in the intervention had created hope for them and that they were ready to make plans for their future careers.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.3, Codes (4;7;2;15) and (4;5B;10)
	Degrading effect of bullying	<p>Three of the participants reported that they had been victims of bullying and that it affected them negatively in terms of who they were.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.3, Codes (8;7;2;13), (1;5B;5), and (6;5A;11) 	<p>One participant indicated that the intervention had assisted her to choose a career influenced by the bullying that had happened to her.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.3, Code (8;7;2;13)
	Impact of socio-economic factors	<p>Three of the participants stated that they were affected by poor socio-economic factors.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.3, Codes (3;7;1;10), (5;1;2;45), and (12;7;3;45) 	<p>Two of the participants stated that poor conditions at home affected them negatively, but that after attending the intervention their hope to change the situation at home had increased.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.3, Codes (3;7;1;10) and (12;7;3;45)
	Lack of parental support	<p>Two of the participants stated that they had not received any support regarding their plans, including career choices, from their parents.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.3, Codes (2;5B;5) and (5;5C;11) 	<p>No evidence regarding the impact of the intervention on the participants' feeling of lack of parental support.</p>

		Pre-intervention theme	Post-intervention theme
Inductively identified themes	Sub-theme	Pre-intervention status	Post-intervention status
	Loss of loved ones	<p>Two of the participants stated that they were negatively affected by the loss of loved ones.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.3, Codes (9;2;1;16-17) and (3;2;1;25) 	<p>One participant indicated that participating in the intervention had increased his hope that he would be able to realise his dreams despite the loss.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.3, Code (9;7;3;23)
Dependence	Need to be provided for financially	<p>Five of the participants indicated a need to be provided with money so that they could start their own businesses.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.4, Codes (10;5A;19), (1;5A;2), (5;1;3;44), (12;5B;18), and (6;5A;7) 	<p>No evidence of change in mindset regarding the need to be provided for financially as an impact of the intervention.</p>
	Need to be provided with information	<p>Ten of the participants expressed a need for information about careers and how to choose a career.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.4, Codes (8;2;2;23-24), (4;5A;8), (12;1;1;1), (7;1;1;15), (2;1;2;31), (6;1;2;30), (11;5A;12), and (9;5A;12) 	<p>Five of the participants indicated that they had obtained information about careers and were able to choose careers that resonated with their personal needs and goals.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.4, Codes (7;7;2;34-35), (11;7;2;45-47), (6;7;3;52-52), (12;7;3;61-62), and (3;7;4;78-81)

		Pre-intervention theme	Post-intervention theme
Inductively identified themes	Sub-theme	Pre-intervention status	Post-intervention status
Sense of pride	Academic achievement	<p>Two of the participants expressed a sense of pride in their academic achievement in the past.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.5, Codes (6;7;1;5) and (2;1;1;29) 	<p>Two of the participants expressed a sense that participating in the intervention had helped them realise that they had the potential to realise their dreams of becoming what they wished to become, for example, a farmer.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.5, Codes (6;7;1;5) and (2;1;1;29)
	Learning new skills	<p>Three of the participants could remember the time when they learned new skills and how that made them feel competent.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.5, Codes (12;7;1;4), (12;1;1;13) (7.1.1.10) 	<p>Three of the participants indicated that the intervention helped them recall the time when they learned new skills and how that paved the way for linking these skills with future careers.</p> <ul style="list-style-type: none"> – Evidence in Section 4.8.1.5, Codes (12;7;1;4), (12;1;1;13), and (7;1;1;10)

4.10 SYNOPSIS

This chapter covered the results of the study derived from the data obtained during the research. I elaborated on the data sources, namely the pre-intervention group interview, the *CIP*, various postmodern data collection techniques (lifelines, collages, and drawings), the post-intervention interview, and my reflective journal.

I discussed the themes and sub-themes that were identified through thematic data analysis. The findings were presented in terms of deductive a priori themes and additional themes identified inductively during the process of data analysis. All the themes and sub-themes, inclusion and exclusion criteria, were presented in tabular form and substantiated by direct quotations from the participants' responses. Chapter 5 next provides a detailed discussion of the results by relating them to the theoretical framework of the study and the literature review, which was dealt with in Chapter 2.

CHAPTER 5: DISCUSSION OF THE FINDINGS

5.1 INTRODUCTION

The purpose of my study was to explore the influence of a life design intervention on learners in the FET phase who attended a semi-urban/urban school in the district of Nkangala in the Mpumalanga Province of South Africa. In this chapter I aim to interpret the research findings within the literature framework in an attempt to answer both the primary and other research questions. I discuss both the deductively (a priori) and inductively identified themes and sub-themes that emerged from the research data covered in Chapter 4. In the discussion of the literature, I compare my findings with those of other studies on life design-based interventions. I use the following, fourfold lens as the basis for the discussion:

- i. Do previous findings concur with the findings of the present study?
- ii. Do some of the present study findings contradict previous findings?
- iii. Have some of the present study findings never been reported before?
- iv. What specific trends were identified in the present study?

5.2 DISCUSSION OF THE FINDINGS IN RELATION TO PREVIOUS STUDIES

The discussion of the findings is based on the themes and sub-themes identified in Table 4.6 of this report. Castro et al. (2010) contend that powerful (distinctive and well defined) key (central) themes are typically extracted from an adequate (sufficiently large) data set. These authors argue that such themes and sub-themes should reflect the views of not less than 20% of participants' responses. Taken together, these responses should explain a satisfactory (sufficiently sizeable) percentage of the variance between themes and sub-themes.

5.2.1 Theme 1: Career adaptability

The present study explored the effect of a life design intervention aimed at solving the career indecision of Grade 11 learners from an urban school in the Nkangala District, Mpumalanga. The goal of life design-based interventions is to help individuals to narrate and enact a career story that supports adaptive and flexible responses to cope with developmental tasks, vocational traumas, and occupational transitions (Savickas et al., 2009). Life design intervention draws on both self-construction theory (Guichard, 2005, 2009) and career construction theory (Savickas, 2009) and aims to increase the four dimensions of career

adaptability, namely concern, control, curiosity, and confidence. In the next section I relate career adaptability themes and sub-themes to the available research and also clarify how they were influenced by the life design-based intervention.

5.2.1.1 *Concern*

At the beginning of the life design-based intervention, during the pre-interview activity, the participants indicated that they had not started planning for their future careers. Participant (3;1;2;32) stated *“I expect that you will help me about what to do to start the process of choosing a career”*. This implies that the participant had not initiated the process of choosing a career. When the intervention started, the participants' concern was starting to grow, but only at the end of the intervention during the post-intervention interview did they state that their concern had actually grown and that they had started looking forward and focusing on educational and professional paths and adopting a positive attitude towards their future. This finding supports the findings of Nota et al. (2016) in a similar context. During the post-intervention interview, participant (3;7;4;78-81) stated *“but since I attended this project, I have gained my confidence and I see a better future. With the explanations of the researcher, I can see my dream of becoming an entrepreneur coming true. I have already started planning and preparing for my career.* Growing career concern can be seen in participant's (4;7;1;4-5) statement *“I now want to study to become a psychologist so that I can help people who suffer from depression and other mental sicknesses. Before I attended this programme, I did not know exactly what I wanted to do”*. Increased concern after the life design-based intervention suggests that the intervention caused the increase. The findings in the present study that show growth in career concern in the participants as a result of the intervention correspond positively with Savickas and Porfeli's (2012) finding that increasing a client's career adaptability resources including career concern is the central goal of career counselling. The findings of the present study, which indicate growth in the participants' career concern, also correspond positively with those of Jude (2022) in his study on the influence of life design-based counselling on learners with career indecision from resource-constrained communities. The findings also correspond positively with those of Maree et al. (2019) in their study on using career counselling with group life design principles to improve the employability of disadvantaged young adults.

5.2.1.2 *Control*

Control is one of the career adaptabilities resources. During the pre-intervention interview, the participants displayed a low sense of responsibility regarding the construction of their

careers. The statement of participant (5;5A;7) *“you can tell me more about the different careers that are there. I feel lost”* suggests that he has low or no sense of career control. When people have attained career control, they become responsible for shaping themselves and their environment in preparation for what will come next in their lives through self-discipline, effort, and persistence (Savickas & Porfeli, 2012). Towards the end of the intervention, during the post-intervention interview, the participants started to indicate that as a result of the intervention their career control had increased. Participant (5;7;1;6-8) stated *“at first, I was not sure about what I wanted to do after matric. However, after attending this project I now know what I want and that it is within my power to achieve my aim. I have finally decided to be a dermatologist. I want to help people who have skin problems”*, which suggests an increase in her career control following the life design intervention. The findings in the present study correspond positively with those of Maree and Symington (2015) and Maree et al. (2019). The former study examined the effects of life design counselling on the career adaptability of learners in an independent school setting where all four dimensions of career adaptability were increased following the intervention. The latter study (Maree et al., 2019) explored the use of career counselling based on group life design principles to improve the employability of disadvantaged young adults, where the results indicated an increase in their career control following the intervention.

5.2.1.3 Curiosity

Curiosity as one of the career adaptability resources entails exploring possible self and future scenarios (Savickas & Porfeli, 2012). According to Nota et al. (2016), curiosity implies a situation where people explore, seek information, and examine available alternatives to make career choices that are congruent with their personal goals. In the present study, the participants started to display career curiosity when they were involved in life design activities. For example, during the pre-intervention interview, participant (12;1;1;6-10) stated *“I want to find out how to start my own business. I can be happy if you can help me register a CK so that I have my own business. I do not like studying that much. My goal is to create work for myself so that I make enough money for myself and my family. I also want information about the bitcoins”*. During the final activity of the life design intervention, participant (12;7;1;19-20) stated *“the intervention has motivated me to pay more attention to my dream of becoming a businessperson”*. The finding in the present study on increased career curiosity following participation in the intervention suggests that the intervention played a role in this increase. This finding corresponds positively with Caderet and Hartung’s (2021) finding in their study on the efficacy of group career construction with urban youth of

colour, where the results indicated an increase in the participants' career curiosity following the intervention.

5.2.1.4 Confidence

In the present study the participants indicated that the intervention had bolstered their confidence in their capacity to deal successfully with career choice challenges (Nota et al., 2016). Participant (8;1;2;23) stated at the start of the intervention "*I want to know which career field I will be able to specialise in. I want to know which career I can pursue, but I just do not have the courage to start the process*". This suggests that at the beginning of the intervention she did not have confidence in her ability to deal with the challenges of choosing a career. Following the intervention, she expressed her confidence in being able to deal with career choice challenges. She (8;7;3;67-69) stated "*the intervention has motivated me, and my confidence is restored. I have started planning for a career as a human rights lawyer. The intervention has encouraged me to pursue my dream*".

The findings in this study suggest that the intervention helped to increase the participants' confidence. They also correspond positively with Cook and Maree's (2016) findings in their study on the efficacy of career and self-construction to help Grade 11 learners manage career-related transitions. The results showed an increase in the learners' confidence on completion of the life design intervention.

5.2.2 Theme 2: Career decision making

Career decision making is part of a procedure during which people choose an occupation, education programme, type of school, or work environment (Sampson et al., 1992). Because career decision making is a complex process (Gati et al., 1996), some people experience difficulties (called career indecision) when they engage in the process (Penn & Lent, 2019). Such difficulties can be divided into three major categories – each associated with its own sub-categories. The first is lack of readiness, the second is lack of information, and the third is inconsistent information (Gati et al., 1996). In the present study the participants displayed both of the first two categories of career decision difficulties, namely lack of readiness and lack of information. The third category of difficulty, inconsistent information did not feature in their responses. The first two categories of career decision difficulties are discussed next.

5.2.2.1 Lack of readiness

At the start of the life design intervention in the present study, it became evident that the participants were not ready to engage in the career decision-making process. Due to little

or lack of career counselling and exposure to different careers and career fields, they were not able to initiate the process of career decision making. The statements of two participants indicate a lack of readiness. Participant (7;1;1;15) stated *“I actually just do not know what I want to do after matric and about study options and am not motivated to find out more at this point but maybe you can assist me”*. Participant (8;1;1;23) stated *“I want to be able to know which career field I will be able to specialise in. I want to know which career I can pursue, but I just do not have the courage to start the process. I am hoping that this project will motivate me to start the process of choosing a career”*. When the participants began with the life design intervention activities, they obtained information on the different careers and career fields. They were also able to explore themselves, achieved a better understanding of their strengths and weaknesses, and were motivated to start the career decision-making process. The statements of the following two participants indicate that after participating in the life design intervention activities, they were able to embark on the process of career decision making. Participant (7;7;2;34-37) stated *“the project has helped me to understand myself better. Yes, I can say I did not know myself very well, but by answering the questions on the questionnaires I started to understand myself better. Especially about issues of careers”*. Participant (8;7;3;67-70) stated *“the intervention has motivated me, and my confidence is restored. I have started planning for my career as a human rights lawyer. At the beginning of the programme I did not know exactly what I wanted to do for a career”*.

The findings in the present study correspond positively with those of Maree (2020), in whose study career construction counselling resulted in improved career decision-making readiness in the participants. However, they do not correspond positively with those of Di Fabio and Maree (2012), where there was no difference in the pre- and post-intervention scores of the participants on lack of readiness after the life design intervention.

5.2.2.2 Lack of information

Lack of information is one of the three major categories of difficulties experienced by people during career decision making. It is further divided into three sub-categories, namely lack of information about self, lack of information about occupations, and lack of information about ways of obtaining additional information (Gati et al., 1996). In the present study the participants displayed all three sub-categories of the lack of information category. Participant (7;1;1;14) stated *“I am insecure, and I expect you to help me to be more aware of my strengths, interests, talents, and abilities”*. Participant (5;5A;8) stated *“you must tell me about the different careers that are there, I am still lost”*. During the life design intervention

activities, the participants were able to acquire information about themselves, their interests, their strengths, and their weaknesses. They were able to know and understand themselves better, and also to obtain information about the different careers, career fields and the world of work. The following statements indicate that the two participants quoted had acquired self and career information. Participant (7;7;2;34-26) stated *“the project has helped me understand myself better. Yes, I can say I did not know myself very well, but by answering the questions on the questionnaire, I started to understand myself better. Especially about issues of careers”*. Participant (5;7;2;6-8) stated *“at first, I was not sure about what I wanted to do after matric. However, after attending this project I now know what I want and that it is within my power to achieve my aim. I have finally decided to be a dermatologist.*

The findings of the present study correspond positively with those of Maree et al. (2021) in their study on group career construction counselling with prospective university students from a disadvantaged background. In the latter study, the intervention successfully helped the participants to get to know themselves better, and to boost their knowledge of and ways of obtaining more information about the world of work.

5.3 INDUCTIVELY IDENTIFIED THEMES AND SUB-THEMES

5.3.1 Sense of mastery

Two of the participants indicated that at some point in their lives they mastered certain skills and that by mastering those skills they developed confidence in their ability to either construct careers by drawing on the skills they had acquired or mastering other skills to construct careers on. Rodinda and Eva (2023) in their study on the effects of self-efficacy on career decision making in final-year students found that students who have high levels of self-efficacy are prepared to invest considerable effort to attain their goals and can traverse the world of work with self-confidence, thus influencing their future career planning. The present study indicates that self-efficacy has the potential to influence career decision making in learners in the further education and training phase (Ogotu et al., 2017). Participant (7;2;1;10) stated *“in 2020 and 2021 I learned how to start and manage a business”*. She added that he would use the skills he had learned to run his own business. Participant (9;2;1;15) stated *“I am very good at soccer. I play for Jomo Cosmos development team, and I will play soccer for a career”*. The findings in this study correspond positively with those of Muarifah and Nurliyana (2022) who in their study found that students with high levels of self-efficacy had a greater ability to make career decisions.

5.3.1.1 *Health-enhancing power of participating in sport*

The participants in the present study indicated that taking part in sport could lead to a career in sport and that it could also improve their health in general. Participant (9;3) used a collage to demonstrate how he viewed sport as health enhancing. The study findings correspond positively with those of other studies, for example the studies of Lankhorst et al. (2019) and Yman et al. (2022) who found a strong positive correlation between participation in sport and better general health as well as increased physical activity levels.

5.3.1.2 *Healing power of music*

The present study participants indicated that they would do music as a career simply because they liked it and saw themselves as talented in it. They further indicated that they used music as a psychological resource and not only as a leisure time activity (Zanders, 2012). Participant (10;3) stated *“music is my passion. When I play music, I feel the healing in it. It helps me to calm down and just feel good about myself”*. Participant (3;7;4;84-86) stated *“I enjoy making music so much. I do not only enjoy the sounds, but the sounds make me feel good and happier. I enjoy music more when I am stressed and tired”*. The findings in the present study correspond positively with those of Zanders (2012) who found that people intentionally listen to music to calm themselves and relax.

5.3.1.3 *Entrepreneurial/Business orientation*

Three participants in the present study indicated a desire and intention to start businesses as careers. They expressed a strong positive emotion to spend time and energy in entrepreneurial activities (Chowdhury et al., 2014). They added that they planned to set up new business ventures at some point in the future (Thompson, 2009). Some of the participants indicated a desire to become businesspeople either immediately after completing high school education or after studying business at an institution of higher education. Participant (12;5A;18) stated *“my dream career is to become a businessman. I would like you to assist me to get a CK (company key number) so that I can start my own business. Participant (12;7;2;22-24) stated “the explanations of the researcher encouraged me to work hard on attaining my dream of becoming a businessperson.”*

The intention to become an entrepreneur is associated with the social cognitive career theory (SCCT) of Lent et al. (1994). The SCCT holds that career development is influenced by cognitive-related factors such as self-efficacy and goal achievement (Garaika & Margahana, 2019). It also argues that people's determination or intention to engage in a

particular action is motivated by their judgement of their ability to organise and execute the action successfully (Bandura, 1986).

The findings of this study correspond positively with those of Castillo et al. (2019) who found that entrepreneurial efficacy was a significant predictor of entrepreneurial intentions in their study on personal factors that predict entrepreneurial intentions in people with disabilities. The present findings also correspond positively with those of Aggarwal and Shrivastava (2021) and Asante and Affum (2019). Aggarwal and Shrivastava (2021) found that the self-efficacy of students had a strong influence on their intention to study entrepreneurship, while Asante and Affum (2019) found that aspiring entrepreneurs who believed they had the power to control events in their lives (internal locus of control) were more likely to identify entrepreneurial opportunities.

5.3.1.4 *Self-efficacy enhancing power of achieving goals*

In the present study, two of the participants indicated that when they achieved life goals, they became motivated, and their self-efficacy was enhanced to the extent that they felt they could achieve other goals. Self-efficacy can therefore be described as people's belief in their ability to organise and carry out an activity that is needed to produce certain attainments (Bandura, 1997). Participant (3;2;1;22) stated "*in 2009 I started playing in the brass band in church. I thought of becoming a musician then*". Participant (3;4) stated "*by taking part in the intervention that was provided by the researcher, I have now gained confidence that I have the ability to become a musician*". The findings in the present study that the participants' self-efficacy enhanced their capacity to achieve certain goals correspond with those of Barlow (2010) who in his study found that successful performance in a task was likely to result in increased self-efficacy, whereas repeated failures often resulted in a lowering of self-efficacy.

5.3.2 **Positive outlook on life**

The participants' stories suggest that despite the unfavourable conditions in their homes, they had the power to change them and to be successful. They viewed life in a positive way. A positive outlook on life denotes a situation where people experience happiness and contentment and view things as going well in their lives (Ramos & Brown, 2020). Participant (1;7;4;87) stated "*after I participated in this intervention, I realised that difficult times do not last forever and that I have the power to change the situation through education and by exploring myself more*".

Other sub-themes that denote a positive outlook on life are discussed in the next section.

5.3.2.1 *Determination to succeed*

The participants in the present study indicated that they were determined to work hard to achieve their goal of having a career one day. They said that conditions were not necessarily supportive of their endeavours but, nevertheless, they were determined to change their lives by having a career in the future. Participant (12;7;1;11-13) stated “*the support of the researcher made me realise that being poor does not mean you cannot become what you want. I know that I will work hard to change the situation at home. I will study hard so that my dream of becoming a businessman comes true*”.

The statements of five of the participants in the present study are consistent with self-determination theory. According to the two-dimensional concepts of self-determination theory, behaviour is either intrinsically or extrinsically motivated (Deci & Ryan, 2000). Intrinsic motivation refers to engagement in an activity because of its inherent satisfaction or pleasure whereas extrinsic motivation refers to engagement in an activity because of the value of the external rewards or punishment which are attached to it. The two types of motivations are not separate but co-exist in an individual and interact to influence his or her behaviour (Deci & Ryan, 2000). The participants in the study were not explicit in their statements about whether they were intrinsically or extrinsically motivated but showed the will to succeed.

The findings in the present study correspond positively with those Fahmi and Ali (2022) who found that motivation had a positive effect on career decision making. The present study's findings also correspond positively with other studies including those of Paixão and Gamboa (2017) who found that students who were self-determined showed high levels of career decision making. Lee et al. (2021), too, found that intrinsic motivation had a positive effect on students' career decision-making processes.

5.3.2.2 *Drawing on successful role models*

Role models are people to whom children look up and whose actions they wish to emulate. Children choose these role models for different reasons such as desirable talents, lifestyle, wealth, and status (Johnson et al., 2016). Role models encourage young people to work hard or maintain certain standards of behaviour so that they will achieve the status of their role models one day. In the present study the participants identified people whom they looked up to and would like to emulate when they grow up. Most importantly, all the

participants wanted to emulate their role models in terms of careers they pursued and because they saw them as successful. Participant (3;5B;3) stated *“my role model is DeeJay Sbu, after I met him, my life changed. Now I want to work hard to make sure that I become successful and famous just like him. Before I participated in this intervention, I did not worry about role models. But the explanations of the researcher about the importance of role models made me understand the influence they have on our lives”*.

Three of the participants in the present study indicated that they had people whom they admired and would try to be like one day. The study findings correspond positively with those of BarNir and Hutchins (2011) who in their study found that exposure to role models had both a direct and indirect influence on career decisions. The findings of the present study also correspond positively with those of Neuenschwander et al. (2018) who found a high correlation between the working environments of role models and the desired working environments.

5.3.2.3 *Constructive role of significant others*

In the present study, three of the participants indicated that significant other people in their lives played a constructive role in their career decision making as well as in other life decisions. Participant (9;5B;14) stated *“people who influence me most in my life are my mother and my brother. They advise me about my future career and show trust in my abilities, and that helps to boost my confidence regarding the choices I make about my career*. The findings of this study correspond positively with those of, for example, Xing and Rojewski (2018) who in their study on the career decision-making self-efficacy of Chinese secondary vocational students found that parental support was a significant factor in predicting career decision-making self-efficacy for Chinese secondary students.

5.3.3 Painful stories about the past

As discussed in Section 2.7.1, the main aim of career construction counselling is to assist persons to narrate and use their own life stories to develop their careers. During counselling, clients' painful stories from their past are converted into positive experiences that help to revitalise meaningfulness and purpose in their career-lives. Maree (2020) maintains that career construction counselling helps people re-live and summarise their earliest stories, connect their present experiences, and construct new life themes in their career-lives. The findings of the present study correspond positively with Maree's (2020) in that the career construction counselling in this study also helped the participants re-experience their earliest stories and construct new life themes from them. The participants' painful stories of the past

were used to construct new life themes and careers. Stoltz et al. (2023) caution that the content of the childhood memories of clients that are tapped into during the career construction interview may include painful or traumatic memories. The painful memories indicate preoccupation that can be used in the identification of meaningful application of the past hurt or trauma in the exploration of careers (Savickas, 2013). In the next sections, 5.3.3.1 to 5.3.3.5, I discuss the participants' life themes that emerged from their painful stories.

5.3.3.1 *Negative influence of depression*

Three of the participants stated that at some point in their lives they were affected by depression and that the experience made them feel they were not going to attain their life goals. Participant (4;7;1;1-5) stated *"I was affected badly by depression and anxiety. Sometimes I failed to plan for my life due to depression and it even affected my achievement at school.* The findings of the present study correspond positively with those of Gadassi et al. (2015), who found that higher levels of career decision difficulty involving self-concept and identity were associated with higher levels of depressive symptoms.

5.3.3.2 *Degrading effect of bullying*

The literature reveals that the effect of bullying can last long in the life of the victim and that it has a detrimental effect on the mental health of adolescents often leading to low self-esteem (Armitage, 2021; Shetgiri, 2013). In the present study, two of the participants stated that they had been victims of bullying and that the experience had left them feeling angry and sad. Participant (8;7;3;65-68) stated *"I was a victim of bullying many times. I want to be a human rights lawyer to speak for those who cannot speak for themselves. Bullying is very bad. I want to fight it and make sure that bullies stop it. The intervention has motivated me, and my confidence is restored"*. Participant (1;5B;5) stated *"when I was young, I was bullied by my aunt. It made me feel very bad and angry even towards other people"*. One participant said that the bullying experience had helped to shape her career decision making as she wanted to become a human rights lawyer to fight for the victims of bullying. This finding is consistent with Maree's (2020) finding that during career construction counselling clients' painful stories from their past can be converted into positive experiences that help them revitalise their sense of meaning and purpose in their career-lives. Contrary to my findings, Choi and Park (2018) in their study on the moderating role of self-esteem on the victims of bullying found that learners who were the victims of bullying but who had higher self-esteem

were more likely to react to bullying by bullying others as opposed to those with lower self-esteem.

5.3.3.3 *Impact of socio-economic factors*

Some of the participants (learners) in the present study came from a poor socio-economic background. Three of the participants stated that their socio-economic conditions were so poor that they undermined their plans and dreams. However, despite these poor conditions, they were determined to work hard, especially academically, to make sure that one day they would be employed and improve their living conditions. Participant (12;7;3;58-62) stated *“at home we are struggling financially but I always see myself changing the situation one day. Thank you for the project and your explanations of careers. I have learned many things about careers, and I am now confident about what I want to do”*. The findings of the present study correspond positively with those of Abdinoor (2020) in his study on the effect of gender and socio-economic categories on the career decision-making self-efficacy and career adaptability of senior secondary school learners in Northern Kenya. The author found that socio-economic status had no effect on career decision-making self-efficacy and career adaptability. The findings of the present study also correspond positively with those of Baglama and Uzonboylu (2017) who in their study found that socio-economic status did not influence the positive vocational outcomes expectancy levels of pre-service special education teachers.

5.3.3.4 *Lack of parental support*

In their study conducted in Switzerland on the transition from lower secondary education to work, Neuenschwander and Hofmann (2022) found that parents played an important role in the career decision making of their adolescent children. Other activities in which parents are involved with regard to the career decision making of their children include talking with their children about their interests and skills, and encouraging them to obtain information on different professions and available internships (Neuenschwander & Hofmann, 2022). However, in the present study, two of the participants stated that their parents did not support them in their career decision making. Participant (2;5B;5) stated *“my parents do not support me in almost everything I try to do. They are overprotective and will not give me a chance to try new things”*. Other findings that differ from the findings of this study are those of Parola and Marcionetti (2022) who found that middle school children did not experience lack of parental support in their career adaptability. These differences could be explained by the level of education of the parents of the participants in the present study as well as their

socio-economic status. Most of the parents of the participants had a low level of education and came from poor socio-economic backgrounds. The unfavourable conditions of the parents could have resulted in their lack of involvement in the career decision making of their children simply because they themselves lacked knowledge and information about careers.

5.3.3.5 *Loss of loved ones*

Loss of loved ones, particularly parents, affect children negatively including their achievement at school. In the present study, two of the participants said that after the loss of their parents, they felt as though they would never achieve their life goals. Participant (9;2;1;16-17) stated *“in 2008 I lost my father in a car accident and since then I was never sure if my career dream would come true”*. The findings of this study correspond positively with those of Karakartal (2012) who in her study found that the loss of parents affected adolescents emotionally and often resulted in their achieving lower grades at school.

5.3.4 **Dependence**

Dependence entails a situation where adolescents rely on other people to do things for them instead of they themselves becoming proactive by taking the initiative to seek the information and resources they need. Almost all the participants in the present study indicated that they needed money to start a business or with information about careers fields and careers. The sub-themes of dependence are discussed in the following sections.

5.3.4.1 *Need to be provided for financially*

Most of the participants in the present study came from poor socio-economic backgrounds where their parents were often unemployed. Some said their parents had lost their jobs because of the Covid-19 pandemic. It was therefore not surprising that five of the participants indicated that they would need money to start their planned businesses. Participant (10;5A;19) stated *“I can be grateful if you can buy me a drawing pad and a studio to make music or if you can give me R10 000 to invest and buy those things myself because I need them to start my career”*. The findings of this study correspond positively with those of Hatala (2005) in their study on identifying barriers encountered by people when they wanted to start a business. Among the barriers identified were lack of start-up logistics and financial needs.

5.3.4.2 *Need to be provided with information*

Ten of the participants indicated that they wanted the researcher to provide them with information about career fields and careers instead of their seeking information themselves. Participant (8;1;2;23-24) stated *“I want you to help me know which career fields I can specialise in. I also want to know more about these careers”*. The findings of this study correspond positively with those of Albien and Naidoo (2017) in their study on deconstructing career myths and cultural stereotypes in a context of low-resourced township communities. The researchers found that all their participants wanted to be told what they needed to know, instead of engaging in a process of self-exploration.

5.3.5 **Sense of pride**

Some of the participants in the present study indicated that they derived pride from their achievements. Participant (5;2;1;18) stated *“I was a school leader in primary school”*. The findings in this study correspond positively with those of Heckel and Ringeisen (2019) in their study on pride and anxiety in online learning environments, where they found that pride was induced when the learners experienced success in specific online modules and attributed the success to their effort and skills.

5.3.5.1 *Academic achievement*

In the present study, two of the participants felt motivated after achieving well academically. The participants indicated that they gained confidence that they would be able to achieve more in life. Participant (2;2;1;29) stated *“in 2019 I passed all my subjects. Since then, I was motivated to work harder and achieve more. I am now confident that I will finish school and become a blaster”*. The findings in this study correspond positively with those of Hwang et al. (2014) who found that the participants in their study reported a strong motivation to graduate or improve their grade point average following an improvement in their academic performance. However, the findings differ from those of Bounds (2013) who in his study found an insignificant correlation between career decision making self-efficacy and academic achievement. These findings suggest that academic achievement can motivate learners to achieve even better academically but that academic achievement whether good or poor does not have an impact on career decision making. The difference in my findings and those of Bounds (2013) suggests that even underachievers are capable of making career decisions.

5.3.5.2 *Learning new skills*

Learning and mastering new skills may result in increased self-efficacy in adolescent learners. In the present study, two of the participants indicated that after they acquired certain skills in their lives, they were convinced they had the potential to acquire more skills, including those that would form part of their future careers. Participant (12;7;3;59) stated *“In 2019 I learned how to drive a car and I started to imagine myself learning new work skills after completing school in preparation for my career”*. The findings of this study on successful past experiences increasing confidence about future success correspond positively with those of Capa-Aydin et al. (2017) who in their study found that learners who had successful past experiences in chemistry as a school subject tended to perform better in the subject.

5.4 SYNOPSIS

Chapter 5 was devoted to a discussion of my research findings. I wished to identify similarities and differences between my research findings and those in the existing literature. For this purpose, I discussed consecutively all the deductively identified a priori themes, as well as the inductively identified additional themes and sub-themes. As I compared the deducted themes with those in the literature, I realised that the constructs that constitute career decision making and career adaptability were present in the participants. Generally speaking, the participants displayed enhanced career decision making as well as career adaptability after the research intervention.⁶ They now felt empowered with the necessary knowledge to be able to make career decisions. The results of my research therefore suggest that the life design-based intervention effectively promoted the career decision making of the participants.⁷ I related all my findings to the literature on life design-based intervention and career decision making.

Inductively identified themes and sub-themes afforded me the opportunity to further explore the concept of career decision making and career adaptability, as well as themes that emerged from the participants' career-lives. My research therefore added to the available literature by expanding the body of knowledge on life design counselling. My research also provided evidence, albeit limited, of the fact that life design-based intervention managed to enhance participants' career decision making.

⁶ See my research questions (Chapter 1, Section 1.3, pp. 25-26)

⁷ Evidence is provided in Table 4.6: Summary of themes and sub-themes pre- and post- intervention.

In Chapter 6 I intend to relate the research questions to my research findings, as well as discuss the ethical considerations and limitations of the study. The chapter will be concluded with recommendations for further research and final reflections on the study.

CHAPTER 6: FINDINGS, CONCLUSION, AND RECOMMENDATIONS

6.1 INTRODUCTION

The aim of this research was to explore the effect of life design-based intervention on the career indecision of further education and training learners in the district of Nkangala in the Mpumalanga Province of South Africa. As the study progressed, I realised that the intervention was having a positive effect on how the learners experienced career decision making. The intervention's ability to benefit the learners and influence their career decision making positively could be seen in the emergence of different constructs and themes.

This final chapter revisits and answers the research questions based on the findings that emerged. I also discuss the ethical considerations that were regarded and summarise the strengths and limitations of the study. Recommendations for future research conclude this report.

6.2 REVISITING THE RESEARCH QUESTIONS

The primary research question was: How can life design-based intervention influence the career decision making of further education and training phase learners (FET) in an urban/semi-urban school? The primary research question was accompanied by the following descriptive and exploratory questions.

Descriptive questions

- ❖ How can career construction counselling inform an intervention aimed at enhancing the career decision making of FET phase learners in the district of Nkangala in the Mpumalanga Province of South Africa?
- ❖ What factors can influence FET phase learners' career decision making adversely?

Exploratory questions

- ❖ What were the main differences between the pre- and post-intervention themes that emerged from the learners' narrative data?
- ❖ How did the intervention influence the learners' decision-making capacity?

6.2.1 Descriptive questions

6.2.1.1 *How can career construction counselling inform an intervention aimed at enhancing the career decision making of FET phase learners in the district of Nkangala in the Mpumalanga province of South Africa?*

My reason for doing this research was to examine the effect of a life design-based intervention on helping further education and training phase learners deal with career decision-making difficulties. I also wanted to shed light on their understanding of the importance of making career decisions timeously and their realisation of the influence of such decisions on their long-term career development. The pre-intervention interview revealed that most of the learners experienced career decision difficulties apparently due to a lack of or insufficient career counselling at school. All the learners indicated that they did not know how to start the process of career decision making. The learners who experienced career decision difficulties said that they needed information on the different career fields as well as information about themselves, namely who they were, their strengths, areas for development (“weaknesses”), and how these were associated with career decision making.

The career construction counselling intervention implemented in the study helped to increase the participants’ career decision making and career adaptability. It also helped to enhance the participants’ self-knowledge regarding their strengths, weaknesses, preferences, abilities, and identities. Self-knowledge, in turn, became part of their strengths in dealing with career decision difficulties.

6.2.1.2 *What factors can influence FET phase learners’ career decision making adversely?*

All the participants in the study indicated that they experienced career decision-making difficulties for different reasons. The study results revealed that lack of information was a key factor in the career decision-making difficulties of all the participants. They displayed lack of information about careers and about themselves (their abilities, strengths, areas for development, preferences, interests, and talents). Other common factors in all the participants were a lack of motivation to begin the process of career decision making and a lack of support from parents and teachers. The lack of support meant that many of the participants did not engage in the career decision-making process. Some of them ended up postponing the process of career exploration.

Lack of confidence, curiosity, control, and concern were other factors that hindered the participants from engaging in career exploration. Due to the lack of information the participants were not confident that they could make informed career decisions. They did not explore and seek information about careers. Most of them did not engage in career exploration because of low levels of career adaptability (concern, control, curiosity, and confidence).

Dependence on other people was another factor that emerged as an obstacle in the participants' career decision making. Some of the participants indicated that they expected other people to provide them with information instead of their being proactive and seeking information about careers themselves. They expected the researcher to provide them with information about careers and on how to begin the process of choosing a career. Some of the participants indicated that they expected someone else to provide them with money to start a business. They showed little eagerness to search for information on how they could source funding to start a business. The research findings indicate that the participants received no career counselling from the school and also that they needed such counselling to help them deal with the career decision difficulties confronting them.

6.2.2 Exploratory questions

6.2.2.1 What were the main differences between the pre- and post-intervention themes that emerged from the participants' narrative data?

The participants' statements revealed several differences between the pre- and post-intervention themes and sub-themes. During the pre-intervention interview most of the participants indicated that they experienced low career concern, control, curiosity, and confidence. In general, their career adaptability was low, which could be ascribed to the lack of career counselling at the school.

Based on the themes and sub-themes that emerged from the participants during the post-intervention interview, it could be deduced that their career adaptability had improved. Most of the participants started to indicate that they were focusing on educational trajectories and adopting a positive attitude to career decision making (enhanced concern). Some of the participants were also beginning to take responsibility for the construction of their careers (control). Four of the participants indicated that were exploring available alternatives to make career decisions that resonated with their personal goals (curiosity). Seven of the

participants indicated that they had the capacity to deal successfully with challenges relating to career choices (confidence).

Themes and sub-themes that emerged during the post- intervention interview also revealed that most of the participants' career decision-making challenges had been resolved. Some of the participants indicated that they had been motivated to engage in the career decision-making process. Seven of the participants were able to make career decisions based on the information they had acquired about careers, themselves, their self-knowledge, their self-concept, and their career identity.

6.2.3 Revisiting the primary research question

When the life design-based intervention commenced, all the participants indicated that they experienced career decision-making difficulties due to lack of information about themselves and available career fields. The more the participants were engaged in the different life design intervention activities, the more their career decision-making difficulties were resolved. The life design-based intervention clearly had a positive impact on their career decision-making capacity, which could be seen in their enhanced self-knowledge, identity, self-efficacy, and increased adaptability resources (concern, control, curiosity, and confidence).

In summary, my careful analysis of the data shows that the life design-based intervention used in the study had a positive effect on the career decision-making ability of the FET phase learners in the Nkangala district of Mpumalanga.

6.3 ETHICAL CONSIDERATIONS

The ethical guidelines in the Ethics and Research Statement of the Faculty of Education of the University of Pretoria (see Chapter 3) were followed throughout this research project. I also adhered to the procedures listed below.

6.3.1 Informed consent

I explained to the participants the nature and goals of the research project and subsequently obtained informed consent from them. I assured them that they were free to withdraw from the project at any time should they wish to do so. Because the participants in the study were minors, their parents were also requested to sign a consent form on their behalf prior to the start of the project.

6.3.2 Voluntary participation

Participation in the study occurred on a voluntary basis. No learner was compelled either by the school or me to take part in the project. It was clearly explained before the start of the project that participation was voluntary.

6.3.3 Privacy, confidentiality, and anonymity

I made sure that other people did not have access to the information provided by the participants as it was reported in a manner that precluded any association with them personally.

6.3.4 Protection from harm

I ensured the participants that their well-being was my priority. Arrangements were made with a psychologist to be available to assist them if necessary, and all possible steps were taken to avoid any harm that could arise from their participation in the project.

6.3.5 Fidelity

The principle of fidelity, which emphasises the need for accuracy (Hartas, 2010), guided the use of measures and their interpretation in the study. The study results were communicated to the participants to be verified and thus to avoid any misinterpretation.

6.4 WHAT I WOULD HAVE DONE DIFFERENTLY?

In retrospect, I would like to have used both qualitative and quantitative measures to assess the career decision-making difficulties and career adaptability of the participants before and after the life design-based intervention to determine their levels before and after the intervention. I wish also that I could have spent more time with the participants to share more information with them about alternative careers. I regret that I could not follow up with them at least six months after the intervention to evaluate its effect over a longer period.⁸ I would also have involved the parents and guardians of the participants in the career counselling process⁹ because of the key role that they play in the career decision making of their children. Some of the participants raised psychosocial issues that needed addressing because of their negative impact on the participants' academic achievement and eventually on their career goals. As mentioned in Chapter 3,¹⁰ a psychologist was asked to be available

⁸ Despite numerous attempts to trace the participants through the school using phones and through other learners and teachers, I still could not find them.

⁹ It was not part of the scope of my research proposal to include the parents of the participants.

¹⁰ See Chapter 3, Section 3.4.1, page 9.

to attend to participants who experienced emotional and psychological distress emanating from the stories they related. Two of the participants were referred to the psychologist because they had lost family members through death and the experience had affected them emotionally. The two participants said that they would need more time to recover from the emotional distress and that they would prefer not to consult the psychologist. I could not assume the role of psychologist because of the resultant conflict with my role as researcher. The two participants who were referred to the psychologist were able to continue with other project activities without the intervention of the psychologist. I thus respected their decision not to see the psychologist.

6.5 RECOMMENDATIONS

Based on the research findings of the study, the following recommendations can be made:

6.5.1 Recommendations for policy makers

- ❖ The National Department of Education should consider introducing career counselling in schools at an early stage so that learners have the opportunity to explore different career fields and to choose their subjects according to their preferred career fields.
- ❖ The National Department of Education should train and employ more career counsellors so that all learners can access career counselling at an early stage in their school years. Career counsellors should receive ongoing training to remain abreast of the latest developments in the world of work and careers.
- ❖ Policy makers should consider introducing life design counselling as one of the strategies in career counselling programmes in schools.
- ❖ Life orientation teachers should attend a full course on career counselling (including life design intervention) to enable them to assist learners with career decision-making challenges.

6.5.2 Recommendations for the practice

- ❖ The National Department of Education should provide life orientation teachers/ career counsellors in schools with booklets and wall charts that learners can easily access to familiarise themselves with career information at an early stage in their schooling.
- ❖ Life orientation teachers/career counsellors should receive training in life design intervention to assist learners in groups so that they can reach out to as many learners as possible.

- ❖ Career counsellors who implement group-based strategies should also implement one-on-one approaches to enable them to go deeper in assisting individual learners with career decision-making challenges.
- ❖ The scope of career counselling in schools should be expanded to include information about the self (e.g. identity, personal strengths, “weaknesses”, talents, and interests) and the changing world of work. For example, nowadays the use of technology is a requirement for most careers.

6.5.3 Recommendations for future research

- ❖ Future researchers should consider exploring the reasons for learners’ career decision-making difficulties in South African schools, particularly those in rural areas.
- ❖ Future researchers should consider the use of both qualitative and quantitative research approaches in their research on the subjective and objective features of participants regarding career counselling.
- ❖ Future researchers should consider exploring the readiness of life orientation teachers – in terms of their knowledge and expertise – to provide career counselling. Those without the required knowledge of the subject and expertise could then undergo the necessary training.
- ❖ The involvement of larger groups of participants with diverse socio-economic backgrounds should be considered when conducting life design-based interventions.

6.6 LIMITATIONS OF THE STUDY

The following factors could be considered limitations:

- ❖ Both the school where the research took place and the participants in the study were chosen purposively (non-randomly), which automatically precludes any generalisability of the research findings.
- ❖ The group that participated in the study was small, comprising only 12 participants. A bigger group would provide more diversity in terms of the socio-economic and cultural background of the participants and make the results more generalisable to other contexts.
- ❖ Follow-up interviews to evaluate the long-term effect of the intervention were not conducted due to time constraints.
- ❖ The subjective nature of the data sources, interpretation and analysis could cast doubt on the validity of the views and opinions of the participants.

- ❖ Even though I took every possible step to ensure the trustworthiness of the research, other researchers may interpret the findings differently.

6.7 PERSONAL REFLECTION ON THE RESEARCH STUDY

In reflecting on the research study, I deliberate on the findings that I expected, those that surprised me, those that disappointed me, and those that I did not expect. All these findings are discussed in the next section.

6.7.1 Findings that I expected

At the beginning of the project, I expected that as the intervention progressed, the participants would learn more about careers and the world of work. I also expected that their knowledge about themselves (identity, abilities, strengths, areas for development, interests, and talents) would increase. On conclusion of the intervention, the participants' responses and the overall results of the study confirmed that their knowledge about careers and the world of work had increased and that they were now able to make informed decisions about careers. The results further confirmed that the participants' knowledge about themselves had increased. They became conscious of their strengths and "weaknesses" (areas in need of development), as well as their interests and talents. I hoped that the participants' career decision-making difficulties would be resolved as a result of the intervention, and indeed, the results indicated that they were resolved to a considerable extent.

6.7.2 Findings that surprised me

I was surprised by the manner in which the participants adapted to the activities of the life design-based intervention. Moreover, only two participants withdrew from the programme and their withdrawal did not seem to have any significant impact on the number of participants. At the beginning of the intervention, the participants were reluctant and even afraid to express themselves freely in a group. However, as the intervention progressed, they started to participate actively, and some were willing to express their views openly. Later, some of the participants said there were too many activities in the intervention, which added to their already heavy workload, but they persisted until the end of the intervention. I was surprised by how they expressed their discovery of who they were (their values, interests, and talents), how they learned from each other, and how they were able to construct themselves and their career choices with increased confidence.

6.7.3 Disappointing findings

I was disappointed to learn that the participants did not discuss important personal matters such as career choice with their teachers. One participant said that the teachers only told them to focus on their studies so that they could pass at the end of the year, instead of getting them to focus on the “bigger picture” (namely that passing a grade is merely one facet of ultimately constructing themselves and their careers satisfactorily). Discussion about future careers was not considered part of the curriculum and therefore not spoken about with the learners. I would have expected the teachers to motivate the learners to choose subjects according to the careers they wanted to pursue. I would also have expected teachers to assist the learners in not only identifying their abilities and talents but, more importantly, in clarifying their self- and career identities before choosing a career. The career indecision difficulties experienced by the participants could largely be attributed to the fact that the teachers did not discuss career choices with them at an early stage in their school years. I gained the impression that the teachers focused only on imparting learning content to the learners without preparing them for the world of work.

I was also disappointed by the two participants who did not see value in participating in the intervention and stopped participating after attending only two sessions. The two participants did not explain their not wishing to continue with the intervention. They wanted me to prescribe what careers they should choose instead of engaging in a process of self-discovery. They did not see any point in talking about their past experiences – all they needed was someone to tell them what to do. I would have liked to give them the chance to participate in the group intervention so that they could discover more about themselves and the available career alternatives. However, since all the participants took part in the study voluntarily, I could not coerce them to participate against their will.

6.7.4 Unexpected findings

I did not expect the intervention to end well because of the participants’ attitude when I first met them. They did not have plans for their future careers and did not see a need to start working on such plans. However, as the intervention progressed, they were motivated to complete the activities and participated actively in the intervention. They shared their stories and respected each other in the group. I did not expect them to continue until the end of the intervention because of their complaints about all the activities. Towards the end of the intervention, however, they all expressed a sense of gratitude and were positive they could make informed decisions about their future careers.

6.7.5 What this study meant to me personally

As the study drew to an end, I gratefully realised that it had helped me to contribute positively to the lives of the participants by making them more ready for the uncertain world of work. The study was a great achievement for me since my desire to contribute positively to other people's lives was realised.

On a professional level, the study exposed me to postmodern career counselling approaches. As I immersed myself in the theory and practice of life design counselling, I learnt about the theory and practice of career construction, which I was not aware of before I engaged in the research. I was impressed by the way in which the participants involved themselves in the career construction activities and how they were able to grow in terms of career identity and self-knowledge. The study helped the participants resolve their career indecision problems and improved their career adaptability. I am now confident that I can implement the life design counselling approach with other learners, particularly those in rural areas in the province of Mpumalanga and in other provinces of South Africa, who do not have access to career counselling services.

After previously having studied for eight years working on my doctoral studies, I was unable to complete them. I was left devastated and demoralised, believing I was never going to achieve this key goal in my life. (At that time, I was supervised by another person). When I thought I was close to completing the thesis, my supervisor told me that I could not continue because I was not going to pass. I went through a painful and traumatic period that took a long time to pass, but my family members and work colleagues kept on encouraging and motivating me to re-do the study. Through their support, I regained my energy and requested the University of Pretoria to allow me to register for a new study with a new supervisor. With the expert guidance of my current supervisor, I managed to complete the study.

Working on the study was not an easy journey for me. On many occasions, the work was so overwhelming that I felt like giving up. However, the fulfilment I derived from the progress I was making kept me going. The professional guidance I received from my supervisor was immeasurable. The research skills and knowledge I gained from this research project helped me grow as a person and as a researcher.

6.8 SYNOPSIS

The goal of the study was to explore the effect of a life design-based intervention on the career indecision of further education and training phase learners in the district of Nkangala

in the Mpumalanga Province of South Africa. The study findings showed that the intervention was successful in resolving the career decision difficulties of the research participants. It boosted the participants' career adaptability resources (concern, control, curiosity, and confidence) and helped them to learn more about careers, themselves, and the world of work. The participants were far more motivated to engage in their own career decision-making process after they had participated in the life design intervention.

The outcome of the life-design based intervention has given me confidence that I can implement the intervention with different groups of learners who share a similar context with the group that participated in the study. Ultimately, the research helped me regain my impaired sense of self (see my comment above) and inspired me to help others actively master and deal with any trauma that they have suffered passively and convert their pain into hope, meaning, and social contributions.

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APPENDIX A: REQUEST LETTER TO THE HEAD OF THE DEPARTMENT OF EDUCATION



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

PO Box 1591
Siyabuswa
0472
25 August 2020
The Head of Department
Mpumalanga Department of Education
Nelspruit
1200

Dear Sir/Madam

REQUEST TO COLLECT DATA FOR RESEARCH IN SCHOOLS

I am a student in the Department of Educational Psychology at the University of Pretoria and wish to conduct a study on learner support as part of my PhD degree.

As the project will involve Further Education and Training Phase learners, I would like to request permission to conduct the research at secondary schools in the province. The title of my study is "Life design intervention with Further Education and Training phase learners from rural and urban schools". My intention with the research is to explore the influence of life design intervention on the career adaptability and career decision making of FET learners.

Learners who will proceed to tertiary education as well as those who want to start work without going on to a tertiary institution may participate in the research project. Those who are willing to participate will be expected to take part in group activities that will take place for an hour per week over a period of eight weeks. The activities will take place after classes so that teaching and learning time will not be affected.

Learners will complete questionnaires about their career adaptability and career decision making, both at the beginning and at the end of the project, to determine whether the intervention has had any effect on their career adaptability and career decision making. They will also be expected to be involved in one-on-one interviews with the researcher about their past, preferences, heroes, heroines, etc.

The study is anonymous, which means that learners will use pseudonyms and that no information will be linked to their real names. Furthermore, only the researcher and the supervisor will have access to the data. I do not anticipate any risks to learners and also do not foresee any harm that may emanate from their participation in the study. Should the study however give rise to any emotional issues, affected learners will be referred to a psychologist for counselling. Arrangements have already been made with a suitable psychologist and learners will not pay for the service.

The results of the study will be submitted for examination purposes and might later be published in an academic journal. I would therefore also like to request your permission to use the data confidentially and anonymously for further research purposes, as the initial data sets will be the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will remain binding on future research studies.

Finally, since participation in the study is voluntary, learners will not be compelled to participate in the study if they do not want to. Even learners who initially agree to participate will be free to discontinue their participation at any point in time should they wish to do so.

Your positive response to my request to collect data will be highly appreciated.

Yours sincerely

Peter Mahlangu

082 486 6019

Mahlangupeter10@gmail.com

APPENDIX B: PERMISSION LETTER FROM THE DEPARTMENT OF EDUCATION



education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Ikhama Building, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Mbombela, 1200
Tel: 013 766 5552/5115, Toll Free Line: 0800 203 116

Litiko le Temfundvo, Umnyango we Fundo

Departement van Onderwys

Ndzawulo ya Dyondzo

Mr Peter Patrick Mahlangu
PO Box 1591
Siyabuswa
0472
Email: MahlanguPeter10@gmail.com

RE: Life design intervention with further Education and Training phase learners from rural and urban schools

Your application to conduct research study was received and is therefore acknowledged. The title of your research project reads: **“Life design intervention with further Education and Training phase learners from rural and urban schools”**.

I trust that the aims and the objectives of the study will benefit the whole department especially the beneficiaries. Your request is approved subject to you observing the provisions of the departmental research policy which is available in the department website. You are requested to adhere to your university's research ethics as spelt out in your research ethics.

In terms of the research policy, data or any research activity can be conducted after school hours as per appointment with affected participants. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the departments' annual research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5124/5148 Or n.madhlaba@education.mpu.gov.za

The department wishes you well in this important project and pledges to give you the necessary support you may need.

MR JR NKOSI
[A] HEAD: EDUCATION

14 / 10 / 2020
DATE



APPENDIX C: REQUEST LETTER TO THE HEADMASTER



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

PO Box 1591

Siyabuswa

0472

19 August 2020

The Headmaster

Dear Sir/Madam

REQUEST TO COLLECT DATA FOR RESEARCH IN SCHOOLS

I am a student in the Department of Educational Psychology at the University of Pretoria and wish to conduct a study on learner support as part of my PhD degree.

As the project will involve Further Education and Training Phase learners, I would like to request permission to conduct the research at your school. The title of my study is "Life design intervention with Further Education and Training phase learners from rural and urban schools". My intention with the study is to explore the influence of life design intervention on the career adaptability and career decision making of FET learners.

Learners who participate in the study will be assisted with choosing careers that they wish to pursue when they complete their high school education. Learners who will proceed to tertiary education as well as those who want to start work without going on to a tertiary institution may participate in the research project. Those who are willing to participate will be expected to take part in group activities that will take place for an hour per week over a period of eight weeks.

The activities will take place after classes so that teaching and learning time will not be affected. Learners will complete questionnaires about their career choices and career decision making, both at the beginning and at the end of the project, to determine whether the intervention has had any effect on their career adaptability and career decision making. They will also be expected to be involved in one-on-one interviews with the researcher about their past, preferences, heroes, heroines, etc.

The study is anonymous, which means that learners will use pseudonyms and that no information will be linked to their real names. Furthermore, only the researcher and the supervisor will have access to the data. I do not anticipate any risks to learners and also do not foresee any harm that may emanate from their participation in the study. Should the study however give rise to any emotional issues, affected learners will be referred to a psychologist for counselling. Arrangements have already been made with this psychologist and learners will not pay for the service.

The results of the study will be submitted for examination purposes and might later be published in an academic journal. I would therefore also like to request your permission to use the data confidentially and anonymously for further research purposes, as the initial data sets will be the intellectual property of the University of Pretoria. Further research may include secondary data

analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will remain binding on future research studies.

Since participation in the study is voluntary, learners are by no means compelled to participate in the study if they do not want to. Even learners who agree to participate will be allowed to discontinue their participation at any point in time should they wish to do so.

I would greatly appreciate it if you would complete the permission slip that follows below.

Yours sincerely

Peter Mahlangu

If you have any further questions, please feel free to contact me or my supervisor:

Student: Mahlangu, Peter

Supervisor: Prof. Maree, J.G.

Signature of student: _____

Signature of supervisor: _____

Cell phone: 0824866019

Contact number:

Email: mahlangu peter@gmail.com

Email: kobus.maree@up.ac.za

I, the undersigned, _____ (headmaster's name) hereby give permission to Mr Peter Mahlangu to conduct the proposed study at _____ (school's name).

Signature: _____

Date: _____

\

APPENDIX D: LETTER OF CONSENT



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

FACULTY OF EDUCATION

Department of Educational Psychology

Dear parent/guardian

RE: LETTER OF CONSENT

I am conducting a study for a PhD degree in the Department of Educational Psychology at the University of Pretoria and would like to invite your child to participate in a study about learner support and life design intervention.

The title of my study is “Life design intervention with Further Education and Training phase learners from rural and urban schools”. My intention with the study is to explore the influence of life design intervention on the career adaptability and career decision making of FET learners. Learners who plan to proceed to tertiary education as well as those who want to start work without going on to a tertiary institution may participate in the study. Those who are willing to participate will be expected to take part in group activities that will take place for an hour per week over a period of eight weeks.

The activities will take place after classes so that teaching and learning time will not be affected. Learners will complete questionnaires about their career choices and career decision making, both at the beginning and at the end of the project, to determine whether the intervention has had any effect on their career adaptability and career decision making. They will also be expected to be involved in one-on-one interviews with the researcher about their past, preferences, heroes, heroines, etc.

The study is anonymous, which means that learners will use pseudonyms and that no information will be linked to their real names. Furthermore, only the researcher and the supervisor will have access to the data. I do not anticipate any risks to learners and also do not foresee any harm that may emanate from their participation in the study. Should the study however give rise to any emotional issues, you are urged to contact me so that referral to a psychologist can be arranged.

The results of the study will be submitted for examination purposes and might later be published in an academic journal. My supervisor and I would therefore also like to request your permission to use

the data confidentially and anonymously for further research purposes, as the initial data sets will be the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will remain binding on future research studies.

Since participation in the study is voluntary, no child will be compelled to participate in the study if they do not want to. Even learners who initially choose to participate will be allowed to discontinue their participation at any point in time should they wish to do so.

If you agree to your child's participation in the study, kindly sign the permission slip at the bottom of this letter and return the document to the school.

Yours sincerely

Peter Mahlangu

Please feel free to contact me or my supervisor if you have any further questions:

Student: Mahlangu, Peter

Supervisor: Prof. Maree, J.G.

Signature of student: _____

Signature of supervisor: _____

Cell phone: 082 486 6019

Contact number:

Email: mahlangupeter@gmail.com

Email: kobus.maree@up.ac.za

If you agree that your child may participate in the study, kindly complete the slip below:

Pseudonym/Name of child: _____

Signature of parent/guardian: _____

Date: _____

APPENDIX E: LETTER OF ASSENT



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Dear learner

LETTER OF ASSENT

My name is Peter Mahlangu and I am a PhD student at the University of Pretoria. I am doing a research project among Further Education and Training phase learners and would like to invite you to participate in it. My study aims to explore whether life design intervention can improve learners' career adaptability and career decision making. Learners who intend to proceed to tertiary education, as well as those who want to start work immediately after completing their high school education are welcome to participate in the study.

As part of the research project, you will be expected to complete three questionnaires: one about your career interests, a second about your career adaptability, and the third about your career decision making. Apart from completing these questionnaires, you will be expected to participate in group activities that will take about one hour in a week over a period of eight weeks. These activities will take place after school hours so that the teaching and learning time will not be affected.

The results of the study will be evaluated for examination purposes and might eventually be published in an academic journal. However, the study is anonymous, which means that the information you provide will not be shared with other people and that we will not use your name or the name of your school. Also, since participation in the study is voluntary, no one will be compelled to participate if they do not want to. In fact, you will be allowed to withdraw your participation at any point in time if you no longer wish to continue. Please be assured that I do not foresee any risks that may arise from participating in the study.

Finally, as the data sets will be the intellectual property of the University of Pretoria, we would like to request your permission to use the data (confidentially and anonymously) for further research purposes. Such research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will remain binding on future research studies.

Thank you for your cooperation.

Yours sincerely

Peter Mahlangu

To indicate that you agree to participate in this study, please sign in the space provided and return this document to your school:

Name/Pseudonym of learner: _____

Learner : _____ Date: _____

Student : _____ Date: _____

Supervisor : _____ Date: _____

APPENDIX F: PRE-INTERVENTION INTERVIEW QUESTIONS

1. What do you expect to achieve from this intervention?
2. What career have you considered pursuing after completing school?
3. What factors limit you when making a career decision?
4. What programs are available at school to assist you with career decision-making?
5. How would you like to be assisted with regard to making a career decision?

APPENDIX G: POST-INTERVENTION INTERVIEW QUESTIONS

1. What have you learned from the intervention since we started?
2. What has changed in your plans about the career you would like to pursue?
3. What do you think has caused the change?
4. How did you experience the intervention?

APPENDIX H: CODED DATA

PRE-INTERVENTION INTERVIEW

Participant 9

1 I know I am good at soccer and my goal is to get information on how to play for PSL teams. 2 I am good at playing soccer and now I know that I am able to realise my dream to see myself playing for a PSL club and make lot of money. 3 Presently I am a great captain for a local soccer team, and I see that my future is in soccer, becoming a professional soccer player that can provide for his family. 4 I can be happy if you can help me become a player in one of the well known clubs in the country. 5 I expect you to help me in registering myself with one of the PSL soccer team.

Participant 12

6 I want to find out how to start my own business. 7 I can be happy if you can help me register a CK so that I have my own business. 8 I don't like studying that much. School is so difficult for me; I doubt my ability to complete school. 9 My goal is to create work for myself so that I can make enough money for myself and my family. 10 I am just coming to school so that I can get matric certificate. 11 Making money for myself is very important and if you can help me register the CK I can be very happy. 12 I want to have money to help my parents so that we can change the situation at home. I also want information about the bitcoins. 13 My goal is to make money for myself.

Participant 7

14 I am insecure and I expect that you will help me to be more sure of my strengths, talents and abilities so that I can be able to choose a career. 15 I actually just do not know what I want to do after matric and about study options and I am not motivated to find out more at this point. But maybe you can assist me.

Participant 11

16 I do not know myself and my potential well and expect you to help me choose a career and know myself better. I expect you to help me choose a career and know more about careers because I know very little about these matters.

17 I don't know that my past was so bad that I can blame it for not achieving now or in the future. If I can learn to open up and do what makes me happy

18 That I can achieve anything if I focus more on my studies

19 I don't want to talk about it. Participant 10

20 My goal is to become a drawer. 21 My expectation is that a person like you will help me by giving me money to buy all I need to be a drawer and to do music. I

Participant 8

22 My goal at the end of this session is that I want to be able to know the comparisons between my strengths and weaknesses. 23 I want to be able to know which career field I will be able to specialise in. I want to know which career I can pursue but I just do not have the courage to start the process. I am hoping that this project will motivate me to start the process of choosing a career. 24 I also want to know more about these careers. I want to know the career I can pursue

Participant 4

25 With this programme I want to know what exactly do I want to achieve in life. What am I good at so that I can choose a suitable career. What I want to achieve with this programme is have a clear prescriptive of myself. 26 Get to know what exactly do I want to achieve in life. 27 My career choice and what exactly I am good at. 28 Knowing my strengths and weaknesses.

Participant 6

29 If you could help me to network with farmers who are well established so that I can learn from them. 30 I would like to know how I can become a big farmer but I know that first I need to meet those who are successful first so that they teach me how to be successful

Participant 2

31 My expectation is that you will help me investigate myself so that I know myself better so that I know what I want in life and who I am

Participant 3

32 I expect that you will help me stress less about what to do to start the process of choosing a career so that I can earn an income and improve the poor conditions at home.

Participant 1

33 I would like you to assist me make my life worth living. To be happy all the time.

34 Work on making life worth living.

35 Be able to achieve my goals.

36 Spend time with others

37 Try to be happy at all times

38 Find way of making my best friend and family proud of me

39 Understand myself better

40 Start following my dreams

41 I wanna keep it private

Participant 5

42 I would love to be able to speak in public

43 I would like to be able to control my anger

44 I can be happy if you can give me money to start a business before I even finish school

45 I can be happy if I can be able to find work so that I can be able to change the poor conditions at home and build a proper house for my family

POST- INTERVENTION DATA

Researcher: *Question: What has changed in you since we started with the project, what have you learned about choosing a career, your future, your needs? Remember there are no right or wrong answers. Who will start?*

Participant 4: 1 Well, let me be the first. I was affected by depression and anxiety. 2 Sometimes I failed to plan for my life due to depression and it even affected my 3 achievement at school. Since I attended this programme, I feel better and have 4 started to plan for my future. I want to become a psychologist so that I can help people 5 who suffer from depression and other mental sicknesses. Before attending this programme I did not know what I wanted to do.

Researcher: Thank you for sharing with us. Let's hear other people.

Participant 5: 6 At first, I was not sure about what I wanted to do after matric. However, 7 after attending this project I now know what I want and that it is within my power to 8 achieve my aim. I have finally decided to be a dermatologist. I want to help people who have skin problems. I had skin problems 9 when I was at primary school and I was assisted by a dermatologist. I know it is not 10 a nice thing to have skin problems.

Participant 12: 11 I have learned that being poor does not mean you cannot become 12 what you want. I now know that I will work hard to change the situation at home. I 13 will study hard so that my dream of becoming a businessman comes true.

Researcher: What do you want to change at home?

Participant 12: 14 I want to start my business and make money so that I can be able 15 to support my family. At the moment we do not have enough for the family and I am 16 not happy about that. I thank God that all my family members are alive and support 17 me in my

plans to become a businessman. I want to work hard and make them 18 proud. I do not like school. I only came to school to get matric then I will make a 19 plan to earn money in any way I can. I would like to be a businessman. All I dream 20 about is to become a businessperson. The intervention has motivated me to pay 21 more attention to my dream of becoming a businessperson.

Researcher: What do you mean by making money anyway you can?

Participant 12: 22 School is difficult for me. I would like to be a businessman. The 23 explanations of the researcher encouraged me to work hard on attaining my dream 24 of becoming a businessperson.

Researcher: Participant Number 4, tell us what you have learned.

Participant 4: 25 Participating in the intervention made me realise that the current 26 situation does not necessarily restrict me from becoming whatever I want to be. I 27 have learned by participating in the intervention that there is always a chance for 28 everyone to improve their lives. I have also learned about role models. Participating in the intervention also made me realise what role models are and the role they play in motivating other people. For instance, 29 I like to go to church because there, I see successful people who encourage me to 30 be like them. I always get motivated when I see successful people. I see myself as 31 being like them one day. Before the project, I did look up to other people but I did 32 not know that they are called role models and that it is normal to look up to other 33 people especially successful people.

Participant 7: 34 The project has helped me to understand myself better. Yes, I can 35 say I did not know myself very well but by answering the questions on the 36 questionnaires I started to understand myself better. Especially about issues of 37 careers. I did not have confidence to state what I want to do but now I think I have 38 gained confidence. Something I want to mention is that both my parents worked and 39 were able to provide for the whole family of five children sufficiently. My dad lost his job 40 due to COVID-19 but I am still sure he will find another one. I also want to work and 41 support my children in the same way or even better.

Participant 11: 42 I know people will be surprised to hear this. I am a sangoma. I help 43 people with their problems and also make money by doing that. I am happy because 44 I followed my calling and it is a career on its own because people pay for the 45 services I provide them. It's just like being a doctor. When we started with this 46 project, I did not know

what I wanted to do for a career except being a traditional 47healer. After the research, I started to take an interest in some of the study fields 48the researcher and I agreed upon and obtain more details about them. I am sure 49that I will still want to work with people but I want to work in the field of nursing. 50However, I still want to find out more about the related fields of study as well.

Participant 6: 51I have learned many things about myself especially about careers 52including how to choose one. For instance, when answering the questions in the 53questionnaire I remembered many things about myself. In my previous school I 54once won a trophy for being the best achiever in EMS. Since then, I had developed 55confidence in myself and started to believe that I will be able to complete school 56and study to become what I want. After participating in this programme, I have 57realized that my dream of becoming a farmer is going to be a reality. I am going to 58study farming.

Researcher: Thank you for sharing that with us. Let us hear others.

Participant 12: 59In 2019 I learned how to drive a car and I started to imagine myself learning new work skills after completing school in preparation for my career. At 60home we are struggling financially but I always see myself changing the situation 61one day. Thank you for the project about careers. I have learned many things about 62careers now. I am now confident about what I want to do. Luckily, in my life I never 63had had health issues like other people I have listened to. I do not know how it feels 64like to be depressed or stressed. In general, I live a happy life.

Participant 8: 65My story is different. I was a victim of bullying many times. I want to 66study to become a human rights lawyer to speak for those who cannot speak for 67themselves. Bullying is very bad. I want to fight it and make sure bullies stop it. The 68intervention has motivated me and my confidence is restored. I have started 69planning for my career as a human's right lawyer. The intervention has encouraged 70me to pursue my dream. At the beginning of the programme I did not know exactly 71what I wanted to study for a career. Now I have decided that I will study law. Being 72bullied when I was young motivates me to study human rights law to protect those 73who are vulnerable. The intervention strengthened my belief that if I work hard, I can pass matric with flying colours. It also helped me realise that I have the ability to achieve my goals.

Researcher: I can hear that your chosen career is the result of your bad experience of bullying.

Participant 11: 74 Yes sir, I feel very sorry for the people who are bullied. I was never 75 bullied at school and even at home. I just wonder how I would react to a bully. **Participant 3:** 76 I lost both my parents and my grandmother struggled to raise me. The 77 poor conditions in which we live affected me to an extent that I lost confidence in 78 myself. But since I attended this project, I have gained my confidence and I see a 79 better future. With the explanations of the researcher, I can see my dream of 80 becoming an entrepreneur coming true. I have already started planning and 81 preparing for my career. I have also realised that the present situation does not 82 necessarily mean that you will remain the same person for the rest of your life. In 83 fact, I feel very positive about my future. I have hope that I will finish schools and be 84 a much better person. I see my future in music. I enjoy making music so much. I do 85 not only enjoy the sounds but the sounds make me feel good and happier. I enjoy 86 music more when I am stressed and tired.

Participant 1: 87 After I participated in this intervention, I have learned that difficult times do not last forever and that I have the power to change the situation through education and by exploring myself more. At the 88 moment the situation at home is not that good but I am confident that one day I will 89 change it. With this project I have learned to look at all angles of life including my 90 past and I now know that I can build my future differently. After listening to other 91 people talking about themselves and their families, I just realised there is always an 92 opportunity to improve your situation. I have already started planning for my future 93 career.

Participant 3: 94 The intervention has helped me to realise that I can attain my goals 95 and become what I am dreaming to become.

Participant 2: 96 I do not participate in sport. My passion is in music. I spend time 97 playing music. I sometimes watch sport on TV. But not necessarily participate.

APPENDIX I: TRANSCRIPTIONS

PART 1 1.Biographic details	IP1 Age: 17 y 7m Gender: F	IP Age: 18y 6m Gender: F	IP3: Age:21y Gender: M
2.FAMILY INFLUENCES	FAMILY INFLUENCES	FAMILY INFLUENCES	FAMILY INFLUENCES
2a.	Don't know	Blasting certificate	I don't know
2b.	Diploma – Chef	Certificate- Chef	Certificate-electrical engineering
2c.	None	Taxi owners	None
2d.:	Hair stylist	Doctor	engineering
3.:	No	No	No
4a. :	Tourism Maths Lit LO	Afrikaans Mathematics B. studies	Lo Maths Lit Geography
4b.	Bus. Studies Geography Afrikaans	Geography Tourism LO	Business studies Tourism Afrikaans
PART2: CAREER CHOICE QUESTIONS			
1a.	1.Lawyer (maintenance) 2.Heart doctor 3.Hair stylist 4.Teacher 5.Business	1.Blaster 2.Boiler maker 3.Lawyer 4.Engineer 5.Teacher	1.Fire fighter 2.Paramedics 3.Tenderpreneur 4. Boiler maker 5.Welder

PART 1 1.Biographic details	IP1 Age: 17 y 7m Gender: F	IP Age: 18y 6m Gender: F	IP3: Age:21y Gender: M
1b.	1.I know how it feels like when your dad does not maintain you 2.I love it 3.I know how to do it well 4.I think I can lead 5. I can start my own business	1.A blaster has not much work to do 2. Bright minded 3. Creative and save lives 4. I love fixing cars 5. I love teaching new things	1.to earn a lot of money 2.work with time, always on point 3.To create job opportunities for unemployed people 4.it does not take time to study it 5.Something that I like the most
2a.	1.Nursing 2.Dentist 3.Engineering	1.Surgical doctor 2. Soccer player 3. Health care worker	1.Social work 2.Teacher 3.Police
2b. :	1.I am not patient 2.Bad breath 3.My health condition does not allow	1. I am afraid of blood 2. I cannot play soccer 3. I am not patient for slow people	1.I cannot deal with people 2.I cannot teach others 3.They are always working hard
3.	Things that I like and passionate of	No advice. No time for personal matters	To study so that you can depend on your own
4.	Maintenance lawyer	Qualified blaster	Entrepreneur
PART 3: CAREER CATEGORIES			
6	1.Practical-creative and consumer science 2.Medical 3.Legal practice and security 4.Tourism 5.Entrepreneurship	1.Engineering and the built environment 2. Executive and management practice 3. Entrepreneurship, running and maintaining a personal business 4.Musical, 5. Legal practice and security services	1.Musical 2.Practical-technical 3.Marketing 4.Medical and paramedical services 5.Engineering and the built 6.Social, caregiving and com serv
6	19. Practical-technical 18.Sport	19.Mathematics and accounting industry	19.Social, caregiving and comm serv 18.Sport 17.Medical and paramedical services

PART 1 1.Biographic details	IP1 Age: 17 y 7m Gender: F	IP Age: 18y 6m Gender: F	IP3: Age:21y Gender: M
	17.Adventure, plants, animals & environment 16.engineering and built environment	18.Adventure, plants, animals and the enviro 17.Word artistry 16.Tourism, the hospitality	16 Practical creative 15 Word artistry
PART 4			
SECTION A:	Since I know I will not have money to take me to a law school or even pass, you can help by helping me find money so that I can start my hairdressing business	To research myself and get to find who I am and what I want	Give me a better way of how to choose a career. What to do to start the process of choosing a career.
SECTION B: COMPLETE IN 1ST PERSON			
1a.	1.stand for myself 2.Hair styling	Cooking, working with hands, reading, running, cleaning, spinning cars, playing bass guitar	Soccer player Public speaking Hustling Business
1b.	1.Controlling my emotions 2.Positivty 3.Time management	I prefer to stick with the things I know and the skills I have learned. In mathematics for instance, I am afraid that I will struggle with new stuff often. I need to be taught to be patient	None
2.	1.Rude person 2.A good hair stylist	Someone who never give up on himself and who sees things in a positive light	A good preacher
3a.	Doing people's hair because it brings money at home	Spinning cars and fixing BMWs	Music

PART 1 1.Biographic details	IP1 Age: 17 y 7m Gender: F	IP Age: 18y 6m Gender: F	IP3: Age:21y Gender: M
3b.	Being in a crowded situation	Studying because I struggle with study methods	Sitting without doing anything
4.	My mom and my relationship with my best friend	Love and money	Doing music and money most
5.	Hair styling	Listening and spinning	I have learned that my special skills are working with my hands and producing music
6a.	My mom- she has been there for me even when my dad was not around	1.King Kattr -spins cars 2.Bill gates – always has new ideas 3.Ferguson family -come up with something new that brings a lot of income	1.
6b.	1.Ottis, my best friend – he showed me love 2.My mom – she never gives up-she stays strong no matter what	1.My mother – loves and respects her children 2.My big brother -he is a hard worker and is productive 3.Bheka Mthethwa – plays a base guitar	1. My grandfather - he taught me respect and not to give up 2.DJ Sbu – After I met him my life changed. Now I want to work hard to make sure that I become successful and famous just like him. Before I participated in the intervention, I did not worry about role models. But the explanations of the researcher about the importance about the importance of models made me understand the influence they have on our lives 3.My mother – she showed me love

PART 1 1.Biographic details	IP1 Age: 17 y 7m Gender: F	IP Age: 18y 6m Gender: F	IP3: Age:21y Gender: M
7.	My mom, granny, sisters and my best friend – I can now be confident of what I wanna be and I don't feel my father's absence	Spinning events and social events – you learn how to socialize with people	My grandparents – they are supportive and always show love and respect. My own parents were never involved in my upbringing
8a.	Class leader	None	Soccer captain
8b.	?????	President	Leader of music because I want people to learn from me
9.	1.Tough times never last only tough people do 2.My happiness depends on me	1.One day I will achieve in life 2.What attracts your eyes is not qualified to hold your heart	Never give up The best is yet to come Only time will tell Never stop praying
10a.	None	Speed and sound -it teaches you what you want to know about cars	None
10b.	None	Praise and worship – I love gospel music	None
10c.	None	None	Hearthis – I post all my music
10d.	Joox – I love music	You tube – it gives you everything you want to know	None
11a.	Th hate you give	Acrimony - none	Act of a hustler by DJ Sbu
11b.	Thug life	Success	Act of hustle
11c.	Starr She saw two of her friends being shot by white police	Rob – he was denied a job that he was hopeful to get – he kept on trying	DJ Sbu
11d.	(i)to stand up for her friends	(i)He had faith (ii) None	I can do music better than anything At my home

PART 1 1. Biographic details	IP1 Age: 17 y 7m Gender: F	IP Age: 18y 6m Gender: F	IP3: Age: 21y Gender: M
12a.	Making it this far without a father	1. Making my parents proud and believing in myself	To be a musician
12b.	Repeating Grade 11	2. Failed my grade 4, 5, and 11. Once promised my parents I will change, and I failed	None
12c:	N/A	None	With music
13a	(i) Working on a better self (ii) Living without a father making my mother proud	(i) Acrimony (ii) I can't remember	(i) The story of my life (ii) When was born
13b.	Becoming a better person	Every life has patterns so my life has ups and downs	None
14.	1. When I was young, I was bullied by my aunt. It made me feel very bad and angry even towards other people. 2. Grow up without a father	1. Less support 2. Over-protective 3. My parents did not support me in almost everything I try to do. They are overprotective and will not give me a chance to try new things	I lost both of my parents
SECTION C: REFLECTIONS- • I enjoyed • I did not enjoy • You also need to know the following about me:	Nothing Answering the questions I've got anxiety disorder		The way the questions are asked None Yes

PART 1 1.Biographic details	IP4 Age: 17 y 9 m Gender: F	IP5 Age: 16 y 6m Gender: F	IP6 Age: 18 y Gender: M
2.FAMILY INFLUENCES	I don't know I don't know I don't know None	I don't know Domestic worker None I told them what I want to do and they support me	I don't know I don't know None Farming
3.:	No	No	None
4a.	Business studies Accounting Afrikaans	English Afrikaans Business studies	Maths Lit Geography LO
4b.	Geography English Tourism	Mathematics Physical sciences Tourism	Tourism Afrikaans Business
PART2: CAREER CHOICE QUESTIONS			
1a.	1.Nursing 2.Teaching 3.Accountant 4.Psychologist	1.Doctor 2.Lawyer 3.psychologist 4.singer 5.Electrical engineer	1.farming 2.Teaching 3.Player 4.Mine worker 5.Sound engineer
1b.	1.It is easier and short 2.It is easy and short 3.I love accounting and to earn good salary 4.I would like to help other people who are suffering	1.To heal sick people 2.to defend people who can't defend themselves 3.help people who have been emotionally or physically abused 4.Am good at singing 5.To know more about electricity	1.They provide for the country and communities 2.they give knowledge to those lacking 3.they earn a lot of money They learn about caves 5.They earn a lot of money

PART 1 1.Biographic details	IP4 Age: 17 y 9 m Gender: F	IP5 Age: 16 y 6m Gender: F	IP6 Age: 18 y Gender: M
2a.	1.Engineering 2.Doctor	1.Professional soccer player 2.Dentist 3.Pilot	1.Mechanical engineering 2.Doctor 3.Cleaner
2b:	1.It requires physical science and I do not like it 2.I needs lot of studying after matric and I want to do a short course	1.I don't like running 2.I don't like dealing with people's teeth 3.I am afraid of heights	1.it requires a lot of studying 2.people die in the hands of doctors 3.They don't earn much money
3.	Have not spoken to any about career choice	They never give me an advice on what to study	Nothing
4.	An accountant	Dermatologist	Farmer
PART 3: CAREER CATEGORIES			
6	1.Mathematics/accounting industry 2.Social, caregiving and comm services	1. Musical 2.Medical and paramedics 3.Social, caregiving and comm services 4.Tourism 5.Executive and management practices 6.Adventure, plants, animals and the environ	1.Adventure, plants, animals and the environment 2.Musical 3.Legal practice and security serv 4.Executive and management practice 5.Arts and culture 6.Practical-technical
6	19.Practical -technical 18legal practice	19.Practical-technical 18.Mathematics/accounting industry 17.Sport 16.Legal practice and security services 15.Adventure, plants, animals	19.Mathematical/ Accounting 18.Research 17.Engineering and the built environ 16.Tourism 15.Word artistry
PART 4			

PART 1 1. Biographic details	IP4 Age: 17 y 9 m Gender: F	IP5 Age: 16 y 6m Gender: F	IP6 Age: 18 y Gender: M
SECTION A:	Give me advice because I lack knowledge in these career aspects. I do not like studying and I do not like long course. I just want to do a course that will be easy for me to get a job and make money because that is all I want to do, to make money	You can tell me more about the different careers that are there. I feel lost.	I would like you to help me meet and network with those who have experience in the farming industry. I would also like you to help me raise funds to start my farming business.
SECTION B: COMPLETE IN 1ST PERSON			
1a.	Cooking Public speaking dressing well Netball leadership	Singing Cooking Leadership	Cooking Music Soccer Public speaking
1b.	Studying Talking or engaging in conversation with other people Making new friends	Public speaking, forgetful, I get angry very easily	Focusing Finishing on time Solving problems
2.	A leader and straight talker	A kind person, full of energy	Good soccer player and music vocalist
3a.	Being on my phone, watching tv	Listening to music and singing	Vocals for specific vocals and genre
3b.	Doing homework and studying, coming to school	Writing Dancing school	Watching Tv
4.	My relationship with people and money and my grandmother	My family	Money, relationships and school achievement
5.	Playing netball and cooking. I do not listen to music that much	Singing	Singing and playing soccer

PART 1 1.Biographic details	IP4 Age: 17 y 9 m Gender: F	IP5 Age: 16 y 6m Gender: F	IP6 Age: 18 y Gender: M
6a.	1.My grandmother – she is a single mother raising her children and grandchildren well, without any help 2.My grandmother – life has not been so well with her but she never gave up	??????	1.Killer Kau – he is a great dancer 2.Zuma – he is a great vocalist 3.Gap – He is making money and he is giving back to the community
6b.	1.My grandmother – She is an independent woman 2.Mam Motha – She lives her life to its fullest 3.Mam Chiraso – she travels around the world and I love travelling	1.Jennifer Hudson – she is a great singer 2.My mother – she is a strong and independent woman 3. My brother – he is independent and respectful	1.Percy Tau – He is doing great in soccer 2.Reece Madlisa – great performer and great vocalist 3.Ramaphosa – He is a great leader
7.	Church – I see people who are successful all the time and it encourages me to work twice as hard to be like them one day	My mother – she taught me to be strong and not to depend on other people for my success. The intervention has helped me notice the positive support I receive from my family regarding the choice of career	My mother, my father and teachers because of the situation we are facing at home
8a.	RCL for two years Youth leader at church	I was a school leader in Primary school	I was once a class rep
8b.	A good, disciplined leader	To own my own business	President
9.:	There is no elevator to success, you have to take the stairs One other day I too will smile If my suffering glorifies you Lord, then all is well	Our greatest fear is not that we are smart, our greatest fear is that we are powerful beyond measure	Together we can stop gender-based violence Money making movement

PART 1 1.Biographic details	IP4 Age: 17 y 9 m Gender: F	IP5 Age: 16 y 6m Gender: F	IP6 Age: 18 y Gender: M
10a.	True love – There is latest fashion trend and good recipes	None	People and Bona – that’s where popularity starts
10b.	Abandoned – seeing people with similar situations like me	The Queen -it has drama	Hactic 9-9 – It teaches youth how to face or deal with certain problems
10c.	Tubidy – easy to download music because I love music	Google – I get more information on it	Tubidy.mobi – it helps to find best music for my ears
10d.	Luoo – releaves my mind from thinking about a lot of things	WhatsApp -I get to contact more of my friends and family	Facebook – that’s where people socialize
11a.	Good deeds	Diary of a mad black women/ why did I get married	After earth
11b.	A trying single parent	???	Nothing can beat or break true a bond
11c.	Terra Perry Supporting a child on her own and she’s not working properly – she found a rightful partner that helped her	Hellen	Will Smith The plane they were travelling in crashed and his son saved them all
11d.	None None	(i) Her husband divorced her for another woman and kicked her out of the house (ii) she went to live with her aunt and she ended up finding herself a job	(i)No strength (ii) None
12a.	Being on Tv as an influencer	Passing grade 10	Winning a blue ribbon competition, trophy for my previous school
12b.:	Not feeling well every now and then	Public speaking	Failing grade 10
12c	N one	Personal issues	Money and advice

PART 1 1.Biographic details	IP4 Age: 17 y 9 m Gender: F	IP5 Age: 16 y 6m Gender: F	IP6 Age: 18 y Gender: M
13a.	(i)If I told my story , you'd wonder how I smile everyday (ii)Growing up without a father's love, Depression catching up with me, sometimes I would fail, reaching my breaking point	(i)My life journey (ii)Struggles in my life	(i)Believing is key to all life problems (ii)Stay true to yourself
13b.	I never gave up, kept the faith and stayed strong	What I did to get where I am The struggles I faced	The lesson I learn in my life
14.	I suffered from depression and anxiety as a result of growing up without a father	I did not get support from my father. I grew up without my grandparents	Mental abuse and being bullied
SECTION C: REFLECTIONS- <ul style="list-style-type: none"> • I enjoyed • I did not enjoy • You also need to know the following about me: 	The part where I wanted to know more about me I am a very shy person but surprisingly I have been on tv to influence my peers	Telling more about myself There's nothing I did not enjoy	How the questions were set The fact that they ask personal questions nothing

PART 1 1. Biographic details	IP7 Age: 18 Gender: F	IP8 Age: 17y2m Gender: F	IP9: Age: 18y 4m Gender: M
2. FAMILY INFLUENCES :	Diploma – Teacher Diploma – Accountant None They don't tell me anything regarding this	B. Com – Correctional officer B. Comm- Correct officer Yes -lawyer Human rights law	I don't know Netball certificate Business None
3.	No	No	None
4a.	Business studies Tourism Geography	Business Studies Maths Lit. Tourism	Business studies Tourism LO
4b.	Mathematics English Afrikaans	Geography Afrikaans English	Maths Lit. Afrikaans Geography
PART2: CAREER CHOICE QUESTIONS			
1a.	1. Architecture 2. Interior design 3. Business 4. Model 5. Journalist	1. Clinical psychologist 2. Human right lawyer 3. Diplomat 4. Flight attendant 5. Businesswoman	1. Soccer player 2. Music 3. Businessman 4. lawyer 5. Teacher

PART 1 1.Biographic details	IP7 Age: 18 Gender: F	IP8 Age: 17y2m Gender: F	IP9: Age: 18y 4m Gender: M
1b.	1.I am passionate about this 2.I love setting up and designing a place 3.because my mom owns a business 4.I am tall and suited for this 5.I like presenting and giving information on things	1.because I want to help people understand 2. I want to help people know their rights	1.Because you get more money 2.because my brother is a DJ 3.I want to work for myself 4.Because my father waws a lawyer 5.Because my sister is a teacher
2a.	1.Doctor 2.Teacher 3.Accountant	1.Doctor 2.Pilot 3.Nurse	1. policeman 2.Doctor 3.
2b.	1.I am scared of blood 2.I don't like working with kids 3.I hate working with numbers	1.I struggle with Maths and Science 2.I need technology-maths and science which I am not pretty good in 3.I am not patient with slow people so I won't be able to nurse sick people	1.because I don't like that job 2.becaus I can't help people
3.	Engineering	Psychologist	To study my books
4.	Architecture (interior design)	Not certain at the moment but I want to study human right law	Professional soccer player
PART 3: CAREER CATEGORIES			
6	1.Engineering and the built environ 2.entrepreneurship 3.Marketing 4.Information and Communication Technology 5.Research 6.Executive and management practices	1.Office-based activities 2.Marketing 3.executive and management practices 4.Legal practice and security 5.Entrepreneurship 6.Social, caregiving and comm services	1.Musical 2.Sport 3.Entrepreneurship 4.Marketing 5.Tourism 6.Social, caregiving and comm services

PART 1 1.Biographic details	IP7 Age: 18 Gender: F	IP8 Age: 17y2m Gender: F	IP9: Age: 18y 4m Gender: M
6	19.Mathematics /accounting industry 18.Adventure, plants, animals and the environ 17.Sport 16. Legal practice 15.Office-based activities	19.practical-creative and consumer science 18.practical-technical 17.Word artistry 16.Arts and culture 15.Musical	19.Practical-technical 18.Practical-creative and consumer services 17.Adventure, plants, animals and environment 16.Mathematics/Accounting industry
PART 4			
SECTION A:	By helping me to be more aware of my strengths, talent and abilities	You can help me identify my five top careers	What must I do so that I can play for PSL soccer team
SECTION B: COMPLETE IN 1ST PERSON			
1a.	I am a good speaker I am a good drawer I am a good listener I am very creative	Public speaking Cooking Reading Sport	Sport Music Cooking Boxing Singing
1b.	I don't keep up with time	School	Forget things
2.	A good speaker and listener A good friend to rely on	Punctual, prestigious and driven	I am a great captain in soccer
3a.	Watching broadcast shows and skating	Cooking and baking	
3b.	Sport	Being social with people because I enjoy my own company	Stay with friends who are smoking
4.?	Family Respect God Friends	My achievements and the relationships I have with others and myself	Respect and time

PART 1 1.Biographic details	IP7 Age: 18 Gender: F	IP8 Age: 17y2m Gender: F	IP9: Age: 18y 4m Gender: M
5.	?????	Problem solving and communicating	Soccer and music
6a.	1.My mother – she inspires me 2.Brother – is very good in computers 3.Uncle – he is wealthy businessman	1.Kim Kardashian – 2.Siba Mthongela – 3.Tyler penny	1.Ronaldo – he was a great soccer player
6b.	My mother – she is a great businesswoman Brother – he is very creative and a good computer programmer	1.Kim Kardashian 2.trevor Jackson – 3.Faith Nketsi -	1.Messi -he is a great soccer player 2.Lorch – he is a great player and he likes to take the top player of the season 3.DJ King Tara- he is a great music producer and I love his songs
7.	My mother -She inspires me in everything she does	My grandfather and grandmother	Mom and my brother -they advise me about my career and show trust in my abilities and that helps to boost my confidence regarding the choices I make about my career. The intervention and the researcher’s explanations helped me to understand the contributions made by my family members and the support they give me in choosing a career
8a.	None	RCL School Executive Councillor	I was a captain of Young Stars and Jomo Cosmos
8b.	A business leader	Who will fight for people’s rights	Disciplined

PART 1 1. Biographic details	IP7 Age: 18 Gender: F	IP8 Age: 17y2m Gender: F	IP9: Age: 18y 4m Gender: M
9.	I am in it to win it It is your attitude in the beginning of a task that will determine your greatness/success Success does not depend on your achievements. What matters is that your attitude always remains positive	If you get tired of doing something, learn to rest and not to quit Learn to accept both criticism and compliments because it takes both rain and sunlight to grow a beautiful flower	Fake it until you make it
10a.	None	True love -	Witbank news – I see people what they are doing
10b.	Series, Tv shows, movies – it builds my vocabulary	Grown -ish – It teaches me about varsity life	SS4 – they play soccer league
10c.	None	Tik-Tok -	Fakaza – I can listen to music that I like
10d.	Instagram, YouTube -they are educational	Quiz-let – it increases my vocabulary and thinking skills	Fifa 20 – I play soccer and I learn more things
11a.	Lets be cops	After we collided	Super strikes
11b.	Making dream a reality	Love, trust	In striker land
11c.	??? Coping with.....they convinced their boss of being worthy that position	Harden He didn't know how to love a person until he met a girl and fell in love with her	Shakes Soccer teams and people who don't like him
11d.	Braveness ??????	Talking frequently	He is great player Passing the ball
12a.	Completing primary school	Being and RCL and a school executive councillor	Being a soccer captain

PART 1 1. Biographic details	IP7 Age: 18 Gender: F	IP8 Age: 17y2m Gender: F	IP9: Age: 18y 4m Gender: M
12b.	None	Not being able to get the highest mark I wanted	I was a boxing player
12c:	Study methods	School work	
13a.	The persistent girl Strength, determination and adversity	Purpose of life Criticism, failure, believing and success	N/A N/A
13b.	To help other people deal with challenges in life	Happiness, love and God, family	N/A
14.	Not knowing myself well enough Not having someone to talk to about my problems	When I was young I suffered bullying and not being able to accept who I am maybe that is why I want to become a human rights lawyer. Participating in this intervention has motivated me to study hard so that I can realise my dream of becoming a human rights lawyer	???
SECTION C: REFLECTIONS- • I enjoyed • I did not enjoy • You also need to know the following about me:	???? ????? ?????	Part 3 Part 4 career narratives I laugh a lot and I get bored quickly	?????

PART 1 1.Biographic details	IP10 Age: 18 Gender: M	IP11 Age: 18y 5m Gender: F	IP12 Age: 19y 5m Gender: M
2.FAMILY INFLUENCES	I don't know I don't know None What's best for me	Deceased Diploma -unemployed No Law	Matric – boiler maker Matric – None Business
3.	No	No	No
4a.	Geography Maths Lit. Tourism	English LO Mathematics	Business studies Tourism Maths Lit.
4b.	Business studies Afrikaans English	Afrikaans Geography Tourism	Geography Lo Afrikaans
PART2: CAREER CHOICE QUESTIONS			
1a.	1.Manga artists 2.Anime producer 3.Music producer 4.anything with a lot of money	1.Lawyer 2.Doctor 3.Teacher 4.Policewoman 5.Physiotherapist	1.Business 2.Information technology 3.Human resources 4.lawyer 5.Policeman
1b.	1.I am an artist and I want draw what is in my mind 2.Thre is a story in my mind which I made, and I want to see 3.I love singing and rapping 4.So I change the state my family is in	1.To help people who are victims 2.Because I am a traditional healer and I feel it is easy to help people 3.To teach children new things 4.I want to stop crime 5.I want to help people who are involved in car accidents	1.I will never suffer 2.Gives you knowledge 3.Helping people 4.Arresting people
2a.	1.Male prostitute 2.A criminal	1.Teacher 2.Policewoman	1.Doctor 2.Teacher

PART 1 1.Biographic details	IP10 Age: 18 Gender: M	IP11 Age: 18y 5m Gender: F	IP12 Age: 19y 5m Gender: M
	3.A taxi driver	3.Miner	3.Engineering
2b.	1.I don't want to stripe for anyone	1.They pay less money 2.You can get involved during the process	1.I can't help a person who is in pain 2.Can't discipline learners 3.Don't want to wear overall
3.	What's best for me	To study and do homework	N/A
4.	Manga artist – drawing story on paper	Doctor	Businessman
PART 3: CAREER CATEGORIES			
6	1.Arts and culture 2.Musical 3.marketing 4.Information and communication technology 5.Entrepreneurship 6.Research	1.Social, caregiving and comm services 2.Arts and culture 3.Sport 4.Medical/paramedical services 5.Entrepreneurship	1.Sport 2.Musical 3.Tourism 4.ICT 5.Marketing 6.Entrepreneurship
6	19.Legal practice and security services 18.Adventure, plants, animals and the environ 17.Office-based activities	19.Tourism 18.Office-based activities 17.Engineering and the built environment 16.Mathematics/accounting industry	19.Mathematics/accounting industry 18.Practical-technical 17.Office-based activities 16.Word artistry 15.Adventure, plants, animals and the environment
PART 4			
SECTION A:	I can be grateful if you can buy me a drawing pad and a studio to make music. or you can give me R10000 to invest and buy those things myself because I need them to start my career Introducing me to a manga producer	To choose a career and to find myself	My dream career is to become a businessman. I would like you to assist me to get a CK so that I can start my own business

PART 1 1. Biographic details	IP10 Age: 18 Gender: M	IP11 Age: 18y 5m Gender: F	IP12 Age: 19y 5m Gender: M
SECTION B: COMPLETE IN 1ST PERSON			
1a.	Drawing Creative thinking when it comes to story creation Making songs Rapping	Reading Netball Leadership	Sport Working with hands Starting a business Making music
1b.	Drawing and making music	Not trusting my strength	Get bored when I study
2.	A push-over, nice guy, cheeseboy, creative, crazy, boring, gloomy, a sexy boy, will always be single	Caring person, someone to can talk to when they don't feel well	Fighting for what I want in life - don't give up
3a.	Drawing, thinking, singing, watching movies and series	Traditional stuff and reading	Playing soccer
3b.	Watching other guys bragging about soccer	Going out and cooking	Don't like to go to school
4.	My parents, siblings and anime	Achievement and family	Something that will help me have money
5.	Drawing and dancing, creative story making		Working with hands and playing soccer
6a.	(i)Masashi Kishimoto – he made an anime called Noruto and it taught me to be sympathetic towards others (ii)Noruto – that taught me a lot	Sport Modelling Sport cars and spinning	Percy Tau – you can make it without a background where you come from

PART 1 1.Biographic details	IP10 Age: 18 Gender: M	IP11 Age: 18y 5m Gender: F	IP12 Age: 19y 5m Gender: M
6b.	(i)Masashi Kishimoto – (ii)Lisa (Black Pick)-she reminds me of myself because of her dancing (iii)Jeniffer Lopez – she reminds me of myself with many talents and success in all of them	There is no one I see as my role model	Kabza de small – he didn’t give up – he did not care what people said
7.	There is no one in my family who influences me in life	None	Car competition - seeing people driving their dream cars
8a.	Prefect of the class in Grade 7	After school	RCL
8b.	None	A good leader, I want people to respect me and be afraid of me	Boss because its nice to control people and sometimes advise them
9.	1.Those who give up will never be what they want to be 2.The world id cruel and those who are hurt, hurt others’ 3.You will never understand one’s pain unless you felt it yourself	1.Home is where the heart is 2.Respect others and they will respect you 3.never give up, follow your dream	1.Fake it until you make it 2.If the plan does not work then change the plan not the goal
10a.	None -I do not read magazines that much	Drama - ???	Houses – Because I want my dream house
10b.	Naruto – I taught me to never judge others without knowing them	Law and order, special victim – I enjoy watching police shows	Channel O - Listening to music and how to produce it
10c.	Gogaanime. T.V mangakakalof.com-I live anime and manga	Instagram - ?????	Hollywood bets – I make money out of it
10d.	Webtoons – It inspires me to draw and post on it	Cellphone- ????	??????
11a.	Forged success	Colour Purple	Blackish series

PART 1 1. Biographic details	IP10 Age: 18 Gender: M	IP11 Age: 18y 5m Gender: F	IP12 Age: 19y 5m Gender: M
11b.	Human boy must save his sister	Selves	Drama
11c.	Luo Zhang Demon king that took his sister. The pressure of saving the whole world – he never gave up	Rosemary They were made selves – she ran away from that place	Dra Asking him everything at work because he is very smart – teach other people in the work place
11d.	Trained hard never gave up	(i)Yes (ii)Not good development	(i)Helpful (ii)Development
12.	Drawing and story producing	Following my calling	In Hollywood get a car and driver's license
12b.	Going to school that won't teach me what I need	Choosing friends, not trusting myself sometimes	
12c:	???	If they are not feeling well, need advice for something	How to win Hollywood
13a.	Move forward, being pulled from the back Tension, should I? shouldn't i? for her, for them, for us, for my generation	(i)Follow your calling (ii)None	N/A
13b.	Getting trusted is full of disappointments, trusting is full of betrayals	Follow your calling because it will help you have self-confidence and trust yourself	N/A
14.	Dealing with troublesome parents that fight a lot and having to stop them. But that was a long time ago	People judge me because I am a sangoma and not everyone loves me	N/A
REFLECTIONS- •	???? ???? ????	Because I now know my dislikes and likes	??????