

**Career guidance needs of post secondary
learners who utilised a career advice services
helpline**

Nevika Singh

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**Career guidance needs of post secondary learners
who utilised a career advice services helpline**

by

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Declaration of Originality

I, Nevika Singh (student number 11244641), hereby declare that all the resources consulted are in the reference list and that this study titled: *Career guidance needs of post secondary learners who utilised a career advice services helpline* is my original work. This dissertation has not been previously submitted by me for any degree at another university.

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Declaration – Language Editor

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TO WHOM IT MAY CONCERN (DECLARATION OF EDITING)

Nevika Singh's dissertation, **Career guidance needs of post secondary learners who used a career advice services helpline**, was language-edited by me in June 2016. It is the responsibility of the author to accept or reject my suggested changes.



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Abstract

Career guidance needs of post secondary learners Who utilised a career advice services helpline

by

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Supervisor: Dr. Suzanne Bester

Degree: M. Ed. (Educational Psychology)

This study investigated the career guidance needs of post-secondary learners who used the NQF and CAS Helpline during January 2014. The objectives-opportunities-constraints (OOC) theoretical framework of Dickenson and McIntosh (2010) was used to describe the career guidance needs of these learners. The documents from the NQF and CAS Helpline were purposefully selected and comprised transcripts of conversations that took place between the post-secondary school learners and advisors at the NQF and CAS Helpline and that were captured on the Insight 2 database. The data from the transcripts and research journal were deductively analysed, and three thematic categories were used to answer the research question.

The learners requested information from the Helpline advisors on educational goals (including information on tertiary training institutions, on admission requirements for tertiary institutions, on the accreditation/registration of institutions, and on improving Grade 12 results) and on opportunities (such as learnerships and employment) in the post-secondary environment. They also requested support in overcoming constraints such as career confusion and financial challenges. The findings confirmed the need for a career helpline service to provide learners with career information and career guidance in order to help them achieve later career success.

It is hoped that the study will raise awareness of the career guidance needs of post-secondary learners and also inform the training of advisors at the NQF and CAS Helpline. The findings may also shed light on strategies and interventions to assist learners with the career decision-making process at school and in the post-secondary environment.

Key words

- Career guidance
- Career decision-making
- CAS Helpline
- Career advisor
- Career helpline
- Post-secondary learners
- Post-secondary environment

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Chapter 1

Introduction

1.1 INTRODUCTION AND RATIONALE

The aim of an education is to prepare learners for a better future where they can achieve success in life (Chireshe, 2012). Better educated learners are also more likely to make well-informed career decisions, which is not a simple process for many learners (Cilliers, Pretorius, & Van der Westhuizen, 2010). Career decisions can be influenced also by subjective processes such as considering one's skills, knowledge, interests, and abilities or by the broader societal and economic circumstances in which an individual finds himself¹ (Schreuder, & Coetzee, 2011; Pilot, & Regis, 2012; Helwig, 2004). The school context, community context, home context, and personal challenges all impact on the career development of learners (Buthelezi, Alexander, & Seabi, 2009), and for learners in South Africa (SA) their career decision making is even more problematic as career counselling is not accessible, affordable, or relevant to the majority of South Africans (O'Brien, 2001; Maree, 2009).

SA has a history of racial inequality (Stead, & Watson, 2006) ascribable largely to the racial policies of the former apartheid government. Up to 1997, and for some time after this, career counselling was an elitist privilege for white South Africans only (Stead, & Watson, 1996). During the apartheid era, career guidance for whites was influenced by Christian Nationalist ideology, while there were limited or non-existent career services for blacks. Dovey (1983) agrees with Watts et al. (1996) that career psychology was influenced more by political and economic considerations than by psychological theory per se.

The political, economic, and social agendas promoted by the apartheid regime affected the practice of career psychology by limiting access to jobs and careers to whites, by segregating racial groups, by offering poor or mediocre education to black learners, and by ensuring that learners of colour did not have access to psychological services (Du Toit, & Van Zyl, 2012; Stead, & Watson, 2006; Watts et al., 1996). In addition, education in SA was used to ensure social control by promoting the interests of white South Africans while perpetuating a system of subordination for black South Africans (Stead, & Watson, 2006; Landsberg, 2005). The jobs performed

¹Feminine and masculine pronouns (she, he, her, him, hers, his) should be regarded as interchangeable.

by black South Africans were viewed as inferior or menial, and access to universities for this segment of the population was restricted. This was apparent in the policies and practices of a number of organisations in the country at the time (Stead, & Watson, 2006). For example, the National Institute for Career Guidance, established in 1970's, was the first formal career guidance system in SA, and it catered only for whites (Stead, & Watson, 2006).

Furthermore, from 1948-1992, the Department of Labour provided information on careers for white students only (Flederman, 2011), and career psychology was made available only in "comfortably segregated arenas" (Stead, & Watson, 2006, p. 2). Consequently, access to careers was restricted according to race, and career counselling was perceived as an extension of apartheid policies (Watts et al., 1996; Stead, & Watson, 2006).

Even though apartheid has ended, its historical effects remain (Flederman, 2011). An example of these effects is the Group Areas Act in terms of which blacks were forced to reside in demarcated rural areas (Flederman, 2011). SA citizens currently residing in these rural areas have limited or no access to support facilities and resources (Statistics SA, 2010) and find it difficult to overcome the historical burden of apartheid (Flederman, 2011).

Poverty in the form of informal settlements, a lack of or poor education, and the absence of quality health services today (Flederman, 2011) make many SA citizens "vulnerable, powerless and isolated" (Kruger, & Nel, 2005, p.28). Watson (2009) states that poverty restricts career choice and development as the individual does not have the means to access resources or to secure career counselling services to assist with career development.

The *Quarterly Labour Force Survey* (Statistics South Africa, 2013) indicated an unemployment rate of 25.2% in SA in 2012. The total number of youth not in employment, education, or training (NEET) numbered 3.5 million. Young people are vulnerable in the labour market; their unemployment rates are double those of adults, and they are more likely to have limited or no previous work experience, which further reduces their chances of finding employment (Statistics South Africa, 2013). The crisis is evident when we note that 51.7% of young people aged 15 to 34 years have never had a job (Statistics South Africa, 2013).

During the political transition from apartheid to a democratic SA, the Careers Research and Information Centre (CRIC) was founded in Cape Town in 1997

representing the first equity-driven approach to career counselling in the country. This organisation aimed to cater for the needs of all taking cognisance of the socio-economic realities of blacks in SA (Flederman, 2009). At that time, however, government policy did not provide an enabling environment for the development of career guidance initiatives nor did it prioritise the “capacity development” of all South Africans (Flederman, 2011, p.116).

A number of suggestions have since been made to improve the career counselling offered to black learners (Frizelle, 2000; Stead, & Watson, 2006; Du Toit, & Van Zyl, 2012). Frizelle (2000), for example, advocates an indigenous approach to career development that acknowledges the SA context and the community orientation of black South Africans. Stead and Watson (2006) also advocate the indigenisation of career psychology so that it recognises the cultural diversity that exists in SA.

In 2012, Du Toit and Van Zyl (2012) suggested the drafting of a national career service mandate. At the time, there was no cooperation between different government departments such as the Department of Labour and the Department of Education. Each department was working in isolation attempting to establish its own career guidance mandate and not considering what would benefit the country in the long run (Du Toit, & Van Zyl, 2012).

While these are valuable suggestions, the need to address systemic and historical issues in the post-secondary landscape still exists. One of these issues, highlighted in a 2012 Green Paper (Department of Higher Education and Training, 2012), is a “lack of coherence within the post school system as a whole, between basic education and the post school system, and between the post school system and the labour market” (Department of Higher Education and Training, 2012, p. xii). There is thus no clear pathway between school and the post-school system and between the post-school system and employment (Department of Higher Education and Training, 2012). It is therefore inevitable that learners moving between these sectors will experience serious problems (Du Toit, & Van Zyl, 2012). Another issue noted in the Green Paper is a lack of focus on training, learnerships, and internships.

Studies have also shown that schools do not educate learners adequately about post-secondary education and that the career guidance at schools is insufficient to help learners with career decision-making (Van de Venter, 2006; Prinsloo, 2007; Du Toit, & Van Zyl, 2012). The inadequate support learners received in Life Orientation at school lies at the heart of this problem (Du Toit, & Van Zyl, 2012). Poor teacher

training and the poor quality of information provided by schools do little to assist learners in making sound career decisions in the post-secondary environment (Du Toit, & Van Zyl, 2012).

Post-school education and training has the potential to impact positively on economic growth (Organisation for Economic Co-operation, & Development, 2004; Du Toit, & Van Zyl, 2012; Bridgstock, 2009). However, Kraak (2010) points out the lack of policies that encourage the alignment of graduate studies with labour market demands. There is a need for structured pathways from education and training to work in critical fields such as engineering (Kraak, 2010). There are currently many qualified individuals in SA, but their skills do not match the list of scarce and critical skills in the country (Mgqolozana, 2007).

One of the reasons for this mismatch is that enrolment in the higher education institutions is skewed towards universities even though employment prospects in some study fields offered at universities are not good. There are two university learners for every technical vocational education and training (TVET) learner (Pauw, Oosthuizen, & Van Der Westhuizen, 2006). Other problems are the fact that the poor quality of most post-school education does not equip learners for employment. The lack of competent educators in the mathematical and scientific fields at school and post-secondary levels is also a major problem (Du Toit, & Van Zyl, 2012). In addition to the above, the following factors also impact on unemployment: incorrect institution selection, incorrect subject choice, poor career advice, and poor academic grades (Kraak, 2010).

There appears to be consensus that career decisions play a significant role after Grade 12 and can positively affect education, the labour market, and contribute to social equity (Organisation for Economic Co-operation, & Development, 2004; Watson, 2010; O'Brien, 2001). Career counselling is important because it promotes lifelong learning goals, discourages school dropouts, and creates a link between education and the world of work (Hansen, 2006). However, only a select group of South Africans are in a position to access and afford these services (Maree, 2009). Some of the reasons for this are that the one-on-one approach to career counselling is expensive, it may not be relevant to all SA citizens due to reliance on international approaches and the (still) limited accessibility of these services to black South Africans (Maree, 2009).

Against this backdrop, there has been a move towards making career guidance accessible and affordable to the majority of SA citizens. In 2008, Flederman (2008) recommended the creation of an information and communications technology (ICT) based telephone helpline to provide career guidance to all South Africans. The motivation for the helpline was that most South Africans have access to a cellphone or telephone, which can be used to provide such career guidance. At the time of Flederman's study, Market Tree Consultancies (cited in Flederman, 2008) found that 72.9% of households in SA had working cellphones, and 18.6% had working telephones.

The National Qualifications Framework (NQF) and Career Advisory Services (CAS) Helpline, guided largely by Flederman's research (2008), began as an initiative of the Department of Higher Education and Training (DHET) and the South African Qualifications Authority (SAQA). The NQF and CAS Helpline began operating in July 2010 from the SAQA offices (Flederman, 2011). It currently assists users to map their career paths, make informed career choices, and participate in lifelong learning by providing information on work and study paths across the country. This service is rendered via telephone, email and a walk-in service. I will discuss the NQF and CAS Helpline in more detail in Chapter 2.

The NQF and CAS Helpline maintains a database of all queries received. These queries and learner details are captured and stored on the Client Relations Management (CRM) system called Insight 2. A career advisor records the details of each interaction with each learner on Insight 2. This record includes the learner's details, the nature of the query, and the assistance provided by the advisor (Keevy, Steenekamp, & West, 2012).

The transcribed conversations between career advisors and learners that were recorded on the CRM system have also been used in other studies. (The data from the CRM was) This data were first used by Keevy, Steenekamp, and West in an article published in 2012. The data were also used in a Summative Evaluation: Ministerial Flagship Project Career Advice Services by Uwes Consulting in 2013. Various articles on the NQF and CAS Helpline have been written by Flederman (2008; 2009; 2011). However, an analysis of the data on the CRM system, Insight 2, relating to learner needs has not been undertaken to date. This formed the focus of this specific study.

My motivation to become involved in the study stems from my own involvement at the NQF and CAS Helpline as a career advisor from June 2010 to June 2012. My role as an advisor was to assist clients with queries relating to the NQF and to provide career advice and information. During my interaction with callers to the Helpline, I noticed a pattern in the queries. I realised that there was a need for structured template responses and effective support specifically for post-secondary learners.

I also realised that an analysis of the queries could cast light on learner career guidance needs and enable management to capacitate future career advisors with appropriate training to respond appropriately to the queries. I also became aware at this stage that the CRM system, Insight 2, maintained records of every query received at the Helpline and that these records could be used to uncover patterns in learner queries and assist in compiling appropriate responses. These experiences led me to undertake the current study to explore the career guidance needs of learners who called the Helpline. The information captured on the CRM system was the focus of this study, and the analysis of these documents helped me determine the type of career guidance information needed by the learners in the present study who had contacted the NQF and CAS Helpline.

1.2 PURPOSE OF THE STUDY

The purpose of this descriptive case study was to analyse transcripts of the telephonic conversations between NQF and CAS Helpline advisors and post-secondary learners to identify their career guidance needs as expressed in these telephonic consultation sessions that were captured on the CRM system at the NQF and CAS Helpline. The career guidance needs of learners emerged from a content analysis of career guidance queries recorded by advisors on the CRM system, Insight 2, during January 2014.²

The objectives, opportunities, and constraints theoretical framework (OOC) of Dickerson and McIntosh (2010) was used in the study to uncover the career needs of post-secondary learners who contacted the NQF and CAS Helpline. The objectives in this framework relate to learners' educational goals and the support they receive from the government and their families in this regard. Secondly, opportunities include accessibility to institutions offering learners selected courses of study or the availability of employment should this be their choice. Lastly, under constraints,

²As this is a dissertation of limited scope, the volume of data analysed had to be limited.

learners' scholastic performance and their aptitude, abilities, and financial limitations are considered (Dickerson, & McIntosh, 2010).

1.3 RESEARCH QUESTIONS

The following research questions guided the study.

1.3.1 CENTRAL RESEARCH QUESTION

What were the career guidance needs of the post-secondary learners who contacted the NQF and CAS Helpline from 2 to 31 January 2014?

1.3.2 SECONDARY RESEARCH QUESTIONS

- ❖ What career objectives/goals did the post-secondary learners need support with when they called the NQF and CAS Helpline?
- ❖ What information on career opportunities did the post-secondary learners request in their conversations with the NQF and CAS Helpline advisors?
- ❖ What career decision-making constraints did the post-secondary learners need support with from the NQF and CAS Helpline advisor?

1.4 CONCEPT CLARIFICATION

In the following paragraphs, I clarify how the central concepts in the study were understood.

These concepts emerged during the study, and in this section I provide background information on the meaning and use of these concepts in the post-secondary landscape in SA.

1.4.1 NATIONAL QUALIFICATIONS FRAMEWORK

The National Qualifications Framework (NQF) is the framework in which qualifications are registered once they have been standardised after consultation with educational stakeholders (Flederman, 2011). When making career decisions, individuals require clarity on the NQF level of the qualification they have completed as well as information on what qualification/s they can access based on their current qualifications.

The relevant qualification for the learners in this study was the National Senior Certificate (NSC), which is registered at NQF level 4 (UMALUSI, 2013). The NSC qualification grants access to higher education for a Bachelor's degree, diploma, or higher certificate, and the learner's qualification impacts on the studies he or she plans to pursue (UMALUSI, 2013). It is also important to ensure that a qualification an individual plans to enrol for is registered and accredited by the relevant educational institutions in SA.

1.4.2 CAREER ADVICE SERVICES

Career Advice Services (CAS) is a national government service that aims to assist "all citizens over their lifetime...to help them navigate transitions between work and study for a meaningful, sustainable livelihood" (Flederman, 2011, p. 112). CAS is offered at no cost and provides support and information on education and training options in SA (Flederman, 2011).

The NQF and CAS Helpline relocated to the DHET on 1 October 2014 and was subsequently known as Career Development Services. For the purposes of this study, however, the name NQF and CAS Helpline was used as the study commenced prior to the relocation and name change of the service.

1.4.3 CAREER GUIDANCE IN THE POST-SECONDARY ENVIRONMENT

Career guidance is defined as a process that assists individuals in education, training, and occupational fields during their lives and while managing their careers (Watts, 2009). In this study, career guidance refers to the provision of sufficient support and information to enable individuals to select a career, map a career path, or decide on a field of study.

The term career guidance in the literature is used interchangeably with a number of other terms, and therefore clarity is required on the use of these terms in this study (Borgen, & Hiebert, 2006). Career guidance here is considered an overarching term that includes career counselling, career information, and career education (Watts, 2009). The definitions below will provide greater clarity on the use of the different terms in the study.

The post-secondary school sector includes higher education institutions, TVET colleges, adult education and training centres, and sector education and training authorities (SETAs) that offer training in this sector (Department of Higher Education,

and Training, 2011). These institutions are also mandated to provide career guidance. However, the provision of career guidance is challenging as there is a lack of “capacity, knowledge, skills and information” in this field and it is reported that some of the abovementioned institutions do not provide any career guidance (Du Toit, & Van Zyl, 2012, p. 41).

1.4.4 CAREER COUNSELLING

Career counselling is a process involving one-on-one counselling or interaction with small groups (Watts, 2009). The counsellor “manages processes that help clients explore issues of concern, develop new perspectives, and explore their willingness to take on new roles” in the future and discuss alternatives (Borgen, & Hiebert, 2006, p. 391). Career counselling can be defined as a process that permits an individual to arrive at a career decision supported by a counsellor (Maree, 2010). Career counselling is needed by individuals as they manage their career transitions and their personal development simultaneously (Maree, 2009).

West (2012a) contends that career counselling can no longer be seen as a process where learners are helped to make career decisions for life; instead, learners are encouraged to engage with and construct their life stories (Maree, 2009) due to the changes in the world of work and lifelong learning discussed earlier. Maree (2009) adds that today a combination of quantitative and qualitative approaches is essential for career counselling in SA. This combined approach can increase access to and promote counselling in the SA context using storytelling approaches.

1.4.5 CAREER EDUCATION

Career education is viewed as part of the school curriculum and “helps the individual to become competent in managing their career development” (Watts, 2009, p. 1). Career education requires a basic understanding of the learner and his context, and information is tailored to assist him in his current situation and to plan for the future. Career education in this study is seen as the knowledge obtained in the interaction between a learner and educator within the school environment during Life Orientation classes.

Life Orientation at schools in SA guides and informs learners on career decision-making and the world of work (Department of Basic Education, 2011). The provision of career education at school should help learners prepare for and successfully negotiate the post-secondary environment. Learners have a variety of career options

after Grade 12 including (but not limited to) studying at a university, a university of technology, a TVET college, a private institution, or completing a learnership. For other learners, the aim is to find employment (Watts, 2009). Career interventions at this stage can provide learners with information on post-secondary options (Taylor, 2007).

Although career education is part of the curriculum, numerous challenges complicate its provision at school level. These include inadequate teaching methodologies, a lack of qualified teachers, and inaccurate information (Van de Venter, 2006). This compromises the effective teaching of career education and learners' knowledge of the career decision-making process. It also restricts access to information on options in the post-secondary environment (Van de Venter, 2006).

Where career education is provided at school, it is not always helpful to learners (Mudhovozi, & Chireshe, 2012). A study by Buthelezi, Alexander, and Seabi (2009) found that the learners in the study were influenced by their teachers when making career decisions. The absence of ongoing teacher training in career guidance can perpetuate inaccuracies, thus highlighting the need for such training (Pillay, 2012).

1.4.6 CAREER INFORMATION

Career information includes providing information on educational institutions and labour market trends (Watts, 2009). This information can be provided by schools, universities, training institutions, the workplace, public employment services, and advisors via email, walk-in services, chat services, and web-based systems (Prelovsky, 2015). Such information assists learners with career decision-making, but, of course, it needs to be accurate, relevant, and quality assured (Flederman, 2011).

Various career initiatives have been implemented across SA in an attempt to provide career information more widely. An example is the provision of career information at municipal libraries (Fourie, & Gericke, 2009). In addition, career offices and student counsellors are available to assist learners at TVET colleges. SETAs are also mandated to offer career guidance and information services while PACE trains Life Orientation educators in lay counselling using the PACE careers online programme (Du Toit, & Van Zyl, 2012).

The family, too, plays a key role in providing career information and guidance (Pilot, & Regis, 2012). Although parents have a responsibility to advise and guide their

children, the provision of career information needs to be relevant, accurate, and up to date (Cosser, & Du Toit, 2002; Du Toit, & Van Zyl, 2012). Many parents endeavour to provide this type of information, and they also rely on their personal experiences and the labour market information they have at their disposal. This information may, however, not be accurate and could be influenced by their personal value systems and workplace experiences (Pilot, & Regis, 2012). Alternatively, the problem may be a lack of parental involvement in career decision-making, particularly in lower socio-economic areas (Buthelezi, Alexander, & Seabi, 2009). The absence of support in these areas could restrict career exploration and impact negatively on their children's career decision-making.

Thompson and Subich (2006) found that learners with more economic resources at their disposal were able to complete career decision-making tasks more easily. This indicates the need for information to be cost-effective and easily accessible to all citizens.

1.4.7 SECTOR EDUCATION AND TRAINING AUTHORITY

A SETA is a training authority in a specific economic sector. There are 21 SETAs in SA, each responsible for training and education in a different economic sector. A SETA has to devise and implement skills plans, promote learnerships, and fund training in its particular sector (Department of Labour, 2006). The role of SETAs includes the provision of learnerships to post-secondary learners seeking employment. Learners in this study may contact the NQF and CAS Helpline for information to access learnerships after completing Grade 12.

1.4.8 CENTRAL APPLICATION CLEARING HOUSE

The Central Application Clearing House (CACH) is a DHET initiative to assist learners wanting to study at a government higher education institution (West, 2012b). The CACH guides, advises, and links learners to institutions that can accommodate first-year students who may not have applied in time. This service operated from January to March in 2014, was based in Randburg, and was supported by the NQF and CAS Helpline. The learners in the present study could request information about registration on the CACH system.

1.4.9 RACE

The transcripts of documents that were used in the data analysis of this study were received from SAQA in CSV format and contained demographic information on the gender, race and location of learners who contacted the NQF and CAS Helpline in January 2014. These records indicated racial categories i.e. white and black. From a data analysis point of view it was therefore necessary to use this information in the descriptive analysis of the career needs of post-secondary learners as it emerged in these transcripts.

Historical apartheid policies within SA have influenced the quality and accessibility of career guidance to different racial groups (Stead & Watson, 2006, Watts et al., 1996) and therefore it is important to consider the data received from SAQA within this context. While certain race groups were provided with career guidance other race groups received fragmented or no access to career guidance during apartheid and even post-apartheid (Du Toit & Van Zyl, 2012; Landsburg, 2005). The unequal provision of these services may affect the need for career guidance from different racial groups and impact on learner objectives, the opportunities they access and the challenges they experience.

In this study race is regarded as a social construct that results from social practices and public policy (Fletcher, Heitzeg & Wygal, 2016). Racial categories are not intended to label but are instead used to assess the need for career guidance from different groups in SA. The use of the term 'black learners' refers to black African post-secondary learners who were indicated as such learners on the SAQA database. Similarly the term 'white learners' refer to white post-secondary learners who were indicated as such learners by the SAQA database.

1.5 THEORETICAL AND METHODOLOGICAL OVERVIEW OF THE STUDY

Table 1.1 below provides an outline of the literature review and theoretical framework that will be discussed in Chapter 2. The epistemological paradigm and methodological approach, research design, existing data that will be used, data analysis and interpretation process, quality criteria and ethical consideration are also outlined on the table. These will be discussed in detail in Chapter 3.

Table 1.1: Framework of research approach, paradigm and process

LITERATURE REVIEW AS BACKGROUND TO THE STUDY (Chapter 2)			
Career development and the career decision-making process	Development of the NQF, & CAS Helpline	Provision of career guidance using information and communication technology (ICT)	Role of the NQF and career advisor
<p>Theoretical framework: Objectives, opportunities and constraints framework (OOC) will guide me in Interpreting/understanding the career guidance needs of post-secondary learners by:</p> <ul style="list-style-type: none"> • Clarifying objectives • Exploring opportunities • Identifying constraints 			
			
RESEARCH QUESTIONS			
Research question	Secondary research question		
❖ What were the career guidance needs of the post-secondary learners who contacted the NQF and CAS Helpline from 2 to 31 January 2014?	❖ What career objectives/goals did the post-secondary learners need information on when they called the NQF and CAS Helpline? ❖ What information on career opportunities did the post-secondary learners request in their conversations with the NQF and CAS Helpline advisors? ❖ What career decision-making constraints did post-secondary learners need help with from the NQF and CAS Helpline advisor?		

RESEARCH METHODOLOGY AND STRATEGIES (Chapter 3)								
Paradigmatic assumptions	Research design and sampling	Data collection	Data documentation techniques	Data analysis and interpretation	Quality criteria	Strategies applied to ensure quality criteria	Ethical considerations	Roles of the researcher
<ul style="list-style-type: none"> Paradigm: Hermeneutic Methodological paradigm: Qualitative 	<ul style="list-style-type: none"> Descriptive case study Purposive sampling used to select cases from CRM Insight 2 for January 2014 	<ul style="list-style-type: none"> Existing data from NQF and CAS Helpline, Insight 2 	<ul style="list-style-type: none"> Research journal 	<ul style="list-style-type: none"> Identified main themes deductively from theoretical framework Frequency analysis of learner queries and demographic information 	<ul style="list-style-type: none"> Authenticity Credibility Representivity Meaning Transferability 	<ul style="list-style-type: none"> Adequate engagement with documents Audit trail 	<ul style="list-style-type: none"> Permission was obtained from the University of Pretoria Ethics Committee Informed consent was obtained from SAQA for the use of the data Privacy and confidentiality of information in documents was maintained 	<ul style="list-style-type: none"> Reflective, ethical, and professional researcher The analysis of documents Present findings to SAQA Present finding in mini-dissertation

1.6 SUMMARY

This chapter provided an overview of the study. I first discussed the background and purpose of the study and examined the provision of career guidance at schools. I then discussed the primary and secondary research questions and outlined the key concepts. Following this, I touched on the paradigmatic perspectives and research methodology of the study. Finally, I discussed the quality criteria and ethical considerations that guided the study.

1.7 OVERVIEW OF CHAPTERS

Chapter 1 provides an overview of the study including the introduction and rationale. The research problem, research questions, purpose of the research, and concept definitions are also noted. Chapter 2 focuses on career decision-making and the theoretical framework of the study. A synopsis of the literature on the topic internationally and nationally is also provided. Chapter 3 discusses the research design, methodology, and research process. The presentation and analysis of the data are covered in Chapter 4, and the findings are situated in the existing literature in this field. The final chapter presents a summary of the results and a discussion of the conclusions. Recommendations for further research are also made (Maree, 2007).

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Chapter 2

Literature Review

2.1 INTRODUCTION

This chapter commences by contextualising career counselling in SA as historical factors continue to impact on the provision of this service. This is followed by an exploration of the role of career guidance in education and training and a review of the counselling services in SA. The need for the NQF and CAS Helpline is discussed and its role in facilitating career guidance explored.

The literature review follows and considers international and national research relating to career guidance needs of secondary and post-secondary learners.

The final section of the chapter deals with the theoretical framework of the study, which is based on the OOC theoretical framework of Dickerson and McIntosh (2010).

2.2 CONTEXTUALISING CAREER COUNSELLING IN SA

Apartheid policies and practices have influenced social and economic practices in SA society, and the impact of “race, wealth and demographics from the time of apartheid constitutes particular patterns today” that have dictated opportunities and constraints in SA society (Flederman, 2008, p. 19). Coovadia et al. (2009) state that the macro-economic policies in SA have contributed to the “persistence of economic disparities between races” (Coovadia et al., 2009, p. 817), and, consequently, a division in earning capacity exists in SA today. A wealthy, investment-orientated upper class is juxtaposed with a poor black majority who lack job opportunities, education, and medical care, have to contend with unemployment, and have a life expectancy of 52 years (Coovadia et al., 2009; Flederman, 2011; Van Zyl, & Du Toit, 2012). The removal of blacks from the hub of economic growth and activity in the urban centres during apartheid has not been rectified as the majority of black South Africans still live far from the cities, in poverty, with access to very few services and resources. This situation is exacerbated by a lack of money to pay for transport to access needed services (Flederman, 2011, Van Zyl, & Du Toit, 2012). Eighty percent of South Africa’s wealth is owned by 5% of the population (Flederman, 2011).

Gumede (2010) contends that although incomes have been increasing for all race groups, many blacks in SA still live in poverty. In 2002, 62% of blacks, 29% of

coloureds, 11% of Asians, and 4% of whites lived in poverty (Gumede, 2010). It is argued that education and training can reduce unemployment (Van Zyl, & Du Toit, 2012); however, these sectors are experiencing serious problems that will be discussed later in this section (Perold, Cloete, & Papier, 2012).

The majority of blacks are poor and unemployed, yet a critical skills shortage exists in SA (Van Zyl, & Du Toit, 2012; Flederman, 2008). Difficulties in obtaining quality education and access to career counselling aggravate this situation (Van Zyl, & Du Toit, 2012). In addition, economic growth is slow, and, consequently, the unemployed are not being absorbed into the economy causing unemployment to grow annually as post-secondary learners add to the existing number of unemployed (Du Toit, & Van Zyl, 2012). While 55% of the unemployed have not completed Grade 12 and lack skills for employment, there are also an estimated 300 000 unemployed people with higher education qualifications (Kraak, 2010; Du Toit, & Van Zyl, 2012). A lack of work experience and the gap between the supply of and demand for skills in the labour market are responsible for this situation (Kraak, 2010; Mlatsheni, & Rospabe, 2002; Van Zyl, & Du Toit, 2012). South Africa has a shortage of skilled workers, an over-supply of low or unskilled workers, high levels of unemployment, and large numbers of black citizens living in the rural areas (Flederman, 2011; Du Toit, & Van Zyl, 2012).

Education during the apartheid era was segregated along racial lines and was aimed at perpetuating white superiority (Stead, 1996; Stead, & Watson, 2006). This unequal access to education according to race extended also to the disparity in the provision of career guidance at schools (Stead, 1996) and to the world of work where job reservation for whites was enforced. For example, in 1961, the driving of municipal vehicles in the Durban municipal cleansing department was reserved for whites (Stead, & Watson, 2006). The role of career psychologists was regulated by apartheid policies, and these psychologists were required to familiarise themselves with the prevailing laws and to provide 'appropriate' career guidance to learners (Stead, & Watson, 2006). Similarly, in post-secondary education, access to universities, technikons, and private institutions was reserved mainly for white learners (Stead, & Watson, 2006).

The post-apartheid era has seen an increase in investment in the basic, secondary, and post-secondary education sectors for all South Africans (Flederman, 2011; Du Toit, & Van Zyl, 2012; Department of Basic Education, 2011). Although the government has invested heavily in these sectors, the "lack of efficiency and quality"

remains a major stumbling block (Du Toit, & Van Zyl, 2012, p.22). An initiative to deal with this problem was the creation of the National Education Evaluation and Development Unit in 2009 whose aim was to investigate the quality of schooling as it had been noted that poor learner performance in the lower grades impacted learner performance in the post-secondary sector (Department of Basic Education, 2011; Du Toit, & Van Zyl, 2012; Maree, 2009).

Disadvantages linked to geographical location are also evident in the school environment and are discussed in a study by Mahlomaholo (2012) on the experiences of high school learners living in a rural area. The rural high school learners in his study left school more frequently than the urban learners as many believed that the teachers excluded and marginalised them at school (Mahlomaholo, 2012). Some of the challenges in rural areas include higher dropout rates, lack of classes, poor or non-existent community resources, for example libraries, and lack of personal motivation (Mahlomaholo, 2012; Buthelezi, Alexander, & Seabi, 2009).

It appears that learners in schools in higher socio-economic areas benefit more from career guidance than learners in disadvantaged schools with the latter having minimal access to career guidance information (Maree, 2009). A study by Mudhovozi and Chireshe (2012) found that the type of school attended, available funding, and parents' levels of education influenced learners' career decisions. It also found that schools in higher socio-economic areas offered learners a more diverse selection of careers linked to market demands, while schools in lower socio-economic areas aligned career choices with gender and stereotypical careers such as teaching and nursing. These findings support other research findings that teacher and parental perceptions underpin learners' career decisions.

Du Toit and Van Zyl (2012) highlight problems in the post-secondary environment such as slow enrolment at TVET colleges, the fact that certification does not prepare learners adequately for jobs, and a deficiency of learners in the maths and science fields. Although there is a pressing need for skills in SA, the role of TVET institutions is not properly understood by schools, and TVET learners lack awareness of career pathways at these institutions (Needham, & Papier, 2011). The TVET option is downplayed, ignored, or held in low esteem at schools with the focus more on professional careers (Needham, & Papier, 2011). Learners at TVET colleges also perceive this as a second option with many learners enrolling at a TVET college with the intention of continuing their studies at a university at a later stage (Needham, & Papier, 2011). Misleading career advice from peers, parents, and teachers appears

to have promoted the inaccurate perceptions held by learners (Needham, & Papier, 2011).

Factors that impact negatively on this situation include the selection of the wrong institution or subjects, misleading career advice and poor academic grades or schooling (Kraak, 2010; Van Zyl, & Du Toit, 2012; Lubbe, & Petzer, 2013). In addition, historical legacies, such as the Group Areas Act, also disadvantage learners who have to endure poverty and a scarcity of resources and services; limited access to education, training, and employment; and high transport costs to access opportunities in urban areas (Flederman, 2011; Du Toit, & Van Zyl, 2012).

Career guidance plays an important role in giving South Africans the knowledge to make informed career decisions that will affect the quality of their lives (Organisation for Economic Co-operation and Development, 2004). Career guidance can also alleviate unemployment in SA by channelling individuals into fields where there is a demand for manpower and a shortage of skills (Du Toit, & Van Zyl, 2012). Flederman (2008) also emphasises the role career guidance can play in matching individuals with scarce and critical skills in SA.

2.3 IMPORTANCE OF CAREER GUIDANCE IN MEETING SA'S TRAINING NEEDS

The Organisation for Economic Co-operation and Development (2004, in Du Toit, & Van Zyl, 2012) found that career guidance can contribute to learning, the development of the labour market, social equity, lifelong learning, sustainable development, and can be directed by individuals themselves. Career guidance can facilitate informed career decision making by taking cognisance of the individual's needs, economic demands, and opportunities available in the environment of the post-secondary learner (Du Toit, & Van Zyl, 2012).

Career guidance is important also because it promotes lifelong learning goals, counters school dropout, and creates a link between education and the working world (Hansen, 2006). As mentioned earlier, the dropout rate in SA schools increases significantly from Grade 9 to 12. Career guidance in Grade 9 could therefore play a key role in changing this trend (Department of Education, 2011; Hansen 2006). The Quarterly Labour Force Survey from Statistics SA (2013) states that higher levels of education tend to decrease unemployment. A reduction in the dropout rate would accordingly ultimately impact positively on the South African economy (Statistics SA, 2013).

Du Toit and Van Zyl (2012) maintain that career guidance can help individuals escape poverty by helping them achieve success in their chosen vocations. A study by Perold, Cloete and Papier (2012) found that only 20% of the adult population in SA had some post-school training. However, of those who had tertiary training, 78% were employed compared to 66% of those with skills training. While the benefits of post-school education are evident, there is still a need to increase learners' understanding and to guide them to access these options through career guidance (Du Toit, & Van Zyl, 2012).

Kartus (1998) contends that a lack of career guidance can result in many post-secondary learners not receiving any training and thereby reducing their opportunities for employment. He adds that many post-secondary learners who are accepted into higher education institutions may find themselves unsuited to their chosen fields of study due to inadequate self-knowledge and knowledge about their careers.

A study by Lugulu and Kipkoech (2011) found that the likelihood of students making informed degree choices depended to a large extent on the level of career guidance and counselling offered in schools and the marketing of degree programmes by universities.

The question is, however, what career counselling services are available in SA and how accessible are these services? The next section covers existing career counselling services in SA.

2.4 CAREER COUNSELLING SERVICES IN SA

Career counselling can be given in Life Orientation classes in schools in SA. The Department of Basic Education (2012) allocates 20% of the time in the Life Orientation syllabus to career guidance at high schools in SA with the aim of encouraging learners to explore their career options (Department of Basic Education, 2012). Alternatively, career counselling in SA can be given by psychologists or psychometrists although this may be problematical in some instances.

Maree, Bester, Lubbe, and Beck (2001) discuss some of the shortcomings of career counselling in the "post-modern and post-apartheid South African context" (Maree et al., 2001, p.328). They argue that the psychometric-based approach, which was accessible traditionally to white English- and Afrikaans-speaking South Africans, is not appropriate for other cultural groups or socio-economic groups. The use of

psychometric tests is also not appropriate in SA's multi-cultural environment where the career counsellor is viewed as the expert, the interests of learners are often overlooked, and learners are often excluded from the career decision-making process. Psychometric measures are also costly and therefore inaccessible to the majority of South Africans (Maree et al., 2001).

Life Orientation classes may therefore be the more appropriate medium for career counselling. The provision of Life Orientation at schools is, however, problematic because of inadequate teaching methodologies, a lack of qualified teachers, and the provision of misleading information. This limits learners' knowledge of the career decision-making process and inhibits their access to information and available options in the post-secondary environment (Pillay, 2012).

The absence of effective career guidance at schools is evident in the results of a study by Mudhovozi and Chireshe (2012) and others (Pilot, & Regis, 2012; Pillay, 2012) where they found that 52% of learners selected careers after Grade 12, an indication that career decision making is delayed (Burger, Mahadea, & Neill, 2004). The study also noted that 34% of learners made career decisions during registration at a higher education institution and indicates that learners are not adequately prepared for higher education and may select courses or qualifications that do not align to their career needs.

A study by Prinsloo (2007) noted the key challenges in implementing Life Orientation at schools from the perspective of principals and teachers. Problems mentioned by the principals included learners' lack of a value system, lack of parental involvement, general disrespect for the law due to poor community role models, salary-driven and not learner-focused teaching staff, policy issues, and language differences. The teachers indicated that they were confronted with a lack of training, required access to resources and up-to-date information to ensure effective delivery of Life Orientation lessons.

This situation deteriorates further when post-secondary learners realise that they have limited access to career counselling and that this service is available only to those who can afford it (Watson, 2010; Maree, 2009). The traditional approach of career counselling using psychometric tests and counselling is therefore not an option for the average post-secondary learner in SA (Maree, 2010; Flederman, 2011). The post-secondary learner no longer has access to the school environment

and counsellors or educators within schools that had previously assisted them with career information and guidance.

In an attempt to address the gap in Life Orientation teaching at schools and the absence of career services in the post-secondary environment, a number of career initiatives have been launched across SA. These include initiatives at municipal libraries (Fourie, & Gericke, 2009), TVET colleges, SETAs, and PACE careers. TVET colleges have student support units that help learners with academic, psychological, and social problems; however, there is a lack of career guidance at these colleges, but steps are being taken to rectify this shortcoming (Du Toit, & Van Zyl, 2012). Higher education institutions are generally better resourced to offer career guidance and to incorporate traditional models in their approach with registered psychologists offering their services at these institutions (Du Toit, & Van Zyl, 2012).

According to Du Toit and Van Zyl (2012), the Department of Labour offers career and labour-related information and SETAs have been mandated to provide career guidance in line with National Skills Development Strategy III (Du Toit, & Van Zyl, 2012). The Framework for Cooperation in the Provision of Career Development (2013) is a national initiative to bring all stakeholders (including private sector bodies) together to facilitate the provision of career information, advice, and guidance in SA.

Various suggestions have been made on the best way to provide career counselling. Watson (2009) contends that career psychology in SA is in transition and that career advisors need to embrace indigenous knowledge and value systems. He argues that this is not being achieved at the moment as there is insufficient focus on the contextual factors in career counselling i.e. political, social and economic. Frizelle (2002) agrees that the African belief system should be considered in career development and adds that black South Africans have a strong leaning toward community involvement and therefore select careers that allow them to serve their respective communities. Her study confirms that career development is the result of an individual's "embeddedness in a particular socio-cultural context" (Frizelle, 2002, p.37).

Stead, Watson, and Jager (1995) highlight the 'moral role' of career psychology in advocating social justice goals and transforming SA society. They argue that career psychology should be extended to marginalised groups such as women, the unemployed, and the disabled and not only to middle-class and corporate clients. O'Brien (2001) states that career and vocational advisors should be involved in

achieving social justice goals by attempting to understand learners holistically, being aware of multi-cultural issues, identifying environmental barriers, and using non-traditional counselling methods (O'Brien, 2001). By helping learners escape poverty and unemployment, social justice goals can be met – this may include establishing links between individuals and community members and providing resources. This approach thus broadens the role of career practitioners.

Arthur (2005) agrees that career advisor competencies should move beyond recognising cultural diversity and effecting social action. Instead Arthur (2005) goes one step further by encouraging career advisors to acquire multi-cultural competencies due to the demographic changes that are occurring globally. A positive outcome of social action is that learners do not revert to a position of disempowerment or powerlessness. This implies that career counsellors need to acknowledge the different life roles and contextual factors that impact on those they assist (Frizelle, 2002). Multi-cultural counselling techniques are especially important when parental experience is limited (Stead, 1996).

Given the obstacles discussed above, career practitioners and counsellors in SA require specialist competencies and skills to understand learners holistically and to be aware of the cultural and environmental factors impacting on their career decision-making process (O'Brien, 2001).

The above discussion shows that career counselling is moving from quantitative career assessment to a holistic qualitative approach that could include interactions with a career counsellor at different stages in the learner's life (Keevey, Steenekamp, & West, 2012). Career counselling and personal counselling have combined, and, consequently, career counselling has become more responsive and relevant to those it serves (Patton, & McMahon, 2006). The NQF and CAS Helpline can be seen as an attempt to deal with the above-mentioned challenges and is discussed in the next section (Flederman, 2011).

2.5 NQF AND CAS HELPLINE

Flederman was commissioned by SAQA to conduct an environmental scan of career services in SA with the aim of assessing the “accessibility, portability and flexibility of learning pathways” (Flederman, 2008, p. 25). Flederman found that SA was an unequal society where the majority of citizens were poorly educated, unemployed, and lived in rural areas – argued by some to be the legacy of apartheid policies (Flederman, 2011). The multi-cultural South African society has to contend also with

the challenges of poverty, unemployment, and the HIV/AIDS pandemic (Kay, & Fretwell, 2003). Against this background, various studies have highlighted the need for a national, affordable, and accessible career guidance service in SA (Flederman, 2008; Walters, Watts, & Flederman, 2009).

Flederman's study in 2008 recommended that the NQF and CAS Helpline should provide information to learners on work and study paths, should be affordable (calls should be free), and should include learners in rural areas. This represents a move away from the traditional psychological approach; however, the role of career advisors needs to be examined to allow adjustments to be made to promote learners' relationships with advisors.

In an attempt to make career guidance accessible and affordable to the majority of SA citizens, Flederman (2008) recommends the creation of an ICT-based telephone helpline that can offer online tools to facilitate the provision of career guidance. Flederman (2008) argues that because most South Africans have access to a cellphone or telephone, this channel can be effectively used in the provision of career guidance. Market Tree Consultancies (2007), cited by Flederman (2008), found that 72.9% of households in SA had working cellphones and 18.6% of households had working telephones.

Telephones and cellphones are familiar media for learners and are therefore useful in the provision of career counselling and information (Tait, 1999; Flederman, 2008). The debate on the advantages and disadvantages of accessing career guidance online is ongoing, yet this approach is convenient, saves time, and is affordable (Watts, & Dent, 2002). It has still to be decided when online assistance is more helpful and when interaction with an advisor is more beneficial for a client (Tait, 1999).

The absence of visual cues when using a telephone may be a problem for advisors at times (Tait, 1999). However, the fact that the caller has taken the initiative to seek assistance is a positive sign. Another shortcoming when using a telephone or cellphone is the cost of a call; however, the Helpline has addressed this problem by implementing a share call system or calling the learner back if this is required (Keavy, Steenekamp, & West, 2012). Although career guidance is necessary, it is not easily accessible, and the Helpline is the first step in the development of a national service in SA to address this hiatus (Keavy, Steenekamp, & West, 2012). The increase in the

number of career websites in the past few years is indicative of the need for online services in the career guidance field (Booth, 2012).

NQF and CAS Helpline clients are assisted by career advisors who offer a telephonic share call service (where the client pays 50% of the call cost or, alternatively, the advisor calls the client back, with the Helpline covering the cost of the call), an email service, and a walk-in service. Learners are also assisted through social media (Facebook) and a call-back service that responds to 'Please call' SMSs from learners (Keevy, Steenekamp, & West, 2012). Some 16 career advisors assist learners using these multi-channel systems, which are particularly useful for rural learners. As the service is free, there are no cost implications for learners (Keevy, Steenekamp, & West, 2012).

The NQF and CAS Helpline is supplemented by a national radio campaign broadcast in 10 official languages, a print media campaign in free newspapers, ongoing career exhibitions, and an interactive website that includes mobile access (Keevy, Steenekamp, & West, 2012). The National Career Advice Portal (NCAP) is also part of this service and offers information on learning pathways in different career fields, qualifications registered with SAQA, and a list of institutions where learners can enrol to study further.

Helpline outreach campaigns include the Apply Now! campaign that encourages Grade 12 learners to apply at post-secondary institutions timeously. Apply Now! booklets are distributed annually to Grade 12 learners at public schools, and the phrase *Khetha* (meaning It is your choice) has become synonymous with this campaign. The Central Application Clearing House (CACH) is a further initiative of the DHET to assist learners who intend studying at a government higher education institution but have not applied in time. This service operates in January and February every year and registers learners on a database that is sent to higher education institutions to ensure that all available places are filled (Flederman, 2011; West, 2012).

To further enhance the multi-channel service, memoranda of understanding exist between the Helpline and government technical vocational education and training institutions (TVET) and the National Youth Development Agency. The establishment of relationships with other stakeholders offering career guidance services is also ongoing (Flederman, 2011). These services cater for post-secondary learners (Du

Toit, & Van Zyl, 2012) who no longer have access to the school system and consequently no longer have the support of educators or career counsellors.

The NQF and CAS Helpline adopted a qualitative counselling model aimed at facilitating interaction with learners holistically and subjectively (Keevy, Steenekamp, & West, 2012). The advisor facilitates interaction with learners in an attempt to assist them with career decision-making (Keevy, Steenekamp, & West, 2012). The Helpline model is appropriate in that it provides for the multi-cultural nature of South African society by interacting with clients individually and understanding their unique experiences. It increases accessibility to post-secondary learners, especially those in rural areas. In addition, there is a reduction in costs as ICT systems can be accessed inexpensively from cellphones, websites, and mobi-sites. The need for face-to-face counselling is reduced as information can be emailed, posted, or delivered telephonically based on what is easiest for learners (Flederman, 2008). The Helpline thus has the potential to deliver a much-needed convenient service to learners (Watts, & Dent, 2002).

The move from a positivist to a constructivist approach in career counselling internationally has heralded positive changes for SA as this approach can promote access to career services for rurally based South Africans. This approach is more cost-effective and relevant than the earlier quantitative approaches, which used psychometry as a basis for career counselling (Patton, & McMahon, 2006; Flederman, 2011). The NQF and CAS Helpline has adopted a constructivist approach to career counselling (Keevy, Steenekamp, & West, 2012). The qualitative model adopted by the Helpline focuses on the subjective experiences of individuals and aims to assist learners from disadvantaged socio-economic backgrounds, those from rural areas, and females in particular (Keevy, Steenekamp, & West, 2012).

Keevy, Steenekamp, and West (2012) noted the need for career information and not counselling at the NQF and CAS Helpline. Of the calls received between October 2009 and July 2011, 17.6% related to career development and 14.3% to information on the education and training system thus highlighting the need for relevant, accurate, up-to-date information.

2.6 STUDIES ON THE CAREER GUIDANCE NEEDS OF SECONDARY AND POST-SECONDARY LEARNERS

Literature on the career guidance needs of learners is limited, however, existing literature reveals that there is a connection between career guidance the learner

receives at school and the effectiveness of career decision-making in the post-secondary environment. In the following sections, I will therefore provide an overview of existing studies on the career guidance needs of both secondary and post-secondary learners.

2.6.1 INTERNATIONAL STUDIES

A number of international studies (Helwig, 2004; Borgen, & Hiebert, 2006; Lugulu, & Kipkoech, 2011) have focused on the career guidance needs of learners in high school. A longitudinal study conducted in Canadian high schools found that the learners in the study consistently requested information and skills on how to go about planning their careers (Helwig, 2004). The learners placed a high priority on receiving information about career opportunities, job requirements, post-secondary training options, and job-related skills such as resumé writing and interview skills. The learners believed that such information would better prepare them for the transition to work or for further educational opportunities (Borgen, & Hiebert, 2006). Another Canadian study by Bloxom et al. (2008) found that although the learners in the study were satisfied with high school career development programmes, they believed they should be given the opportunity to provide input on these programmes to ensure they were appropriate for learners.

In Denver in the United States, a study on career development found that career development was beneficial throughout the particular school (Helwig, 2004). The learners reported that they benefited from parental influence, school and teacher support, and exposure to environments where they were employed on a part-time basis (Helwig, 2004). Brown's study (2011) at the Dominion University examined the effects of a web-based career development workshop on career decision-making problems. The study revealed that the learners who participated in the workshop experienced fewer career decision-making difficulties.

Mudhovozi and Chireshe (2012) conducted a study in Kenya on the learners' readiness for degree selection at university based on the career guidance they received at school. The results revealed that the school career guidance programmes were inadequate and did not help the learners choose a degree at university. The above authors recommended increased investment in staff and resources to support learners with career decision-making.

The above studies were conducted on learners' requirements to improve their career decision-making skills. The findings indicated that more support and information were

needed to assist the learners (Mudhovozi, & Chireshe, 2012). Some programmes (Helwig, 2004; Bloxom et al., 2008) were effective, but it was evident that not all the learners' expressed needs were addressed.

2.6.2 SOUTH AFRICAN STUDIES

A national benchmark survey of student counselling centres revealed that learners perceived career development as a difficult task (Cilliers, Pretorius, & Van der Westhuizen, 2010). Career development was third in a list of perceived challenges, with the first challenge being relationships and the second academic concerns. The survey found that "career counselling has remained a central focus area in South African counselling centres over the years" (Cilliers, Pretorius, & Van der Westhuizen, 2010, p. 58).

The second problem affecting career decision-making is a lack of adequate knowledge and skill on the part of Life Orientation teachers (this was mentioned in Chapter 1) to help learners make sound career decisions (Van de Venter, 2006). A study by Van De Venter on Grade 9 learners' experiences of career counselling at school uncovered the inadequate teaching of the subject Life Orientation and, at times, a lack of knowledge about the subject in schools compromises the effective dissemination of information to learners (Van de Venter, 2006; Prinsloo, 2007). Problems with teacher training and the quality of information provided by schools appear to be only some of the barriers learners experience when making career decisions after Grade 12 (Du Toit, & Van Zyl, 2012).

Gordon and Meyer (2002) conducted a study on career indecision among prospective university students with an average age of 17, and the results indicated that 50% of these students were uncertain about their career choice. There were also indications that career indecision occurs at high school and at tertiary institutions. The reasons for career indecision are multi-faceted and include deficiencies in areas of self-information, decision making, career information, the integration of self-information and career information, and career planning. In studying the career uncertainty of university students, Botha and Mostert (2013) found that lack of information about the process of decision making, lack of information about occupations, and inconsistent information often resulted in learner uncertainty.

Various studies have also focused on the effectiveness of programmes on career decision-making (Herr, 2002; Brown, 2011; Mhlongo, & O'Neil, 2013). Herr's (2002) study in East London assessed the effects of the PACE career guidance programme

on learner career maturity and found that the programme increased the career maturity of the learners by assisting them to obtain information about themselves and career planning. This study suggested that successful career guidance should be counsellor directed or computer aided. Brown (2011) used a web-based career development workshop with distance learners to assess career certainty. The learners who completed the online workshop experienced greater goal clarity and study success largely because the workshop helped them improve and structure their study programmes. This outcome was also found by Van Schoor (2012) who assessed the impact of a career intervention strategy on career certainty with students from the University of South Africa. Students at Unisa were issued with a guidance publication, *mychoice@unisa*, and asked whether they required further career support or information. After this online career intervention, a telephonic follow-up on students' experiences of the intervention was done. The results revealed that 86% of the students' were sure about their career choice, and 83% were certain about their chosen programmes.

Clearly, career decision-making is not simple; it ranks third on a list of problems experienced by South African learners with relationships and academic concerns as the first and second problems respectively (Cilliers, Pretorius, & Van der Westhuizen, 2010). International studies (Helwig, 2004; Borgen, & Hiebert, 2006) as well as South African studies (Gordon, & Meyer, 2002; Van Schoor, 2012) show that the need for career guidance ranks consistently among the highest priority needs reported by adolescents. Learners seem to recognise the need for assistance in career and life planning because they place a high priority on receiving information about career opportunities, job requirements, post-secondary training options, and job-related skills such as resumé writing and interview skills. Canadian youth believe that such information will equip them for the transition to work or further educational opportunities (Collins, & Hiebert, 1995). A study by Saka and Gati (2007) revealed that career decision-making difficulties related to emotional and personality factors could be grouped into 11 categories. The three main clusters were anxiety about oneself, pessimistic views, and self and identity. These clusters illustrate the range of challenges in the career decision-making process.

A study by Ocansey (2010) in Ghana revealed that 98% of the learners in the study acknowledged a need for career guidance and counselling when making career decisions. Career guidance therefore evidently empowers learners to make career decisions (Taylor, 2007). The career decision-making process has been discussed above, and the following sections will cover what career guidance support is

accessible to post-secondary learners to enable them to make sound career decisions.

In a study on subject choice of learners in Ga-Rankuwa in the North West Province, the findings indicated that career decisions are influenced by gender and achievement stereotypes, school zoning, subject choices, and faulty guidance practices at school (Phiri, 2005). Mmema (2010), in Kwa-Zulu Natal, detected a move away from stereotypical career choices although this was more evident in urban than rural areas. In addition, the learners in his study were not familiar with higher education institution entry requirements and selected easier subjects in Grade 9 unaware of the restrictions these subjects would place on their career paths after Grade 12.

Cosser's (2002) study on school to higher education uncovered trends of delayed decision-making, the need for career guidance, the reliance on bursaries by black learners, and a higher percentage of female learners planning for higher education. Cosser, Du Toit, & Visser (2004) found that the females in their study outnumbered the males in higher education enrolment and that one in five black learners repeated Grade 12 with the intention of improving their marks in order to access higher education. Cosser's 2005 study confirmed earlier findings that females preferred to study and that males anticipated working sooner than females. There was also a notable increase in the provision of career guidance from 67% to 87% in 2001 to 2005 respectively at higher education institutions. These findings are significant as the studies were based on Grade 12 learners' experiences

There are also signs that traditional male and female stereotyping at work and in the family is disappearing as more females are taking up management positions, and family responsibilities are being shared equally between couples (Shreuder, & Coetzee, 2011). This is supported by a study by Seabi (2012) that found that identity development is now less linked to gender as South African society appears to be abandoning stereotypical gender identity roles. Stead, Watson, and Jager (1995) found that the females in their study displayed a slightly higher career maturity than the males; however, this difference diminished as the students matured. This study also found no difference in the career expectations of the males and the females.

Rousseau and Venter's (2009) study revealed that career choice tended to be based on an individual's environmental and situational factors, and Stead and Watson (1998) found that the developmental contextual approach of Vondracek, Lerner, and

Schulenberg (1986) was useful in SA as it provided a holistic understanding the individual. This approach considers the interaction between individuals, family members, and peers as well as distant factors such as socio-cultural and economic factors (Stead, 1996; Stead, & Watson, 1998). According to this approach, individuals are required to cope with gradual developmental and distant environmental changes (Stead, 1996; Stead, & Watson, 1998). When the occupational knowledge of parents is limited, their children experience this limitation as well, indicating that culture and context affect career decision-making (Stead, 1996). Watson (2009) states also that culture is important in career counselling and that political, social, and economic factors, including the effects of apartheid, have not been adequately acknowledged to date.

Stead, Watson, and Jager's (1995) study on university students found that the white students displayed more career maturity due to their educational experiences, and in their study on first-year university students, Reid-Van Niekerk, and Van Niekerk (1990) found that the black and coloured students had lower career maturity than the white students. They argued that this could be due to cultural differences, varying degrees of exposure to the world of work, and differences in educational background. Mudhovozi and Maree (2012) found minor gender differences in their study on students' reasons for studying psychology. Sedumedi (in Mudhovozi, & Maree, 2012) maintains that black students tend to rely on friends, family members, and teachers for information on careers.

Ortlepp, Mahlangu, Mtshemla, and Greyling (2002) found in their study on the career development of black learners that black learners attending multiracial suburban schools had, on average, higher levels of career maturity and career self-efficacy compared to black learners attending township schools. They point out that previous research on the career aspirations of black learners had found that the majority of these learners aspired to careers in the social field such as teaching and nursing. Reasons for this could include a lack of career guidance, few role models in the communities of these learners, limited access to educational resources and career opportunities, and a strong community-based value system in this group of learners (Ortlepp et al., 2002). However, the findings of Ortlepp et.al. (2002) study indicates that in single race 'township' schools, most learners aspire to careers in the social field while learners in suburban schools tend to aspire to careers in the realistic and conventional fields. The authors contend that this points to the role socialisation and structures of opportunity play in career decision-making (Ortlepp et al., 2002). Based

on these results, they argue that black learners should not be considered a homogeneous group.

2.7 THEORETICAL FRAMEWORK

In the present study, the objectives, opportunities and constraints (OOC) theoretical framework of Dickerson and McIntosh (2010) was used to describe the career needs of the post-secondary learners who had contacted the NQF and CAS Helpline for career guidance. I believed that this framework would help me organise and analyse the documents containing the learners' queries to the NQF and CAS Helpline (Berger, 2013).

The OOC theoretical framework is based on research by Haveman and Wolfe (1995) on the factors and constraints that impact learner achievement. Dickerson and McIntosh (2010) adopted this framework in their study on what stimulates educational participation after it is no longer compulsory.

In their framework, Dickerson and McIntosh (2010) contend that family background, parental education, socio-economic status, and learners' prior achievements all affect learners' decision whether or not to continue their studies in the post-secondary environment. These authors maintain that the OOC theoretical framework makes provision for the different variables in career decision-making.

The objectives in this framework relate to learners' educational goals and the support they receive from the government and their families in this regard. Secondly, opportunities include accessibility to institutions offering learners selected courses of study or the availability of employment should this be their choice. Lastly, under constraints, learners' scholastic performance and their aptitude, abilities, and financial limitations are considered (Dickerson, & McIntosh, 2010).

The OOC theoretical framework is shown below (Figure 2.1) in terms of how it deals with the factors that influence the post-secondary career decision-making process. The cogs represent these factors (Dickerson, & McIntosh, 2010). The objectives-opportunities-constraints need to interact effectively to facilitate the desired outcome, that is, a sound career decision.

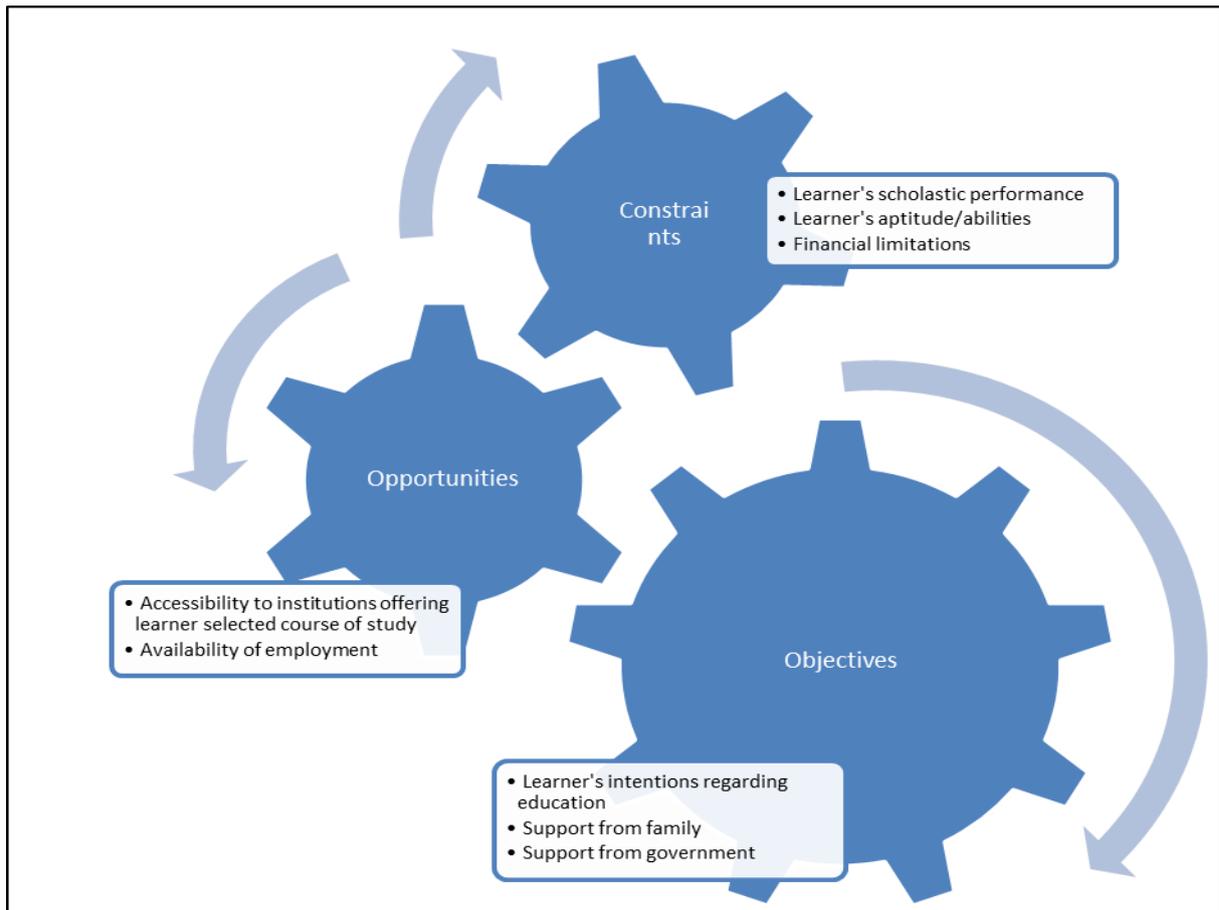


Figure 2.1: Post-secondary career decisions (Adapted from Dickerson, & McIntosh, 2010)

The different factors need also to be synchronised for movement to occur, for example, a learner's objective to study is rewarded with a bursary from a university, and thus the career decision to study puts the cogs into motion as a career decision has been made. The learner now has the opportunity to study at a tertiary institution; however, he may face constraints related to his aptitude, abilities, or interest in his chosen career. He will need to navigate these constraints and use the opportunity to achieve his career objective (Dickerson, & McIntosh, 2010).

The different directions in which the cogs can rotate shows that learners may experience difficulties with career decisions and that there will be no progress until the objectives and opportunities are aligned. An example of this is when a higher education institution accepts a learner (objective is met), but the learner is unable to secure financial assistance (opportunity is absent) to study further even though his aptitude and ability favours further education (absence of constraints).

Career decisions are thus a complex mix of many factors (Mudhovozi, & Chireshe, 2012). Once learners have overcome the constraints and taken advantage of the

opportunities, the cogs will engage and motion will occur. The OOC theoretical framework will be revisited in relation to the findings of this study in Chapter 4.

Needham and Papier (2011) found in their study that generic frameworks on learner participation in post-secondary studies are emerging and that the OOC theoretical framework is useful in understanding factors that relate to learner motivations and choices. The advantage of this framework is that it accommodates variables such as family support and socio-economic factors without predetermining the relationship between them (Needham, & Papier, 2011). Gorard et al. (in Needham, & Papier, 2006) are critical of this approach and contend that there is a need to acknowledge the importance of the learner's 'life story' in the career decision-making process. They further contend that the OOC theoretical framework does not consider the learner holistically but, rather, presents an over-simplification of the manner in which career decisions are made.

2.8 SUMMARY

This chapter dealt with the importance of career counselling in SA and the need for an effective, high quality, and up-to-date career service. The establishment of the NQF and CAS Helpline is therefore clearly an overdue initiative.

The literature review revealed that studies locally and internationally have identified gaps in the provision of career advice, which the NQF and CAS Helpline may help fill in SA.

Finally, the interaction between the advisor and learner was analysed using the OOC theoretical framework. This framework highlights the multitude and complexity of the variables that need to be considered in career decision-making.

The next chapter discusses the research approach, the methods of data collection, and the analysis and interpretation of the data. The quality criteria and ethical issues of the study are also clarified.

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Chapter 3

Research Design and Methodology

3.1 INTRODUCTION

Chapter 1 provided an overview of the study's research methodology. This chapter contains an in-depth discussion of the design and methodology. I discuss the selected paradigmatic perspective, methodological paradigm, and the data collection techniques used. This is followed by a discussion of the data analysis, the procedures used for data interpretation, and my role as researcher. The final section of the chapter deals with the quality criteria and ethical considerations.

3.2 PARADIGMATIC PERSPECTIVES AND METHODOLOGICAL PARADIGMS

This study was based on a hermeneutic paradigm with a qualitative research methodology. The following section covers the principles and assumptions of these paradigms and my motivations for using them.

3.2.1 PARADIGMATIC PERSPECTIVE: HERMENEUTIC

Hermeneutics was a method initially used in Europe (Germany) to understand and interpret biblical and ancient texts (Kinsella, 2006; Mayring, 2014).

Kinsella (2006) indicates five basic assumptions of the hermeneutic approach. Firstly, it attempts to understand phenomena rather than explain them. Hermeneutics involves 'Vorverstaednis', the researcher's preconceptions of a text, and 'Verstehen', which means to understand or 'uncover' meaning that is intended or expressed. Hermeneutics views the "meaning of text as interaction between the preconceptions of the reader and the intentions of the text producer" (Mayring, 2014, p. 7; Guba, & Lincoln, 1994; Chowdhury, 2014). Meaning in this approach is not simply discovered; it is "negotiated mutually in the act of interpretation" (Schwandt, 2016, p. 1959).

Secondly, hermeneutic researchers contend that meaning is created by interpreting phenomena within a particular context and at a specific point in time (Kinsella, 2006). The cultural, literal, and historical context gives meaning to the data, which are thus interpreted in terms of their intent, content, and context (Gadamer, 1989).

Thirdly, hermeneutic researchers acknowledge the role of history and language. Kafle (2011) contends that in the hermeneutic approach, experiences are understood through the stories we tell about them. These stories reveal our history and facilitate our connectedness with individuals from different ‘world groups’ or collectives (Kinsella, 2006).

Fourthly, hermeneutic researchers view the enquiry as a conversation. The text is interpreted against the background of the ‘overall text’ and in the context in which it originated (Mayring, 2014). In the hermeneutic ‘cycle’, the data are understood holistically with reference to their parts, and the understanding of each individual part with reference to the whole (Mayring, 2014).

The strength of this approach is that the researcher is not considered as external to the interpretive process; instead, the interpretation is perceived as a “condition of being human” (Schwandt, 2016). The interpreter’s role is to highlight the important features of the text (Kinsella, 2006). Hermeneutic researchers focus on the interpretation of literary texts (Kafle, 2011) and also interpret narrations to uncover the subjective experiences of individuals or groups.

Fifthly, hermeneutic researchers are accustomed to and comfortable with ambiguity in that they recognise the “ambiguous nature of text analysis” (Kinsella, 2006, p.6). In the hermeneutic approach, there is no single truth or objective interpretation; instead, the aim is to obtain an in-depth understanding of the phenomenon under investigation from the subjective experiences of the research participants.

Hermeneutic researchers believe in multiple realities that are derived from the subjective experiences of individuals (Terre Blanche, & Durrheim, 2002). Their primary goal is to understand the experiences of research participants and to describe them from the participants’ point of view (Kinsella, 2006). The study of behaviour in a particular context, from the subjective perspective of the participants, is described in an attempt to obtain full understanding of the phenomenon under investigation. The experiences of individuals are therefore context bound and subjective and will not apply to all other individuals, implying that knowledge is always relative (Whitehead, 2002).

The preceding discussion highlighted the strengths of the hermeneutic approach, but its weaknesses need to be acknowledged as well. The following section focuses on these weaknesses.

3.2.2 CRITICISM OF THE HERMENEUTIC APPROACH

Whitehead (2002) contends that in hermeneutic research, the effect of the researcher's experiences and perceptions need to be acknowledged as they can influence his engagement with the data. The researcher should maintain a high level of self-awareness, practise reflective research, and keep a record of his subjective influences (Whitehead, 2002).

I therefore maintained a researcher's journal to monitor my subjective role as qualitative researcher and, in addition, consulted regularly with my supervisor who also reviewed my process of document analysis

Another limitation is that the findings of hermeneutic studies are not generalisable as they are the subjective interpretations of the researcher as a consequence of his engagement with the data (Terre Blanche, & Durrheim, 2002). As stated in Chapter 1, the purpose of this descriptive case study was to analyse the transcripts of the conversations between the NQF and CAS Helpline advisors and the post-secondary learners who called the NQF and CAS Helpline in January 2014 to identify their career guidance needs. These transcripts sessions were captured on the CRM system at the Helpline. The purpose statement indicates that the aim was to limit the study to the documents created during a specific period and to obtain some understanding of the career needs of a very specific group of learners. The purpose was therefore not to generalise the findings to other populations.

In hermeneutic research, the participants' subjective experiences are valued with the risk that they may provide information that is not accurate as a consequence of the research environment (Whitehead, 2004). This risk is difficult to control in a research study. In this study, however, I used documents from the NQF and CAS Helpline that were created by advisors in January 2014. The career queries of learners who contacted the NQF and CAS Helpline at that time were captured by advisors for operational and quality assurance purposes. These documents were not created with research in mind, which limited research environment reactivity.

3.2.3 JUSTIFICATION FOR THE HERMENEUTIC RESEARCH PARADIGM

The purpose of this study was to analyse documents which comprised of transcripts of the telephonic conversations between NQF and CAS Helpline advisors and the post-secondary learners to identify their career guidance needs as expressed in these telephonic consultation sessions, which were captured on the Client Relations

Management (CRM) system at the NQF and CAS Helpline. Using these documents, I attempted to uncover the career needs/views of the learners regarding their career objectives, career opportunities, and career constraints. The hermeneutic approach was appropriate as it is concerned with the methodology of text interpretation, which facilitates the creation of meaning between the text producer (advisor/learner) and the text interpreter (researcher).

In accordance with the hermeneutic approach, I relied on my experience at the NQF and CAS Helpline to enhance my understanding and interpretation of the documents. I was an advisor from June 2010 to June 2012 when I assisted clients with queries about the NQF and provided career advice and information. This enabled me to understand the documents within the context of the NQF and CAS Helpline. I also conducted a literature review on learner career needs in SA, which contributed to my holistic understanding of these needs. As a hermeneutic researcher, I was not distanced from the interpretation process; rather, I had an insider's perspective of the context as well as the intent of the advisors involved in the creation of the documents.

I immersed myself in the learners' reality as it emerged from the documents captured on Insight 2 thereby attempting to understand the post-secondary learners' career guidance needs at the NQF and CAS Helpline. I believe the learner experiences as recorded in the documents were meaningful and authentic. I thus attempted to understand the post-secondary learners' career needs as reflected in the documents.

3.2.4 METHODOLOGICAL PARADIGM: QUALITATIVE

A qualitative approach was adopted in the study whereby I aimed "to understand the complex world of human experience and behaviour from the point of view of those involved in the situation of interest" (Krauss, 2005, p. 764). Qualitative researchers acknowledge that there is no single truth but, rather, multiple realities (Cohen, Manion, & Morrison, 2002), and they strive to uncover meaning about particular phenomena by engaging with participants and by reflecting on the researcher's role in the generation of data (McMillan, & Schumacher, 2009).

Qualitative research helps us understand the complexity of human behaviour within a setting (Firestone, 1987; McMillan, & Schumacher, 2009). The strength of the qualitative approach is that it gives a detailed view of participants' experiences regarding the phenomena being studied (Graebner, Martin, & Roundy, 2012).

A qualitative methodological approach involves collecting data from different sources such as interviews, documents, and observations (Creswell, 2009) with the aim of obtaining rich descriptions of a particular research topic (Graebner, Martin, & Roundy, 2012). In this study, I used documents as the data collection (method) source.

Clarkson (2003) defines documents as records that are produced by individuals as they continue with their daily lives, and Wolff (2004) considers documents as a “record or piece of evidence of an event or fact, that occupy a prominent position in modern societies” (2004, p. 284). Documents are thus records that provide information on the lives of individuals in a particular context (Clarkson, 2003).

Documents provide researchers with ‘mediate access’, that is, an explanation of what has been happening with regard to a particular phenomenon in the past, for example a trend in voting behaviour (Mogalakwe, 2009). Documents are also useful in research on sensitive issues such as suicide trends (Mogalakwe, 2009). Mogalakwe (2006) states that although the documentary approach is seldom used as a research design, it is a recognised approach that requires researchers to follow the research procedure closely.

Documents are not necessarily compiled with research in mind, yet they can be valuable sources of information for research (De Vos, 2002). They can be structured sources such as letters and diary entries or photographs, videos, and random jottings (Clarkson, 2003). When documents are collected and maintained by organisations and government departments on an ongoing basis in accordance with company policies and government regulations, they can be categorised as official documents (McMillan, & Schumacher, 2009).

Mayring (2014) states that the documents on which the document analysis will be done should be defined precisely and should include accurate descriptions of “where, from whom and under what conditions” the documents were created (Mayring, 2014, p. 57) as well as information on the author/s, the reason for the creation of the documents, and their target audience.

The documents used in the study were created at the NQF and CAS Helpline at SAQA and were derived from the CRM system, Insight 2. The CRM system (discussed in Chapter 1) is a data collection system that manages interactions between it and current and future customers (Keevy, Steenekamp, & West, 2012). It maintains a record of learners who contacted the NQF and CAS Helpline for help

with career queries. Advisors capture the learners' details, the queries, the advisors' responses, and other demographic information used in the compilation of statistical reports on the system after assisting the learners.

This database is maintained to monitor the quality of service at the Helpline and to compile demographic and statistical reports. The data are also used to determine the need for this type of service and to identify the beneficiaries of the service (Keivy, Steenekamp, & West, 2012).

An advantage of the documentary data collection method is its low cost (McMillan, & Schumacher, 2009). It is also considered an unobtrusive way of conducting research. It eliminates the reactivity of participants and the impact of such reactivity on the data so that the responses attempt to address the research outcomes (Mogalakwe, 2006; McMillan, & Schumacher, 2009). In qualitative research when using documents, one has to be aware of where and how the documents were created to have an understanding of the context within which the documents originated (Mogalakwe, 2006; Terre Blanche, & Durrheim, 2002).

A disadvantage of the documentary data collection method is that the researcher is dependent on the 'linguistic skills' of the original writers of the documents, which could have an impact on the quality of the documents (De Vos, 2002, p. 326). In addition, records are generally maintained by organisations as an operational requirement or for quality assurance purposes; consequently, there may be deficiencies in the level of detail of the records, which may make them unsuitable for use in research (Cohen, Manion, & Morrison, 2002).

The main data source in this study was the documents derived from the Insight 2 database. These are official documents created and stored at SAQA according to company policies. The use of these documents helped keep the costs of the study low. The documents also provided access to the learners' experiences without the problem of participant reactivity. My experience at the NQF and CAS Helpline meant that I had knowledge of the context and process of the creation of these documents, which assisted me in determining their quality.

A disadvantage of the documentary research design in the present study was that I had to rely on the 'linguistic skills' of the original writers (i.e. career advisors), and this could have influenced the quality of the documents. In addition, the data were not captured by individuals trained in research methods, and therefore the level of detail in the captured information might not always have been adequate. I will deal with the

difficulties I faced in the analysis of the documents in the Limitations section of the dissertation in Chapter 5.

3.3 RESEARCH DESIGN: CASE STUDY

This section covers the descriptive case study design. I first discuss the design in general and then the specific application of the design to the case study.

A descriptive case study design is a detailed approach to research where questions about the phenomenon concerned are compiled at the inception of the research (Mills, Durepos, & Wiebe, 2016). This type of design starts with a descriptive theory that provides information on what is already known about the particular phenomenon – this enables the researcher to clarify from the outset what will be included and/or excluded in the study (Mills, Durepos, & Wiebe, 2016). A descriptive case study is unique in “its preoccupation with articulating a descriptive theory” (Mills, Durepos, & Wiebe, 2016, p.1).

A descriptive case study is characterised by the in-depth study of an individual or group of individuals, or a particular situation, over a defined time period in a real-life context (Terre Blanche, & Durrheim, 2002; Yin, 1994). It provides information that is rich in detail and that informs the researcher about ‘what is’ in relation to the phenomenon under investigation (Murphy, 2016).

Descriptive studies do not search for relationships between variables or phenomena. They do, however, enable the researcher to include both qualitative and quantitative data when describing existing phenomena (Murphy, 2016). Check and Schutt (2012) state that descriptive research is generally used where not much information is available about a topic, and where the data from this type of study can be used to make empirical generalisations.

Advantages of the descriptive case study design are that it provides detailed descriptions of cases, is useful for identifying variables and testing hypotheses, and can highlight areas for further research (Cohen, Manion, & Morrison, 2002).

Disadvantages of the descriptive case study design are that one cannot draw cause and effect relationships or generalise findings to the wider population (Cohen, Manion, & Morrison, 2002).

In the present descriptive case study design, the objectives, opportunities, and constraints theoretical framework was the guiding theory through which I sought to understand the career goals of the learners, the opportunities they required information on, and the support they needed from online counsellors when making career decisions.

3.4 BINDING THE CASE

Binding a case study ensures that the aim of the study remains reasonable and achievable. By binding a case study, the researcher indicates clearly what “will and will not be studied in the scope of the research project” (Baxter, & Jack, 2008, p. 547). This could include the selection of the site, the participants, and the time frame for the study. Several authors (Creswell, 2003; Stake, 1995; Miles, & Huberman, 1994 in Baxter, & Jack, 2008) maintain that binding the case establishes clear boundaries for a study in terms of time and place, time and activity, and definition and context.

The following sections provide details on how the case was bound in this study in terms of the site, sampling of documents, and how data from the researcher’s journal would be used.

3.4.1 SELECTION OF THE RESEARCH SITE

SAQA is based in Hatfield, Pretoria, and was considered a suitable research site as it houses the January 2014 NQF and CAS Helpline documents. Because the documents are the property of SAQA, a formal request was made to the CEO of SAQA for use of the data captured on Insight 2 (see Appendix A). The focus of the study was the analysis of these documents, and the site was therefore purposefully chosen.

There was also an element of convenience in my selection of the site as I had access to it since I had been involved with the NQF and CAS Helpline as an advisor from June 2010 to June 2012. The relationship between me and the decision-makers at SAQA enabled me to access and use the SAQA database in my research.

3.4.2 DOCUMENT SELECTION

Homogeneous purposive sampling was used to select the documents in the present study. Purposive sampling is a type of non-probability sampling that does not involve

the random selection of participants (or documents in this case). With purposive sampling in this study, I had a specific purpose for using a predefined group of case documents (Trochim, 2006; Check, & Schutt, 2012). In purposive sampling, the selection of cases is also done according to their relevance to a particular study (De Vos, 2002). Such a sampling strategy means the site and participants (documents) are selected with the intention of learning more about a specific phenomenon (Creswell, 2014).

The advantage of purposive sampling is that it offers a wide range of sampling techniques such as homogeneous sampling and expert sampling (Lund Research Ltd, 2012). Qualitative research designs can involve multiple phases with each phase building on the previous one. In such instances, different types of sampling for each phase can be sourced as part of non-probability sampling. For example, critical case sampling could be used in the first phase and expert sampling in the second (Lund Research Ltd, 2012).

The disadvantages of purposive sampling concern researcher bias or subjectivity as the selection of the sample is based entirely on the judgement of the researcher. In addition, the representativeness of a purposive sample is problematical as the constituents of the sample are selected purely on the basis of their relevance to a particular study (De Vos, 2002).

Homogeneous sampling is a type of purposive sampling where selected individuals with defining characteristics form part of the sample, for example a group of people who are similar in age, gender, or occupation (Creswell, 2007). The idea with this type of sampling is to focus on the similarities of the sample constituents and how these similarities relate to a particular research study. In the present study, documents were selected that contained similar information, namely queries from post-secondary learners regarding career guidance needs. The selection criteria for the documents were as follows:

Inclusion criteria	Exclusion criteria
Any reference to indicate that the learner had completed Grade 12 and required assistance with career decision-making.	References indicating that the query was not related to career decision-making and was not from a post-secondary learner.

The documents from the NQF and CAS Helpline for January 2014 were received in CSV format from SAQA. As I am not experienced in working with this file format, I

exported the data onto an Excel spreadsheet that consisted of 16 columns and 4 624 cases (Figure 3.1).

The columns on the spreadsheet were labelled as follows:

- Advice provided to learners
- Escalation of cases with dates and times
- Learners' demographic information (gender, race, location)
- The time and date a case was logged on the system

The Excel spreadsheet in Figure 3.1 is the first page of the list of queries received from SAQA. This spreadsheet contains data relating to all queries received and captured at the NQF and CAS Helpline during January 2014.



J	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1				Issue issues on the the transaction	advise The advise given to the client											
2	26446	6	16	The client wanted the information about the occupational certificate.	The client was given the information.		26064	2014/01/02 09:45	NULL	1	1	0	0	1	0	1
3	26447	6	16	The client wanted the qualification registered on the NDF Level.	The client was given the information that SAQA does not deal with the provider but deals with the quality assuring body.		26065	2014/01/02 09:55	NULL	1	1	0	0	1	0	1
4	26448	6	16	The client was looking for a bursary for the son and wanted the information.	The client was given the information that we do not offer bursaries and gave her the option of contacting the relevant body.		26066	2014/01/02 10:18	NULL	1	1	0	0	1	0	1
5	26449	6	16	Information about the course.	The client was helped accordingly.		26067	2014/01/02 10:23	NULL	1	1	0	0	1	0	1
6	26450	6	16	The client wanted the FET contact details because he want to register.	The client was given the contact details of the Central Johannesburg College and South west fet college.		26068	2014/01/02 11:15	NULL	1	1	0	0	1	0	1
7	26451	3	22	She is awaiting her matric results. She did not apply for admission to any institution. She was interested in hospitality management.	I advised about FET college and sent her information on the institutions that offer hospitality management.		26069	2014/01/02 11:22	NULL	1	1	0	0	1	0	1
8	26452	1	19	she wanted to know if College SA is Accredited id no: 20366	it is accredited and in partnership with ICB		26070	2014/01/02 11:51	NULL	1	1	0	0	1	0	1
9	26453	3	22	She would like to know if Falsebay college is registered. She is interested in doing hospitality management.	Information was provided to her.		26071	2014/01/02 12:09	NULL	1	1	0	0	1	0	1
10	26454	3	8	Career guidance	More information provided		26072	2014/01/02 12:23	NULL	1	1	0	0	1	0	1
11	26455	3	13	I was unable to reapply on time for NSFAS and now I want to know if I will be able to apply because I need finances for my two subjects that I am supplementing this year	Info provided and she was urged to contact UNISA Cape Town Campus for more advice and reapplication process		26073	2014/01/02 12:31	NULL	1	1	0	0	1	0	1
12	26456	3	15	The client wanted to know what are minimum requirements to study at FET college.	Information provided to the client however I also advised the client to contact the FET directly for further clarity.		26074	2014/01/02 12:38	NULL	1	1	0	0	1	0	1
13	26457	6	8	Career guidance	more information provided		26075	2014/01/02 12:38	NULL	1	1	0	0	1	0	1
14	26458	3	16	The client want to be a motivational speaker, attorney and medical Doctor.	The client was asked about the subject that she is doing in school because she mentioned that she is in grade 12, which is the Math and physical science and the client was told that she can be anything that she want if she put her mind to it.		26076	2014/01/02 12:40	NULL	1	1	0	0	1	0	1
15	26459	3	8	Career guidance	More information provided		26077	2014/01/02 12:43	NULL	1	1	0	0	1	0	1
16	26460	3	8	Career guidance	More information provided		26078	2014/01/02 12:52	NULL	1	1	0	0	1	0	1
17	26461	3	13	I was studying at MUT and would like to obtain internship opportunities or experiential learning	Info provided and he was advised to consider approaching agricultural departments and organizations for experiential learning. He will also check our website for internships		26079	2014/01/02 13:02	NULL	1	1	0	0	1	0	1
18	26462	1	15	The client wanted to check if technologies is accredited for basic ambulance assistance.	Information provided as it appears on the HPCSA website on list of accredited emergency services training providers.		26080	2014/01/02 13:11	NULL	1	1	0	0	1	0	1
19	26463	3	22	She would like to know if there is any space at the any institution that is available.	I informed her about C&CH and encouraged her to consider joining a programme while she waits for application to open.		26081	2014/01/02 13:17	NULL	1	1	0	0	1	0	1
20	26464	1	1	She did not receive the email I sent therefore wanted the list of institutions and their contact details. She also wanted the list of institutions that offer psychology.	I gave her the list of providers as recorded on the database and encouraged her to visit DHET for contact details.		26082	2014/01/02 13:23	NULL	1	1	0	0	1	0	1
21	26465	3	13	I think my sister was using my phone and I am not at home	She will provide our contact details to her sister which were sent via SMS		26083	2014/01/02 13:30	NULL	1	1	0	0	1	0	1

Figure 3.1: A screenshot of the Excel spreadsheet received from SAQA

I read through each entry on the spreadsheet (Figure 3.1) and applied the selection criteria. The entries from the post-secondary learners with career advice queries were highlighted and copied and pasted onto a second version of the spreadsheet in preparation for further analysis (Figure 3.2). From the initial 4 264 cases, 185 cases met the selection criteria. The case numbers, as allocated by the CRM system, were retained to create an audit trail.

The second version (Figure 3.2) of the spreadsheet displayed the following information regarding each query.

- Case number
- Learners' queries
- Racial category per case
- Gender per case
- Location of learner in terms of urban or rural

No	Case ID	Query	Race	Gender	Province	Region
1	26451	She is awaiting her matric results. She did not apply for admission to any institution. She was interested in hospitality management.	black	Female	Gauteng	JHB
2	26472	I would like to obtain more information about becoming a machine operator or crane driver. I was in grade 12 last year	black	Female	KZN	Ladysmith
3	26493	The client wanted to know what her options if she did not pass with Bachelor.	black	Female	Mpumalanga	Nelspruit
4	26495	He was doing matric and has many options that interest him and is not sure which one to choose.	black	Male	Free State	Tikwana
5	26502	I would like to study for tourism at FET College, I just completed my matric last year	black	Male	Limpopo	Pietersburg
6	26549	She passed her grade 12 with higher certificate and want to become a teacher or a social worker.	black	Female	Eastern Cape	Gumzana
7	26553	She want to go to the FET College public relation but she did not know that she passed with the Diploma because she failed pure maths.	black	Female	Gauteng	Orange Farm
8	27459	I have passed matric with a bachelors... I want to do a course in health sciences (Pharmacy) where should I go with APS of 26?	black	Male	Gauteng	Alberton

Figure 3.2: Screenshot of the second version of the spreadsheet

The sample of 185 cases was further reduced to 179 cases for the following reasons.

- Cases 28511 and 28008 were duplicated.
- Case 26551 was a request for a matric certificate.
- Cases 27803 and 28173 were vague and unclear.
- Case 27887 related to a lost identity document.

There were some cases that did not provide sufficient information on a learner's query. In these cases, I used the advisor's response to improve my understanding of

the query. The advisor’s response was transcribed by the advisor and summarised the information the advisor provided to assist the learner with his query.

To ensure ease of reference to a learner’s query and an advisor’s response, each line was numbered. The codes used when referring to these extracts from Insight 2 were LQ (learners’ queries) and AR (advisors’ responses). An example of these transcriptions can be seen in Figure 3.3 below. The data transcriptions for the documents from Insight 2 can be viewed in Appendix B.

LQ LINE NO.	LEARNER’S QUERY AS TRANSCRIBED BY ADVISOR	AR LINE NO.	ADVISOR’S RESPONSE
1 2 3 4 5	She is awaiting her matric results. She did not apply for admission to any institution. She was interested in hospitality management.	1 2 3 4 5	I advised about FET college and sent her information on the institutions that offer hospitality management.
6 7 8 9 10	I would like to obtain more information about becoming a machine operator or crane driver. I was in Grade 12 last year.	6 7 8 9 10 11 12 13 14 15	Info provided, and he was advised to consider FET studies at the college to obtain a trade qualification. Other post-school opportunities were explored. He will also obtain more info from our mobile site and facebook page.
11 12 13	The learner wanted to know what her options would be if she did not pass with Bachelor.	16 17 18 19 20 21 22	Information and advice provided to the learner. I also told the learner to contact the institutions as soon as the results were released to confirm her acceptance.

Figure 3.3: Example of data transcriptions

The data analysis process is discussed in detail in Section 3.5 below.

3.4.3 RESEARCHER'S JOURNAL

I maintained a researcher's journal to monitor my role as qualitative researcher in the study (Terre Blanche, & Durrheim, 2002; Creswell, 2009; Whitehead, 2004). The researcher's journal also served as a source of information as it indicated how I engaged with the data, what, if any, problems were encountered, and how these were or were not resolved. I had to remain 'open' to the research topic when contradictory or unexpected information emerged during the course of the study (Check, & Schutt, 2012). Recording my ideas and thoughts in the journal assisted me in making meaning from my engagement with the learners' queries. My understanding of the career needs of post-secondary learners evolved, and the journal entries enabled me to add descriptive detail and confirm themes during the data analysis and interpretation processes. The entries from the researcher's journal were imported into a Word document and can be viewed in Appendix E.

3.5 DATA ANALYSIS AND INTERPRETATION

The data in the present study were analysed using deductive content analysis (Glynis, Breakwell, Smith, & Wright, 2012), which was supplemented with a frequency analysis (Glynis, Breakwell, Smith, & Wright, 2012). The following section deals with deductive content analysis and how it was used in the documents I analysed.

Content analysis is one of a variety of methods that can be used to analyse text data (Hsieh, & Shannon, 2005; Mayring, 2014). Hsieh and Shannon (2005) define content analysis as "a research method for the subjective interpretation of the context of text data through the systematic classification process of coding and identifying themes or patterns" (p. 1278).

Hsieh and Shannon (2005) state that at the beginning of the twentieth century, content analysis was used in qualitative and quantitative research and that it was later used in quantitative studies to analyse and code data and describe phenomena using different categories (Hsieh, & Shannon, 2005). The contemporary use of content analysis focuses on the coding of language to explain content or contextual meaning (Hsieh, & Shannon, 2005; Mayring, 2014).

A deductive approach to analysis is regarded as theory-guided research that works from the general to the specific – informally referred to as a 'top-down' approach (Trochim, 2006). In terms of deductive analysis, the researcher works from a

theoretical framework in attempting to assess whether the data in a study align with relevant theory (Mayring, 2014; Trochim, 2006). The results of a study could confirm the theoretical constructs, suggest modifications, or require a complete revision (Gray, 2014).

The data in this study were analysed according to the steps advocated by Mayring (2014) as seen in Figure 3.4 below.

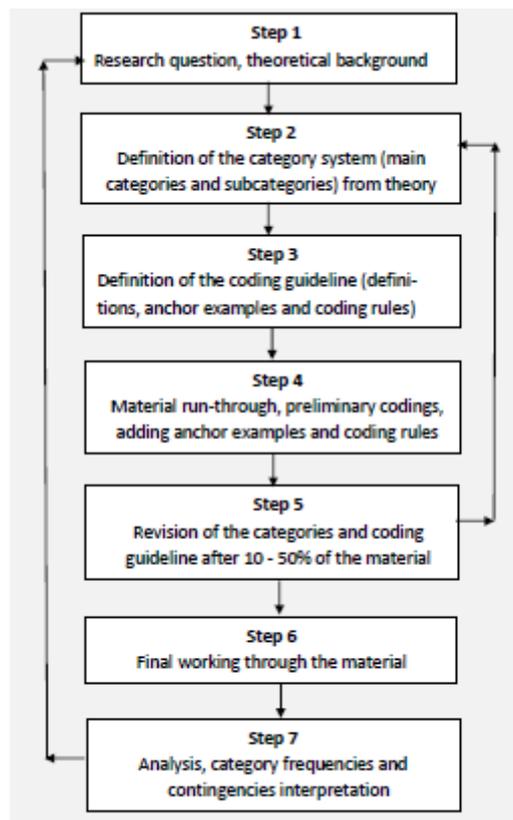


Figure 16: Steps of deductive category assignment

Figure 3.4: Steps of deductive category assignment

Mayring (2014) states that in a descriptive design, the researcher works through the texts in accordance with a deductively formulated category system and registers the occurrence or frequency with which categories emerge.

I followed Mayring's (2014) procedure in completing the deductive thematic content analysis in the study. Chapter 1 of the study covered Step 1 regarding the formulation of a research question and available literature on career guidance and career needs in SA.

In Chapter 2, during the literature review process, I determined that the objectives, opportunities, and constraints framework would be appropriate for the deductive analyses process as it made provision for a variety of learner career guidance needs.

In deductive analysis, the categories originate from or are deduced from existing theory. Categories may be revised or rephrased based on previous studies, but they are not developed from the text as is the case in inductive data analysis (Mayring, 2014).

The objectives, opportunities, and constraints framework was discussed in Chapter 2. The coding guidelines and definitions for the themes were established from this framework and can be viewed in Figure 3.5 below.

Themes	Definition	Examples	Coding rules
Objectives	A career objective is defined as “a desired career-related outcome that a person intends to attain by setting specific goals (Shreuder, & Coetzee, 2011, p. 381).	Instances in the raw data confirming this sub-theme included phrases/questions such as ‘interested in studying’, ‘my daughter’ or ‘would like to upgrade’.	Refers to data that display learners’ goal-directed behaviour in achieving their career objectives.
Opportunity	A course or path chosen for following a career or to progress through life (<i>Collins English Dictionary</i> , 2000).	Indicators of this sub-theme included phrases/questions such as ‘learnership opportunities’, ‘want to work’ or ‘want to apply for’.	Refers to data aimed at uncovering information that could assist learners to access career opportunities.
Constraints	Refers to challenges learners face when attempting to achieve their career objectives (Dickerson, & McIntosh, 2010).	This theme was evident in the data through the use of phrases/questions indicating uncertainty on career options such as ‘uncertain’ or requests for financial assistance to commence studies.	Refers to data that challenges/restricts the achievement of career objectives.

Figure 3.5: Coding guidelines

The coding guidelines defined the themes, that is, the objectives, opportunities, and constraints, provided examples of these, and confirmed the coding rules. Text extracts from the documents were used to assess whether the themes were applicable and whether the definitions, examples, and coding rules make thematic assignment possible (Mayring, 2014). A sample example of this deductive coding process is shown in Figure 3.6 below and all the documents can be viewed in Appendix C.

Case ID	Query	Theme	Reason for theme
26451	She is awaiting her matric results. She did not apply for admission to any institution. She was interested in hospitality management.	Objectives	The learner is 'interested in', indicating a goal-directed behaviour.
28925	I would like advice on what course I should pursue that would make it easier for me to get a job.	Opportunities	The learner is requesting information on 'what course' could increase his opportunities in the work environment.
26495	He was doing matric and has many options that interest him and is not sure which one to choose.	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.

Figure 3.6: Deductive coding of texts

I commenced with a trial run on half of the documents and began the coding of the material from the beginning. As I progressed, I indicated which passages of text provided a thematic definition and marked them accordingly. In some instances, prototype text passages were found, and these were added to the coding guideline as examples (Mayring, 2014). Where I was uncertain about a theme, I relied on theoretical considerations. Thereafter, a final run-through of the data using the coding guidelines was completed. A screenshot of the final Excel spreadsheet can be seen in Figure 3.7 below.

This spreadsheet provides information on the learners' queries and the thematic and sub-thematic assignment (nature) of the queries. Columns were added to facilitate the frequency analysis of the sub-themes: location³, gender, and race of the learners. This frequency analysis helped describe the cultural, social, and historical context of the learners (Korb, 2013).

³ The urban and rural table from Brinkhoff (2015) was used to classify location.

No	Case ID	Query	Theme	Sub-themes	Information on training institutions	information on admission requirements	career confusion	Information on learnerships	Info on employment	Info on financial aid	Information on improving Grade 12 achievements	Family support	Teacher etc	Race	Black	White	Unknown	Gender	male	Female	Province	Region	Urban	Rural	Unknown
1	26451	She is awaiting her matric results. She did not apply for admission to any institution. She was interested in hospitality management.	Objectives	Information on training institutions	1									black	1			Female		1	Gauteng	JHB	1		
2	26472	I would like to obtain more information about becoming a machine operator or crane driver. I was in grade 12 last year	Objectives	Information on training institutions	1									black	1			Female		1	KZN	Ladysmith	1		
3	26493	The client wanted to know what her options if she did not pass with Bachelor.	Constraints	Career confusion			1							black	1			Female		1	Mpumalanga	Nelspruit	1		
4	26495	He was doing matric and has many options that interest him and is not sure which one to choose.	Constraints	Career confusion			1							black	1			Male	1		Free State	Tikwana	1		

Figure 3.7: Screenshot of the Excel spreadsheet after the data analysis

3.6 ROLE OF THE RESEARCHER

My primary role as researcher was to analyse the documents. Secondly, it was to present the findings of the study to SAQA (in my role as reporter). Thirdly, it was to integrate and present the results of the study in this mini-dissertation (Balsamo, 2009). Throughout the research, I ensured that my role as a researcher was reflective, ethical, and professional.

3.7 QUALITY CRITERIA

Krefting (1991) states that not all qualitative research can be evaluated using the same strategies as research is unique in different fields. I used the criteria outlined by Scott (in Mogalakwe, 2009) to ensure rigour in the study. Scott (in Mogalakwe, 2006) states that when conducting a study involving the analysis of documents, the authenticity, credibility, representativeness, and meaning of the documents need to be determined.

3.7.1 AUTHENTICITY

Authenticity refers to whether the documents were obtained from a “reliable and dependable” source (Mogalakwe, 2009). As stated earlier, learner queries were captured by advisors on Insight 2. These documents were compiled by an advisor after assisting a learner. SAQA is considered a reliable source as the documents were securely stored on the Insight 2 system, which can be accessed only with usernames and passwords issued by the administrator of the system to employees. In addition, the information on Insight 2 was securely stored on servers at the SAQA Information Technology Directorate.

The authenticity of a document is questionable when there are errors in the document, inconsistencies in style or content, and when the document is obtained from an unreliable source or has been in the possession of someone who could benefit from a particular interpretation of the text (Mogalakwe, 2009). The documents used in this study were from a reliable source, were captured in a consistent format, and could be easily understood. The provision of the exact dates on which the data were created and evidence of who captured the information increased the authenticity of the data.

3.7.2 CREDIBILITY

Credibility generally refers to ensuring that the conclusions of a study are based on the analysis of the raw data and that this analysis is accurately reflected in the results (Creswell, 2009). The methods and procedures employed in the present study indicate adherence to scientific methodology in examining the data and drawing conclusions (Creswell, 2007).

Creswell (2007) also advocates the critical analysis of documents to ensure their credibility and accuracy. The researcher should ensure the credibility of documents by ascertaining that “the documents were not produced for the benefit of the researcher, or deliberately altered to mislead the researcher” (Mogalakwe, 2009, p. 53). The documents in this study were prepared independently and prior to my decision to use them for the study – this added to the credibility of the study as no information was added to deliberately enhance the objectives of the study. The documents at the NQF and CAS Helpline were presumably checked by the internal quality management team. Where errors occurred in the documents on Insight 2, they were not considered malicious in any way.

Other methods to strengthen credibility include constant reflection on the research process as this can eliminate bias and the presentation of inaccurate information uncovered during a research study (Maree, 2007). Acknowledging the researcher’s involvement in a project from inception to the peer review of the document analysis and findings also impacts positively on the credibility of the research (Terre Blanche, & Durrheim, 2002). I acknowledged my involvement in this project, and my supervisor reviewed my process of document analysis.

3.7.3 REPRESENTATIVENESS

This quality criterion ensures that documents “consulted are representative of the totality of the entire relevant documents pertaining to a specific issue under investigation” (Mogalakwe, 2009, p. 54). Representativeness thus refers to how accurately the documents reflect the research phenomena compared to other similar documents on the same phenomena. The selection criterion discussed earlier ensured that only post-secondary learners who contacted the NQF and CAS Helpline for career advice were selected.

As the NQF and CAS Helpline is the first national career advice service in SA, I believe that the data in the present study accurately reflect post-secondary learner career needs in respect of a service of this kind.

3.7.4 MEANING

When studying documents, the aim is to obtain a clear understanding of their significance (Mogalakwe, 2009). Documents have a literal meaning that explains the content of the information captured and a figurative meaning that the researcher uncovers by relating the text to the context in which it was produced “in order to assess the meaning of the text as a whole” (Mogalakwe, 2009, p. 54). To enhance the authenticity of the documents in this study, no editing was done to original documents from Insight 2, and these can be viewed in Appendix B. However, the learner queries and advisors’ responses discussed in Chapter 4 were lightly edited to ensure fluent reading.

3.7.5 TRANSFERABILITY

Transferability is about the generalisability of findings, and generalisability refers to whether findings are representative of the wider population.

As this study focused on the career guidance needs of a specific group of individuals using a particular service, the participants in the study were not representative of the total population, and the findings are thus not generalisable. However, the aim of the study was not generalisability but to obtain an in-depth understanding of the career guidance needs of post-secondary learners (Terre Blanche, & Durrheim, 2002).

3.8 ETHICAL CONSIDERATIONS

Ethical principles are inherent in research studies and should pervade all aspects of a study. Minimising harm to participants, respecting the research site, and maintaining client confidentiality ensure that research is conducted ethically (Check, & Schutt, 2012).

Informed consent was obtained from SAQA, and I ensured that the privacy and confidentiality of the data were maintained (Creswell, 2007). Maintaining confidentiality implies respecting the right of individuals to privacy and not disclosing any personal information from the documents during the research process and on publication of the findings.

I ensured that all personal learner information in the documents was handled in a professional and confidential manner. In so doing, I aimed to represent, impartially, the NQF and CAS Helpline, the learners, and the advisors involved in the data-capturing process (Terre Blanche, & Durrheim, 2002).

3.9 SUMMARY

This chapter covered my paradigmatic perspective, research design, and the origins of the documents used in the study. I discussed the documentary research design, the data collection strategies, the research procedures, and the maintenance of an audit trail to enhance credibility. Measures to ensure quality in a documentary research design as well as ethical considerations were also discussed.

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Chapter 4 Findings of the Study

4.1 INTRODUCTION

Chapter 4 covers the results of the study in terms of themes and sub-themes. Definitions for the themes and sub-themes as well as the inclusion and exclusion criteria that were applied are provided.

Table 4.1 below shows the themes and sub-themes identified in the data analysis. Figures 4.1 and 4.2 provide a graphic summary of the frequency scores for each theme and sub-theme.

In the presentation and discussion of the results, I first give the definitions for the themes and sub-themes, indicate the inclusion/exclusion criteria, present a frequency analysis of the data, and then provide extracts from the documents that confirm the data. I conclude each theme by providing a recursive literature review for the theme.

Table 4.1: Overview of themes and sub-themes

THEMES	SUB-THEMES
Theme 1: Objectives/Goals	Sub-theme 1.1: Information on educational goals
	Sub-theme 1.2: Information on financial support
Theme 2: Opportunities	Sub-theme 2.1: Information on learnerships
	Sub-theme 2.2: Information on employment
Theme 3: Constraints	Sub-theme 3.1: Career confusion
	Sub-theme 3.2: Financial constraints

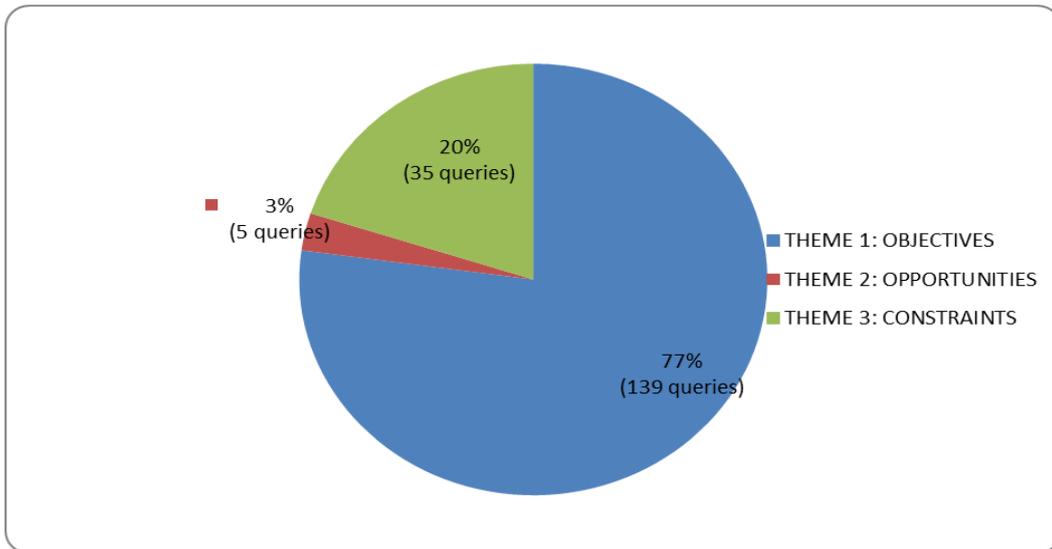


Figure 4.1: Summary of frequency scores for themes (n=179)

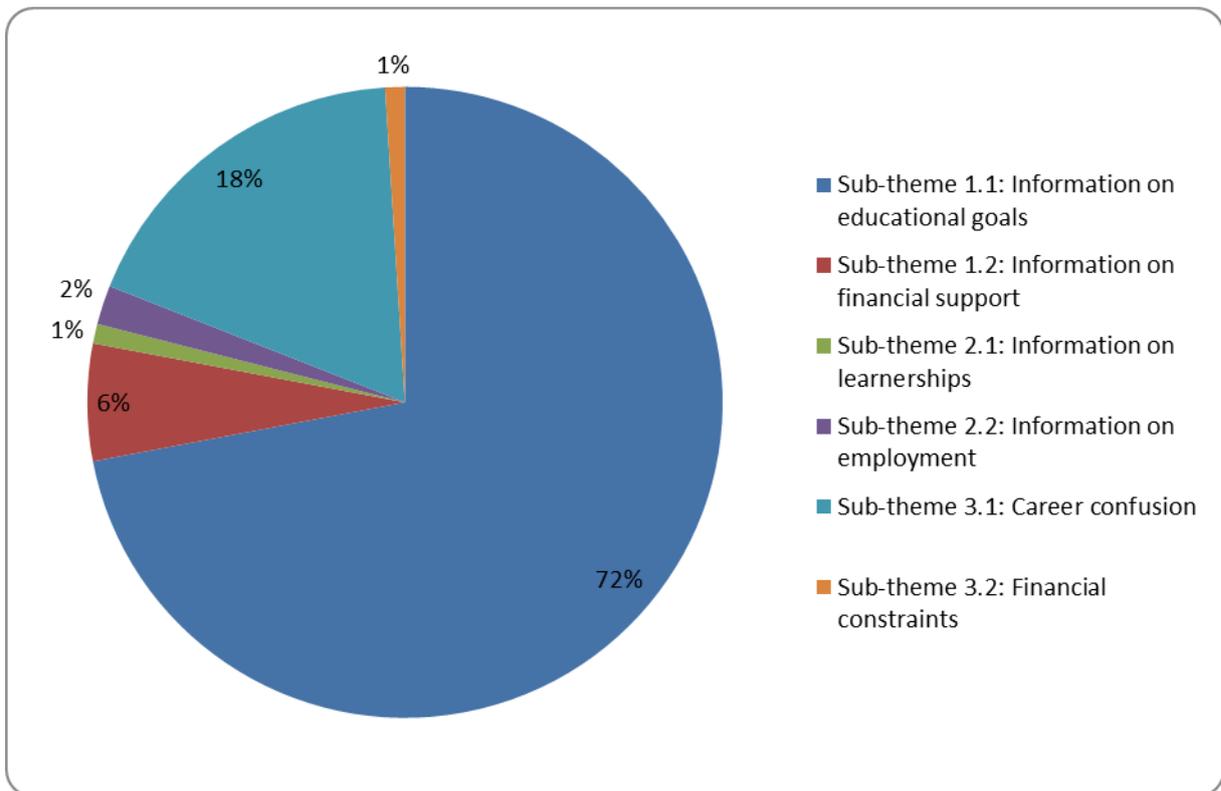


Figure 4.2: Summary of frequency scores for sub-themes

4.2 PRESENTATION AND DISCUSSION OF THE RESULTS

4.2.1 THEME 1: OBJECTIVES/GOALS

Objectives in the OOC theoretical framework of Dickerson and McIntosh relate to learners' educational goals and the support they need from the government and their families in achieving their goals (Dickerson, & McIntosh, 2010).

According to Smith (2016), personal growth, financial success, and academic achievements are examples of objectives, while Ofei (2011) states that an individual's objectives will impact on his educational development as they outline what skills and expertise could be required in future.

Educational goals are personalised statements that can include details on the type of training or education an individual wishes to receive in preparation for his future career (Smith, 2016). In the post-secondary landscape in SA, a learner can achieve his educational goal/s by studying at a higher education institution, a TVET college, a university or a university of technology, a SETA (sector education and training authority), or an adult basic education and training centre (Department of Higher Education and Training, 2013).

In the context of this study, objectives refer to those instances in the data where the post-secondary learners requested information/guidance on educational goals (this includes information on tertiary training institutions, information on admission requirements for tertiary institutions, the accreditation/registration of institutions, and improving Grade 12 results) and also on how to obtain financial support to achieve educational goals (Dickerson, & McIntosh, 2010).

Theme 1 is discussed in terms of two sub-themes:

- Sub-theme 1.1: Information on educational goals
- Sub-theme 1.2: Information on financial support

The theme on objectives/goals had the highest frequency of queries. Of the 179 documents that were analysed, 139/179 (77.65%)⁴ related to queries regarding objectives/goals. Objectives/Goals were categorised into two sub-themes, namely Sub-theme 1.1 “Information on educational goals” and Sub-theme 1.2 “Information on financial support”. These two sub-themes are discussed in the section below.

4.2.1.1 Sub-theme 1.1: Information on educational goals

As stated earlier, an educational objective/goal could include obtaining information on the education or training required by a learner to prepare for her future (Ofei, 2011). The documents in which the post-secondary learners expressed a need for information on tertiary institutions, the admission requirements for tertiary institutions, the accreditation/registration of institutions, and information on how to improve their

⁴The frequency totals for the sub-themes were not rounded off as this would distort the results. The composite raw data and frequency scores can be viewed in Appendix D.

matric results were included in this sub-theme since these queries indicated action taken by the learners to further their education.

Phrases/Questions in the documents that guided me in analysing the data were “interested in studying”, “looking for an institution”, “did not obtain placement”, “require confirmation on registration/accreditation of an institution”, “what do I need to study?”, “do I qualify to study?”, “want to apply for”, “would like to upgrade”, “matric rewrite”, and “improve results”.

Table 4.2: Inclusion and exclusion criteria for Sub-theme 1.1

Sub-theme	Inclusion criteria	Exclusion criteria
Information on educational goals	Data indicating that the learners requested information on tertiary institutions, admission requirements, accreditation/registration of institutions, and improving Grade 12 results.	Data relating to career information other than information on training institutions, admission requirements, and improving Grade 12 results.

In the study, 127/179 (70.94%) documents contained information on educational goals thus indicating that more than two-thirds of the queries received at the NQF and CAS Helpline in January 2014 were requests for information on pursuing educational goals.

The number of documents that were analysed to determine patterns in the queries regarding specific trends in terms of gender and location had to be adjusted because some of the documents did not indicate the race or gender of the person who contacted the NQF and CAS Helpline. Documents that did not indicate these details were therefore excluded when calculating the frequency scores for gender and location. Of the 127 documents relating to educational goals, I was able to calculate the frequency scores for race from 120 of the documents and for location from 125 of the documents. The results are summarised in Table 4.3 below.

Table 4.3: Frequency analysis of Sub-theme 1: Gender, race, and location

Theme	Sub-theme		n=127		n=120		n=125	
			MALE	FEMALE	BLACK	WHITE	URBAN	RURAL
Objectives/Goals	Information on educational goals	Raw data	53	74	118	2	73	52
		Frequency	41.73	58.26	98.33	1.66	58.4	41.6

The frequency analysis of the queries revealed that 52/125 (41.6%) queries were received from learners living in rural areas compared to 73/127 (58.4%) in urban areas. A higher frequency of the females 74/129 (58.26%) requested information on educational goals than did the males 53/129 (41.73%). In terms of race, 118/127 (98.33%) queries were from the black learners while 2/122 (1.66%) were from the white learners in the study.

A frequency analysis of the requests for information on the pursuit of educational goals indicated that 88/127 (69.29%) queries were queries related to requests for information on which tertiary institutions offered specific courses, 32/127 (25.19%) were queries on admission requirements for tertiary institutions, 4/127 (3.14%) were queries on the accreditation/registration of institutions, and 3/127 (2.36%) were queries on how to improve Grade 12 results. These results are summarised in Table 4.4 below.

Table 4.4: Frequency analysis of Sub-theme 1.1

Theme n=129	Sub-theme		Information on tertiary institutions	Information on admission requirements	Information on accreditation of institutions	Information on improving Grade 12 results	Raw score total	Sub-theme total 129/179 (%)
Objectives/ Goals	Information on educational goals	Raw data	88	32	4	3	127	
		Frequency (%)	69.29	25.19	3.14	2.36		70.94

Extracts from the data exemplifying the queries in this sub-theme are shown below.⁵

Examples of requests for information on institutions where the learners could obtain further education:

- *Completed matric in 2011 with bachelors endorsement and could not find institution of higher learning to study teaching (LQ, lines 321-323).*
- *Client has a bachelor pass and needs space (LQ, line 324).*

⁵The queries of the participants are verbatim with only very light editing, to ensure fluent reading, in order to preserve the authenticity of the queries. The original unedited transcripts are attached in Appendix B.

- *The client was enquiring about the institutions...she is interested to study either an engineering qualification or media studies (LQ, lines 431-434).*
- *I just matriculated and I have been looking for an institution to further my studies; your help will be highly appreciated (LQ, lines 109-111).*
- *The client wanted to know which institution in Pretoria offers teaching (LQ, lines 392-396).*
- *I want to do a diploma in education in Kimberley (LQ, lines 222-223).*
- *I would like to become an artisan. I completed matric in 2006 and once contacted EWC for information, and they said I must start from N3, but I just need more information (LQ, lines 305-306).*

Requests were also received for information on admission requirements at various institutions with a view to pursuing educational goals. The frequency analysis of the documents revealed that 32/129 (24.8%) requests were requests for information on admission requirements as exemplified by the extracts below.

- *I want to do a course in health sciences (pharmacy). Where should I go with APS of 26? (LQ, lines 33-36).*
- *I would like to be a correctional officer. I am 29 female and only have matric. Do I qualify and, if I do, how do I apply? (LQ, lines 87-89).*
- *Client obtained NCV but does not have enough points to study education at TUT (LQ, lines 197-198).*
- *The client wanted to know what qualification she could apply for with a bachelor pass with 25 points (LQ, lines 202-203).*
- *Client wanted to know if she can study mechanical engineering at an FET with a diploma pass (LQ, lines 300-301).*
- *I got a bachelor pass, but I failed maths and was interested in doing occupational therapy (LQ, lines 450-451).*

Some requests were received for information on the registration/accreditation status of different institutions. The registration of an institution refers to whether the institution is registered with the Department of Higher Education and Training as a provider, and whether the qualifications offered are accredited (quality assured) by a relevant quality assurance body (e.g. Council on Higher Education). Examples of these requests are given below.

- *My family member passed matric and would like to know if Denver Technical College is registered and accredited to offer Nated civil engineering. She completed matric this year (LQ, 37-40).*
- *I would like to know if Shepperd Academy is registered and accredited for engineering studies for my son who passed matric this year (LQ, lines 92-94).*

Some of the learners were unaware of how their Grade 12 results (e.g. diploma, certificate, bachelor) would articulate to higher education institutions. Articulation refers to the admission requirements at higher education institutions that determine the mobility of learners from secondary to post-secondary education or between tertiary institutions (SAQA, 2013). In the study, 2/32 (6.25%) learners who requested information on admission requirements for tertiary institutions were uncertain about how their Grade12 results would articulate to tertiary training. Examples of these queries are shown below.

- *The client wanted to know if her child continues at FET to do N4-N6 will she be considered at TUT for architecture or civil engineering (LQ, lines 406-411).*
- *The client passed Grade 12 with diploma admission, and she was thinking of doing a higher certificate at CTU and then using it as an admission requirement for LLB at UWC (LQ, lines 442-445).*

Requests were received for information on how to improve Grade 12 results. The reason for wanting such improvement in some cases was to be able to pursue studies at a tertiary institution. Queries on upgrading Grade 12 results were received from 3/127 (2.36%) learners. The following extracts illustrate these requests.

- *Was informed he had to improve his subjects to qualify to study for this diploma. How and when can he improve his subjects? (LQ, lines 142-146).*
- *Matriculated in 2013 with a diploma endorsement but was not accepted at TUT because of low scores– would like to improve her results at ICESA and would like to know if it's registered (LQ, lines 119-122).*
- *Matriculated in 2013 with a diploma endorsement pass. Wants to upgrade physics and maths (LQ, lines 147-148).*

In those instances where the queries were about a specific career field, I used the data to determine the frequency of the queries relating to traditional versus non-

traditional careers. In 111/179 (62.01%) queries, information was requested on specific careers such as engineering and architecture. Of these queries, 40/111 (36.03%) related to 'traditional careers' and 71/111 (63.96%) to 'non-traditional' careers. Traditional careers are defined as those careers which advocate that women select careers in helping fields where they use their qualities/characteristics for compassion and nurturing while men select careers in the scientific fields where their mechanical insight, dominance and assertiveness is displayed (Schreuder, & Coetzee, 2011; Hansen, 2016). Non-traditional careers refer to jobs that have traditionally been filled by one gender or where individuals from one gender comprise less than 25% (University of Hawai, 2016).

As discussed earlier, some email queries did not indicate the race and location of the learners, and the totals of these queries were adjusted accordingly before the frequency analysis was done.

For non-traditional careers queries relating to race were indicated for 68/111 and for location 69/111. The results are summarised in Table 4.5 below.

Table 4.5: Frequency analysis of non-traditional careers

n=111		n=71		n=68		n=69		
Theme		MALE	FEMALE	BLACK	WHITE	URBAN	RURAL	
Objectives/ Goals	Non-traditional careers	Raw data	38	33	68	0	47	22
		Frequency	53.52	46.47	100		68.11	31.88

Extracts relating to these queries are shown below.

- *I would like to obtain more information about becoming a machine operator or crane driver. I was in Grade 12 last year (LQ, lines 4-6).*
- *I passed matric in 2013 and would like to do biochemistry but was not accepted by TUT and Vaal (LQ, lines 158-159).*
- *The client passed matric in 2007 and wants to do either law, international relations or politics (LQ, lines 419-420).*

Of the 40/111 (36.03%) queries on traditional careers, race and location were indicated in 39/111 of the queries. The results are summarised in Table 4.6 below.

Table 4.6: Frequency analysis of traditional careers

N=40			n=40		n=39		n=39	
Theme			MALE	FEMALE	BLACK	WHITE	URBAN	RURAL
Objectives/ Goals	Traditional careers	Raw data	12	28	38	1	22	17
		Frequency	30	70	97.43	2.56	56.41	43.58

The data revealed that 28/40 (70%) learners requesting information on traditional careers were females and 12/40 (30%) were males. The vast majority 38/39 (97.43%) of the queries were received from the black learners and 1/39 (2.56%) from a white learner. In the study, 22/39 (56.41%) learners lived in urban areas and 17/39 (43.58%) lived in rural areas. Examples of these queries are shown below.

- *I passed matric in 2013 and did not get any placement but am interested in teaching or social work (LQ, lines 139-140).*
- *She wanted to go to university, but was not sure what to do between social work and teaching. She passed with a diploma (LQ, lines 218-220).*
- *I passed with a diploma and need career advice and a place to study teaching or nursing (LQ, lines 325-326).*

This concludes the discussion on the results for the sub-theme “Information on educational goals”. In the next section, I discuss the sub-theme “Information on financial support”.

4.2.1.2 Sub-theme: Information on financial support

In order for a learner to achieve her career objective, she needs to acquire the relevant education and training in her selected career field. The achievement of career objectives/goals, as mentioned earlier, requires support from the family and the government (Dickerson, & McIntosh, 2010). This support may be financial in nature, for example bursaries and scholarships. In some instances, the family may be able to provide financial support to help the learner achieve her career objectives. However, in other cases, the learner has to obtain financial support outside the family. In these cases, financial support from the government or private funders is required (Haveman, & Wolfe, 1995).

Financial support in this sub-theme is defined as a bursary, grant, loan, or paid employment that a learner receives to help pay for her study expenses (NYSFAAA, & ATAC Corporation, 2015). Instances in the documents illustrating this sub-theme included phrases/questions such as “needs financial aid”, “financially unable”, “bursary”, and “will NSFAS help me?”

Table 4.7: Inclusion and exclusion criteria for Sub-theme 1.2

Sub-theme	Inclusion criteria	Exclusion criteria
Information on financial aid	Data indicating that the learner required or requested financial assistance to achieve a career objective.	Data indicating that the learner did not require financial assistance to achieve a career objective.

The frequency analysis revealed that 12/179 (5.58%) queries related to obtaining information on how to secure financial assistance to pursue educational goals.

The number of documents that were analysed to determine patterns in the queries relating to race and location had to be adjusted (as discussed earlier) due to the fact that some of the documents did not include these details. These documents were then excluded. Regarding the frequency scores, 8/12 documents indicating race and 7/12 indicating location could be included. These results are summarised in Table 4.8 below.

Table 4.8: Frequency analysis of Sub-theme 1.2: Gender, race, and location

n=12		n=12		n=10		n=9		
Theme	Sub-theme	MALE	FEMALE	BLACK	WHITE	URBAN	RURAL	
Objectives/ Goals	Seeking information on financial support	Raw data	3	9	9	1	3	6
		Frequency	25	75	90	10	33.33	66.66

In the study, 3/9 (14.28%) queries was from a learner in an urban area, and 6/9 (85.71%) were from learners in rural areas. The ratio of the female learners to the male learners was higher with 9/12 (70%) females and 3/12 (30%) males requesting information. In the study, 9/10 learners were black learners and 1/10 was a white learner.

Examples of the queries in this sub-theme are shown below.

- *The client wants to know where she can apply for nursing bursaries (LQ, lines 653-654).*
- *I am looking for a bursary (LQ, lines 47-49).*
- *What is NSFAS and how does it work? (LQ, lines 259-261).*
- *Was doing matric last year in 2013 and my results were as follows: English, Isizulu Home Language, Mathematical Literacy, Life Orientation, Consumer Studies, Accounting, and Economics. So I want to know if I can get a bursary with those results (LQ, lines 404-409).*

The following section summarises the findings for the theme for objectives and situates these findings in the existing literature.

4.2.1.3 Findings related to objectives

A core function of the NQF and CAS Helpline is to give learners access to career and study information (Flederman, 2011). Judging by the high volume of calls 139/179 (77.65%) requesting information on how to pursue educational goals, it appears that the NQF and CAS Helpline played a significant role in supporting the callers in their endeavours to achieve their educational goals. The existence of a helpline service where such information is accessible and affordable to the majority of learners can contribute to the development of South Africa's labour market and social equity (Du Toit, & Van Zyl, 2012; Watson, 2010).

There is a clear need for information on institutions where learners can further their studies; information on admission requirements, accreditation, and the registration of institutions; and information on how to improve Grade 12 results (77.65%). This suggests that these learners may not have had access to this information at school in their Life Orientation classes due to the inadequacy of these classes (Van de Venter, 2006; Prinsloo, 2007; Mudhovozi, & Chireshe, 2012; Buthelezi, Alexander, & Seabi, 2009; Phiri, 2005; O'Brien, 2001; Du Toit, & Van Zyl, 2012; Gordon, & Meyer, 2002) which has been found to be a problem in South African schools (Pillay, 2012; Van de Venter, 2006; Flederman, 2008; O'Brien, 2001; Du Toit, & Van Zyl, 2012; Gordon, & Meyer, 2002). A study by De Bruin and Cornelius (2011) on learners who enrolled in an access programme at a university revealed that more than half of the learners had not received career guidance and assessment at school. Prinsloo (2007) examined

the problem from the perspective of teachers and principals and also found that a lack of resources at schools inhibited the teaching of Life Orientation.

The majority of the callers in the present study who sought information on how to pursue educational goals (98.33%) were blacks. This suggests that the black learners in particular had limited access to career services and therefore contacted the NQF and CAS Helpline as it was accessible and affordable. The affordability of career services is a problem for most South Africans, especially when these services are dependent on psychometric measures (Maree, 2009; Maree et al., 2001). Research also indicates that learners in schools in higher socio-economic areas have greater access to career services (Maree, 2009; Mudhovozi, & Chireshe, 2012) and that access to career counselling at school is limited and decreases in the post-secondary environment (Maree, 2010; Watson, 2010).

Slightly more (58.4%) queries for information on educational goals were received from the learners living in urban areas than from the learners in rural areas (41.6%). Research indicates that access to career services is problematic in rural schools due to a lack of resources and the limited or poor teaching of Life Orientation classes (Mahlomaholo, 2012). The NQF and CAS Helpline appears to be filling this gap as the results of this study suggest that the learners in rural areas were aware of and used this service more or less equally to the learners in urban areas. They further suggest that the NQF and CAS Helpline is fulfilling its mandate to serve rural learners (Flederman, 2008; Keevey, Steenekamp, & West, 2012).

Ten learners who contacted the NQF and CAS Helpline in January 2014 requested information on financial aid. Although this is a relatively small number of queries considering that 179 queries were analysed, it is still noteworthy that 7/12 (58%) learners were black learners. This finding is in line with Cosser and Du Toit's study (2002), which found that most black learners in SA are dependent on bursaries to further their educational goals. Cosser, Du Toit and Visser (2004) found that the females in his study outnumbered the males in higher education enrolment, while a 2005 study revealed that the females in the study preferred to study and that the males anticipated working sooner than the females, which could explain the higher numbers of females requesting information on financial support. In the present study, 6/9 queries for financial support were from learners in rural areas, which supports Flederman's (2011) finding that the demand for financial support from learners in rural areas is greater than that from learners in urban areas, which, in turn, suggests that geographical location impacts on access to resources.

Some (3%) of the learners who contacted the NQF and CAS Helpline were aware of the importance of furthering their studies at accredited training institutions and were knowledgeable and proactive in confirming the status of the institutions they intended studying at. They were also aware that an institution has to be registered and accredited by a relevant organisation and a quality-assuring body respectively before it can offer qualifications (Department of Higher Education and Training, 2016). They were further aware that the category of registration for a training institution can vary, and they therefore requested confirmation of the type of registration an institution had. The learners appeared to know that TVET colleges had to be registered with the DHET (Department of Higher Education and Training, 2016).

The post-secondary training environment in SA has many unscrupulous service providers (Department of Higher Education and Training, 2016). The existence of such service providers has been reported on in television programmes such as *Carte Blanche* on MNET (Macfarlane, 2011) and *Selimathunzi* on SABC 1 (SABC, 2016). Interviews on this topic are conducted intermittently on radio stations in various official languages by SAQA and weekly by Career Development Services in ten of the official languages (excluding English) (Department of Higher Education and Training, 2016), which could explain why learners are becoming more aware of the accreditation/registration status of service providers.

Some of the learners did not know how their Grade 12 results (e.g. diploma, certificate, bachelor pass) would determine their access to higher education institutions. This finding bears out the ongoing problems with the quality of education provided in SA schools (Du Toit, & Van Zyl, 2012; Maree 2009). Although bodies such as the National Education Evaluation Unit have been established (Department of Basic Education, 2011) there are concerns about the quality of the Grade 12 learners attain. In addition both tertiary institutions and employers (Maree, 2009; Kraak, 2010) have identified a need for establishing structured pathways from school to the work environment (Kraak, 2010; Bridgstock, 2009).

Cosser and Du Toit (2002) found that 54% of the learners in his study who intended to study at higher education institutions had not applied to post-secondary institutions by August of their Grade 12 year. In addition, those that applied (59%), applied to one institution only. Similarly, in this study with data from January 2014, it is clear that the learners had not applied timeously. The documents analysed revealed that 88/127(69.29%) queries on requests for information on tertiary institutions had been made only in January, indicating that the learners who had called the NQF and CAS

Helpline at that time had not applied for admission in good time. Applications for admission to tertiary institutions generally close by October each year. The Khetha project aims to deal with this problem by encouraging all Grade 12 learners to apply early (West, 2010). As discussed in Chapter 2, this project involves distributing booklets to all government schools in SA in May annually and urging Grade 12 learners to apply in good time at institutions for the following year. Despite the Khetha initiative, the present study revealed numerous requests from post-secondary learners for information on late admission and application procedures. Cosser, Du Toit and Visser (2004) found that admission to higher education was not restricted so much by financial constraints but by learners not being adequately prepared for such admission.

The present study found that 17/179 (9.49%) queries were from parents, siblings, neighbours, and friends who had contacted the NQF and CAS Helpline on behalf of the learners thereby indicating their support for them. Research shows that learners benefit from parental support during career decision-making (Helwig, 2004; Code et al., 2007; Pilot, & Regis, 2012). However, when parents assume responsibility for career decision-making, it can lead to a lack of ownership on the part of learners (Pilot, & Regis, 2012). Even if family members do support learners with career decisions, the learners need to be active participants in the career decision-making process (Pilot, & Regis, 2012).

In South Africa, where single-parent households and child-headed households are not uncommon, the definition of family extends further than the nuclear family (South African Institute of Race Relations, 2011). Instead, a family can be defined as a network of community-based resources and services that supports learners and parents holistically (BC Association of Family Resource Programs, 2016). This could explain calls from neighbours, friends, aunts, and uncles who called on behalf of some of the learners during the course of this study.

According to Schreuder and Coetzee, the socialisation process of men and women can impact career choice (Schreuder, & Coetzee, 2011). Women have lower expectations of success than men due to their socialisation experiences and are viewed as successful when they display behaviours that nurture or show compassion. They therefore tend to select careers in helping fields and are inclined to move away from careers in mathematics and science. Similarly, men select careers that require mechanical insight, dominance, and assertiveness (Schreuder, & Coetzee, 2011).

The frequency of requests for information on careers in social work, policing, and education suggests that the career decision making of the learners in this study was affected by gender stereotyping as 32/48 (66.66%) black females requested such information compared to 15/48 (31.25%) black males and 1/48 (2.08%) white male. The highest frequency of queries in this theme related to teaching 21/48 (43.75%) social work 20/48 (41.66%), nursing 4/48 (8.33%) and the police service 3/4 (86.25%). Studies by Phiri (2003) Mudhovozi, and Chireshe (2012) revealed that schools in lower socio-economic areas promoted stereotypical careers such as teaching and nursing. A study by Ortlepp, Mahlangu, and Greyling (2002) confirmed that school location affects career decision-making and that black learners in township schools tend to select careers in the social field, for example teaching and nursing. Historically, these traditional work places symbolised job security and stability for South Africans (Schreuder, & Coetzee, 2011).

Requests for information on improving Grade 12 achievement were received from 3/129 (2.32%) learners. The frequency analysis revealed that this information was equally important to the male and female learners in rural and urban areas. This information was requested by the black learners only as they indicated that they intended to improve their results in order to study further.

The Department of Basic Education (2016) and the National Youth Development Agency (NYDA, 2016) give Grade 12 learners the opportunity to rewrite the Grade 12 examination if they were not successful the first time and choose to upgrade. Although options to upgrade exist by rewriting particular subjects, this information was not easily accessible as indicated by the learners' queries. In this study, 3/127 (2.36%) learners who had successfully completed Grade 12 wanted to upgrade their results and were unable to access information on how this could be done. The Khetha outreach initiative of the DHET gives learners information on institutions in the post-secondary environment (Keevey, Steenekamp, & West, 2012), yet the upgrading of Grade 12 results falls within the ambit of the Department of Basic Education. The need of learners to upgrade their results was also noted in a study by Cosser, Du Toit and Visser (2004) where one in five of the black learners repeated Grade 12 in order to access higher education. The lack of career guidance at school heightens learner uncertainty about what academic achievements are needed to gain access to higher education (Cosser, Du Toit, & Visser, 2004).

The following section focuses on the learners' requests for information on available study and employment opportunities.

4.2.2 THEME 2: OPPORTUNITIES

Opportunities refer to whether institutions offer learners selected courses of study or to the availability of employment in learners' fields of interest should this be their choice (Dickerson, & McIntosh, 2010). An opportunity can be described as an ideal situation or set of circumstances that favours the occurrence of a particular event (*Random House Inc.*, 2016).

Career opportunities can therefore facilitate the development or progression of an individual's career (*World at work*, 2016). In the post-secondary environment, information on learnerships or learners' ability to secure employment qualify as opportunities (US Department of Education, 2016). A learnership can be seen as an opportunity for employment as learners receive a stipend (salary) while working (South African Department of Labour, 2006). In the context of this study, opportunities refer to those instances in the data where the post-secondary learners requested information on available learnerships or on employment opportunities (Dickerson, & McIntosh, 2010).

Theme 2 is discussed in terms of two sub-themes:

- Sub-theme 2.1: Information on learnerships
- Sub-theme 2.2: Information on employment

The theme on opportunities had the lowest frequency of queries. Of the 179 documents that were analysed, 5/179 (3%) related to queries on opportunities.

The definitions, indicators, inclusion and exclusion criteria, and data for the two sub-themes, "Information on learnerships" and "Information on employment", are discussed below.

4.2.2.1 Sub-theme: Information on learnerships

As stated earlier, an opportunity, for the purposes of this study, is a set of circumstances that facilitates the progression of a learner in his selected career path (Dickerson, & McIntosh, 2010). A learnership is a training programme that combines theoretical learning with structured workplace experience aimed at providing skills and experience and increasing the employability of the learner (Department of Higher Education and Training, 2012). Completion of a learnership results in the achievement of a nationally recognised qualification. A contractual agreement is entered into between the learner, the employer, and a skills development provider

(accredited by a SETA) for the duration of the learnership (Department of Labour, 2006).

Indicators of this sub-theme included phrases such as “learnership opportunities”, “find learnership”, and “consider learnership”.

Table 4.9: Inclusion and exclusion criteria for Sub-theme 2.1

Sub-theme	Inclusion criteria	Exclusion criteria
Information on learnerships	Data indicating that information on learnerships was requested by the learners.	Data indicating that career information other than information on learnerships was requested by the learners.

The frequency analysis revealed that 1/179 (0.55%) queries related to the sub-theme “Information on learnerships”.

Only 1/179 (0.55%) queries related to the sub-theme “Information on employment”. One female learner in an urban area and whose race was not indicated requested information on learnerships:

- *Learnerships, she passed matric in 2009 and did not find space to study due to lack of finance (LQ, lines 21-24).*

4.2.2.2 Sub-theme: Information on employment

This sub-theme refers to the progression of a learner in her selected career path by giving her the opportunity to obtain employment. Employment is the function in which an individual completes tasks for which she receives remuneration (*Random House Dictionary*, 2015). The information referred to in this sub-theme relates to attempts by the learners to determine the likelihood of obtaining work based on their selected career paths.

Indicators of this sub-theme included phrases/questions such as “type of job” that will be obtained, “what would be easier for me to get a job?”, “want to work”, “want to find”, and “training opportunities”.

Table 4.10: Inclusion and exclusion criteria for Sub-theme 2.2

Sub-theme	Inclusion criteria	Exclusion criteria
Information on employment	Data indicating that information on employment was requested by the learners.	Data indicating that information on other career needs, excluding employment information, was requested.

In the study, 4/179 (2.23%) queries related to information on employment.

The race, gender, and location of the learners who requested information on employment are shown in Table 4.11 below.

Table 4.11: Frequency analysis of Theme 2.2: Gender, race, and location

n=4		n=4		n=4		n=4		
Theme	Sub-theme	MALE	FEMALE	BLACK	WHITE	URBAN	RURAL	
Opportunities	Information on employment	Raw data	2	2	4	0	2	2
		Frequency	50	50	100	0	50	50

The frequency analysis revealed that of the 4 (2%) learners who requested information on employment, an equal number of requests were received from the learners in urban and rural areas, and equally from both genders. Information on employment was requested by the black learners only.

One learner stressed the importance of being employable even before commencing his studies:

- *I would like to be advised on what course I should pursue that would be easier for me to get a job (LQ, lines 444-447).*

Although there appeared to be uncertainty on how to access available employment opportunities, half of the learners had an idea of their intended sector of employment and indicated a need to work immediately:

- *Completed matric and want to work at metropolice service (LQ, lines 576-577).*
- *I will like to ask if there are any training opportunities left in the Department of Correctional Service, and where (LQ, lines 567-571).*

- *I passed matric in 2013 with higher certificate and would like to know if I will get a permanent or contract job (LQ, lines 131-133).*

4.2.2.3 Findings related to opportunities

All the queries in this theme were from the black learners, which suggests that these learners may not have been informed about career opportunities by their teachers or parents (Pillay, 2012; Lubbe, & Petzer, 2013). The limited access to higher education structures historically, discussed in Chapter 2, may have made obtaining information difficult for these learners, their teachers, and their parents (Lubbe, & Petzer, 2013).

One learner requested information on learnerships. The White Paper for Post-school Education and Training (Department of Higher Education and Training, 2012) states, as discussed in Chapter 1, that a stronger focus on training, learnerships, and internships is needed. The aim of the post-secondary system is to prepare learners for the world of work, and therefore training should be designed with the participation of education and training providers and employers (Department of Higher Education and Training, 2013; Kraak, 2010). The limited number of requests for information on learnerships suggests that the majority of the learners in this study did not consider on-the-job training as crucial after Grade 12 (Department of Higher Education and Training, 2013) and, instead, preferred to further their studies at tertiary institutions. Cosser (2005) also found that learnerships appeared to be the second option when it came to the career decision-making choices of post-secondary learners.

Only 4/179 (2.23%) queries received during January 2014 related to information on employment opportunities. A query by one of the learners stressed the importance of being employable even before commencing his studies, reflecting his concerns about unemployment. This may indicate that this learner had some experience of unemployment and consequently valued securing employment more highly than personal interests. This insecurity could be a result of the high unemployment rate in SA that has been increasing annually and was 25% in 2014 (Statistics SA, 2016).

The gender frequency on employment opportunities indicates that the male and female participants were equally represented in their requests for information on employment. The similarity in percentages regarding location and gender suggests that this information was important to both genders in rural as well as urban environments. However, only the black learners requested this information. Research indicates that although there has been an increase in female employment, men still constitute the majority of the employed in SA (Orr, & Van Meelis, 2014). The low

frequency of requests for information on employment opportunities as opposed to information on higher education institutions suggests that the learners preferred to access higher education as they believed this would enhance their employability (Cosser, 2005). Cosser found that 72% of the Grade 12 learners in his study preferred to study at higher education institutions (Cosser, 2005). Research reveals that learners who access higher education and skills training have a greater chance of securing employment than those who do not access any post-secondary education (Perold, Cloete, & Papier, 2012).

4.2.3 THEME 3: CONSTRAINTS

Dickerson and McIntosh (2010) state that constraints to engaging in post-secondary education include aptitude, ability, and lack of money. Career constraints are challenges faced by learners in achieving their career objectives. Constraints are defined as restraints or limitations that restrict a project or system (such as challenges with decision-making) from achieving its potential with reference to its goal (*Business Dictionary*, 2016). A career constraint can thus refer to the impact of a learner's scholastic performance, aptitude, abilities, or financial limitations on his advancement in his selected career path (Dickerson & McIntosh, 2010).

In the context of the present study, constraints refer to those instances in the data where the post-secondary learners requested information on career decision-making challenges and financial constraints.

Theme 3 is discussed in terms of two sub-themes:

- Sub-theme 3.1: Career confusion
- Sub-theme 3.2: Financial constraints

This theme had the second highest frequency of queries – of the 179 documents that were analysed, 33/179 (18%) queries related to constraints.

The definitions, indicators, inclusion and exclusion criteria, and data for the two sub-themes, “Career confusion” and “Financial constraints” are discussed below.

4.2.3.1 Sub-theme: Career confusion

Career confusion refers to uncertainty about an individual's profession, or lack of progress in a person's occupation (*Business Dictionary*, 2016). This type of confusion can be seen as a constraint, as discussed earlier, as it inhibits the career

advancement of the learner in her selected course or career field (Dickerson, & McIntosh, 2010).

Phrases/Questions in the documents that guided me in analysing and categorising the data in this sub-theme were “uncertain”, “many options”, “where can I study?”, and “not sure which one to choose”.

Table 4.12: Inclusion and exclusion criteria for Sub-theme 3.1

Sub-theme	Inclusion criteria	Exclusion criteria
Career confusion	Data that indicated the learners were uncertain about their career paths or the career decision-making process.	Data that indicated the learners’ career paths or successful career decision-making.

In this study, 32/179 (17.88%) queries received related to career confusion.

During the analysis of the documents, it emerged that the race and location of the learners were not consistently indicated (as discussed earlier), and, consequently, the total for race was adjusted to 31 and for location to 27 before calculating the frequency scores for race and location. The race, gender, and location of the learners that were recorded for this sub-theme are shown in Table 4.13 below.

Table 4.13: Frequency analysis of Sub-theme 3.1

n=32			n=32		n=31		n=27	
Theme	Sub-theme		MALE	FEMALE	BLACK	WHITE	URBAN	RURAL
Constraints	Career confusion	Raw data	14	18	31	0	15	12
		Frequency	44	56	100	0	56	44

The frequency analysis revealed that 15/27 (56%) queries were received from the learners in urban areas and 12/27 (44%) from the learners in rural areas. In the study, 18/32 (56%) queries were from the female learners and 14/32 (44%) were from the male learners. All the queries were from the black learners.

The requests in this theme tended to be vague, indicating a lack of knowledge of the career decision-making process. There was also a lack of awareness that the learners' interests should play a role in this process and that decisions should be based on an in-depth exploration of careers. Examples of these requests are provided below.

- *Caller passed matric in 2013 but is not sure where to study and what qualifications (LQ, lines 81-82).*
- *Has many options that interest him and is not sure which one to choose (LQ, lines 15-17).*
- *He is not sure of what to do and where to go (LQ, lines 179-181).*

Examples of the requests for career guidance are shown below.

- *His friend sent us a call back using his phone. He said he might be in need of career guidance as he passed Grade 12 in 2013 (LQ, lines 230-232).*
- *She wants career guidance to make a career choice. She is interested in policing (LQ, lines 459-460).*

4.2.3.2 Sub-theme: Financial constraints

According to Dickerson and McIntosh (2010), constraints to engaging in post-secondary education include aptitude and ability, as well as financial constraints. Financial constraints refer to the non-existence of bursaries, grants, loans, or paid employment that learners need to pay for their study expenses (NYSFAAA, & ATAC Corporation, 2015).

Phrases in the documents relating this sub-theme were “unable to pay,” “do not have money”, and “financial problems”.

Table 4.14: Inclusion and exclusion criteria for Sub-theme 1.2

Sub-theme	Inclusion criteria	Exclusion criteria
Financial constraints	Data that indicated the learner was unable to fund his studies.	Data that indicated the learner did not require financial assistance.

In the study, 3/179 (1.67%) learners indicated that they experienced financial constraints.

During the analysis of the documents, it emerged that the race and gender of one learner was not indicated, and, consequently, the total for race and gender was adjusted to 2 before calculating the frequency scores for this sub-theme. The results are summarised in Table 4.15 below.

Table 4.15: Frequency analysis of Sub-theme 2.2: Gender, race, and location

Theme	Sub-theme		n=3		n=2		n=2	
			MALE	FEMALE	BLACK	WHITE	URBAN	RURAL
Constraints	Financial constraints	Raw data		3	2		2	
		Frequency		2				

Examples of extracts from the data relating to this sub-theme are provided below.

- *My son has a bachelor's pass and has applied for a bursary with studietrust. I would like to know if he has been successful. I am also very disappointed to find out that the application for a student loan (NSFAS) is closed. We thought that we should apply on registration: but when I phoned the NSFAS office they said it closed on 30July. My son and I are devastated. I am not able to pay varsity fees (LQ, lines 275-284).*
- *I have passed my matric in 2011 with a B. I never furthered my studies because of financial problems (LQ, lines 438-440).*
- *I was doing matric last year and have met the minimum requirements for admission to bachelors degree. My results are as follows: I am struggling to get bursary. Please I need help ASAP (LQ, lines 410-413).*

4.2.3.3 Findings on constraints

This theme had the second highest frequency of queries at 33/179 (18%) and draws attention to the fact that queries on constraints outnumbered the queries on opportunities, suggesting that the learners required more support/information on objectives and constraints than on opportunities in career decision making.

Only the black learners indicated that they experienced career confusion. A study by Stead, Watson, and Jager (1995) found that whites were more career mature due to

their educational experiences, which could explain the absence of queries from the white learners regarding career confusion/constraints.

Vondracek et al. (1995) found that it is common for some post-secondary learners to experience career diffusion, which is a sense of confusion, disappointment, lack of information, and insufficient experience with the career decision-making process. This might also have been true of the learners who contacted the NQF and CAS Helpline in January 2014. The queries indicated that the learners lacked up-to-date information, were unaware of the steps in career decision-making, and that some had not engaged with the process at all.

The frequency analysis revealed that the learners in urban as well as rural areas required support, indicating that career confusion was not restricted to a particular geographical location. A slightly higher frequency of queries was received from the female learners, which could suggest that they were more proactive than the male learners in seeking advice (Cosser, 2005). All the learners requesting information in this sub-theme were blacks, suggesting that the white learners had access to information or individuals in their environments who could help them alleviate their career confusion (Stead, Watson, & Jager, 1995).

Some of the problems in rural areas could include higher dropout rates, lack of proper education in Life Orientation classes, poor or non-existent community resources, for example libraries, and personal lack of motivation (Mahlomaholo, 2012; Buthelezi, Alexander, & Seabi, 2009). These problems could explain the queries received from the learners in rural areas.

Some of the learners requested career guidance and career information and stated that they were unsure what their next step should be. These requests signified a need for assistance with career decision making and career pathing (Gordon, & Meyer, 2002). Studies by Mudhovozi and Chireshe (2012) and Van Schoor (2012) confirm that more support and information are required to assist learners with the career decision-making process. The provision of timeous career guidance may alleviate the problems learners face at the post-secondary stage (Watson, 2010; O'Brien, 2001). The general lack of direction and disorientation of the learners in the present study was evident in their requests for assistance and information in terms of this theme. Questions from the learners indicated a sense of helplessness as they would not be returning to school and had to gain access to further studies or obtain employment.

The theme on financial assistance highlights the current problems in the higher education sector with the “Fees must fall” campaign and confirms the challenges facing post-secondary learners in SA (Wesi, 2015; Masombuka, 2015). In 2004, Cosser, Du Toit and Visser found that 63% of the learners in their study lacked financial support to further their studies, indicating that these challenge are not new.

The social factors that impact on career decision making can be seen in the lack of financial aid to support learners, and learners’ inability at times to achieve the required admission requirements (Krumboltz, 1993). These challenges, as argued by Hodkinson and Sparkes (1997) are often not within the control of learners. The first may be due to the socio-economic status of the family, and the second may relate to the difficulty of obtaining a good quality education in SA. However, we should not underestimate the power of learners to succeed despite these challenges as they assume an active role in the career decision-making process (Brown, 2002).

4.3 REVISITING THE THEORETICAL FRAMEWORK

At this point, it is necessary to revisit the OCC theoretical framework, outlined in Chapter 2, to situate the findings of this study within this framework. The OCC theoretical framework helped me make sense of the career needs of the post-secondary learners, as reflected in the data, and to categorise these needs according to the objectives, opportunities, and constraints as described by Dickerson and McIntosh (2010). The OCC theoretical framework thus provided a structure for the data analysis process. The use of this framework highlighted the need for information in the learner career decision-making process and the importance of the advisor in providing this information to post-secondary learners.

The objectives in the OCC framework relate to learners’ educational goals and the support they receive from the government and their families in this regard (Dickerson, & McIntosh, 2010). In order to pursue their educational goals, the learners in this study requested information on tertiary institutions and the courses they offered, the admission requirements for tertiary institutions, the registration/accreditation of providers, financial aid, and how to improve their Grade 12 results. The provision of such information will enable learners to access tertiary institutions, improve their results to gain access to such institutions, and access financial aid to realise their objective to study further.

The opportunities discussed in the OCC theoretical framework include access to training institutions and employment opportunities (Dickerson, & McIntosh, 2010). In

this study, the learner requests for information on learnership and employment opportunities received the most attention as providing post-secondary learners with information on employment or learnerships can empower them with the skills needed to access career opportunities in future.

With regard to the OOC theoretical framework constraints, relate to the learners' scholastic performance, their aptitude, their abilities, and their financial limitations. (Dickerson, & McIntosh, 2010). The learners in this study requested assistance with career decision-making and financial constraints.

A discussion on constraints with learners could cover issues such as subjects completed at school and whether they supported or hindered the achievement of the selected career path – this connection/alignment appeared to be confusing for some of the learners in the present study. The discussion with an advisor could focus on a learner's academic performance and whether this was adequate for proceeding with the chosen career field. The discussion with an advisor could also focus on the process of career decision-making to enable the learner to make an informed career decision.

An example of this approach is when a higher education institution accepts a learner (objective is partially achieved), but the learner is unable to secure financial assistance to study further (financial constraints). Successful career decision-making is thus a complex mix of many factors. Objectives are the most important factor as they are the key to motivating learners to be proactive and to work towards accessing their selected career path (Dickerson, & McIntosh, 2010).

The OOC theoretical framework (Dickerson, & McIntosh, 2010) acknowledges the numerous considerations that affect career decision-making, and it provides space for discussions between an advisor and learner during which the learner's needs are revealed, and the advisor provides appropriate information, support, and direction. Using this approach, learners can clarify their objectives, explore opportunities on how and where to search for employment or learnerships, and obtain information on how to navigate their study/career constraints. This information may empower and motivate the learner to seek career opportunities and navigate challenges successfully.

4.4 CONCLUSION

This chapter covered the experiences of the post-secondary learners in the present study based on the analysis of documents from the NQF and CAS Helpline. These experiences were discussed with reference to the three themes and six sub-themes, and they provided insight into the career needs of the learners. I situated these findings in the literature review discussed in Chapter 2 and revisited the OCC theoretical framework in the light of the findings.

The next chapter deals with my conclusions in terms of the research questions posed in Chapter 1. I also indicate the possible contributions of this study and highlight areas for further research.

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Chapter 5

Conclusions and recommendations

5.1 INTRODUCTION

In this study, I set out to describe the career guidance needs of learners as captured in documents on the NQF and CAS Helpline database. A review of the literature on learner career guidance needs in SA, as discussed in Chapter 1, revealed a need for accessible and affordable career guidance for post-secondary learners. Existing studies on the career needs of learners have been limited to a specific school or institution, and only a few studies have been done on the career needs of learners from the learners' perspective. Similarly, no research has used the data from the NQF and CAS Helpline to analyse the career needs of post-secondary learners.

This study endeavoured to fill this gap in the literature by analysing data from the NQF and CAS Helpline to uncover the career guidance needs of learners who contacted this service. These needs of the learners in the present study emerged from an analysis of career queries recorded by advisors on the CRM system, Insight 2, from 2 to 31 January 2014.

In this final chapter, the primary and secondary research questions are answered. I also reflect on the contributions and possible limitations of the study and discuss recommendations for the career counselling practice and for further research.

5.2 REFLECTIONS ON THE RESEARCH QUESTIONS

In this section, the primary research question is answered by first answering the secondary questions. The primary research question is: "What were the career guidance needs of the post-secondary learners who contacted the NQF and CAS Helpline from 2 to 31 January 2014?"

5.2.1 SECONDARY RESEARCH QUESTIONS

- ❖ **What career objectives/goals did the post-secondary learners need support with when they called the NQF and CAS Helpline?**

As stated in Chapter 4 of this dissertation, more than two-thirds of the documents that were analysed from the NQF and CAS Helpline database during the period 2 to

31 January 2014 were queries from post-secondary learners that related to the pursuit of an educational goal of some sort.

Analysis of the documents revealed that the post-secondary learners needed information on institutions where they could pursue their studies, the admission requirements for tertiary educational institutions, the registration and accreditation status of training institutions, how to improve their Grade 12 results, and information on opportunities for financial support.

By far the most queries received in the January 2014 period related to information on tertiary institutions where learners could pursue their educational goal of obtaining a tertiary qualification. It was especially the black post-secondary learners who seemed to benefit from calling the NQF and CAS Helpline for information on the educational goals they wished to pursue.

The findings of this study suggest that having access to accurate, comprehensive, and affordable information on training institutions, specifically in the month of January, is an important need of post-secondary learners and that the NQF and CAS Helpline can play a significant role in this regard.

The post-secondary learners also expressed a need for information on the admission requirements for tertiary educational institutions. As this was the second highest number of queries received during January 2014, such information could also be regarded as an important need of the learners. Advisors at the Helpline should therefore receive the necessary training to enable them to be abreast of the latest information in this regard.

Queries on the accreditation of training institutions, on how to improve Grade 12 results, and information on financial support, although less frequently asked by the post-secondary learners in this period, also require accurate and comprehensive answers. Because of the challenges most SA learners face in terms of accessibility to career services (as discussed in Chapter 2) the NQF and CAS Helpline plays a very important role in addressing their need for information on how to pursue their educational goals and the attainment of their career objectives/goals.

❖ **What information on career opportunities did the post-secondary learners request in their conversations with the NQF and CAS Helpline advisors?**

The fewest requests, as discussed in Chapter 4, were received for information on opportunities in the post-secondary environment. The learners who contacted the NQF and CAS Helpline in January 2014 requested information specifically on learnerships and employment opportunities. All the requests for information on career opportunities were from the black learners, which suggests that this information was not easily accessible to them via other means.

Only one request for information on learnerships was received. Although this suggests that pursuing qualifications at tertiary institutions was more popular with the post-secondary learners, it raises concern about how accessible this career option is to post-secondary learners and how information on the career possibilities leading from learnerships can be made known to learners.

Information on employment possibilities was equally important to the males and the females in the study who contacted the NQF and CAS Helpline, yet this information was requested only by the black learners. Given the high unemployment rate in SA, the NQF and CAS Helpline should provide post-secondary learners with the most relevant and accurate information on employment possibilities.

With the current rate of unemployment in SA the NQF and CAS Helpline can play an empowering role in assisting post-secondary learners. Examples of such initiatives could include the development of online information brochures on entrepreneurial skills or contacts on small business development.

❖ **What career decision-making constraints did the post-secondary learners need support with from the NQF and CAS Helpline advisors?**

In Chapter 4, it was noted that the second highest frequency of requests from the learners received at the NQF and CAS Helpline from the 2 to 31 January 2014 related to constraints. The document analysis revealed that the queries from the learners requesting assistance centred on problems such as career confusion and financial constraints.

The higher number of queries regarding constraints related to requests for assistance with career confusion, indicating that this is an important need of post-secondary

learners that requires attention, especially in January, when enrolment at tertiary institutions is being finalised.

A small number of requests for assistance with financial aid were received from the learners. However, in some of the cases, the learners were desperate and required urgent support from the advisors at the Helpline. As mentioned earlier, the need for financial aid to complete tertiary studies is not a recent development and indicates that affordability is a perennial problem. A greater effort is required also from the government to educate learners on the application procedures when applying for funding.

The advisors at the NQF and CAS Helpline need training on how to assist learners with constraints related to career confusion and financial support as such assistance may not be available in their immediate environments. All the requests regarding help with constraints were received from the black learners, highlighting their particular need for assistance.

In conclusion, the findings suggest that the learners who contacted the NQF and CAS Helpline during January 2014 needed information/help to achieve their objectives, obtain employment opportunities, and overcome their problems. The Helpline is clearly serving learners well in this regard, yet a more holistic approach is needed that can support learners from Grade 9 or earlier with career information and career decision making.

Life Orientation may be a remedy for this situation, but the need to improve the practice, monitoring, and evaluation of Life Orientation in SA schools still exists. Despite the numerous studies that have highlighted the deficiencies in the teaching of LO, not much has changed in the policy or the delivery of this subject.

5.3 LIMITATIONS OF THE STUDY

Some constraints encountered in this study over which I had limited control are discussed in this section. A major challenge was the limitation imposed on the study as a result of the poor quality of the documents.

The transcriptions were not uniform in terms of quality as there were grammatical errors (spelling, punctuation, etc.), and, in some instances, the learner's query was misunderstood by the advisor

The documents received from SAQA contained two types of information: the learner's query and the advisor's response. The learner's query was not captured exactly and was, instead, transcribed by the advisor who had engaged with the learner. This provided an opportunity for subjective interpretation on the part of the advisor, which could have resulted in the loss of valuable information.

In some documents, there was a lack of detail and gaps in the information about what assistance the learner required. In these cases (as discussed in Chapter 4), I used the advisor's responses to improve my understanding of the learner's queries. In addition, the transcriptions often lacked clarity.

The data from Insight 2 also lacked depth, and I had to engage with these data without any follow-up with learners or member checking during the research process. The data were thus interpreted at face value thereby losing some richness.

The data were not captured by individuals trained in research methods, and, consequently, the level of detail in the captured information was not always adequate.

By restricting the study to a specific time period, certain limitations arose that I did not foresee. For example, the particular time of the year (January) might have generated very specific questions from the post-secondary learners that might have changed at other times of the year. This means that the data can answer the research questions only as they pertain to this specific time period.

5.4 CONTRIBUTIONS OF THE STUDY

This study provided insight into the post-secondary learners' career guidance needs as expressed to the advisors at the NQF and CAS Helpline. The study highlighted areas where the learners experienced challenges and also uncovered a need for greater support from professionals working with learners at school and in the post-secondary environment.

The findings of the study can help raise awareness among educators, career practitioners, and career counsellors about post-secondary learners' career guidance needs. This could shed light on possible strategies and interventions to assist learners with the career decision-making process. Programmes on learner needs could be compiled and presented to support learners in their career decision-making.

The findings of the study based on data from Insight 2 at the NQF and CAS Helpline could help management at the NQF and CAS Helpline create response scripts for advisors on frequently asked questions. The study highlighted the learners' frequently asked questions. These questions and their responses, which have been quality assured, could be captured as a template on a database that advisors could use to assist learners. This could be supplemented with training programmes to provide advisors with the appropriate knowledge to better respond to learner queries. It could also be beneficial for advisors, on an ongoing basis, to highlight challenging questions and perhaps integrate these into template responses as well.

Finally, these findings could also inform amendments or additions to current policy in the career guidance field.

5.5 RECOMMENDATIONS

The following recommendations are suggested for the career guidance practice and for further research.

5.5.1 RESEARCH

This study calls for more in-depth research to improve our understanding of the career needs of post-secondary learners who use the NQF and CAS Helpline. Suggestions for further research on the NQF and CAS Helpline service are provided below.

- As the sample was limited to queries received from 2 to 31 January 2014, a specific trend emerged from the documents related to this period. During this period, the learners focused on accessing information on tertiary studies, on opportunities in the post-secondary sector, and on overcoming challenges linked to these processes. In order to obtain a more comprehensive view of post-secondary learners' career guidance needs, new insights might be gained if an analysis of needs could be done for the other 11 months as well.
- A quantitative study could focus on obtaining feedback from learners on the service they received at the NQF and CAS Helpline. A survey link sent to learners on their cellphones could request them to rate the service they experienced at the Helpline.
- Research using a mixed-methods approach could analyse the data on Insight 2 qualitatively and then involve follow-up interviews with learners to obtain

rich data and an in-depth understanding of learners' experiences at the NQF and CAS Helpline.

- Future research studies could focus on examining learner queries and advisor responses to ascertain the appropriateness and quality of the responses provided to learners. Advisors should understand queries fully before offering advice – paraphrasing skills and empathy are needed when assisting learners. Also, responses should include explanations in order to develop learners' understanding so that they can better handle future career decision-making challenges.
- Longitudinal studies could assess whether the information and support learners received from the NQF and CAS Helpline assisted them in achieving their career goals. Such studies could indicate where improvements in the service should be made.
- Studies on the career needs of particular groups, for example Grade 9 or Grade 12 learners, should be conducted, and interventions to assist these learners with career decision-making devised. The data on Insight 2 could be used in such studies.
- Studies on information learners would prefer to receive in publications (e.g. the *Khetha* booklet) should be conducted. This could increase the relevance of the publications for learners and assist editors to address the identified gaps in such publications. A feedback process on publications could also identify what articles and information were of interest to learners.
- Studies should be done on a regular basis to get an idea of changing learner career needs. Policy makers and implementers should acknowledge that the context of the learner changes with changes in the world of work and that career guidance programmes should be adapted accordingly.
- A study on the reasons for late applications to higher educational institutions should be done and interventions to deal with this problem devised.

5.5.2 PRACTICE

Firstly, more effort could go into providing teachers with training and support to improve the provision of career guidance at school. This has been suggested in various studies, but little improvement has been noted in this regard. Therefore this

suggestion is made in the hope that this type of intervention may address some of the challenges with the provision of career guidance at schools

Secondly, career guidance at schools could be provided by dedicated career advisory teams that talk to learners regularly in the school environment to ensure that a high standard of career information provision is maintained. Topics on the NSFAS and admission requirements should be discussed and posters put up and brochures circulated to increase learners' knowledge of career-related topics. These career advisory teams should annually provide career guidance in each province to selected groups of learners, for example Grade 9 or 12 learners, and establish links with services such as the NQF and CAS Helpline to assist learners on an ongoing basis. The need for continuous monitoring and evaluation of this type of project is crucial as it will identify deficiencies and improve interventions to deal with these deficiencies.

Thirdly, an integrated approach between the Department of Basic Education (DBE) and the DHET will better serve learners in accessing and understanding post-secondary career opportunities. Learners exiting the school environment will have a good understanding of the post-secondary environment as the interventions will ensure that they are properly informed about the role of the DHET, SAQA, the quality councils, the SETAs, the higher education institutions, and so on.

Fourthly, learners need to be educated about the NSC pass requirements and how these articulate to qualifications in the higher education environment. Discussions should be held to explain to learners what a bachelor's degree, diploma, and certificate are and what the respective purposes/outcomes of these qualifications are. Learners also require clarity on what marks they need to achieve a certificate, diploma, or bachelor's pass in the NSC as such information could help them navigate the post-secondary environment more successfully.

Fifthly, educational psychologists can play a role in improving services such as the NQF and CAS Helpline by offering appropriate training. Advisors can, with the help of educational psychologists, develop active listening skills, empathy, and other competencies when engaging with learners. Educational psychologists can also contribute to the development of information databases and the formulation of scripts for advisors as well as help with referrals to specialists, when necessary, and contribute to the development of career pathing for learners with special needs.

Sixthly, the establishment of qualifications in the career guidance field is needed so that advisors can progress and develop their careers in this field. This will also

ensure that they adhere to the professional guidelines and standards as stipulated by the authorities in the career guidance sector.

Finally, the study revealed a need for information that is relevant, accurate, and accessible to learners. Stakeholders in the career guidance profession need to decide on a unified strategy to provide this information on an ongoing basis in an online-based application or via print media.

5.6 CLOSING REMARKS

This study explored the career guidance needs of post-secondary learners who used the NQF and CAS Helpline. The findings revealed the learners' career uncertainty and need for career information. The findings also revealed the supportive role the advisors at the NQF and CAS Helpline played in assisting the learners with the career decision-making process. Similar supportive interventions targeting learners in the school environment are needed as this is where their foundational and formative exposure to careers occurs.

The Career Advisory Services is the first port of call in responding to the need for a national initiative in the career guidance sector. The document, *Cooperation in the Provision of Career Development* (Department of Higher Education and Training, 2012), provides useful guidelines in this regard. The continued growth and development of the Career Advisory Services will assist learners in dealing with career development over their lifetimes.

It is hoped that the findings of this study will contribute towards the improved provision of career guidance to learners and that it will guide educators, career advisors, and counsellors in their support of learners.

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APPENDICES

Appendix A:
Consent

Appendix B:
Data from the Customer Relations Management System:
Insight 2

Appendix C:
Deductive Coding of Text

Appendix D:
Frequency Scores

Appendix E:
Researcher's Journal

Appendix A: Consent



Director: NQF and CAS Helpline
The South African Qualifications Authority
1067 Arcadia Street
Hatfield

10 September 2014

Dear Sir

RE: PERMISSION TO USE NQF & CAS DATABASE INFORMATION

I, Nevika Singh (student number 11244641) am currently completing my Masters degree in Educational Psychology at the University of Pretoria. One of the requirements of this degree is the completion of a research dissertation.

The title of my dissertation is %Career Guidance Needs of Post Matriculants who utilise the National Qualifications Framework and Career Advice Services Helpline.+The purpose of this study is to explore the career guidance needs of post matric learners who make use of the NQF and CAS Helpline based at SAQA. I hereby request permission to use information from the NQF and CAS Helpline, Insight 2 database for my study.

I will select telephonic interviews conducted by career advisors while assisting learners with their queries. The data captured on Insight 2, which contains the learner's specific query and the response provided by an advisor to the learner, will be of specific interest in this study. The focus is on the learner's query as it will assist me in uncovering the needs of learners utilising this service, and identify knowledge gaps in this field.

I will selected interviews will be analysed thematically. The data will be combined in groups with similar meaning to identify the themes, characteristics and needs of learners. The interpretation of the identified themes will then be discussed.

The results of the study will be published by the University of Pretoria in dissertation format. SAQA will be provided with an opportunity to view the results before publication.

All data received with regards to this research project will be stored at the University of Pretoria. In reporting the results of this study I will ensure that no individual will be identifiable and that the anonymity of the participants and integrity of the data is maintained. To ensure that confidentiality is maintained no information that is obtained during the research study will be disclosed outside the research process. Pseudonyms for the participants will be used where necessary.

Should you agree to grant me consent, please complete the consent letter accompanying this request.

Thank you for considering my request.

Yours sincerely,

Nevika Singh
Student No: 11244641

Dr S Bester
Supervisor



Letter of Consent

I, _____ (name and designation)

of _____ (organisation)

hereby give permission to Nevika Singh from the University of Pretoria to use data from the Client Relations Management systems (Insight 2) database.

I understand that the organisation can withdraw from the research project at any time.

Directors signature: Date:.....

Appendix B: Data from the Customer Relations Management System: Insight 2

LQ LINE NO.	LEARNER'S QUERY AS TRANSCRIBED BY AN ADVISOR	AR LINE NO.	ADVISORS RESPONSE
1 2 3	She is awaiting her matric results. She did not apply for admission to any institution. She was interested in hospitality management.	1 2	I advised about FET college and sent her information on the institutions that offer hospitality management.
4 5 6	I would like to obtain more information about becoming a machine operator or crane driver. I was in grade 12 last year	3 4 5 6	Info provided and he was advised to consider FET studies at the college to obtain a trade qualification. Other post school opportunities were explored, he will also obtain more info from our mobi site and facebook page
7 8	The client wanted to know what her options if she did not pass with Bachelor.	7 8 9	Information and advice provided to the client. I also told the client to contact the institutions as soon as the results are released to confirm her acceptance
9 10	He was doing matric and has many options that interest him and is not sure which one to choose.	10 11	I encouraged him to do more research by speaking to people who do the work that interest him.
11 12	I would like to study for tourism at FET College, I just completed my matric last year	12 13 14	Info provided and client was urged to apply at college but was also informed to get further info as I could only find NCV in tourism
13 14	She passed her grade 12 with higher certificate and want to become a teacher or a social worker.	15 16 17 18	The client was told that in order for her to be a social worker she needs to have B on her grade 12 certificate and she needs to contact the Department of basic education for further assistance on how to upgrade her grade 12 results.

15 16 17	She want to go to the FET College public relation but she did not know that she passed with the Diploma because she failed pure maths.	19 20 21 22	The client was asked to get her certificate and to read what is says and it discovered that she passed with the Diploma and she was told to go to the nearest FET College around her area to register for N courses.
18 19 20	I have passed matric wtha bachelors... I want to do a course in heath sciences (Pharmacy) where should I go withAPS of 26?	23	He was provided with the information.
21 22 23 24	CALLER WANTED INFORMATION ON WERE TO FIND FITTING LEARNERSHIPS SHE PASSED MATRIC IN 2009 AND DID NOT FIND SPACE TO STUDY IN uJ and couldnt study due to lack of finance	24 25 26	ADVISED CALLER TO GO TO AN fet COLLEGE NEAR HER TO ENQUIRE ABOUT A QUALification in fitting and turning and also confirmed that there is financial assistance
25 26	I just finish GRADE 12. I was a learner at ..., i am looking for bursary. Can i please have	27 28 29	For information on bursaries please follow the following links: â€¢ http://www.careerhelp.org.za/page/financing-studies/bursary/626576-Bursaries
27 28	He would like to know the options for someone who passed with a higher certificate.	30	He was advised about upgrading and doing a higher certificate
29 30	My daughter got a certificate pass and she wanted to study at Ekurhuleni college financial management	31 32	Info provided and client will also contact the college for applications and registrations
31 32	Passed matric with H now wants to study Social work or Police.	33	Career advise

33	Client passed matric with a D Would like to study	34	Career advise
34	Climatology or get into the Navy		
35	The passed matric in 2011 wanted to apply at	35	I have advised the client to apply on time for 2015.
36	Medunsa.		
37	MY family member passed matric and would like to	36	Info provided,she will confirm with DHET for the type of
38	know if Denver Technical College is registered and		engineering at numbers provided
39	accredited to offer Nated civil engineering. She		
40	completed matric this year		
41	The client wanted to find out if she can be able to	37	I have explained to the client that if she passed with Higher
42	register at FET College if she passed with Higher	38	Certificate she can be able to study at FET colleges.
43	Certificate?		
44	caller passed matric in 2013 but is not sure were to	39	added her on CACH database and also advised her to go to
45	study and wat qualifications	40	nearest fet college to enquire
46	After completing your matric,which first step should	41	I advised him to registyer for media related qualifications at
47	you take if you want to be a radio personality?	42	DUT and participate in Campus radio; enquire at SABC studies
		43	in durban about opportunities
48	She completed a grade 12 in 2013 and passed	44	The client was told that her matric result will prevent her from
49	Higher Certificate endorsement and want to study	45	studying towards a Degreeer qualifications so she needs to
50	towards Social worker degree.	46	upgrade her matric result.
51	My brother got a Diploma pass and he needs	47	Info provided,client was captured and CACH explanation
52	placement at University ,he wants to study hospitality	48	provided

53	or management		
54 55	caller has a son who passed matric 2013 and wants to study education	49 50	added the person on CACH and also advised her to check for institutions that offer a diploma in education
56 57 58	Career Information for the son who want to decide on the career path to follow because he passed with the Higher certificate.	51 52	The son was called and the career information was provided according to the pass mark in the FET College.
59 60 61	Matriculated in 2013 with a High certificate endorsement and would like to study further either Public Relations or Agricultural Management	53 54	Details were updated on CACH and offered the client information on FETs and financial aid
62 63 64	Matriculated in 2013 with Diploma endorsement and would like to study a diploma in HR but has no finances	55 56	Informed her of the options and should send through the bursary pack
65 66 67	I completed matric in 2010 I would like to apply for Nated Diploma at CJC based but am based in Potchefstroom	57 58 59	Info provided and client will contact CJC for more information on bursary application and reregistration. She will also consider second semester should she find the college full
68 69	I got Bachelor pass and did not apply at University, I am interested in geography or environmental studies	60	Info provided and client was registered on CACH
70 71 72	caller wanted to study and has passed matric in 2013 wanted to know the requirements for engineering at an fet college	61 62	added him on cach and also advised him to go to an fet close to him to enquire the requirements

73	Matriculated with a higher certificate endorsement in	63	Informed the client of the requirements of the different study
74	2012 and would like to do Media Studies at Boston	64	programmes. Advise him to contact the district department of
75	College. Was informed to improve his subjects to	65	Education to register to improve his studies. Informed him of
76	qualify to study this Diploma. How or when can he		Learnerships as well
77	improve his subjects		
78	I got bachelor pass but did not obtain placement at	66	Info provided and client captured on CACH, she will also try to
79	Wits, I would like to study Architecture	67	obtain more info at TUT
80	I passed matric with Higher Certificate and interested	68	Client advised to contact nursing college for more info on
81	in doing nursing	69	nursing assistance offered by Department of health
82	The client passed her matric in 2008 and want to	70	Information about NFSAS was given to the client.
83	further her studies and needs financial aid.		
84	My son just passed matric with higher certificate and	71	Info provided on status of public FET colleges compared to
85	will be registering in April at CJC Ellispark campus, I	72	private colleges
86	want to know if they are registered		
87	I would like to be a correctional officer, I'm 29 female	73	I advised the client to visit DCS website to see if they
88	and only have matric, do I qualify and if I do how do I	74	advertising the vacancies as well as the newspapers.
89	apply?,		
90	The client completed her matric in 2012 and want to	75	The client was to go to FET College because she passed
91	study Information and Technology.	76	Higher certificate.
92	I would like to know if Sheppard Academy is	77	Info provided
93	registered and accredited for engineering studies for		

94	my son who passed matric this year		
95 96 97	Her daughter wants to study Law but passed with admission to Diploma she does not consider upgrading.	78 79	Advised about INUSA\'s Diploma in Law and information was provided about second semester application.
98 99 100	He passed matric in 2009 and would like to further his studies however is not sure of what to do and where to go.	80 81 82	I encouraged him to make contact with nursing schools and college to enquire about their registration dates and requirements. I also advised about application for next year.
101 102	Passed with higher certificate and wanted to study social work	83 84 85	Was given HWSETA contact details for social auxiliary learnerships, and also advised to upgrade or write a supplementary at his school
103 104	I passed matric with bachelor pass but I got level 1 on pure maths. I need a place to study	86 87 88	Client will be captured on CACH once the system is online, she was advised to speak to the principal to obtain more info on having special help for maths when upgrading
105 106	He wanted to be registered at the University but he got a senior certificate	89	I advised the client to be try an FET because he didn't apply
107 108	The client want to study at Vaal and she struggle, she passed her grade 12.	90 91	The client was alreday on the CACH system and was told to be on a learnersipprogramm.
109 110 111	I just matriculated and I have been looking for an institution to further my studies ,your help will be highly appreciated.	92 93 94 95	It seems that you are looking for institution you can further your studies with. Unfortunately most institutions are focusing on registering people who made early applications. There are options you can try such as the Central Application Clearing

			<p>House (CACH). This is an online system put in place to manage Post School Education and Training Institution applications. The purpose of CACH is to assist students who did not have the opportunity to apply for tertiary institution placements, and those whose applications were unsuccessful to find placement for 2014. It will also assist in giving information about the institutions that have space available for 2014 and the courses still accepting students. To register on CACH please call 0860111673 and select option 1. Or you can do a self-registration at the link below</p> <p>http://cach.dhet.gov.za/CACH/Applicant/UsingCACH You can also apply to institutions that open for the second semester of 2014. Should it happen that you do not secure space for 2014 please apply in time for 2015. To check the application dates for Universities and Universities of Technology please follow the link below http://www.careerhelp.org.za/page/education-training/fet/1149760-Application-Registration-dates-for-Universities-Universities-of-Technology-and-FETs</p>
<p>112 113</p>	<p>She needed information regarding applying to study at the university or university of Technology. She</p>	<p>96 97</p>	<p>Information explained about the NSC pass she had obtained and the requirements for Social Work. Other option were</p>

114	wants to study SW with Diploma pass (NSC)	98	explored and registered on CACH
115 116	Matriculated in 2013 with a Diploma endorsement - mining engineering	99 100 101	Offered her the options of searching for them: website, newspares. Also offered her contact details for MQA as she is interested in the mining industry
117 118	Matriculated 2013 with Higher certificate and is interested in doing Social Worker or Marketing	102 103 104 105 106 107	Informed him of Umfolozi College for further studies informed that most institutions are closed. Informed him of Social Auxiliary Work and contact numbers for more information: The National Department of Social Development 012) 312 7428/7437; HWSETA and Institute for Quality Health Care Training
119 120 121 122	Matriculated 2013 with a Diploma endorsement was not accepted at TUT low scores - would like to improve her results at ICESA and would like to know if its registered.	108	Confirmed registration and offered her career guidance
123 124	Matriculated in 2008 and passed with a Diploma pass want to do a diploma in education in Kimberly	109 110	Informed her about 20473 Advanced Certificate: Education at NW University.
125 126 127	Matriculated in 2013 with a Diploma endorsement would like to do nursing but didn't pass well Life Sciences, Maths and Physical Science	111 112 113	Advised her to get in touch with the district office to register or to go to Damelin/ICESA/Intec college to upgrade her results. Also informed her about Nursing colleges that offer training.
128 129	Her sister ... matriculated 2013 and would like to go into law -need more information on bursaries	114 115	Offered the client the different options and also requested contact details of the client so as to explain her options as well.

130			
131 132 133	I passed matric in 2013 with higher certificate and would like to know if I will get a permanent or contract job	116 117 118	Info provided and client advised on learnerships and FET Ndiploma for second semester but she will confirm with the college if she qualifies for the Ndiploma
134 135	passed Higher Certificate he wants to know where he can study.	119	FET College information
136 137 138	I got bachelor pass and am interested in doing mechanical engineering but I did not apply in 2013 and still need a place	120 121 122	Client captured on CACH,he will also consider apprenticeships and second semester courses at the Universities of Technologies
139 140	I passed matric 2013 and did not get any placementbut am interested in teaching or social work	123 124	Info provided, client captured on CACH and advised on early applications at Universities of Technology and other options
141 142 143	I passed matric in 2010 and would like to do the Natedcourse in tourism .i want to know the difference between travel and tourism and tourism	125	Info provided and client will apply at CJC second semester
144 145 146	Matriculated last year with a higher certificate endorsement pass and is interested in Welding.What is NSFAS and how does it work	126 127 128	Informed him of the welding programme at Umfolozi FET College. Informed the client on the process of applying for NSFAS
147 148	Matriculated 2013 with a diploma endorsement pass. Want to upgrade physics and maths	129 130 131	Offered her the contact numbers of the provincial department of education and also informed the client that Damelin and Intec also offer upgrades

149	Matriculated 2013 passed with a Bachelors	132	Advice the client to either upgrade by visiting the district office
150	endorsement: Biochemistry UKZN /UniZulubut lacks	133	to further details or by visiting and following up on her
151	in point system.	134	application at DUT
152	The client wants to do Education but he passed with a	135	Since he wanted to know about Unisa I provided him with info
153	Diploma admission.	136	regarding the possibility of doing a Higher Certificate in ABET
		137	and thereafter go for BEd.
154	she was trying to contact capricon college	138	ie xpaline to her that ncv is on same level as matric, that she
155	regaring qualifications in ncv. hospitality since she	139	can rewrite , study with unisa or do the ncv
156	passed with higher certificate, she wanted to do social		
157	work		
158	I passed matric in 2013 and would like to do	140	His physics was low but he will be captured on Cach,he did not
159	Biochemistry but was not accepted by TUT and Vaal	141	have his ID with,he will be contacted for CACH database
160	I have Bachelor pass and also obtained two bursaries	142	Info provided,he will consider second semester course
161	but I do not have any University to study Engineering	143	applications for engineering ,if he does not get space he will
162	with	144	also consider upgrading his pyhsics,other options explored
163	I passed matric but was not accepted by UWC for	145	Info provided and he will wait for the remarking results for
164	biotechnology	146	English but he will also consider Universities of Technology. He
		147	was laready captured on cach, just added sport management
		148	field
165	My nephews completed matric in 2011	149	Client provided her nephews contact details ,who will be
		150	contacted

166	My neighbors passed matric this year and do not	151	She will be called for their ID\\'S as she was not in the office for
167	have any placement at the University	152	contact details,she will be called later on
168	Dear Sir/ Madam i was doing matric last and ipassed	153	The client was given the information and the website address.
169	my matric with a Diploma now i want to study at		
170	Welkom college or at CUT		
171	The client is looking for an institution and she passed	154	CACH
172	with a Bachelor.		
173	The client wants to know what could be the reason for	155	I asked him to ask people at the college to explain to him and
174	him to be taken for NCV instead of N4 because he	156	also highlighted that in most cases for engineering courses
175	has passed his Matric. He wants to do Engineering	157	they prefer pure maths maybe that might be the reason.
176	and he did mathsliteracy.		
177	I passed matric in 2010 and have been applying for	158	He did not have his matric results and will be contacted later
178	teaching through the CAO but to no vail		
179	The client passed matric in 2011 and he is looking for	159	I advised the client to apply on time and check if he meets the
180	an institution.	160	minimum requirements and also told him about FET Colleges.
181	Client wants to do Social Work or Educationbut	161	Discussed the entrance requirements for Social work and B Ed
182	passed matric with a Diploma		
183	Client wants to do Social Work or Education but	162	Discussed the entrance requirements for Social work and B Ed
184	passed matric with a Diploma		
185	The client wanted to know if her child continues at	163	I checked the admission requirements at TUT and told the

186	FET to do N4-N6 will he be considered at TUT for	164	client as they appear on their website.
187	ARCHITECTURE or Civil engineering.He passed his		
188	technical matric.		
189	Matriculated in 2004 - would like to study further: HR	165	Offered him the options for applying for further studies
190	Would like to study Tourism passed with a Diploma	166	Informed him of the different FETs nearest to him and the
191	endorsement. Would like to go to an FET closest to	167	different programmes they offer and the contact numbers.
192	Mpumalanga		
193	client wanted toknow were he can study , he passed	168	added his details on cach advised him to also check for space
194	matrin 2013	169	at fet colleges
195	Completed grade 12 with higher certificate, interested	170	Consider upgrading to obtain a Bachelor entry orcontact
196	in Social Work and she's unsure about the study path	171	HWSETA for Social Aux learnerships
197	client obtained ncv but does not have enough points	172	Advised to upgrade or find a college where she can improve
198	to study education at TUT	173	his subject also advised to check with TUT to see if they still
		174	offering classes for student who want to uprade
199	2009 Completed matric - diploma endorsement.	175	Explained the NCV and all the other endorsements. For
200	Completed 2012 NCV - Tourism wanting to improve	176	Bachelor in Education she needs to pass with bachelors
201	her result to study Teaching. What must she do now?	177	endorsement. Informed her about Diplomas and PGCE for
		178	further studies.
202	The client wanted to know what qualification can she	179	I have explored with her career choices and advised to apply
203	apply for with a bachelor pass with 25 points.	180	directly with the institution as the points requirements differs. I
		181	explained the alternative route for B.ed and Psychology.

204 205 206	The client completed grade 12, has been applying without success and wondering how she can progress in her career	182	Make follow up to inquire about application status
207 208	I passed matric in 2011 with higher certificate and I would like to do meteorology or atmospheric course	183 184 185	Info provided and she was rather advised to consider FET engineering and pros and cons of upgrading and other options discussed
209 210	client wanted space to study social work passed matric 2013	186 187	added her details on cachalos advised her to look for alternative because theres no guarantee
211 212	I want to do HR,I completed grade 12 in 2012 and I went to the college but it was full	188 189 190	She was advised to consider second semester applications and to cont cat the college regularly for dates,She hanged up the call before we could discuss other options like learnerships
213 214	I completed matric this year and would like to do a tourism course	191 192	Info provided on second semester applications for management course at the FET College,andlearnership info
215 216 217	The client wanted to know how can she be able to study at University if she does not have an exemption.	193 194	I told the client about HESA where she can apply for age exemption.
218 219 220	She wanted to go to university however is not sure what to do between social work and teaching.She passed with diploma.	195 196	I advised about the basic requirements for the courses she wants and provided the different options that she can consider.
221 222	THE CLIENT WANTED TO KNOW WHICH INSTITUTION IN PRETORIA OFFERS TEACHING.IF	197 198	I gave the client the contact details of those institutions and also asked him to ask the institution about age exemption.

223 224	HE CAN QUALIFY BECAUSE HE PASSED WITH A DIPLOMA BUT HE IS 24 YEARS OF AGE.		
225 226 227 228	The client passed grade 12 in 2013 with a Diploma pass. She applied for Electrical Engineering with grade 11 results at VUT and UP. Her application was declined.	199 200 201	I asdvised her to produce her final results at VUT and see what they would say and if not meeting the requirement I advised to ask for other alternative route at VUT or do matric rewrite.
229	Passed with Diploma and would like to study LLB	202 203 204	Was given number of northern cape dept of basic education provincialoffices, told about different diploma in law their requirement and institution
230 231 232	His freind sent us a call back using his form. He said he might be in need for career guidance as he passed grade 12 in 2013	205 206	I requested the client to give his freind our contact number in which he can call us and we will call him back.
233 234	I completed matric last year with a HC pass and would like to study for animal production	207 208 209	Info provided on agricultural colleges and NCV or Ndiploma course because he failed Maths he will obtain more info at the college about their admission requirements
235 236 237	I passed matric 2012 and got diploma pass and would like to know what course I could register for , I did general subjects and would like to be a teacher	210 211	Info provided for learnerships and University of Technology applications for 2015
238 239	Obtained bachelor passe and is looking for space to study mechanical engineering	212 213	Advised to contact Tshwane North/ south and also captured on CACH

240 241	Passed with diploma and needs financial aid to study business administration at an fet	214 215	Advised to apply for NFSAs at the FET college also given contact details of Major banks and captured on CACH
242 243 244 245	The client was enquiring on behalf of his son who passed grade 12. He applied at Wits for electrical engineering however his application was declined. He failed maths and science.	216	I have explained about matric rewrite through the DBE.
246 247	I completed matric in 2006 and am interested in becoming an electrician	217 218	Info provided on FET courses and learnership and apprenticeship information
248 249 250	I would like to be advise on watcourses should ipersuethat would be easier for me to get a job ,i got an H on my matric results	219 220 221 222 223	Explained about our services and she ended up looking for Travel and Tourism and explained about the career and advised her to contact Lovedale FET college for more information regarding to study for tourism. Provided her with the contact number of Lovedale FET college
251 252 253	The client was enquiring about the law qualification. She applied with Wits. Sha passed grade 12 in 2013 with a bachelor pass	224 225 226	I have explained as stated on Pace careers, I explained the requirements and provided her with the pasce career's website.

<p>254</p> <p>255</p> <p>256</p> <p>257</p>	<p>...i matriculated last year...i passes with Diploma..i was doing History,geography and Maths Literacy.i want to know which career can i go for which are related to my subjects? Please Help</p>	<p>227</p> <p>228</p> <p>229</p> <p>230</p> <p>231</p> <p>232</p> <p>233</p> <p>234</p> <p>235</p> <p>236</p> <p>237</p> <p>238</p> <p>239</p> <p>240</p> <p>241</p> <p>242</p> <p>243</p> <p>244</p> <p>245</p> <p>246</p> <p>247</p>	<p>Where are you finding difficulties with making a career choice?</p> <p>When you selected the subjects which career did you want to follow and how come are you feeling unsure about the field that you want to study? There are a number of activities that could help you think about the decision that you are making now and that will help you to make the most effective choice right now. All of these resources are available free of charge. You can complete a career questionnaire on the National Career Advice Portal</p> <p>http://ncap.careerhelp.org.za/login?ReturnUrl=/questionnaireY</p> <p>ou can complete a career quiz on the Career Path website to help you identify your interests.http://www.careerpath.com/career-tests/You can complete an interest questionnaire on the PACE Careers website to help you identify specific job titles linked to your interests.</p> <p>http://www.pacecareers.com/careercentre/login.aspx?ReturnUrl=/careercentre/questionnaire.aspThe type of subjects you have on your Grade 12 will restrict you to the careers which you can follow and where you can study. You need to find out which qualifications you qualify for with the subjects that you</p>
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		<p>248 have. The following links have information about admission</p> <p>249 requirements Admission requirements for universities</p> <p>250 http://www.careerhelp.org.za/education-training/het/university-</p> <p>251 course-req-v7.htm Admission requirements for universities of</p> <p>252 technology http://www.careerhelp.org.za/education-</p> <p>253 training/het/course-requirements-universities-</p> <p>254 technology.htm Admission requirements for FET</p> <p>255 http://www.dhet.gov.za/LinkClick.aspx?fileticket=tnnvPWQsIT</p>	
<p>258</p> <p>259</p> <p>260</p>	<p>The client wanted to know the requirements in Law.</p> <p>He passed grade 12 with a bachelor pass with 30 points.</p>	<p>256</p> <p>257</p> <p>258</p> <p>259</p>	<p>I have explained the requirements as required from the university and i encouraged him to apply at the institution however he might not get a space this year but her can apply for second semester or for next year.</p>
<p>261</p> <p>262</p> <p>263</p> <p>264</p> <p>265</p> <p>266</p> <p>267</p>	<p>I've passed my matric with a bachelor's degree in 2013, so unfortunately didn't apply at university and i've thought it's better for this year 2014 to study at FET college rather than just living at home, but now i wanted u to help me with 2015 applications for admission and bursaries to study at UJ, VUT and UNISA for studying agricultural management</p>	<p>260</p> <p>261</p> <p>262</p> <p>263</p> <p>264</p> <p>265</p> <p>266</p> <p>267</p>	<p>Congratulations on passing your Matric! Well done wishing you all the best in your career endeavours. Finding something to do this year whilst planning to pursue the desired learning next year is a wise decision and direction to take, I commend you for it. You may also want to consider other options as stated below:</p> <p>Agriculture Sector Education and Training Authority (AGRISETA) also play a role in gaining qualifications within this</p>

		<p>268</p> <p>269</p> <p>270</p> <p>271</p> <p>272</p> <p>273</p> <p>274</p> <p>275</p> <p>276</p> <p>277</p> <p>278</p> <p>279</p> <p>280</p> <p>281</p> <p>282</p> <p>283</p> <p>284</p> <p>285</p>	<p>field of Agriculture. They accredit providers in this sector offering a number of qualifications and learnerships. This will also assist in that you may be accredited for these qualifications or learnerships. Examples of qualifications that AGRISETA has accredited; please follow the links for more information:</p> <p>1.National Diploma: Agricultural Extension http://allqs.saqa.org.za/showQualification.php?id=63249</p> <p>2.National Diploma: Specialist Agricultural Machinery Technician http://allqs.saqa.org.za/showQualification.php?id=14893</p> <p>For more information on qualifications and learnerships please contact AGRISITA on: 012 301 5600 or info@agriseta.co.za and their website: http://www.agriseta.co.za/Default.aspx</p> <p>Also check if you meet all the requirements that are stipulated by the different institutions so that if you need to improve some subjects you can take this year to improve those.</p>
<p>268</p> <p>269</p> <p>270</p>	<p>I applied for social work at UKZN but was never accepted,I got level 2 on pure maths WITH BACHELOR PASS</p>	<p>286</p> <p>287</p> <p>288</p>	<p>We checked the requirements of Universities and she will consider upgrading her maths but she was also captured on CACHE</p>

271	Client wants to know if he can still enroll for a Diploma even though he passed with a Bachelors.	289	Advised the client that its possible
272			
273	obtained a diploma pass in 2012 and would like to study law	290	FET contact details given to the client and she was also captured on CACH
274			
275	Dear sir/madamMy son has a bachelor's pass and has applied for a bursary with studietrust.I would like to know if he has been successfull.I am also very disappointed to find out that the application for a studentloan (NSFAS)is closed. We thought that we should apply on registration:butwhen I phoned the nsfas office they said it closed 30July.My son and I are devastated .I am not able to pay varsity fees.Please see if there is anything that you can do to help	292	We do not offer financial aid nor are we able to inform you on the status of your application. We offer information on where to look for to apply for financial assistance and for relevant contact details.For follow up on Studietrust bursary application please contact Joe Mcira Bursaries Manager on 0114031632 or fill in the Contact Form by following this link: http://www.youngchampionsfoundation.co.za/index.php?option=com_contact
276		293	
277		294	
278		295	
279		296	
280		297	
281		298	
282		299	
283			
284			
285	I completed matric in 2012 and I passed with good results its just my pure maths with level 3. I am just concerned why FHU declined my applictaion	300	She will consider applying at Universities of Technology for a diploma or bachelor in accounting
286		301	
287			

<p>288 289 290 291</p>	<p>i need an institution to study train driving. I\ve passed matric: English FAL-Xhosa HL-Mathematics-Physical Sciences-,Life Sciences-,Agricultural Sciences-,Life Orientation-. Thanks in advance.</p>	<p>302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318</p>	<p>The process is that you should find a position with one of the major train operators in South Africa. They will advertise for train drivers every now and then, and if you are accepted you will then undergo their own training program in order to become a train driver. Below are three such companies and their contact number:</p> <p>1.The Transnet Freight Rail™s School of Rail Campuses are situated nation-wide, namely at Esselenpark in Kempton Park, Koedoespoort, Kimberley, Bloemfontein, Wentworth, Bellville and in other centres around South Africa. Contact number: 011 544 9368.</p> <p>Transnet have The Rail Cadet Scheme “ contact numbers:</p> <p>011 929-1200</p> <p>2.Metrorail 011 773 1600 or follow this link: http://www.metrorail.co.za/Contacts.html</p> <p>3.Bombela 0119978000 or 011 446 6800</p> <p>4.Sheltam 0415814400 or nfo@sheltam.com</p>
<p>292 293</p>	<p>I completed matric in 2011 and have diploma pass but am not sure which career to persue</p>	<p>319 320 321</p>	<p>Advised on National N Diploma and he will also consider Apprenticeships opportunities to be checked from our website and facebook page</p>
<p>294</p>	<p>I am a matriculant from pietermaritzburg in kwazulu</p>	<p>322</p>	<p>Her details are captured on CACH and I encouraged her to</p>

295 296	natal. I passed matric with a bachelor's degree and i would like to study a Bsc in biological sciences.	323	apply in time for 2015.
297 298 299	I passed my matric wit a diploma, I really want 2b a social worker but I don't know where 2start 4 school and where d I ask for financial assistance.	324	Relevant information was provided to her.
300 301	Client wanted to know if she can study mechanical engineering at an FET with a diploma pass.	325 326	I told her that it was possible provided she has the right subject.
302 303	I did my matric last year and I passed I want to study further but I'm financialy unable please help.	327 328	I adised the Client to regularly visit our website for information on bursaries.
304 305 306	I would like to become an artisan,I completed matric 2006 and once contacted EWC for info and they said I must start from N3 but I just need more info	329 330	Info provided and the NDIPLOMA was discussed in detail,he will consider registering second trimester
307 308	I passed matric and need a place to study BIOMEDICAL	331 332	She was captured on CACH,She will also consider learnerships opportunities should she not find a pace to study.
309	obtained diploma pass and need space	333	Referred to an FET college and captured on CACH
310 311	The client passed matric in 1997,andwant to study further.	334 335	The information was given to the client.
312 313 314	I hv passed matric wth a diploma btihv failed maths n iwanna study teachng so iwanaknw that iz possible to study teachngwthout maths	336 337 338	I informed her about the basic requirements for becoming a teacher.
315	I just completed my matric with a Diploma, and iwill	339	The client was given the information that the postr are always

316	like to ask if there any training opportunities left in the	340	adverticed and the client should register at the Department of
317	Department of correctional service, and where	341	Labour.
318	I got diploma pass and am interested in doing music	342	Info provided and client will check our website and will also
319	or IT	343	contact CJC for IT courses for second semester
320	Completed matric and want to Metropolice service.	344	The client was given the contact details of the Deaprtment of Metropolice in Durban to ask when are they likely to advertice their post.
321	completed Matric in 2011 with Bachelors	345	advised to apply for second semester at UNISA.
322	endorsement and could not find institution of higher	346	
323	learning to study teaching.	347	
324	client have a bachelor pass and need space	348	client personal information captured on CACH and he was also
		349	given FET contact details
325	I passed with Diploma and need career advice and a	350	Client registered on CACH,info provided on nursing colleges
326	place to study teaching or nursing	351	and mediclininc nursing opportunities
327	Can you please help me find a place for my daughter	352	It appears to me that you need assistance for your daughter to
328	who wants to study Hr.She has results that permit her	353	get admission to study further. I am wondering if you know
329	to study for diploma	354	what is it that your daughter wants to study and where is she
		355	intending to pursue her studies? Has she applied to study at
		356	any institute of higher learning? It is important to think about
		357	the career vision that she wants to pursue because this will
		358	enable her to make link and plan her goals accordingly.

			<p>The Department of Higher Education and Training (DHET) is registering 2013 matriculants on the database (Clearing House) for possible placement to study at the university or university of technology that may still be vacant for specific programmes.</p> <p>The Clearing House service aims to match applicants'™ exam results and study preferences with places that need to be filled, but cannot guarantee that you will be offered a place. Your matric results shall be taken directly from the Department of Basic Education. If you want to study at a specific institution only, you should not apply through CACH but contact that institution directly. If you have already applied to a University and have not heard from them, please contact them to find out whether they can offer you a place.</p> <p>Please use the link below to register on the Central Applications Clearing House: http://cach.dhet.gov.za/Student/Register or contact the helpline on: 0860111673 for further assistance.</p> <p>Though it may be a bit late for first semester intake, however there is still a chance to enrol with other institutions this year.</p>
330	The client is interested in studying for B education	359	I advised the client to consider studying with Unisa.

331	she has a matric examption but has not been	360	
332	accepted at University of Limpopo wanted to know	361	
333	what can shedo.	362	
334	The client passed grade 12 in 2012 with Higher	363	I have explained about the matric rewrite for the maths
335	certificate. He applied at Lovedale FET college but his	364	subject.I advised him to also check other programmes in lign
336	maths results are low	365	with the financial management such as the business
		366	management and public management.
337	The client passed his matric with a National	367	The client was told to apply directly at the Universities.
338	Certificate and want to study further.		
339	The client wants to study Teaching part time except	368	I have advised her to check with the institution since we do not
340	Unisa. She passed grade 12 in 2010	369	have the information per qualification. I explore her reasons for
		370	not wanting Unisa.
341	obtained bachelor and woul like to do electrical	371	referred to FET college
342	engineering	372	
343	The client passes with Diploma and she wanted to	373	I have advised the client that for one to qualify for Bachelor
344	apply for social work at unisa.	374	degree need to pass with Bachelor. So she has been advised
		375	to complete Higher Certificate with Unisa then apply for social
		376	work degree.
345	Does not know what to study and have passed with	377	Referred to FET college and advised to contact SETAs for
346	higher certificate	378	learnerships

347	The client wants to study Hospitality management.	379	I have explained that the institutions are full for 2014 however I will register her on CATCH data base but does not give any guarantees. I advice her to check the requirements for second semester and next year.
348	She passed grade 12 in 2013 with a Diploma pass	380 381 382	
349 350	She want to study teaching but passed her Matric in 2003 but does not qualify for teaching course.	383 384	
351 352	I would like become a paramedic, I passed matric in 2003 and working as a security	385 386 387 388	Info provided and client will also contacted HPCSA for info on accredited providers for more info. The client was also informed about learner ships in the filed and she will check our website
353 354	The client wanted to know if a person that passed with Diploma can upgrade her matric.	389 390	I told the client that he/she may registre with department of education as a private candidate to write their matric.
355 356	passed matric with diploma pass and looking for institution of higher learning.	391 392	I advised he client to contact FETs for available space, and to apply to universities before the closing date.
357 358	Passed matric in 2011 with a diploma pass but do not have money to study further.	393 394 395	I advised the client to visit our website for available bursaries and to consider enrolling at an FET college and apply for NSFAS.
359 360 361 362	The client passed her matric with a bachelor and she was doing physics and maths. The problem is she failed maths AND IT AFFECTS THE CAREER SHE WOULD LIKE TO FOLLOW.	396	I advised her to rewrite.

363 364	The client wants to know where can she apply nursing bursaries. She passed grade 12 in 2007.	397 398 399	I have explained that she can contact the SANC and ask the bursaries in the private institutions. I explained about the study loans from the banks
365 366 367	The client wants to study development studies or Education. The client passed grade 12 in 2010 with a bachelor	400 401	I have explained about Unisa as the alternative institution and advised him to check other alternative routes with UZ.
368 369 370 371	The client wanted assistance in choosing a career. She passed grade 12 in 2012 with a bachelor pass. He applied for Engineering, HRM. He did science and maths.	402 403 404 405	I have explained the requirements from the university and the NCAP for career questionnaire and i advised him to see a career counselor from the DoL should he feel confused after the questionnaire.
372 373 374	The client was enquiring about the FET colleges that are offering engineering studies. He passed grade 12 in 2000 but he did not have maths and science	406 407	I have provided him with the list of the FET in Limpopo and i explore the career opportunities.
375 376	she completed matric in 2010 but has not been able to get space,	408 409	i recommended she try unisa since the other options didn't materialise
377 378	The client wants information about Social Work and they passed with Diploma entrance	410 411	The client was provided with the details about where to apply and also upgrade
379 380 381 382	\\Humbled..plz help me plz.i want 2 study.I was matriculating last year 2013.i have applied at NWU (potch) they told me that they do not want level.3. In FAL wich is English,so they rejected me.cn u please	412 413 414 415	You seem determined to further your studies. Where are you intending to study in 2014? You can also consider using the Central Application Clearing House (CACH) service which aims to match applicants'™ exam results and study preferences

<p>383</p> <p>384</p> <p>385</p>	<p>help me with funds to study at any university or collage please, I really want a better future and education.</p>	<p>416</p> <p>417</p> <p>418</p> <p>419</p> <p>420</p> <p>421</p> <p>422</p> <p>423</p> <p>424</p> <p>425</p> <p>426</p> <p>427</p> <p>428</p> <p>429</p> <p>430</p> <p>431</p> <p>432</p> <p>433</p> <p>434</p> <p>435</p> <p>436</p>	<p>with places that need to be filled, but we cannot guarantee that you will be offered a place. To read more about the process follow the link below http://cach.dhet.gov.za/CACH/Applicant/UsingCACH You can inbox your contact details in order to be registered. You also enquired about funding. The National Student Financial Aid Scheme (NSFAS) application date has been extended to 31 January 2014 in some institutions the link below has information. http://www.nsfas.org.za/NSFAS/STUDENTS/APPLY For more information about funding, you can visit the Financial Aid Office/student funding offices of the institution where you will be studying. Alternatively, you can use the following NSFAS contact details: Tel: 021 763 3232 E-mail: info@nsfas.org.za Send a query by SMS to 32261 (Standard SMS Rates apply.) There are different ways you can apply for financial assistance. Firstly you can apply for bursaries offered by different private and public organisations. To find out about these companies, the kind of bursaries they offer and the requirements for these bursaries please click on the links to the following websites. Go study: www.gostudy.co.za Study Trust:</p>
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		437	www.studytrust.org.za/Please take note that the information is
		438	updated regularly.
386	Client was enquiring about colleges offering	439	Client advised to contact HPSA for more information regarding
387	radiography on behalf of her daughter who obtained a	440	advanced certificate in diagnostic radiography or that her
388	diploma pass	441	daughter can consider upgrading her matric
389	The client passed her matric and she wants to further	442	FET College and Public nursing college
390	her studies.		
391	The client wanted to study Social work at university	443	I have advised the client, to study social work one need to pass
392	but she passed with Diploma.	444	with bachelors degree.
393	I completed matric last year and got bachelor pass am	445	Indo provided, he will contact Flaviousmareka for management
394	interested in becoming a medical receptionist	446	assistant NDIPLOMA for second semester
395	The client wants assistance in applying at the HEI.	447	I advised her to check her application with UKZN and again
396	She passed grade 12 in 2013 with a bachelor pass,	448	request her application to be also transfered to B.A in which
397	with 30 points. So far she has register herself on	449	she can use to apply for PGCE.
398	CACH and applied at UKZN. She wants to study		
399	teaching		
400	Passwed Matric last year and want to further her	450	The client was given the information about the Financial
401	studies but does not have money.	451	options available.
402	The client passed matric with diploma so he wants to	452	I told the client that it is registered as a private FET college so I
403	study at MSC private college.	453	referred the client to ask for the saqa ID for the diploma he
		454	wants to study with them as there are 2 MSC on the SAQA

		455	system.
404	was doing matric last year in 2013 and my resaltar as	456	...every company that offers bursary opportunities has its own
405	follows (English Isizulu Home	457	basic requirements. However when applying for a bursary you
406	LanguageMathermathical Literacy Life	458	need to be aware that there are certain requirements you need
407	OrientationConsumerStudiesAccounting Economics	459	to meet and these requirements differ according to the
408	so i want to know that can i get a bursary with those	460	companies and the field of study. To find out about these
409	resalts	461	companies, the kind of bursaries they offer and their
		462	requirements please click on the web links below Go study:
		463	www.gostudy.co.za Study Trust:
		464	http://www.studytrust.org.za /You can also apply for the
		465	National Student Financial Aid Scheme (NSFAS) which
		466	provides sustainable financial aid scheme for study loans and
		467	bursaries to deserving and financially needy students, so that
		468	they can pursue their studies. This financial scheme is only
		469	offered in public institutions. You need to bear in mind that the
		470	scheme only assists students who have been accepted to
		471	pursue their studies in a certain institution. You will have to
		472	apply for studies at the institution of your choice or the
		473	institution that offers the qualification you would like to pursue.
		474	You will have to contact the institution of your choice to find out
		475	about the application process for NSFAS as well as the

		476 477	registration process. Or you can link to the NSFAS website at: http://www.nsfas.org.za/
410 411 412 413	...was doing matric last year and has met the minimum requirements for admission to bachelors degree my result are as follow: imstrungle to get a bursary plzi need help ASAP	478 479 480 481 482 483 484 485 486 487 488 489	...there are different ways to search for financial assistance. You can apply for the National Student Financial Aid Scheme (NSFAS) which provides sustainable financial aid scheme for study loans and bursaries to deserving and financially needy students, so that they can pursue their studies. This financial scheme is offered only in public institutions. You can also identify the companies in your field of study and apply to them through various methods of application as indicated on their advertisements, you can approach them personally or link to their websites (you can also do a Google search for the companies related to your field of study). Or you can link to bursary websites such as the ones below.
414 415 416	Client wants to know where she can enrol for Transport Management as he passec his Matric with a Diploma.	490	Universities of Technology and FET'S
417 418	The client wants to do BCom Accounting but she passed with a Diploma.	491 492	I provided her with the info on other options such as the Diploma and the N-courses in Accounting.
419 420	The client passed Matric in 2007 and wants to do either Law, International Relations or Politics.	493 494	I provided him with the info and referred him to Unisa, Parow campus for information on their LLB as well as the BA which

		495	combines Politics with International Relations.
421 422	I completed matric last year and interested in becoming a flight attendant	496 497	Info provided and client also advised to consider learnerships o websites provided
423 424 425 426 427 428	Has achieved a Bachelor's pass but failed Maths. Wants to study Bcom accounting, Economic and management analysis, or LLB. Has applied at University of Limpopo, and is waiting for a response. I have sent her our sms line to contact us if the University of Limpopo does not accept her.	498 499	The client was given information about the LLB qualification and admission requirement
429 430	I GOT BACHELOR PASS IN 2010 INTERESTED IN THE HR career	500 501 502	She failed maths and was advised to consider Ndiploma in HR at the college, info on HR and career opportunities was discussed
431 432 433 434	The client was enquiring about the institutions. She passed grade 12 in 2012 with a HC pass. She is interested to study either an engineering qualification or Media studies	503 504	I have explained the options she has with the HC and the FET registration
435 436 437	The client is interested in studying Public relations she did her Matric in 2008 and passed with D she has tried applying with no luck.	505 506	I told the client what the career in PR entails and also told her that she can also do it through the FET college from N4-N6.

438 439 440 441	My name is...,i have passed my matric in 2011 with a B. I never furthered my studies because of financial problems. I would like NSFAS to help me fut	507 508	I advised the client to go to the nearest FET college and enquire about NSFAS.
442 443 444 445	The client passed Grade 12 with Diploma admission and she was thinking of doing a higher certificate at CTU then use it as an admission requirement for LLB at UWC.	509 510 511 512	I advised her to contact UWC on whether they would allow her to register for LLB with her higher certificate before doing it, and also to ask them if they have any bridging courses that she can do to be able to do LLB.
446 447	I got a Bachelor pass and interested in doing medicine	513 514 515 516 517	Client already captured on cach,he was informed about other options like applying early this year and learnership information. He was encouraged to do further research in different university admissions for medicine, physiotherapy and psychology
448 449	The client completed matric in 2011is interested in studying physiotherapy or Radiology.	518 519 520 521 522 523	According to the admission requirements at UKZN the client do meet the admission requirements so I encouraged him to contact the institutions and enquire on how come he is not considered for the their programmes. I also encouraged him to also apply Early since the Health sciences field you need to apply before end Of May each year.
450 451	I got a bachelor pass but I FAILED MATSHand was interested in doing occupational therapy	524 525	Info provided and client advised to consider Nated courses and upgrading her maths, she will contact us should she need

		526	further assistance
452 453	client wanted space to study she passed matric in 2013	527	added her details on to CACH
454 455	Cach applicant she completed matric 2011 and wants to study BCom business management.	528 529 530 531 532 533	The client applied at wits but was not accepted so I encouraged the client to compare admission requirements with other institutions. I also advised her to apply at the institution that accept learners for second semester such as unisa then the following year she can change and go to the university of her choice.
456 457	The client want to study at the University for a Social Worker but he passed grade 12 with higher certification.	534 535	The client was referred to the Department of Basic Education to register there as Private Candidate.
458 459 460	The client passed grade 12 in 2012 with HC pass. She wants career guidance to make career choice. She is interested in Policing.	536 537 538	I have explained the 2 options available in policing and the requirements from the SAPS. I provided her with the SAPS college number in Umtata
461 462	The client completed matric 2013 and is interested in doing IT but did not pass physical science.	539 540 541 542 543	I checked the admission requirements for TT national diploma and according to the requirements the client will not be able to meet them so advised him about FET colleges and rewriting the subject he did not pass. I provided the client with the contact number for the FET in Kimberley.

<p>463 464 465 466 467 468</p>	<p>I was doing grade 12 last year 2013 then i passed and i qualify to do a diploma. So didnt apply for university, then i enrolled in a local fet college and im doing NQF LEVEL 2. What i need to know is that is it a wise move or not?. But i personally dont think so. Please</p>	<p>544 545 546 547 548 549 550 551 552 553 554 555 556 557 558</p>	<p>You seem unsure of whether you made an effective choice by selecting to study for the National Certificate Vocational (NCV). I can imagine how anxious you must be feeling. The minimum entry requirement to the qualification is a pass in Grade 9 which is intended mostly for students who do not have a Matric/National Senior Certificate qualification. The NC(V) is offered at Levels 2, 3 and 4 of the National Qualifications Framework (NQF). The level 2 qualification is on the same NQF level as a grade 10 qualification, the level 3 qualification is on the same NQF level as a grade 11 qualification and the level 4 qualification is on the same NQF level as a grade 12 qualification. Have you thought doing Nated qualification (N4-N6) in the field that you are currently in. You can read more about FET programmes below. http://www.dhet.gov.za/LinkClick.aspx?fileticket=tnnvPWQsITs</p>
<p>469 470 471 472 473 474</p>	<p>Thanx 4 Replying ndthanx for the info..i had three career choices(Lawyer,social worker nd Teaching)...bti did not manage to Get Barchelordegreei passed with Diploma so i wanted to know which Career choices do i Qualify for...here are my marks.....</p>		

475 476 477 478	The client completed Matric 2000 so he is still waiting for response from UWC and he is interested in doing Teaching or Social worker but does not have exemption.	559 560	I told the client about HESA and provided him with their contacts for further information regarding Age exemption.
479 480	My two children completed matric but they are not at school I need advice	561 562	Info was provided for FET courses and she also provided contact of one of her children
481 482	I have diploma pass in 2011 and rewrote 2012 but my results did not improve, am interested in doing HRM	563 564 565	She will consider 2nd semester NDiploma in HR at the college, she will also consider University of technology as she has a diploma pass
483 484 485 486 487	The client wanted to know what alternatives can her child choose since she is interested in studying psychology but did not meet the bachelor pass. wanted to know if there are any FET colleges that offer psychology.	566	Information provided
488 489 490 491	The client has passed grade 12 with a bachelor but maths is low. She wants to study Civil engineering. She applied at WIT and UP however she has not receive any response.	567 568	I advised her to check the foundation route from WITs and UP or to do matric rewrite

Appendix C: Deductive Coding of Text



CASE ID	LEARNER'S QUERY AS TRANSCRIBED BY AN ADVISOR	THEME	REASON FOR THEME
26451	She is awaiting her matric results. She did not apply for admission to any institution. She was interested in hospitality management.	Objectives	The learner is 'interested in', indicating a goal directed behaviour.
26472	I would like to obtain more information about becoming a machine operator or crane driver. I was in grade 12 last year	Objectives	The request is for 'more information' indicating a goal directed behaviour.
26493	The client wanted to know what her options if she did not pass with Bachelor.	Constraints	The learner requests 'her options' indicating a need for support with career decision-making.
26495	He was doing matric and has many options that interest him and is not sure which one to choose.	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.
26502	I would like to study for tourism at FET College, I just completed my matric last year	Objectives	The learner would 'like to study' indicating goal directed behaviour.
26549	She passed her grade 12 with higher certificate and want to become a teacher or a social worker.	Objectives	The learner 'wants to become' indicating goal directed behaviour.
26553	She want to go to the FET College public relation but she did not know that she passed with the Diploma because she failed pure maths.	Objectives	The learner 'want to go' indicates a goal directed behaviour.
27459	I have passed matric with a bachelors... I want to do a course in health sciences (Pharmacy) where should I go with APS of 26?	Objectives	The learner 'want to do a course' is indicative of goal directed behaviour.
27467	CALLER WANTED INFORMATION ON WERE TO FIND FITTING LEARNERSHIPS SHE PASSED MATRIC IN 2009 AND DID NOT FIND SPACE TO STUDY IN uJ and couldnt study due to lack of finance	Opportunity	The learner is requesting 'information' to increase his opportunities in the work environment.
27471	I just finish GRADE 12. I was a learner at... i am looking for bursary. Can i please have bursary forms.	Objectives	The learner indicates a need for 'bursary' to achieve his goal.
27475	He would like to know the options for someone who passed with a higher certificate.	Constraints	The learner requests 'the options' indicating a need for support with career decision-making.
27482	My daughter got a certificate pass and she wanted to study at Ekurhuleni college financial management	Objectives	The learner 'wanted to study' indicating goal directed behaviour.
27483	Passed matric with H now wants to study Social work or Police.	Objectives	The learner 'wants to study' indicating goal directed behaviour.



27500	Client passed matric with a D Would like to study Climatology or get into the Navy	Objectives	The learner would 'like to study' indicating goal directed behaviour.
27520	The passed matric in 2011 wanted to apply at Medunsa.	Objectives	The learner 'wanted to apply' indicating goal directed behaviour.
27548	MY family member passed matric and would like to know if Denver Technical College is registered and accredited to offer Nated civil engineering. She completed matric this year	Objectives	The learner enquires about 'registered and accredited' institutions which indicate goal directed behaviour.
27552	The client wanted to find out if she can be able to register at FET College if she passed with Higher Certificate?	Objectives	The learner enquires about 'to register' indicating goal directed behaviour.
27553	caller passed matric in 2013 but is not sure were to study and wat qualifications	Constraints	The learner 'is not sure' indicating a need for support with career decision-making.
27573	After completing your matric, which first step should you take if you want to be a radio personality?	Objectives	The client requires information on 'which first step' is required indicating goal directed behaviour.
27594	She completed a grade 12 in 2013 and passed Higher Certificate endorsement and want to study towards Social worker degree.	Objectives	The learner 'wants to study' indicating goal directed behaviour.
27596	My brother got a Diploma pass and he needs placement at University ,he wants to study hospitality or management	Objectives	The learner would 'needs placement' indicating goal directed behaviour.
27651	caller has a son who passed matric 2013 and wants to study education	Objectives	The learner 'wants to study' indicating goal directed behaviour.
27654	Career Information for the son who want to decide on the career path to follow because he passed with the Higher certificate.	Constraints	The learner wants to 'decide on a career path' indicating a need for support with career decision-making.
27655	Matriculated in 2013 with a High certificate endorsement and would like to study further either Public Relations or Agricultural Management	Objectives	The learner would 'like to study further' indicating goal directed behaviour.
27659	Matriculated in 2013 with Diploma endorsement and would like to study a diploma in HR but has no finances	Objectives	The learner would 'like to study' indicating goal directed behaviour.
27697	I completed matric in 2010 I would like to apply for Nated Diploma at CJC based but am based in Potchefstroom	Objectives	The learner 'would like to apply' indicating goal directed behaviour.
27711	I got Bachelor pass and did not apply at University, I am interested in geography or environmental studies	Objectives	The learner 'is interested in' indicating goal directed behaviour.



27730	caller wanted to study and has passed matric in 2013 wanted to know the requirements for engineering at an fet college	Objectives	The learner would 'like to study' indicating goal directed behaviour.
27731	Matriculated with a higher certificate endorsement in 2012 and would like to do Media Studies at Boston College. Was informed to improve his subjects to qualify to study this Diploma. How or when can he improve his subjects	Objectives	The learner wants to 'improve his subjects' indicating goal directed behaviour.
27738	I got bachelor pass but did not obtain placement at Wits, I would like to study Architecture	Objectives	The learner would 'like to study' indicating goal directed behaviour.
27749	I passed matric with Higher Certificate and interested in doing nursing	Objectives	The learner is 'interested in doing' indicating goal directed behaviour.
27753	The client passed her matric in 2008 and want to further her studies and needs financial aid.	Objectives	The learner 'needs financial aid' to achieve his goal.
27771	My son just passed matric with higher certificate and will be registering in April at CJC Ellispark campus,I want to know if they are registered	Objectives	The learner enquires 'if they are registered' indicate goal directed behaviour.
27813	I would like 2 be a correctional officer, im 29 female and only have matric, do i qualify and if i do how do i apply?,	Objectives	The learner 'would like to be' indicating goal directed behaviour.
27841	The client completed her matric in 2012 and want to study Information and Technology.	Objectives	The learner 'want to study' indicating goal directed behaviour.
27870	I would like to know if Shepperd Academy is registered and accredited for engineering studies for my son who passed matric this year	Objectives	The learner enquires about 'registered and accredited' institutions which indicate goal directed behaviour.
27906	Her daughter wants to study Law but passed with admission to Diploma she does not consider upgrading.	Objectives	The learner would 'like to study' indicating goal directed behaviour.
27912	He passed matric in 2009 and would like to further his studies however is not sure of what to do and where to go.	Constraints	The learner 'is not sure' indicating a need for support with career decision-making.
27921	Passed with higher certificate and wanted to study social work	Objectives	The learner would 'like to study' indicating goal directed behaviour.
27927	I passed matric with bachelor pass but I got level 1 on pure maths. I need a place to study	Constraints	The learner appears uncertain about his needs indicating a need for support with career decision-making.



28008	He wanted to be registered at the University but he got a senior certificate	Objectives	The learner would 'like to study' indicating goal directed behaviour.
28133	The client want to study at Vaal and she struggle , she passed her grade 12.	Constraints	The learner indicating a need for support with career decision-making.
28134	I just matriculated and I have been looking for an institution to further my studies ,your help will be highly appreciated.	Constraints	The learner would like to 'further my studies' indicating goal directed behaviour.
28201	She needed information regarding applying to study at the university or university of Technology. She wants to study SW with Diploma pass (NSC)	Objectives	The learner is 'applying to study' indicating goal directed behaviour.
28208	Matriculated in 2013 with a Diploma endorsement - mining engineering	Objectives	The learner wants to further his studies indicating goal directed behaviour.
28231	Matriculated 2013 with Higher certificate and is interested in doing Social Worker or Marketing	Objectives	The learner is 'interested in doing' indicating goal directed behaviour.
28242	Matriculated 2013 with a Diploma endorsement was not accepted at TUT low scores - would like to improve her results at ICESA and would like to know if its registered.	Objectives	The learner wants to 'improve her results' indicating goal directed behaviour
28244	Matriculated in 2008 and passed with a Diploma pass want to do a diploma in education in Kimberly	Objectives	The learner 'wants to do' indicates goal directed behaviour.
28245	Matriculated in 2013 with a Diploma endorsement would like to do nursing but didn't pass well Life Sciences, Maths and Physical Science	Objectives	The learner 'would like to do' indicates goal directed behaviour.
28284	Her sister matriculated 2013 and would like to go into law - need more information on bursaries	Objectives	The learner 'would like to go into' indicates goal directed behaviour.
28318	I passed matric in 2013 with higher certificate and would like to know if I will get a permanent or contract job	Opportunity	The learner is requesting 'information' to increase his opportunities in the work environment.
28321	Client passed with Higher Certificate he wants to know where he can study .	Objectives	The learner requests information on 'where he can to study' indicating goal directed behaviour.
28330	I got bachelor pass and am interested in doing mechanical engineering but I did not apply in 2013 and still need a place	Objectives	The learner 'needs a place' to study indicates goal directed behaviour.
28339	I passed matric 2013 and did not get any placement but am interested in teaching or social work	Objectives	The learner is 'interested in' indicating goal directed behaviour.



28341	I passed matric in 2010 and would like to do the Nated course in tourism . i want to know the difference between travel and tourism and tourism	Objectives	The learner 'would like to go into' indicates goal directed behaviour.
28357	Matriculated last year with a higher certificate endorsement pass and is interested in Welding. What is NSFAS and how does it work	Objectives	The learner is 'interested in' indicating goal directed behaviour.
28376	Matriculated 2013 with a diploma endorsement pass. Want to upgrade physics and maths	Objectives	The learner 'want to' indicates goal directed behaviour.
28382	Matriculated 2013 passed with a Bachelors endorsement: Biochemistry UKZN /UniZulu but lacks in point system.	Objectives	The learner indicates goal directed behaviour – specific career.
28390	The client wants to do Education but he passed with a Diploma admission.	Objectives	The learner 'wants to' indicates goal directed behaviour.
28407	she was trying to contact capricon college regarding qualifications in ncv. hospitality since she passed with higher certificate, she wanted to do social work	Objectives	The learner 'wanted to do' indicates goal directed behaviour.
28429	I passed matric in 2013 and would like to do Biochemistry but was not accepted by TUT and Vaal	Objectives	The learner 'would like to' indicates goal directed behaviour.
28434	I have Bachelor pass and also obtained two bursaries but I do not have any University to study Engineering with	Objectives	The 'to study' is an indication of goal directed behaviour.
28438	I passed matric but was not accepted by UWC for biotechnology	Objectives	The learner indicates goal directed behaviour-specific career.
28439	My nephews completed matric in 2011	Constraints	The learner' indicating a need for support with career decision-making.
28458	My neighbors passed matric this year and do not have any placement at the University	Constraints	The learner' indicating a need for support with career decision-making.
28461	I was doing matric last and i passed my matric with a Diploma now i want to study at Welkom college or at CUT at	Objectives	The learner 'wants to' indicates goal directed behaviour.
28498	The client is looking for an institution and she passed with a Bachelor.	Objectives	The learner is 'looking for', indicating a goal directed behaviour.
28499	The client wants to know what could be the reason for him to be taken for NCV instead of N4 because he has passed his Matric. He wants to do Engineering and he did mathsliteracy.	Objectives	The learner 'wants to' indicates goal directed behaviour.



28502	I passed matric in 2010 and have been applying for teaching through the CAO but to no avail	Objectives	The learner is 'applying for', indicating a goal directed behaviour.
28507	The client passed matric in 2011 and he is looking for an institution.	Objectives	The learner is 'looking for', indicating a goal directed behaviour.
28511	Client wants to do Social Work or Education but passed matric with a Diploma	Objectives	The learner 'wants to' indicates goal directed behaviour.
28517	The client wanted to know if her child continues at FET to do N4-N6 will he be considered at TUT for ARCHITECTURE or Civil engineering.He passed his technical matric.	Objectives	The learner is indicating a goal directed behaviour
28542	Matriculated in 2004 - would like to study further: HR	Objectives	The learner 'like to' indicates goal directed behaviour.
28554	Would like to study Tourism passed with a Diploma endorsement. Would like to go to an FET closest to Mpumalanga	Objectives	The learner 'like to' indicates goal directed behaviour.
28559	client wanted to know were he can study , he passed matric in 2013	Objectives	The learner indicates a need to 'study' which is a goal directed behaviour.
28565	Completed grade 12 with higher certificate, interested in Social Work and she's unsure about the study path	Objectives	The learner indicates a need to 'study' which is a goal directed behaviour.
28567	client obtained ncv but does not have enough points to study education at TUT	Objectives	The learner indicates a need to 'study' which is a goal directed behaviour.
28583	2009 Completed matric - diploma endorsement. Completed 2012 NCV - Tourism wanting to improve her result to study Teaching. What must she do now?	Objectives	The learner indicates a need to 'study' which is a goal directed behaviour.
28588	The client wanted to know what qualification can she apply for with a bachelor pass with 25 points.	Constraints	The learner indicates a 'need' for support with career selection.
28592	The client completed grade 12, has been applying without success and wondering how she can progress in her career	Constraints	The learner indicates a 'need' for support with career selection.
28629	I passed matric in 2011 with higher certificate and I would like to do meteorology or atmospheric course	Objectives	The learner 'would like to' indicates goal directed behaviour.
28655	client wanted space to study social work passed matric 2013	Objectives	The learner indicates a need to 'study' which is a goal directed behaviour.
28659	I want to do HR, I completed grade 12 in 2012 and I went to the college but it was full	Objectives	The learner 'want to' indicates goal directed behaviour.



28668	I completed matric this year and would like to do a tourism course	Objectives	The learner 'would like to' indicates goal directed behaviour.
28684	The client wanted to know how can she be able to study at University if she does not have an exemption.	Objectives	The learner indicates a need to 'study' which is a goal directed behaviour.
28737	She wanted to go to university however is not sure what to do between social work and teaching. She passed with diploma.	Objectives	The learner indicates a need to 'go to' which is a goal directed behaviour.
28759	THE CLIENT WANTED TO KNOW WHICH INSTITUTION IN PRETORIA OFFERS TEACHING. IF HE CAN QUALIFY BECAUSE HE PASSED WITH A DIPLOMA BUT HE IS 24 YEARS OF AGE.	Constraints	The learner indicates a 'need' for support with a career guidance as this is inhibiting his ability to make a career decision.
28764	The client passed grade 12 in 2013 with a Diploma pass. She applied for Electrical Engineering with grade 11 results at VUT and UP. Her application was declined.	Objectives	The learner displays goal directed action and behaviour.
28771	Passed with Diploma and would like to study LLB	Objectives	The learner 'would like to' indicates goal directed behaviour.
28774	His freind sent us a call back using his form. He said he might be in need for career guidance as he passed grade 12 in 2013	Constraint	The learner indicates a 'need' for support with a career guidance as this is inhibiting his ability to make a career decision.
28776	I completed matric last year with a HC pass and would like to study for animal production	Objectives	The learner 'would like to' indicates goal directed behaviour.
28801	I passed matric 2012 and got diploma pass and would like to know what course I could register for , I did general subjects and would like to be a teacher	Objectives	The learner 'would like to' indicates goal directed behaviour.
28806	Obtained bachelor passe and is looking for space to study mechanical engineering	Objectives	The learner 'to study' indicates goal directed behaviour.
28823	Passed with diploma and needs financial aid to study business administration at an fet	Objectives	Passed with diploma and needs financial aid to study business administration at an FET.
28838	The client was enquiring on behalf of his son who passed grade 12. He applied at Wits for electrical engineering however his application was declined. He failed maths and science.	Objectives	The learner indicates a need to study further and is goal directed.
28866	I completed matric in 2006 and am interested in becoming an electrician	Objectives	The learner has selected a career and requires information - goal directed behaviour.



28925	I would like to be advise on wat course should i persue that would be easier for me to get a job ,i got an H on my matric results	Opportunity	The learner is requesting information on 'what course' could increase his oppotunities in the work environment.
28927	The client was enquiring about the law qualification. She applied with Wits. Sha passed grade 12 in 2013 with a bachelor pass	Objectives	The learner intends to study further indicates goal directed behaviour.
28943	...i matriculated last year...i passes with Diploma..i was doing History,geography and Maths Literacy.i want to know which career can i go for which are related to my subjects? Please Help	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.
28950	The client wanted to know the requirements in Law . He passed grade 12 with a bachelor pass with 30 points.	Objectives	The learner expresses a need for information to achieve an objective.
28958	I've passed my matric with abachelor \\s degree in 2013, so umfortunately i didn\\t apply at universitynd i\\ve thought it\\s better for this year 2014 to study at fet collegerather than just living at home, bt now i wanted u to help me with 2015 applications for admission and bursaries to study at UJ, VUT and UNISA for studying agricultural management	Objectives	The learner intends to study further indicates goal directed behaviour.
29027	I applied for social work at UKZN but was never accepted,I got level 2 on pure maths WITH BACHELOR PASS	Objectives	The learner intends to study further indicates goal directed behaviour.
29058	Client wants to know if he can still enroll for a Diploma even though he passed with a Bachelors.	Objectives	The learner intends to study further indicates goal directed behaviour.
29116	obtained a diploma pass in 2012 and would like to study law	Objectives	The learner 'would like to' indicates goal directed behaviour.
29130	Dear sir/madamMy son has a bachelor\\s pass and has applied for a bursary with studietrust.I would like to know if he has been successfull.I am also very disappointed to find out that the application for a studentloan (NSFAS)is closed. We thought that we should apply on registration:butwhen I phoned the nsfas office they said it closed 30July.My son and I are devastated .I am not able to pay varsity fees . Please see if there is anything that you can do to help.	Constraints	The learner indicates a 'need' for support with securing financial aid.



29132	I completed matric in 2012 and I passed with good results its just my pure maths with level 3. I am just concerned why FHU declined my applictaion	Objectives	The learner intends to study further indicates goal directed behaviour.
29154	I, need an institution to study train driving. I\ve passed matric: English FAL-Xhosa HL-Mathematics-,Physical Sciences-,Life Sciences-,Agricultural Sciences-,Life Orientation- Thanks in advance.	Objectives	The learner indicates a need 'to study' which is a goal directed behaviour.
29163	I completed matric in 2011 and have diploma pass but am not sure which career to persue	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.
29234	I am a matriculant from pietermaritzburg in kwazulu natal. I passed matric with a bachelor's degree and i would like to study a Bsc in biological sciences.	Objectives	The learner 'would like to' indicates goal directed behaviour.
29276	I passed my matric wit a diploma, I really want 2b a social worker but I don't know where 2start 4 school and where d I ask for financial assistance.	Objectives	The learner 'want to be' indicates goal directed behaviour.
29343	Client wanted to know if she can study mechanical engineering at an FET with a diploma pass.	Objectives	The learner indicates a need 'can study' which is a goal directed behaviour.
29350	I did my matric last year and I passed I want to study further but I'm financially unable please help.	Objectives	The learner requires financial assistance to achieve his goal.
29361	I would like to become an artisan ,I completed matric 2006 and once contacted EWC for info and they said I must start from N3 but I just need more info	Objectives	The learner 'would like to' indicates goal directed behaviour.
29371	I passed matric and need a place to study BIOMEDICAL	Objectives	The learner wants 'to study' indicates goal directed behaviour.
29387	obtained diploma pass and need space	Objectives	The learner 'needs space' indicates goal directed behaviour.
29401	The client passed matric in 1997,and want to study further.	Objectives	The learner 'would like to' indicates goal directed behaviour.
29492	I hv passed matric with a diploma bt i hv failed maths n i wanna study teachng so i wana knw that iz possible to study teachng wthout maths	Objectives	The learner states 'I wanna study' indicating a goal directed behaviour.
29560	I just completed my matric with a Diploma, and i will like to ask if there any training opportunities left in the Department of correctional service, and where	Opportunity	The learner is requesting 'information' to increase his opportunities in the work environment.



29576	I got diploma pass and am interested in doing music or IT	Objectives	The learner states an interest – indicating a goal directed behaviour.
29577	Completed matric and want to Metropolice service.	Objectives	The learner ‘want to’ indicates goal directed behaviour.
29640	... completed Matric in 2011 with Bachelors endorsement and could not find institution of higher learning to study teaching.	Objectives	The learner wants to ‘to study’ indicates goal directed behaviour.
29711	Client have a bachelor pass and need space	Objectives	The learner ‘needs space’ to achive an objective – educational goal.
29722	I passed with Diploma and need career advice and a place to study teaching or nursing	Objectives	The learner wants to ‘to study’ indicates goal directed behaviour.
29736	Can you please help me find a place for my daughter who wants to study Hr.She has results that permit her to study for diploma	Objectives	The learner wants ‘to study’ indicates goal directed behaviour.
29779	The client is interested in studying for B education she has a matric examtion but has not been accepted at University of Limpopo wanted to know what can she do.	Objectives	The learner is interested in studying indicating a goal directed behaviour.
29792	The client passed grade 12 in 2012 with Higher certificate. He applied at Lovedale FET college but his maths results are low	Objectives	The learner intends to study further indicates goal directed behaviour.
29808	The client passed his matric with a National Certificate and want to study further.	Objectives	The learner ‘want to’ indicates goal directed behaviour.
29831	The client wants to study Teaching part time except Unisa. She passed grade 12 in 2010	Objectives	The learner ‘want to’ indicates goal directed behaviour.
29833	obtained bachelor and woul like to do electrical engineering	Objectives	The learner ‘would like to’ indicates goal directed behaviour.
29872	The client passes with Diploma and she wanted to apply for social work at unisa.	Objectives	The learner intends to study further indicates goal directed behaviour.
29958	Does not know what to study and have passed with higher certificate	Constraints	The learner indicates a ‘need’ for support with a career selection as this is inhibiting his ability to make a career decision.
30009	The client wants to study Hospiatality management. She passed grade 12 in 2013 with a Diploma pass	Objectives	The learner ‘wants to’ indicates goal directed behaviour.
30038	She want to study teaching but passed her Matric in 2003 but does not qualify for teaching course.	Objectives	The learner ‘want to’ indicates goal directed behaviour.



30076	I would like become a paramedic, I passed matric in 2003 and working as a security	Objectives	The learner 'would like to' indicates goal directed behaviour.
30089	The client wanted to know if a person that passed with Diploma can upgrade her matric.	Objectives	The learner intends to upgrade her results - an objective.
30137	passed matric with diploma pass and looking for institution of higher learning.	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.
30148	Passed matric in 2011 with a diploma pass but do not have money to study further.	Objectives	The learner requires financial assistance.
30177	The client passed her matric with a bachelor and she was doing physics and maths. The problem is she failed maths AND IT AFFECTS THE CAREER SHE WOULD LIKE TO FOLLOW.	Objectives	The client has selected a career 'would like' displaying goal directed behaviour.
30202	The client wants to know where can she apply nursing bursaries. She passed grade 12 in 2007.	Objectives	The learner intends to study further indicates goal directed behaviour.
30204	The client wants to study development studies or Education. The client passed grade 12 in 2010 with a bachelor	Objectives	The learner 'wants to' indicates goal directed behaviour.
30205	The client wanted assistance in choosing a career. She passed grade 12 in 2012 with a bachelor pass. He applied for Engineering, HRM. He did science and maths.	Objectives	The learner intends to study further indicates goal directed behaviour.
30206	The client was enquiring about the FET colleges that are offering engineering studies. He passed grade 12 in 2000 but he did not have maths and science	Objectives	The learner intends to study further indicates goal directed behaviour.
30230	she completed matric in 2010 but has not been abl to get space,	Objectives	The learner wants 'space' indicating goal directed behaviour.
30241	The client wants information about Social Work and they passed with Diploma entrance	Objectives	The learner 'wants' indicates goal directed behaviour.
30247	\\\\\\Humbled..plz help me plz.i want 2 study. I was matriculating last year 2013.i have applied at NWU (potch) they told me that they do not want level.3. In FAL wich is English,so they rejected me.cn u please help me with funds to study at any university or collage please,I realy want a better future and education.	Constraints	The learner indicates a 'need' for support with a career selection/financial support as this is inhibiting his ability to make a career decision.



30265	Client was enquiring about colleges offering radiography on behalf of her daughter who obtained a diploma pass	Objectives	The learner 'enquiring about' indicates goal directed behaviour.
30270	The client passed her matric and she wants to further her studies.	Objectives	The learner 'wants to' indicates goal directed behaviour.
30273	The client wanted to study Social work at university but she passed with Diploma.	Objectives	The learner 'wanted to' indicates goal directed behaviour.
30282	I completed matric last year and got bachelor pass am interested in becoming a medical receptionist	Objectives	The learner 'interested in becoming' indicates goal directed behaviour
30309	The client wants assistance in applying at the HEI. She passed grade 12 in 2013 with a bachelor pass, with 30 points. So far she has register herself on CACH and applied at UKZN. She wants to study teaching	Objectives	The learner 'wants to' indicates goal directed behaviour.
30327	Passwed Matric last year and want to further her studies but does not have money.	Objectives	The learner 'wants to' study indicates goal directed behaviour
30380	The client passed matric with diploma so he wants to study at MSC private college.	Objectives	The learner 'wants to' indicates goal directed behaviour.
30383	Hi i was doing matric last year in 2013 and my resalt ar as follows ...so i want to know that can i get a bursary with those resalts	Objectives	The learner indicates a 'need' for support with financial aid
30384	... was doing matric last year and has met the minimum requirements for admission to bachelors degree my result are as follow: ... im strungle to get a bursary plz i need help ASAP	Constraints	The learner indicates that financial aid is a constraint.
30395	Client wants to know where she can enrol for Transport Management as he passec his Matric with a Diploma.	Objectives	The learner wants to 'enrol for' indicates goal directed behaviour.
30432	The client wants to do BCom Accounting but she passed with a Diploma.	Objectives	The learner 'wants to do' indicates goal directed behaviour.
30443	The client passed Matric in 2007 and wants to do either Law, International Relations or Politics.	Objectives	The learner 'wants to' indicates goal directed behaviour.
30483	I completed matric last year and interested in becoming a flight attended	Objectives	The learner 'interested in' indicates goal directed behaviour.
30508	Has achieved a Bachelor's pass but failed Maths. Wants to study Bcom accounting, Economic and management analysis, or LLB. Has applied at University of Limpopo, and is waiting for a response.	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.



30563	I GOT BACHELOR PASS IN 2010 INTERESTED IN THE HR career	Objectives	The learner 'interested in' indicates goal directed behaviour.
30622	The client was enquiring about the institutions . She passed grade 12 in 2012 with a HC pass. She is interested to study either an engineering qualification or Media studies	Objectives	The learner 'interested to study' indicates goal directed behaviour.
30642	The client is interested in studying Public relations she did her Matric in 2008 and passed with D she has tryed applying with no luck.	Objectives	The learner 'interested in studying' indicates goal directed behaviour.
30715	My name i... i have passed my matric in 2011 with a B. I never furthered my studies because of financial problems. I would like NSFAS to help me fut	Constraints	The learner indicates that financial aid is a constraint - inhibiting his ability to make a career decision.
30774	The client passed Grade 12 with Diploma admission and she was thinking of doing a higher certificate at CTU then use it as an admission requirement for LLB at UWC.	Objectives	The learner 'thinking of doing' indicates goal directed behaviour.
30814	I got a Bachelor pass and interested in doing medicine	Objectives	The learner 'interested in doing' indicates goal directed behaviour
30834	The client completed matric in 2011 is interested in studying physiotherapy or Radiology.	Objectives	The learner 'interested in studying' indicates goal directed behaviour.
30840	I got a bachelor pass but I FAILED MATSH and was interested in doing occupational therapy	Objectives	The learner 'interested in doing' indicates goal directed behaviour
30841	client wanted space to study she passed matric in 2013	Objective	The learner 'wanted space to' indicates goal directed behaviour.
30846	Cach applicant she completed matric 2011 and wants to study BCom business management.	Objectives	The learner 'wants to' indicates goal directed behaviour.
30848	The client want to study at the University for a Social Worker but he passed grade 12 with higher certification.	Objectives	The learner 'want to' indicates goal directed behaviour.
30859	The client passed grade 12 in 2012 with HC pass. She wants career guidance to make career choice.She is interested in Policing.	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.
30876	The client completed matric 2013 and is interested in doing IT but did not pass physical science.	Objectives	The learner 'interested in doing' indicates goal directed behaviour



30898	I was doing grade 12 last year 2013 then i passed and i qualify to do a diploma. So i didnt apply for university , then i enrolled in a local fet college and im doing NQF LEVEL 2. What i need to know is that is it a wise move or not?. But i personally dont think so. Please	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.
30904	Thanx 4 Replying nd thanx for the info..i had three career choices(Lawyer,social worker nd Teaching)...bt i did not manage to Get Barchelor degreei passed with Diploma so i wanted to know which Career choices do i Qualify for...here are my marks.....	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.
30911	The client completed Matric 2000 so he is still waiting for responce from UWC and he is interested in doeing Teaching or Social worker but does not have exemption.	Objectives	The learner 'interested in doing' indicates goal directed behaviour
30945	My two children completed matric but they are nit at school I need advice	Constraints	The learner indicates a 'need' for support with a career selection as this is inhibiting his ability to make a career decision.
30949	I have diploma pass in 2011 and rewrote 2012 but my results did not improve, am interested I doing HRM	Objectives	The learner 'interested in doing' indicates goal directed behaviour
30972	The client wanted to know what alternatives can her child choose since she is interested in studying psychology but did not meet the bachelor pass. wanted to know if there are any FET colleges that offer psychology.	Objectives	The learner 'interested in studying' indicates goal directed behaviour
31085	The client has passed grade 12 with a bachelor but maths is low. She wants to study Civil engineering. She applied at WIT and UP however she has not receive any responce.	Objectives	The learner 'wants to' indicates goal directed behaviour.

Appendix D: Frequency Scores

FREQUENCY SCORES

THEMES	SUB-THEMES	EASTERN CAPE	FREE STATE	GAUTENG	KZN	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE	UNKNOWN			MALE	FEMALE	BLACK	WHITE	UNKNOWN	URBAN	RURAL	UNKNOWN
THEME 1: OBJECTIVES	EDUCATIONAL GOALS	17	4	39	25	11	20	3	4	3	1	127	70.94	53	74	118	2	7	73	52	2
	INFORMATION ON FINANCIAL AID	2		1		2	3	2			2	12	5.58	3	9	9	1	2	3	6	3
THEME 2: OPPORTUNITIES	INFORMATION ON LEARNERSHIPS			1								1	0.56		1	1			1		
	INFORMATION ON EMPLOYMENT	1		2	1							4	2.23	2	2	4			2	2	
THEME 3: CONSTRAINTS	CAREER CONFUSION	3	3	10	5	1	3			3	4	32	17.88	14	18	31		1	15	12	5
	FINANCIAL CONSTRAINTS										1	3	1.67		3	2		1	2		1
												179	98.86	72	107	165	3	11	96	72	11

Appendix E: Researcher's Journal

October 2014

07/10/2014

I began perusing through the data on Insight 2 to get a sense of the type of information that was captured. The variety of requests from learners and adults are interesting.

December 2014

02/12/2014

Most of this information could easily have been disseminated to learners in school or obtained via the internet. This demonstrates a need for a service of this nature to support learners in a medium that they are comfortable with i.e. conversing with an advisor.

07/12/2014

The data on Insight 2 is not as user friendly as I anticipated. I will have to edit columns to ensure I can use the spreadsheet for the intended purpose. The cases for January total 4 624, not a small number to work with.

Consistent application of the selection criteria is important. The first filter is to ensure that the client is a post Grade 12 learner.

08/12/2014

It is challenging to decide which career guidance queries are from post Grade 12 learners and which are general career advice queries. By analysing the cases on Insight 2, I am being side tracked (by data rich with subjective experiences) into exploring all career guidance requests and not focusing on only post Grade 12 requests for career guidance.

The data captured on Insight 2 has some grammatical errors which could result in misinterpretations. In addition the query/request is sometimes not captured comprehensively. In many cases only career advice was captured as the query/issue

and no further information was provided. Consequently in these cases there is no information on what was requested by the learner/client.

12/12/2014

The absence of direction in career decision making is evident in the queries from learners who completed Grade 12 some time ago. They clearly have not had the opportunity to access employment and were limited in their mobility to obtain access alternative routes to further education.

Discussed challenges experienced while filtering data with my supervisor, who confirmed that we will only use data that specifically states the query is from a post Grade 12 learner as this was the criteria agreed to in our proposal.

17/12/2014

I am still experiencing challenges categorising the variety of queries received. Attention and focus is lost many times as questions are interesting and intriguing. This data set contains rich information based on the experiences of those calling the service. I am continually reverting to the selection criteria to ensure the set criteria are adhered to.

It is surprising to note that learners who have completed Grade 12 enrol to do the NCV. This is not addressing skills gap instead learners are forced to study for three additional years with false expectations. Learners appear to be unaware that these qualifications are equivalent? Would bridging courses at higher education institutions alleviate this type of challenge?

Learners seem to believe that completing the NCV will grant access to studies in higher education institutions, which may not always be the case. There appears to be no mention of completing the NCV to become an artisan/apprentice or write the trade test.

28/12/2014

I have made progress with filtering the data according to the selection criteria; however it is a slow process that requires focus. I need to find evidence that the

query is from a post Grade 12 learner and is a career advice query. There are many cases to go through and the process seems never ending.

29/12/2014

The parents or a friend contacting the Helpline on behalf of their children display a need for information and guidance to assist the learner. I imagine it is difficult to advise in this context as one is unsure of the congruence between the learner's choice and the parent's choice.

There seems to be a need to access higher education at all costs, even when the learner is unsure of what to study. Career exploration is seemingly overlooked in favour of traditional careers like teaching, nursing etc.

There are also numerous instances/cases of delayed decision making. Although learners completed Grade 12 three or five years ago they are seemingly still involved with career exploration.

January 2015

04/01/2015

Some of the questions indicate a sense of helplessness experienced by learners as they do not return to school and suddenly have to find something to do. More effort needs to go into planning for post -secondary year during the final year at school.

20/01/2015

There appears to be links between the literature review conducted in chapter 2 and the data e.g. parental influence and involvement has been noted in the first five hundred cases.

It is uncanny the way the literature reviews predicted that the family does support the child with career decisions. The challenge I think is perhaps whether the career decision is supported by the parent but selected by the learner or is the learner a passenger in the process.

26/01/2015

A constant reminder to myself, that irrelevant of the year Grade 12 was obtained, the learner is a post Grade 12 learner.

27/01/2015

I would need to explain that CACH registration is done for post Grade 12 learners who have completed Grade 12 in the preceding year only, in Chapter 3.

February 2015

23/02/2015

Learners' have sent SMSes to the Helpline and their texting style has not been edited, to enhance the authenticity of the documents – reminder to make a note of this in the dissertation.

In some instances the capturing of the query is unclear and it is difficult to understand what the client was requesting. This may be due to the capturing style of the advisor.

In some cases I may deduce that the case is about a post Grade 12 learner however the way it reads does not support criteria we set out at in the beginning and therefore the case does not qualify to be added to the current study.

March 2015

04/03/2015

In many cases the problem is what to do next but career guidance at earlier stage will have educated/empowered client to act rather than not know what to do.

Not accepted then what is the next step? Need for explanation of different levels of passes obtained at matric

13/03/2015

Very difficult to decide on themes - much overlapping and all seems important.

Vague capturing means case cannot be used. Passed with a Diploma is too vague. This could imply achieving a Diploma at a higher education institution and may not refer to the pass obtained in the NSC.

16/03/2015

Duplications by advisors could easily skew numbers ...I need to check for this in data. Attention to detail is important.

18/03/2015

It is quite interesting that some learners are aware that they should check the status of an institution they intend to study with. This is a positive sign as they are assured that their studies will be recognised in South Africa.

After completing my first attempt at coding I realised that by just trying to condense all the information into a few words I was overlooking some of the richness of the data. Hence I decide to start again and attempt to preserve the richness of the content. Somehow everything seems important at this stage.

It would appear that many parents and students are lost because of the misconception that you can only go to university...perhaps if they were aware of other options, many would not continually be upgrading their results and looking for higher education institutions to study at?

26/03/2015

There seems to be a lack of knowledge about higher education institutions and what their requirements are for various qualifications they offer. Procedure for application at institutions also requires clarity. Information on bursary/scholarship applications is also required as closing dates are not well known by parents and learners.

April 2015

02/04/2015

As researcher I must work with what information I find and not make any assumptions based on my personal experiences.

16/04/2015

I have filtered data as per selection criteria from 4 623 to 185 cases. Now I am attempting to categorise data. Categories are beginning to emerge based on repetitions from different cases logged on Insight 2.

20/04/2015

The more you immerse yourself in the data the more sense they begin to make in terms of categories. However, if the lapse is too long since you worked with the data you may need to allow for some time to reacquaint yourself with the process. Regularly working with the data improves my consistency in applying the rules for categories.

28/04/2015

On returning to data today I realised that further revision of the categories is required.

29/04/2015

Today I have decided to start again and ensure uniformity of categories and definitions for each category.

30/04/2015

It is a challenge to decide on categories, once this has been finalised the process can move forward. Revision is continuous to ensure mutually exclusive categories.

May 2015

08/05/2015

When the learner asks about accreditation this displays knowledge to ensure authenticity of the institution i.e. not a fly by night but registered with correct authorities.

14/05/2015

While doing the thematic analysis I realised that some themes surfacing from learners were rich in content and this could not be ignored. I have therefore added these to my categories.

29/05/2015

I have decided that a move from Microsoft Excel to Word is needed to analyse data more intensively. Completed migration and found it easier to use colour to code the categories and sub-categories.

I believe that all information identifying a learner needs to be removed or shaded in to avoid identification of the name of places or institutions, cell phone numbers, network information, and learner results. To avoid misinterpretation I would need to replace name with a generic like university/university of technology etc. This process will ensure the anonymity of learners. In Chapter 3 I need to note that grammatical errors of learner or advisors' were not corrected.

There may be a trend for learners who have completed Grade 12 a while ago to apply for more traditional careers like teaching, social work and nursing. These careers may appear more secure in terms of employment possibilities.

The NCV is equivalent to Grade 12 or NSC and therefore the fact that learners are completing both these qualifications is disconcerting. Although there is a specialisation in doing the NCV this does not appear as a reason. Instead learners see this as a way to access higher education and this path has its own challenges.

June 2015

03/06/2015

Need to categorise data as themes have become blurred.

- Went back to check and eliminate the selection criteria.
- Grey is evidence of the changing nature of career guidance.
- Support from family and friends in career decision making is evident.
- University seems to be a priority. Are learners' not aware of other options?
- Although there is career selection there appears to be uncertainty about what the career entails or the career decision making process.

27/06/2015

After a meeting with my supervisor we agreed to use themes instead of categories. Now I have 4 themes and 11 sub-themes to work with. Need to define themes and ensure these are not overlapping.

Coding, re-coding and refining are intensive processes. Perhaps a break from this process will ensure clarity and provide new insights when data appears to be new.

July 2015

11/07/2015

Themes still require some work as career guidance also includes career information. Another challenge is that due to my long absence from data I now need to re-acquaint myself with themes. Some information is unfamiliar-almost like looking at them for the first time. I am once again commencing with process: data engagement and thematic analysis.

I have submitted Chapter 4 to my supervisor. Feedback indicated that some sub-themes overlap, need to revise and redefine.

August 2015

22/08/2015

Themes appear to align with career theories. I think this could authenticate the themes or sub-themes.

28/08/2015

I have some time to dedicate to re-working the themes.

The data does not tell the complete story. A follow up interview or questionnaire would be helpful in some cases. I need to constantly remind myself to restrict my analyses to the information in the data only.

September 2015

12/09/2015

Revision of themes is in progress after meeting with my Supervisor.

Further analyses required. I am now working with three themes and eight sub-themes. Many of the learner queries were repeated. This highlights the fact that the gaps in career information are consistent among post-secondary learners.

25/09/2015

My supervisor and I finalised themes - three main themes with 6 sub-themes. The finalisation of Chapter 4 is now possible.