

REFLEXIVELY FUMBLING TOWARDS A SUSTAINABLE CAREER

CHOICE IN THE HUMANITIES

By

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Thesis submitted in fulfilment of the requirements for the Degree

Doctor of Philosophy

in the

SCHOOL OF HIGHER EDUCATION STUDIES

FACULTY OF EDUCATION

at the

UNIVERSITY OF THE FREE STATE

BLOEMFONTEIN

SOUTH AFRICA

JUNE 2016

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DECLARATION

I, Ayanda Pearl Khanye, declare that the research reported in this thesis (*Reflexively fumbling towards a sustainable career choice in the humanities*), hereby handed in for the qualification of Doctor of Philosophy at the University of the Free State, is my own independent work and that I have not previously submitted the same work for a qualification at/in another University/faculty.

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Signed:

A handwritten signature in black ink, appearing to read 'A. Khanye', is placed over a light gray rectangular background.

Date: 14 April 2016

ACKNOWLEDGEMENTS

- Firstly, I would like to thank God, the Almighty, for having made everything possible by giving me strength and courage to do this work. In God I have all that I need. I entrust myself to Your loving care.
- My deepest gratitude to my supervisor, Dr. Dipane (DJ) Hlalele and Co-Supervisor Dr. MM Nkoane, not forgetting the SULE/SuRLEC supervisory team for their insightful comments and encouragement, but also for the hard question which prepared me to widen my research from various perspectives throughout this PhD journey.
- I thank my Assistant Dean of the Faculty, Mr. Van Zyl for such a speedy and professional response to my request to conduct the research with Humanities students (Qwaqwa Campus).
- Sincere thanks to my husband (my friend) and our dearest sons Sibongakonke and Karabo for their love and patience and for supporting me spiritually throughout the writing of this thesis and my life in general.
- My mother (Ngobese), I thank you for always wishing me well in everything I do.
- My sincere thanks also go to my brother and sisters for always backing me. I know I could always count on your support!
- I am grateful to the team I worked with in making this project a success (Humanities students and student support staff in Qwaqwa Campus).
- I take this opportunity to express gratitude to all MEd and PhD SULE and SuRLEC cohort of students for your wonderful contributions.
- I also thank my friend, Boitumelo and my colleague, Dr. Moodiela Mathobela for their continued support.
- Last but not least, Dr. Andrew Graham for tackling the language editing. I also place on record, my sense of gratitude to everyone who directly or indirectly lent their hand in this venture.

DEDICATION

This thesis is dedicated to
Henry Lekeni (late father),
and
Khanye and Ndlovu families

LIST OF ABBREVIATIONS AND ACRONYMS	
AAAS	American Academy of Arts and Sciences
ASSAf	Academy of Science of South Africa
BA	Bachelor of Arts
CDA	Critical Discourse Analysis
CER	Critical Emancipatory Research
CP	Critical Psychology
CTC	Chaos Theory of Careers
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
FAI	Free Attitude Interviews
FET	Further Education and Training
HE	Higher Education
HEI	Higher Education Institution
HSS	Humanities and Social Sciences
MBTI	Myers- Briggs Type Indicator
NEPI	National Education Policy Investigation
NPHE	National Plan on Higher Education
PAR	Participatory Action Research
RSA	Republic of South Africa
S & T	Science and Technology
SA	South Africa
STF	Systems Theory Framework
STF	Systems Theory Framework
TVET	Technical and Vocational Education and Training
UFS	University of the Free State
UK	United Kingdom
USA	United States of America

ABSTRACT

The purpose of this study was to design a strategy for assisting Humanities students to reflect on choices they have made in order to move towards sustainable careers. Humanities students are believed to have difficulties in finding employment after their graduation. Figures in the Humanities and Social Sciences have been concerned by a lack of appreciation and recognition of this problem by policymakers and administrators in the Educational sector. The focus of this study is therefore on academic practitioners in education institutions who help students make decisions on career choice, particularly socio-economic, political and other contextual factors. This study was further informed by Pryor and Bright's (2011) 'Chaos Theory of Careers' (CTC) that enables individuals to capitalise on change and chance in designing a career that enacts personal meaning and social construction. The discussion also espouses the Critical Emancipatory Research (CER) as the theoretical framework that informs this study. The grounding principles of CER were communicated by the Participatory Action Research (PAR), as adopted in this study for data generation. Critical discourse analysis (CDA) is used to analyse data. In this study I argue that life is uncertain as everything is subject to change, revealing limitation and thus vulnerability. It investigates approaches available to meet the challenges and possibilities of uncertainty in sustainable career choice, aimed at helping students to reflexively make sustainable career choice. The value of this research was to enlighten the plight of Humanities students in choosing their careers in Higher Education.

Keywords: Career choice, reflexively fumbling, sustainability, change and chance events

OPSOMMING

Die doel van hierdie studie is om 'n strategie te ontwerp vir help eesteswetenskappe studente om te besin oor loopbaan keuses wat hulle in orde te beweeg na volhoubare loopbaan keuse gemaak het. Geesteswetenskappe studente word geglo dat probleme in die vind van indiensneming ná hul gradeplegtigheid het. Geesteswetenskappe en Sosiale Wetenskappe het bekommerd oor die gebrek aan waardering en erkenning deur die beleidmakers en administrateurs in 'n opvoedkundige sektor. Die fokus van hierdie studie is op studente en akademiese praktisyns onderwys instellings wat help studente om besluite te neem op beroepskeuse. Klem word geplaas op die sosio-ekonomiese, politieke en ander kontekstuele faktore wat 'n invloed loopbaan keuse. Hierdie studie word verder ingelig deur Pryor en Bright (2011) se Chaos Teorie van Loopbane (CTC), wat individue in staat stel om te kapitaliseer op verandering en die kans in die ontwerp loopbaan wat persoonlike betekenis en sosiale konstruksie te implementeer. Die bespreking ook verloop die Kritieke emansiperende Navorsing (CER) as die teoretiese raamwerk wat hierdie studie lig. Die begronding beginsels van CER gekommunikeer deur die deelnemende aksienavorsing (PAR), soos PAR in hierdie studie vir data generasie aangeneem word. Kritiese diskoersanalise (CDA) word gebruik om data te ontleed. In hierdie studie argumenteer ons dat die lewe is onseker alles is onderhewig aan verandering. Die situasie dan bring onsekerheid; die onsekerheid openbaar dan beperking en beperking seine kwesbaarheid. Hierdie studie ondersoek dus benaderings beskikbaar is om die uitdagings en moontlikhede van onsekerheid in volhoubare loopbaan keuse te ontmoet. Hierdie studie het ten doel om studente te help refleksief maak volhoubare loopbaan keuse op 'n inrigting vir hoër onderwys. Die waarde van hierdie navorsing is om die lot van die Geesteswetenskappe studente verlig in die keuse van hul loopbane in Hoër Onderwys.

Sleutelwoorde: Beroepskeuse, refleksief vroetel, volhoubaarheid, verandering en kans gebeur

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY ON REFLEXIVELY FUMBLING TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES

1.1. INTRODUCTORY BACKGROUND TO THE STUDY

Oh, the Humanities!

“What do you do with a BA in English?

What is my life going to be?

Four years of college and plenty of knowledge

Have earned me this useless degree.

I can't pay the bills yet

“Cause I have no skills yet

The world is big scary place

But somehow I can't shake

The feeling I might make

A difference to the human race.” Avenue Q

The Humanities and Arts have played a central role in the history of democracy, yet today many parents are ashamed of children who study them. Nussbaum (2010) warns of a ‘silent crisis’ in which nations ‘discard skills’ and governments ‘thirst for profit’. Even at the University of Chicago’s Laboratory school, which gave birth to philosopher John Dewey’s ground-breaking experiments in democratic education reform, many parents worry that their children are not being schooled sufficiently well for financial success (Nussbaum, 2010:IX). According to Johnson (2006:60), global capital interest across national boundaries sees students choosing fields regarded as profitable, for example, medicine, technology, science, mathematics, and business, leaving fewer to the humanities (Manavian, 2012:1-2). Humanities subjects in education are believed to have been impoverished, undermined, eroded and diminished (Sheets, 2015:1; Fjellestad, 2014:221; Lambert, 2013:25; Brint & Cantwell, 2011:1), whilst Nussbaum (2010) argues that as the Arts and Humanities are increasingly overlooked, there is a serious erosion of the qualities essential to

democracy itself. Such neglect and scorn rather puts at risk the quality of peoples' lives and health of democracy, with the higher education system in South Africa being no exception. From a critical perspective, it is always vital and necessary for such policies, legislative frameworks and theories to be challenged when humanities skills are neglected, ignored and discarded in favour of the natural sciences because all education skills and knowledge from all the faculties of Education, Humanities, Economic Management Sciences and Law and Natural sciences are equally important. No society can prosper without the expertise and professionals from these faculties combined and as such, any notion that seeks to undermine and discredit Humanities or any other faculty should be rejected with the contempt it deserves.

Banat (2010:2-3) indicated that since 1994 in South Africa there has been a wide array of transformation-oriented initiatives seeking to effect institutional change, including the definition of the purposes and goals of higher education; extensive policy research, policy formulation, adoption, and implementation in the areas of governance, funding; academic structure and programmes; quality assurance; the enactment of new laws and regulations; and major restructuring and reconfiguration of the higher education institutional landscape and of institutions. These initiatives have often tested the capacities and capabilities of the state and higher education institutions and have affected the pace, nature and outcomes of change.

Given these transformation-oriented initiatives post 1994, Banat (2010:33) indicated that higher education in the country has been characterized by policies that have sought to proactively signal, direct, facilitate and regulate, responding to changes already ingrained within the system and institutions. They have served as "political symbolism" in that at particular moment's policy development "hinged largely on the symbolism rather than the substance of change in education", or was "limited to the symbolism of policy production rather than the details of policy implementation" (Jansen, 2001:41, 43). Others have been of a substantive, distributive, redistributive, material and procedural nature (de Clerq, 1997). In as much as there has been significant institutional change in higher education since 1994, there has been no "total, rapid and sweeping displacement" of structures, institutions, policies and practices" (Wolpe, 1992:16). Despite the post-1994 policy choices of the ANC, the constraints of the negotiated political settlement and various other conjectural conditions and pressures, there have been "a multitude of changes that have

transformed higher education in South Africa” (Jansen, 2004:293).

In pursuing the defined social purposes and goals, White Paper 3 (1997) clearly and explicitly stated the principles and values that had to be embodied in and promoted by higher education. These were equity and redress, quality, development, democratisation, academic freedom, institutional autonomy, effectiveness and efficiency, and public accountability (DoE, 1997:1.18-1.25). In response, the South African government has placed great emphasis on critical areas of skills shortage, such as engineering, technology, the physical sciences and certain areas of business studies such as accounting. Higher education institutions, specifically universities in South Africa, are not excluded from this process, which is not unique to South Africa as economies around the world become increasingly technologically dependent. This has placed the humanities and social sciences (HSS) in South African universities in crisis. Looking at this status quo regarding the Humanities, notwithstanding all the rhetoric and transformational agenda in higher education in South Africa purporting to favour engineering, mathematics, science and accounting, it remains educational suicide to destroy other faculties while trying to empower others, irrespective of the motives behind educational policy changes and skills development. In fact, all skills remain relevant from all the faculties and should equally be supported and promoted.

Stakeholders in the Humanities have been concerned by the lack of appreciation and recognition shown by the government and senior decision-makers (Mouton, 2011:1), and Van der Berg and Van Broekhuizen (2013:3) concur with Nussbaum (2010:3) that their degrees are often misunderstood as uncompetitive and unproductive. There is also a perception that certain segments of the graduate population in South Africa are struggling to find jobs, particularly black students from historically disadvantaged (and often rural) universities, and students who have majored in the Humanities. Ambitious for national profit, nations and their systems of education are heedlessly discarding skills that are needed to keep democracy alive. According to Mouton (2011:1), two high-level reports on the state of the Humanities in South Africa which were published in 2011, that is, the Academy of Science of South Africa (ASSAf) report and the Charter for the Humanities and Social Sciences document, highlighted the poor state of the HSS, as captured in phrases such as the ‘crisis of the humanities’, the ‘decline of the humanities’ and even the

'demise of the humanities (Mouton, 2011:1).

Two reports released by Harvard University and the American Academy of Arts and Sciences (AAAS) also indicated a crisis in the Humanities (Mateos, 2013:1; Saul, 2013:1). Within the Harvard's Division of Arts and Humanities, fewer undergraduate students were majoring in humanistic disciplines, a drop in enrolment which Harvard regarded as having been caused by Humanities degrees not guaranteeing employment (Mateos, 2013:2; Levitz & Belkin, 2013:2 & Hanson, 2014:1). According to Berube (2013:1), students were now making a jump from Humanities to "more-specialised fields like business and economics." Hanson (2014:1) also reported a decline in Humanities major, indicating that fewer BA degrees were awarded to Humanities majors.

Given these concerns, it is not surprising that in a number of countries, such as Ireland (Royal Irish Academy, 2007), the UK (British Academy, 2004), Germany (DFG, 2007), Switzerland (SWTR, 2006:25), and the Netherlands (Sustainable Humanities, 2009), initiatives and investigations have been conducted on the Humanities to recommend ways to both defend and rebuild them. The Panel of the ASSAf Humanities Consensus Study in its own encounter with a different set of countries, Australia, Brazil, Egypt, Ghana and India, confirmed that the Humanities in these countries, which have a closer approximation to the South African experience, face a similar set of challenges (ASSAf, 2011:21). The ASSAf Consensus Panel believed that the evidence gathered from the comprehensive survey of Humanities graduates in South Africa in the destination study shows that popular assumptions about the plight of Humanities graduates were largely misrepresented, mistaken, or simply mischievous. Their point was that well-trained graduates in the Humanities were fully productive members of modern society and generally speaking better citizens than those trained in other fields. If the Humanities are to prosper and to continue their contribution towards building the country, all interested parties will have to compromise. In a complex world, one of competing interests and often too few complimentary goals, the force of economic growth has been confounded by the demands of national politics and what is termed 'globalisation'. The Humanities stand both within and outside this complexity, enabling one to provide socially-centred responses to an increasingly complex world (ASSAf, 2011:30).

ASSAf (2011:30) further suggested that appreciating the importance of the Humanities must begin with recognition that the failure to acknowledge that knowledge is complex and dynamic has been a feature of intellectual life for several decades. As a result, the importance of the Humanities has been badly misunderstood in the pursuit of utilitarian outcomes, such as economic growth. Instead of building community this goal has atomised society, bringing with it a series of problems, notably global warming, global poverty, and global epidemics, which can no longer be managed but will only be solved through the community-centred perspectives championed by the Humanities. Much of the failure to appreciate the Humanities is that the link between higher education and employment is fraught with both misunderstanding and ideology (ASSAf, 2011:30).

Felt (2014:384-385) called for a reconsideration of the role of social sciences and humanities in Europe, which sees the future Social Sciences and Humanities (SSH) as having an innovation-driven societal trajectory that proposes to make them collaborate with the Sciences and Engineering for developing innovations, with citizens expected not only to accept the steady flow of innovations but also to help stabilize this developmental logic through their continuous support. The shift attributes a more active role to the SSH.

The UK Research Councils have advocated stronger engagement between the social and engineering sciences, with Winskel (2014:413,418) pointing to an interdisciplinary energy researcher with UK Energy Research Centre (UKERC) to develop stronger collaboration across the social and engineering sciences, and proposing extra time and effort as a necessity for serious interdisciplinary and trans-disciplinary research.

In the United State of America (USA), Sheets (2015:18-19) suggested that the Humanities could be restored by making sure that students have the capability to evaluate and pass judgement upon societal successes and failures. Students should be empowered with concrete knowledge, methodological approaches and critical thinking, rather than political correctness and pseudo-virtue (Sheets, 2013; Shaughnessy, 2013).

In the Russian context, Ivanova and Sokolov (2015) advocate the reduction of student groups, encouraging student-professor communication and elimination of monologue lectures, promoting small group classes, seminars, discussions, co-

reading and group discussion of pre-read texts, and practical and experimental classes outside the university as ways to improve the liberal arts.

Historically, as indicated by Smoot (2011), Nussbaum (2010) and Van der Merwe (2004), the Humanities have been central to education because they have been known for creating competent democratic citizens. However, as indicated by Nussbaum (2010:3), radical changes are occurring in democratic South Africa, such as the cutting of Humanities to create room for commercial viable options. Education for profit, she argued, has displaced education for citizenship, with a side-lining of the Humanities that has resulted in neglect of critical thinking, empathy, and understanding of injustice. Van der Merwe (2004:128) added that the Humanities do have an important role to play in transforming the South African environment for adjustments in human behaviour, attitudes and values to cope with complex problems of humanity. In order to meet the challenges of a country in transition the Humanities must apply their relevant knowledge and skills to make a contribution to the scientific body of knowledge. A Charter for the Humanities and Social Sciences in South Africa was then drafted in 2011, intended to create a powerful, positive, and affirmative statement on the Humanities and Social Sciences, with emphasis on the role of the Humanities in creating responsible and ethical citizens (DHET, 2011:24).

Within the context of the enormity of the shift from apartheid to democracy in South Africa, the tertiary system has been dominated by mergers and incorporations of higher education institutions in South Africa (Mouton, Louw & Strydom, 2012), as with UNIQWA, which on the 1 January 2003 became the Qwaqwa Campus of the University of the Free State. According to the University Academic Status Report UFS (Qwaqwa Campus) (2012:24-26), the Humanities Programme at the Qwaqwa Campus was not organised according to clearly articulated prerequisites. Students choose their modules without being constrained by rules of progression or combination. It is interesting to note that three of the major subjects for the Humanities programme include Mathematics, Business Administration and Economics, which are not a particularly orthodox choice of major for the Humanities. In addition, major subjects and electives are similar, hence the Humanities programme does not prepare students for specific careers. This is a serious cause for concern, so this study intends to help students to reflexively fumble towards sustainable career choice in the Humanities in a Higher Education Institution.

1.2. RESEARCH PROBLEM, RESEARCH QUESTIONS, AIMS AND OBJECTIVES

At the University of the Free State (Qwaqwa Campus) there are many factors attached to students enrolling within Humanities, including their not meeting the requirements within the faculties of their initial choice, thus randomly choosing modules without thinking of employability after completion. This would, if not dealt with appropriately, lead to difficulties in finding employment after graduation.

Therefore, in this study we design a strategy for assisting Humanities students to reflexively fumble towards sustainable careers in the Humanities.

Based on the above background, the following research question was posed:

- *How can we design a strategy to assist Humanities students to reflexively fumble towards a sustainable career choice in the Humanities?*

In order to achieve this, the following sub-questions were devised:

- What are the challenges justifying the need for humanities students to reflexively fumble towards a sustainable career choice?
- What are the aspects and components necessary to provide solutions to such challenges?
- What are the conditions that can be created so that the above solutions are successfully achieved?
- What are possible threats that may prevent such solutions and how might they be dealt with?
- What would be the indicators for success of reflexively fumbling towards a sustainable career choice in the Humanities?
- What strategy can be designed for helping students to reflexively fumble towards a sustainable career choice in the Humanities?

The aim of this study is to propose a strategy for assisting Humanities students to reflexively fumble towards sustainable career choices they have made, which the university community and higher education officials may use effectively for sustainable career choice in the Humanities.

Therefore, the objectives of the study are:

- To identify the challenges that Humanities students face to justify the need

to reflexively fumble towards a sustainable career choice.

- To identify and discuss the aspects and components necessary to reflexively fumble towards a sustainable career choice.
- To identify the conditions that can be created in order to assist Humanities students to reflexively fumble towards a sustainable career choice.
- To identify possible threats that may prevent Humanities students from reflexively fumbling towards a sustainable career choice and suggest strategies to deal with threats that may inhibit success thereof.
- To monitor strategies and indicators that show success in reflexively fumbling towards a successful career choice in the Humanities.
- To propose strategies for reflexively fumbling towards a sustainable career choice in the Humanities.

1.3. RATIONALE FOR THE STUDY

My study developed from two different sets of experiences. Motivation came firstly from my personal journey as an Educational Psychologist working with young children, and, secondly, from my observation as a facilitator and lecturer in Humanities department at a university. I wished to seek ways for Humanities students to reflect on choices made, explore the possibilities available and move towards sustainable careers. Currently a lecturer in the Department of Psychology, facilitating modules from the extended degree to the third year level, I am also a facilitator for Skills and Competencies for Lifelong learning first year module offered in the extended degree programme. I offer Psychology modules from first to third year level. In addition to being a lecturer and am a registered Educational Psychologist working part time in Private Practice. I make assessments (career, scholastic or emotional), using psychometric measurements, and help people to learn to cope more effectively with life issues and mental health problems by applying effective interventions to promote psychological wellbeing. An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting, with the aim of enhancing their learning. This includes administering and interpreting a number of tests and assessments that can help diagnose a condition. The challenges may include social or emotional problems or learning difficulties. I work with individual clients or groups

and provide advisory services. Educational psychologists offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents as well as developing social, emotional and behavioural development, and raising educational standards.

I have worked in Basic Education as an educator in KwaZulu-Natal Province (11 years) and Free State (3 years), gaining experience in Higher Education as I was employed as a Senior Education Specialist within the Department of Student Support Services at Maluti Technical and Vocational Education and Training (TVET) College in the Free State Province. I have been a mentor for a foundation programme at the University of Johannesburg and gained life skills experience with regard to tertiary training ethics and learning at university. I also have a certificate in Myers-Briggs Type Indicator (MBTI) and have acquired skills that can assist in building an organization or institution. I have worked for the Institute for Child and Adult Guidance (2004-2005) as an Intern Psychologist and gained valuable experience and expertise in different levels within different education institutions.

I have been exposed to learners and their career needs through my contacts within the FET phase with Basic Education and TVET College as well as at University level. As an Educational Psychologist involved in career assessment, career choice and career change it was also to my advantage to become a lecturer in the Faculty of Humanities as I would interact with students at different levels. The interaction indicated below revealed that most university students choose a career field based on a handful of options that have become familiar to them. A few responses from students on what influenced them to choose a subject or career in the Humanities are utilized under the rationale of this study to provide an overview and a clear picture of how Humanities careers are chosen by students and the influences thereof. Hence, the following are a few examples of how students responded when asked why and how they chose their subject or career field in the Humanities:

“Ngenza i BA, iBachelor of Administrations” (I am doing BA, which is, Bachelor of Administration).

Another one replied:

“Usisi loya ungifakele lezi, uthe sekugwele.” (That lady added these ones for me because there is no space in the preferred one).

Another answered:

“Bao Kenyatta fela mona sekolong” (They would just add any course for you in this institution).

Another added:

“Ke etsa ‘Course’ ena hobane ke utlwa hore eya pesewa, ebonolo.” (I am doing this course because I heard that it is easy to pass).

The students claimed not to know where to go for assistance, irrespective of structures available on campus, such as the offices of the Career Officer, the Psychometrist, the Academic advisor, the Humanities Faculty Officer and the Humanities Assistant Dean, put in place by the university in order to help students with career and subjects choices within a department of their choice. In addition, colleagues complained that the kinds of students admitted seemed neither interested nor motivated about the modules or courses they were taking. The support staff indicated that the students did not attend in numerous workshops meant for their development and support.

Wals (2007:43) argued that the conflicts emerging during exploration of sustainable living are a prerequisite rather than a barrier to learning, adding that dissonance is actually the trigger for learning and “there is no learning without dissonance, and there is no learning with too much dissonance!” (Wals, 2007:40). According to Cairns (2004:49), since sustainability requires a dynamic equilibrium between humankind and natural systems, mid-course corrections must be made when new information becomes available. From a teaching and learning perspective, sustainability is perhaps best understood as an emerging paradigm that involves shifting to holistic, systemic, connective and ecological ways of thinking and learning (Sterling, 2002). Nolet (2009) indicated that helping learners to understand their interconnectedness with all life, to become creative problem solvers, and to engage personally and intellectually in the tensions created by the interconnectedness of social, ecological, economic, and political issues are at the heart of sustainability education. Wals (2007, 39-41) further argued that such is a call for social learning, which takes place when divergent interests, norms, values and ways of seeing reality meet in an environment that is ideal for meaningful collective learning among learners.

It was this dissonance for meaningful collective learning that brought a realization that all stakeholders had something to say, but in their own corners, using self-

defence and their voices together missing in this. I decided to conduct a study that would seek to hear both sides of the story simultaneously, so that solutions would be sought by all the stakeholders involved to prevent global prescriptions. Contextual solutions are required that are at least partly co-created and co-owned by those who are or want to live sustainably. Fairclough and Wodak (1997:276) also stressed the importance of socio-context knowledge in order to be understood. The context in this study is important as it aimed to promote empowerment and emancipation of the marginalized on issues that affect them in the context of their daily living realities and subjectivity.

All the above led to this study titled “Reflexively fumbling towards a sustainable career choice in the Humanities”, guided by CER and CR as the theoretical frameworks with PAR as the methodology and design anchoring it.

1.4. THE AIM AND OBJECTIVES ALIGNED

The following subsections explain how each of the objectives assisted in achieving the aim of the study.

1.4.1. Challenges demonstrating and justifying the need for students to reflexively fumble towards sustainable career choice in Humanities

The first objective of the study discusses challenges that demonstrate and justify the need for students to reflexively fumble towards sustainable career choice in Humanities. Chapter three discusses how global demands for more specialised fields have affected the Humanities; how the implementation of policies has had an impact on the Humanities; how Humanities students’ lack of appropriate information to make informed decisions has affected them; how the dilemma associated with exposure to different content, structure and purposes of BA programme Humanities students has confused them; as well as what literature say about Humanities graduates having difficulties in finding jobs after graduating. Chapter five explores what is entailed in literature in contrast to what the generated data says. The disparities revealed by both the literature and the generated data justify the need to reflexively fumble towards sustainable career choice in Humanities.

1.4.2. Identification and discussion of the aspects and components necessary for students to reflexively fumble towards a sustainable career choice in the Humanities

The second objective of the study looks at the components and aspects necessary for students to reflexively fumble towards a sustainable career choice in the Humanities. This is achieved through looking at the literature on availability of different resources to address students' needs, well-developed academic advising, shared responsibility for student learning by both academic and student affairs, and active and engaging classroom environment. Chapter five highlights and juxtaposes the distinguishing features revealed by both the literature and the data generated in discussing the aspects and components necessary for students to reflexively fumble towards a sustainable career choice in the Humanities.

1.4.3. Conditions conducive to assisting Humanities students to reflexively fumble towards a sustainable career choice in Humanities

The third objective explores the conditions conducive to assisting Humanities students to reflexively fumble towards a sustainable career choice in Humanities. In so doing, chapter three also discusses from literature the importance of knowledgeable and well-trained advisors, accessibility of resources, proper communication channels, acceptance of responsibility, accountability, as well as positive attitude. In chapter five, conditions revealed by both the literature and the data generated in discussing the aspects and components necessary for students to reflexively fumble towards a sustainable career choice in the Humanities are also pointed out.

1.4.4. Threats that may prevent Humanities students from reflexively fumbling towards a sustainable career choice in Humanities

Objective four of this study explores threats that may prevent Humanities students from reflexively fumbling towards a sustainable career choice in Humanities. This is achieved through looking at the literature on availability of authorities within the faculty to help students access appropriate communication channels, and

collaboration between academic staff and student affairs.

1.4.5. Monitoring strategies and indicators of success in reflexively fumbling towards a sustainable career choice in the Humanities

Objective five of this study explores how strategies could be monitored and what the indicators are of success in reflexively fumbling towards a sustainable career choice in the Humanities. In so doing, literature on evaluation of the advice process by students and performance evaluation is explored.

1.4.6. Proposed strategies for reflexively fumbling towards a sustainable career choice in the Humanities

The sixth objective summarized and presented the proposed strategy for reflexively fumbling towards a sustainable career choice within Humanities. Strategies suggested by the Americans Academy of Arts and Science (2013), Harvard (2013), Sheets (2014) and ASSAf (2011) are explored.

The next section discusses the theoretical frameworks underpinning this study.

1.5. OVERVIEW OF THE THEORETICAL FRAMEWORK

Drawing from the basic tenets of Critical Psychology (CP), applied to critique traditional psychological practices that treated people as mere impersonal objects in a natural laboratory, this study adopted Critical Emancipatory Research (CER) as part of the theoretical framework. Also based on Critical Theory, it stresses the reflective assessment and critique of society and culture by applying the knowledge from the social sciences and the Humanities (Lincoln, Lynham & Guba, 2011:97). Critical theory seeks to “create change to the benefit of those oppressed by power in an attempt to confront the injustice of a particular society or public sphere within the society” (Lincoln, Lynham, & Guba, 2011:102; Kincheloe & Mc Laren, 2002:87; Kincheloe, McLaren & Steinberg, 2011:164).

CER was employed in this study as it is viewed essentially as a process of deconstructing the world for the purpose of freeing human beings from the

constraints limiting ways of thinking (Henning et al., 2004:22) through engagement so that their voices can be heard and respected (Dold and Chapman 2011:512). This is done through changing inequitable relationships of power (Austin & Prilleltensky, 2001: 78; Dafermos & Marvakis, 2006:13) between the researcher and the co-researchers/participants based on trust and respect, as well as breeding collaborative relations between them (Nkoane, 2012:98-99) geared towards social justice, social transformation, and enhancing the principles of democracy (Piper, Piper & Mahlomaholo, 2009:13). CER advocates closeness between the researcher and the co-researchers/participants (Cohen, Manion & Morrison, and 2011:37). With CER the co-researchers/participants are recognised and valued and thus treated with respect by the researcher (Mahlomaholo & Nkoane, 2002:74; Mahlomaholo, 2009: 225).

CP in this study was a means of promoting social action, with a concern for changing through elimination of oppression (Austin & Prilleltensky, 2001:75; Fox et al., 2008:9) rather than just understanding. The focus was on how Humanities students and university staff members participated as co-researchers; their contributions; the respect they received and the extent to which they felt they belonged to and had a fair say in the research and knowledge construction. This can promote respectful relationships in the discipline of Psychology and in advancing social justice. CP was then used as the conceptual framework to operationalize the theoretical framework.

1.6. CLARIFICATION OF OPERATIONAL CONCEPTS

For the purpose of clarity it is important to define the terms used in this study. Thus, in this section, I only provide the meaning of each in terms of how they are understood and used in this study.

The term **career choices** is used as defined by Miller and Brown (2005:442), that is, as decisions people need to make or remake about their careers and work. This indicates that it is not a process in which one not only chooses but also eliminates and consequently stifles some interest and talents (Zunker, 2011:10). Registered Humanities students are making choices during the process of choosing and eliminating modules, the significance of which in the study is reflected through reflections that need to be made. This is done reflexively in order to work towards a

sustainable career choice in the Humanities.

Reflexivity involves retrospective examination in order to determine what works (Watt, 2007:82), with introspection and scrutiny for self-development (Moon, 2008:77) also considered. Awareness, change, growth and improvement of self or profession are facilitated (Moon, 2008:79) in order to critically review or alter everyday systems (Mukute, 2010:5). This helps in the process of analysing transformation (McCabe & Holmes, 2009:1520) and gaining new depth (McCabe & Holmes (2009:1531) by humanities students. Throughout their academic study, they should be involved in retrospective examination of career choices, aware of global changes and thus improve self and profession in order to gain new depth.

Applied in this manner, reflexivity will help in gaining **sustainability**, defined by Wals (2007:35-36) as support for individuals and communities to grasp the complex nature of natural and built environments resulting from the interaction of their biological, physical, social, economic and cultural aspects, and the obtaining of necessary skills, knowledge and attitudes to anticipate and solve the problems responsibly. A sustainable career in this study is seen as dynamic and flexible, featuring continuous learning, periodic renewal, the security that comes from employability, and a harmonious fit with one's skills, interests, and values. Participants had to construct and reconstruct meanings of their career choices to ensure continuous learning that will lead to sustainability.

In the context of more flexible and diverse career patterns, **career counselling** is seen as a process that helps individuals not only to make career-related decisions but also to effectively manage their careers over their life course (sustainability), as they develop the psychological career resources and competences needed to emotionally and intelligently deal with the challenges that arise as their working lives progress (Schreuder & Coetzee, 2011:99).

This study aimed to link the theme '**Career choices**' to the idea of '**fumbling**' to highlight the need for reflexive responsiveness and the creation of career development in moving towards education that is more sustainable. The concept **fumbling** in this study therefore means to make awkward attempts in searching by trial and error.

In contemporary South Africa, as indicated by ASSAf (2011:19), the term

Humanities is inclusive, drawing together the traditionally defined 'Social Sciences' and 'Arts'. Until 1980s, ASSAf (2011:19) argued, most South African universities used the label 'Arts' to name faculties which included 'Humanities', while some but not all of the country's universities organised the Social Sciences into separate faculties. In this study the Humanities included the Social Sciences and the Performing Arts.

1.7. RESEARCH DESIGN AND METHODOLOGY

The grounding principles of Critical Emancipatory Research (CER) in this study are communicated by Participatory Action Research (PAR), an approach from the social sciences that was developed as part of a shift away from traditional positivist science to work towards recognising and addressing complex human and social issues (Eruera, 2010:1). This study adopted PAR as a research design to generate data since it leads the people involved to develop, strengthen and polish their resources, to negotiate with dignity and in an assertive way with those in socially dominating positions leading to formulation of interventions and evaluation thereof (Kelly, 2000:89). The Humanities students in this study were believed to hold deep knowledge about their lives and experiences on career choices, based on reflection, data generated and action that aims to improve their lives and careers. This led to a collaborative form of research for the purpose of facilitating action and pursuing social change.

In keeping with the view of de Vos et al. (2011:491), that PAR focuses on the involvement and participation of role players in the research project, six meetings in three phases were scheduled and all participants invited. The meetings involved the researcher and the participants through all three phases, the first of which (Planning) involved putting participants together, information sharing, and description of the group format, procedures and ground rules. Group members were then given an opportunity to pose questions and explore concerns about length of the group, frequency and duration of meetings and techniques being used. The second phase (Implementation) involved Free Attitude Interview (FAI) sessions with the group to generate data to help with reflections on complexity, change and chances surrounding career choices. To facilitate these meetings, the FAI was used as a technique that allowed data generated to be humane and not alienate or undermine

the participants (Mahlomaholo & Netshandama, 2010:11). The questions, as indicated in the research questions section, were used to probe discussions and address the objectives of the study.

1.7.1. Data generation

Data was generated from participants who brought up their experiences, importantly none being considered as superior to others. The evaluation, that is, feedback and reflections on experiences was collected to affirm or correct interpreted data. Data generated was recorded through the use of audio recordings of the interactions during discussion and conversations.

1.7.2. Data analysis

This study adopted both Van Dijk's and Fairclough and Wodak's Critical Discourse Analysis (CDA). The latter key theoretical and methodological principles of CDA were used to clarify concerns about the exercise of power in social relations, the former to understand and process data generated as well as to analyse the text and its meaning. It also emerges as a language communication strategy that seeks to highlight social dynamics, which was evident in the discussions and conversations by participants from different levels. In the context of CDA, the use of language also denotes power and social standing, which is evident in instructions, resistance, and power imbalances (Irving & English, 2008:110). CDA attends not only to what is produced (discussions and conversations), but how it is produced (in partnership) and to the history and contexts that surround its production. Critical discourse analysts take an explicit position, and thus want to understand, expose, and ultimately resist social inequality. Data was analysed on three levels, following Fairclough's (1989, 1995) model for CDA that consists of three interrelated processes of analysis, namely, text analysis (description); processing analysis (interpretation) and social analysis (explanation) (Janks, 1997:329; Morrison et al., 2005:47).

1.8. VALUE OF THE STUDY

This study makes a valuable contribution to the scientific body of knowledge, to society, and to the resources of the university. The results may be used by the Humanities students to make sustainable career choices, and the practitioners involved in career choices within the University. It is anticipated that through participation it may offer a platform for Humanities students to reflect on career choices they have made, effectively manage their careers over the life course (sustainability) and develop the psychological career resources and competences they need with challenges that arise as their working lives progress. Methodologically, this study anticipates contributing knowledge about the practicalities of PAR, especially within career choices. This is done in collaborative form of research between the researcher and the participants. Through CER and PAR, the study may also expose and challenge power relations that exist during career choice processes.

1.9. ETHICAL CONSIDERATIONS

This research/study was ethically cleared by the University of the Free State (UFS) and the Ethical Clearance number is UFS-EDU-2014-050 (see Appendix B). It was therefore also important to take into consideration the following ethical issues during the process of the study.

The participants were free to take part and their entry was negotiated. Permission was granted by the Higher Education Institution and consent form which describes the nature of the research and the nature of their participation, all of which were signed. A contract of confidentiality was also provided in an attempt to provide group members with as much confidentiality protection as possible. The participants were made aware that if at any particular stage they wished to pull out they were free to do so. Participants` rights were respected with all data generated discussed before it could be published, and their discussions remained confidential. Data was kept safe for a period of six months and a password used to gain access.

1.10. LAYOUT OF CHAPTERS

CHAPTER 2 discusses the two theoretical frameworks that underpinned this study. CER and the CP are discussed and their relevance and application to this study

explained and justified. After the theoretical frameworks, a critical discussion of the different career choice theories, as applied in various ways to facilitate career interventions that will enable people to exercise meaningful choices and to derive meaning from their career journeys to workplace are presented.

CHAPTER 3 clarifies the operational concepts and objectives in this study. This chapter also concentrates on reviewing literature related to Humanities in Higher education. It brings the following to the readership: challenges facing Humanities as well as what has been done to overcome them.

CHAPTER 4 deals with the research design and methodology used to conduct this research. Specifically, the approach, design, instrumentation and data generation method are presented.

CHAPTER 5 focuses on analysis of data using CDA, presentation and discussion of findings leading to the formulation of a strategy for reflexively fumbling towards sustainable career choices in the Humanities.

CHAPTER 6 provides the findings, draws conclusions, and makes recommendations for Humanities students to reflexively fumble towards a sustainable career choice.

CHAPTER 7 presents the proposed strategies for reflexively fumbling towards a sustainable career choice in the Humanities.

1.11. CHAPTER SUMMMARY

This chapter has presented a summary of this study. The introduction highlighting what the study sought to investigate is presented, followed by a detailed discussion of the background to the study to provide light on why this study is conducted and issues it tries to address. From the above sections, the statement of the problem, research questions, aims and objectives and the significance of this study were presented. Clarification of key concepts, overview of theoretical frameworks, literature review and research design and methodology were presented to introduce the reader to other key aspects of this study. The next chapter (CHAPTER 2) deals with the theoretical frameworks and the discussion of the different career choice theories.

CHAPTER 2

THEORETICAL LENS AND CAREER CHOICE THEORIES

2.1. INTRODUCTION

Ryan (2014) indicated that getting a job is an essential first step to escaping from poverty, but, as Van der Berg and Van Broekhuizen (2013:3) argued, there is a perception that certain segments of graduates in South Africa are struggling to find jobs, particularly black students from historically disadvantaged (and often rural) universities, and students who have majored in the Humanities. In light of the high non-progression rates in higher education in South Africa it is evident that young people need to improve the accuracy of their career choice. Failure to effectively choose a career can have long-lasting detrimental consequences for all (Ryan, 2014). Some communities may find themselves in a perpetual state of static economic development if successive generations fail to choose successful careers. The aim of this study is to assist Humanities students to reflexively fumble towards sustainable career choices. In order to achieve the aim of the study, chapter 2 presents the theoretical frameworks on career choice.

2.2. THEORETICAL LENSES INFORMING THE STUDY

A theoretical lens is a way to view the world (Henning, van Rensburg & Smit, 2004:25), containing assumptions that guide and direct the thinking and actions taken by the researcher and participants (Mertens, 2010:7). It provides viewpoints and direction to the research (Groenewald, 2004:2) and its role, according to Labaree (2013:40), is to connect the researcher to existing knowledge as it challenges and extends existing knowledge within the limits of critical bounding assumptions. It establishes the perspective through which I view the role of a researcher and that of participants, making explicit assumptions about interconnectedness of factors that guide action. Drawing from the basic tenets of Critical Psychology, Critical Emancipatory Research (CER) is the theoretical framework which is the lens used in this study.

2.2.1. Critical Emancipatory Research

This section discusses Critical Emancipatory Research (CER) as a theoretical framework guiding this study, reflecting my stance in relation to the participants' engagement so that their voices can be heard and respected (Dold et al., 2011:512). It was made on the basis of embracing the engagement and participation of all people, including those usually excluded and marginalised from conversations and decision-making that involves them. It also sought to change participants' status by making them equal partners (Mahlomaholo, 2009:225-226). The researcher and the participants interact on an equal basis as partners, promoting values of caring and compassion, collaboration and democratic participation. However, in practical terms, for participants to be really equal in such relations depends on an individual despite stated and expressed acknowledgement by research leaders. It is not always the case that the marginalized will experience the sense of feeling equal and accepted amongst authority figures even when they are assured of such a platform.

The choice was determined by an ability to help direct this study towards emancipatory, transformational and empowering praxis that helps address the research aim and objectives (Mahlomaholo & Netshandama, 2011:10-12). It afforded them, as Jordan (2003:186) indicated, an opportunity to engage in actions aimed at bettering their own circumstances by providing them with a platform to do so. This is made possible since CER allows people to work together and talk freely. Shangase (2013:13-14), in supporting this, notes that within this context the participants have freedom to voice ideas and participate, and power-sharing amongst the participants prevails, making the whole process educative and empowering.

2.2.1.1. The origin and claims of CER

This study draws on the CER paradigm, based on critical theory that seeks to “create change, to the benefit of those oppressed by power” (Lincoln, Lynham, & Guba, 2011:102). It is further described by Kincheloe, McLaren and Steinberg (2011:164) as critical research that can be understood best in the context of the empowerment of individuals. It is, as they indicated, an inquiry that aspires to the name ‘critical’ and

must be connected to an attempt to confront the injustice of a particular society or public sphere within society. In the context of this study, CER provides a platform for students to critically engage in a collaborative environment with authority figures all their concerns, challenges and fears regarding their career choices in the Humanities and together they generate ideas to positively change the status quo in the Humanities. Critical theory emerged from the work of German theorists collectively known as the Frankfurt School (Murray & Ozanne, 1991:129), including, Jurgen Habermas, Herbert Marcuse, Walter Benjamin, Max Horkheimer, and Theodor Adorno. It is a type of social theory oriented toward critiquing and changing society as a whole, in contrast to traditional theory oriented only to understanding or explaining it. Critical theory aims to dig beneath the surface of social life and uncover the assumptions that keep one from a full and true understanding of how the world works. It is concerned with power and justice and the way that economy, matters of race, class, gender, ideologies, discourses, education and other social institutions and cultural dynamics interact to construct a social system (Kincheloe & Mc Laren, 2002:87-90).

CER, as part of critical theory discussed above, is empowering, changing people's lives, liberating them from not-so-useful practices and thoughts and meeting the needs of a real-life situation (Mahlomaholo, 2009:223-225). The emancipatory part of CER, as defined by Austin and Prilleltensky (2001:75), is the experience of freedom from internal and external sources of oppression and the ability to pursue physical, emotional, intellectual, spiritual and social development. Personal and collective emancipation, they further argued, promote values of caring and compassion, collaboration and democratic participation, self-determination, human diversity and social justice. It is a dual conception of freedom: freedom from social (experiences of liberation from social class exploitation, gender domination and ethnic discrimination) and psychological (overcoming fears, obsessions or any other psychological phenomena sources of oppression and freedom to pursue one's objectives in life (Austin & Prilleltensky, 2001:76).

Boog (2003:427) defined emancipation as an ability to free oneself from restraint, control or the power of someone else. This type of emancipation is directly related to acquiring a discourse or language of emancipation in order to articulate one's subjectivity. The emphasis is on collaboration between a researcher and a co-

researcher or participant, as equal partners, made possible as CER concentrates upon the identification and removal of manifested injustices (Nkoane, 2012:98, Austin & Prilleltensky, 2001: 78, Robson, 2002) in promotion of active democratic citizenship (Nkoane, 2012:98), geared towards social justice, social transformation, and enhancement of the principles of democracy (Piper, Piper & Mahlomaholo, 2009:13). The focus of democratic citizenship in this study is on whether and how participants are involved in the research process; the contributions they make; the respect they receive; and the extent to which they feel they belong to and have a fair say in the research and in knowledge construction.

From the above discussion, being critical of human conditions in research with CER can be summarised as follows:

- Understanding how social injustices have oppressed individuals and groups within society;
- striving for emancipation in an equal society in order to articulate one's subjectivity;
- Going beyond understanding the phenomena and striving to change them.
- Being driven by emancipating the disempowered, to redress inequality and promote individual freedoms within a democratic society;
- Being reflexive, questioning reflections and challenging attitudes and prejudices;
- Challenging repression, dominant ideologies and dominant power through shared learning and participation for all.

(Austin & Prilleltensky, 2001; Carr & Kemmis, 2005; Jordan, 2003; David & Keinzler, 2009; Mahlomaholo, 2009; Mahlomaholo & Natshandama, 2010; Cohen, Manion & Morrison, 2011).

In the context of this study, participants were empowered through getting the opportunity to share ideas and address the concerns regarding subjects and their careers in the Humanities amongst authority figures at the university without being intimidated, though that mostly depends on an individual and his or her own perceptions regarding the interactions involved in the collaborative and participative environment created for all to share ideas with the ultimate goal of positively changing the negative perceptions and status quo regarding Humanities degrees and their perceived or real value thereof.

2.2.1.2. The Higher Education research and CER

Higher education contributes to the formation and deployment of human capital, the cultural and social construction of values and meaning, and the capacity for individual and collective emancipation from ignorance and domination. In higher education, students are provided with the tools and capacities for their collective and individual self-definition and empowerment, and for interpreting their relationships to themselves, to others, and to nature and their material and other environments (Aina, 2010: 23). In South Africa, an emancipatory form of action research as an educational initiative for addressing social issues was given prominence when it became part of a formal and structured Master's programme in the Education Faculty at the University of the Western Cape in 1987, first under the guidance of Owen van den Berg, later under Dirk Meerkotter in 1996 (Esau, 2013:13). According to these authors, all action research had to be liberational and so a powerful force in freeing South Africans.

The idea of emancipatory and participatory action research found a home in the South African anti-apartheid teaching fraternity, when the clarion call for 'People's Education for People's Power' motivated teacher activists to oppose apartheid education in their classrooms. An emancipatory action research strategy is similar to a critical action research approach and is grounded in critical hermeneutics and often in Neo-Marxist theories in sociology (Habermas, 1972), psychology (Holzkamp, 1983), and education (Freire, 1972). Strong practices of emancipatory, critical and participatory action research can be found in, for instance, Australia and New Zealand (Hoogwerf, 2002; Kemmis & McTaggart, 1998; Zuber-Skerritt, 1996), Austria (Boog, 2003), and South Africa (Walker, 1990).

Conducted at a university, that is, a higher education institution, the study's research question began with "how", thus seeking to find out in which ways the rest of it could be answered. The students were provided with a platform for utilization of knowledge and its products for their benefit and the benefit of society and its constituents (Aina, 2010:23). In so doing, it tried to answer moral and social questions which encouraged individuals to be autonomous, independent, critical and creative thinkers, taking responsibility for their own actions and participating in social and political reconstructions to deal intelligently with social environmental issues within

mutually interdependent and evolving social situations (Robottom & Hart, 1993, 51–52). Within a university, Robottom and Hart (1993) argue that such processes could be used to guide and enhance sustainability.

Amongst available educational research paradigms, Fein (2002:145-146) suggested empirical–analytical, interpretive, critical, and post-structuralist approaches to be used in research issues of sustainability in higher education. In this study, however, critical paradigm, CER in particular, is followed as it aims not only to understand but also to change behaviour (Mack, 2010:9). For Kincheloe and McLaren (2002:90) critical theory is concerned with power and justice and the way that economy, matters of race, class, gender, ideologies, discourses, education and other social institutions and cultural dynamics interact to construct a social system. CER as part of critical pedagogy, as noted by Nkoane (2009:22), fosters modes of enquiry that convert information into actions that address the problems. It is also to emancipate people by gaining understanding of the power relations that constitute their situation, which in turn requires demystification (Biesta, 2010:43), and to change the status quo, overcome injustice, alienation and promote participation of the people (Stahl, 2008:4). According to Nkoane (2010:101), to gain understanding and meaning making one must listen to words, whilst the text should be used as a basis for understanding discourse and creating new meaning. CER, as mentioned above, is a tool to be used to critique, challenge, transform and empower students in higher education. It brings about social change, emancipation, empowerment of the marginalised or the oppressed in the human population (Nkoane, 2012:99; Mahlomaholo & Netshandama, 2011:10-12).

However, conducting critical qualitative research (with emancipatory and transformative goals) poses challenges for the qualitative researcher in terms of identifying how transformation and emancipation are envisioned and captured during the research process, although definitions of emancipation seem to exhibit a common element, as a movement towards a new way of being. Thomas (1993) describes emancipation as the process by which individuals or groups recognize restrictive modes of thinking and acting and thereby initiate the discovery of new ways of interpreting and inhabiting their worlds, whereas Kincheloe and McLaren (2005) regard critical emancipation as exposure of the forces that prevent individuals and groups from making the decisions which result in greater degrees of autonomy

and human agency, and significantly reshape their lives. It is activities that involve enacting or contemplating different forms of governance (the comparison of behaviours to a set of truths and the subsequent analysis of these behaviours) that bring research participants closer to emancipation.

Hammersley (1992), Kincheloe and McLaren (2005) have noted that the term 'emancipation' should be used with caution because, although critical qualitative research aims to emancipate, society and individuals are not always completely emancipated. They listed the following its characteristics as follows:

- To reframe indecision as open-mindedness: Being indecisive fosters a passive attitude, as if one is waiting for something to fall into one's lap. Open-mindedness encourages intentional exploration and a more proactive attitude.
- To be curious: What has one been missing out on? Being curious about new things, even if they are frightening, is the first step toward opening new doors that lead to future career possibilities.
- To look for clues: There are many kinds of connections one does not see in the present that seem easily explainable when recalled. One creates one's own luck. By trying new things one increases the chance that positive unpredictable events will happen. When something feels right one should go for it.
- To take many small actions: Focus energy on small things one can do now or in the near future, such as participating in clubs and groups, or talking to people working in fields one is curious about.
- To take stock: Things seem chaotic and unpredictable when looked at closely, but patterns often emerge as one takes a wider perspective. Chaos theorists call this 'self-similarity', but it is easier to think of it as stopping to look at the bigger picture from time to time. Knowing where one is coming from makes this process much easier, and taking time to reflect on the patterns emerging in life will give one a good idea of one's strengths.

It is possible for learners to learn about their subject and describe, comprehend, apply, analyse, synthesise and evaluate the extent to which they can pass their

examinations, without actually changing their attitudes, as indicated by the way they respond or behave afterwards. These issues have to be resolved by higher education through initiatives that seek outcomes related to environmental sustainability (Shephard, 2007:88-89). In response to the above, Chalkley (2006) expresses the view that education for sustainability must seek outcomes that involve not only knowledge and skills but also the values that underpin sustainable behaviour by businesses, government and society.

A central element of education for sustainability is a quest for affective learning outcomes of values, attitudes and behaviours. It describes the theoretical foundations of this form of education and interprets a range of educational endeavours in these terms. It supports this analysis by identifying other areas of higher education that attempt to achieve affective learning outcomes and by describing how they do this. Students should have the skills to act sustainably if they wish and should have the personal and emotional attributes that require them to behave sustainably. It is worth exploring one of these areas in more detail, that of service learning and community-based teaching. There are many facets to these developments, but most relate to utilising experiential learning (learning by doing) to achieve affective learning outcomes.

As defined by Maas Weigert (2006:6):

Community-based learning is an academic course-based type of experiential learning in which the student provides some meaningful work for and with disadvantaged individuals or groups, and where such work meets a need defined by a community, is rooted in the course objectives, integrated into the course by means of assignments that require some form of reflection on the work in light of the course objectives, and is assessed and evaluated accordingly.

Ken Prewitt (2004:44) added that embedding tertiary education in the marketplace has consequences for university reform. Universities cannot be reformed, improved, or otherwise transformed solely from the inside out, and the challenge is to design educational policies that take into account forces beyond the educational sector.

2.2.1.3. CER as a Research Tool

This research is rooted in critical theory and, more specifically, in CER, which sees participants as co-researchers. It sees the researcher as being tasked with the role of interpreting participants' interpretations and trying to make sense thereof. Research is then seen as the most humanising experience and one from which the researcher must emerge more human, cautious, respectful and open-minded to signals and messages from a diverse list of sources (Mahlomaholo, 2009: 225). CER had relevance to this study because it engaged the participants such that their voices could be heard and respected (Dold & Chapman 2011:512). It also defused and interrogated power relations between the researcher and the participants as based on trust and respect breeds collaborative relations between the latter, and advocates in people the essence of social justice beyond their origins and status, with a focus on the perils of human suffering (Nkoane, 2012:98-99). In career counselling, social justice is typically integrated by helping oppressed groups navigate their way around obstacles of injustice while also working to dislodge the oppressive conditions from society (Anonymous, 2012: 31-37).

2.2.1.4. Relationship between the researcher and the participants in CER

CER advocates closeness between the researcher and researched (Cohen, Manion & Morrison, 2011:37), with the latter not to be treated as if they are mere impersonal objects in a natural science laboratory, but rather recognised and valued, and thus treated with respect as fellow humans by the former (Mahlomaholo & Nkoane, 2002:74; Mahlomaholo, 2009:225). CER advocates peace, hope, equality, team spirit and social justice, thus liberating minds and meeting the needs of real-life situations. In critical theory, every human being is important, with the assumption that all are shaped by their society (Foulger, 2010:135). In particular, it is important to emphasise the use of democratic approaches and equality principles in matters of social interest, so as to bridge the gap between theory and practice. For instance, MacCabe and Holmes (2009:1519) argue that critical research involves the co-creation of the research agenda by the researcher and the participants.

The main objective of CER is to engage the marginalised so that their voices can be heard and respected (Dold & Chapman 2011:512), enabling the researcher to interact with the participants on an equal basis as partners (Mahlomaholo, 2009:13)

and so free them from any forms of power. According to Kincheloe and Mc Laren (2002:88-90), critical theory is concerned with power and justice and the way that economy, race, class, gender, ideologies, discourses, education and other social institutions and cultural dynamics interact to construct a social system.

2.2.1.5. CER as a tool for social justice

CER, as part of critical theory discussed above, is empowering, changing people's lives and stations in life, liberating them from not-so-useful practices and thoughts and meeting the needs of a real-life situation. It is useful and also methodologically consistent (Mahlomaholo, 2009:223-225). The emancipatory part of CER, as defined by Austin and Prilleltensky (2001:75-76), is the experience of freedom from internal and external sources of oppression and the ability to pursue physical, emotional, intellectual, spiritual and social development. Personal and collective emancipation promotes values of caring and compassion, collaboration and democratic participation, self-determination, human diversity and social justice. It is a dual conception of freedom, from the *social*, such as experiences of liberation from social class exploitation, gender domination and ethnic discrimination; and the *psychological*, that is, overcoming fears, obsessions or any other psychological phenomena sources of oppression and freedom to pursue one's objectives in life.

Boog (2003:427) further argued that emancipation frees one from restraint, control or power of someone else, directly related to acquiring a discourse and a language of emancipation in order to articulate one's subjectivity. The emphasis is on collaboration between a researcher and a co-researcher/participant, as he or she becomes involved in the process as an equal partner. This is made possible as CER concentrates on the identification and removal of manifested injustices (Nkoane, 2012:98, Austin & Prilleltensky, 2001: 78, Robson, 2002) in promotion of active democratic citizenship geared towards social justice, social transformation, and principles of democracy (Piper, Piper & Mahlomaholo, 2009:13).

The focus of democratic citizenship in this study is on whether and how participants work in the research process, their contributions, the respect they receive and the extent to which they feel they belong to and have a fair say in the research and

knowledge construction. CER sees participants as co-researchers and the researcher as being tasked with the role of interpreting and making sense of their contributions. Research is a humanising experience and one from which the researcher must emerge more human, humane, cautious, respectful and open-minded to signals and messages from diverse sources (Mahlomaholo, 2009:225).

2.2.2. Critical Psychology (CP)

CP in this study is applied to critique traditional psychological practices on career choices and to apply critical theories on careers to understand and solve problems surrounding career choice in the Humanities.

2.2.2.1. The origin and claims of CP

Critical Psychology locates itself at the nexus of society and the profession of psychology. A call for change emanated from a concern by critical psychologists and critical citizens about the lack of social justice, how psychology masks social injustice, lack of caring and compassion for the disadvantaged, psychology's indifference to the disadvantaged, the deterioration in the quality of life of millions of people, and psychology's apathy towards them (Prilleltensky, 1999:101, Braginsky & Braginsky, 1974; Fox & Prilleltensky, 1997; Ibáñez & Íñiguez, 1997; Martín Baró, 1994; Parker & Spears, 1996, Sullivan, 1984; Tolman, 1994).

This movement is premised by Prilleltensky (1999:100) on four basic assumptions: (a) that the societal status quo contributes to the oppression of large segments of the population; (b) that psychology upholds the societal status quo; (c) that society can be transformed to promote meaningful lives and social justice; and (d) that psychology can contribute to the creation of more just and meaningful ways of living. He further argued that the moral foundations of CP are derived from an integration of the voices of community members, moral and political philosophers, social researchers, and practical philosophers. Thus, CP reflects what people in positions of disadvantage need and want and should be grounded in the context of the daily living realities and subjectivity of the people (Prilleltensky, 1999:100).

2.2.2.2. Relationship between the researcher and the participants in CP

Where there is oppression and injustice, CP critiques the system, demands transformation and offers alternatives (Prilleltensky & Stead, 2011: 3). This is attempted through changing inequitable relationships of power (Austin & Prilleltensky, 2001:78; Dafermos & Marvakis, 2006:13, Prilleltensky & Stead, 2011:9), and can make, as Austin and Prilleltensky (2001) argue, an impact on promoting respectful relationships, thus refashioning the discipline of psychology and advancing social justice.

2.2.2.3. CP and social justice

Critical Psychology (CP) is a means of promoting social action through elimination of oppression and promotion of freedom (Austin & Prilleltensky, 2001:75; Fox et al., 2008:9), not just understanding. It proposes that those values expressed by community members themselves require moral and political scrutiny, for though they are an expression of what people wish, some social groups have been known to wish upon others reprehensible things. Hence, there is a need for interrogation of what people want, regardless of their social location of privilege or disadvantage (Prilleltensky, 1999:101). CP acknowledges the inevitable role that subjectivity and power play in research (Prilleltensky, 1999:102), a radical position that maintains that resources should be used not to satisfy academic curiosity but rather to help people in need. Critical knowledge is to serve people, not to play some modern or postmodern game devoid of political objectives, and critical psychology differs from traditional and some postmodern approaches to science in its explicit pursuit of knowledge for social justice (Prilleltensky & Gonick, 1994).

2.2.2.4. CP and career choice

This study adopts CP to critique traditional matching paradigm, such as Parson's trait-and-factor and Holland's theory of personality and occupational types theory. Both were criticized for narrowing options and making recommendations based on person-job fit (Pryor & Bright, 2011:7), traditional theories of career choice that use the power to 'fix' persons' identities and career development's place in the knowledge economy (McIlveen & Patton, 2006), through their capacity to 'measure'

and 'predict' a person's career through psychometrics and objective techniques (Bradley, 1994).

2.3. CAREER CHOICE THEORIES

The term 'career choice' is used as defined by Miller and Brown (2005:442), as decisions people need to make or remake about their careers and work. This indicates that it is a process in which one not only chooses but also eliminates and consequently stifles some interest and talents (Zunker, 2011:10). This is done reflexively in order to work towards sustainable career choice in the Humanities. The career choice theories, as indicated by Schreuder & Coetzee (2011:138), can be applied in various ways to facilitate career interventions that will enable people to exercise meaningful choices and to derive meaning from their career journeys to the workplace. In the following paragraphs different theories are discussed. Theory in career development counselling provides a map that counsellors can use to understand and structure the career counselling process.

2.3.1. The origin of career choice theories

The science of career choice was born with the publication of Frank Parsons' book: *Choosing a Vocation* (1909). Some of the theories in career choice will be discussed to show development thereof.

2.3.2. Parsons' trait and factor theory

Parsons' trait and factor theory is based on the assumption that individuals have unique patterns of ability and/or traits that can be objectively measured and correlated with the requirement of various types of work (Schreuder & Coetzee, 2011:100; Zunker, 2012:5). The terms refer to the assessment of characteristics of the person and the job (Sharf, 1992:17), with 'traits' being individual characteristics that can be measured through testing and 'factors' the characteristics required for successful job performance (McMahon & Patton, 2002:53). Trait and factor theory then implies a matching between individuals and jobs, with career selection

occurring as a result of understanding the relationship between knowledge about self and knowledge about occupation (McMahon & Patton, 2002:53; Chartrand, 1991).

Schreuder and Coetzee (2011:138) indicated that Parsons (1909) developed a three-pronged approach (figure 2.1, below), which helped people to develop (Sharf, 2010; Shoffner, 2006). Parsons believed that individuals had to know as accurately as possible information about themselves, especially their abilities, and also to have information about different occupations such as duties, activities and other personal requirements. With these two types of information (step 1 and step 2) individuals were encouraged, with the assistance of a counsellor, to make a correct career choice (step 3). The assumption here is that good career choice would be made when there are correspondences between characteristics of individuals and those of occupations. This is done by integrating information about oneself and about jobs and occupation (Schreuder & Coetzee, 2011:101; Zunker 2012:5).

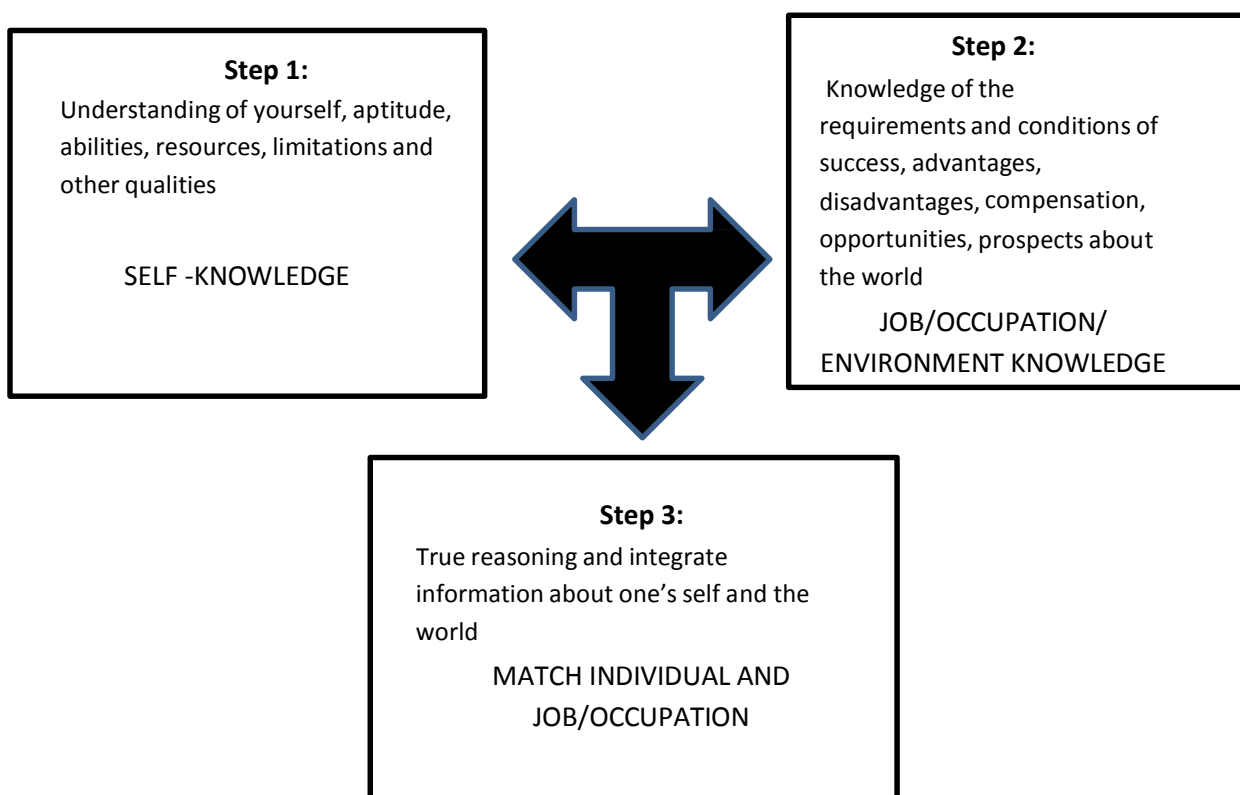


Figure 2.1: Trait and Factor Theory

While the psychology of individual differences and their trait and factor approach has served, challenges have been posed to its theoretical underpinnings and its practice as a result of the changing world of career work (McMahon & Patton, 2002:54).

2.3.3. Holland's theory of personality and occupational types

Holland's theory of personality and occupational types is the most well-known theory based on a matching paradigm. He assisted people to make career choices by asking them through a self-scored questionnaire what they thought were their skills and preferences (Holland, 1973). According to Leung (2008:118), Schreuder and Coetzee (2011:103) and Zunker (2012:29), this theory postulates that individuals choose situations and environment that satisfy their personality orientations. People can be characterised in terms of their resemblance to each on six personality types (modal, personal orientations), which are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C), hence reference to it as a RIASEC model is arranged in a hexagon. The closer people resemble the type the more they exhibit the traits and behaviour of that type (Schreuder & Coetzee, 2011:103). A choice of a career, they argued, is an extension of personality type to the world of work. Similarly, a career can also be characterised in terms of the resemblance and support of six personality types, referred to as modal-occupation-orientations, based on a belief that people will search for the environment that is congruent with their personality types. Choice of career is thus an extension of personality type into the world of work (Leung, 2008:118; Schreuder & Coetzee, 2011:103; Zunker, 2012:29).

If a person's degree of resemblance to the six vocational personality and interest types could be assessed, Leung (2008:118) argued, then it is possible to generate a three-letter code to denote and summarise one's career interest. Within those letters the first is a person's primary interest type, which would likely play a major role in career choice and satisfaction. The second and third letters are secondary interest themes, and would likely play a lesser but still significant role in the career choice process.

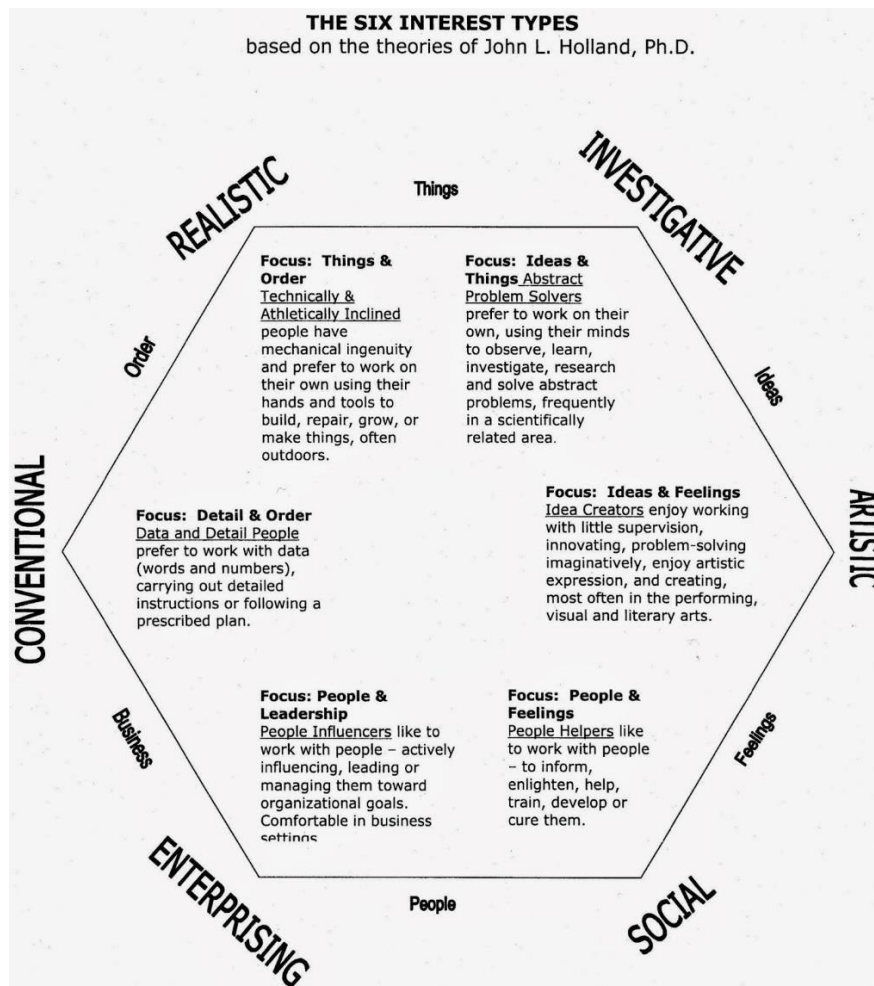


Figure 2.2: Holland's theory of personality and occupational types

In addition, Holland's theory posits four basic theoretical constructs that provide additional information when examining an individual's typology in interaction with the occupational environment: congruence, consistency, differentiation and identity

- *Congruence* refers to the compatibility between a personality type and environment. The concept of congruence is used by Holland to denote the status of a person–environment interaction. A higher degree match between a person's personality and interest types and the dominant work environmental types is likely to result in vocational satisfaction and stability, and low degree of match is likely to result in vocational dissatisfaction and instability.

- *Consistency* refers to the similarity among types or environments. A simple way to determine the consistency of an interest code is to look at the distance between the first two letters of the code in the Holland hexagon.
- *Differentiation* refers to the degree to which a person or environment is clearly defined in a person's interest profile.
- *Identity* refers to the extent to which a person has a clear and stable perception of his or her characteristics and goals to the degree of clarity and stability which an occupational environment provides (Leung 2008:118-119, Schreuder & Coetzee, 2011:106, Zunker, 2012:30).

2.3.4. The limitations of matching theories

Parsons' Trait and factor theory and Holland's theory of personality and occupational types are based on a matching paradigm. These theories emphasize how standardized tests are used and the importance of choosing appropriate testing tools (Zunker, 2012: 32). Dobson, Gardner, Metz and Gore Jr (2014:114) added that trait and factor approaches assume that traits (abilities, interests, values, and personality) can be measured objectively and correlated with job dimensions to predict work-related outcomes.

The assumption of matching paradigms is summarized by Pryor & Bright (2011: 21) as follows:

- Everything is fixed, stable and unchanging.
- Choice is a matter of rationality.
- Logic is the best decision- making style.
- All relevant information that is needed for a decision can be known.
- There is only one best decision.
- The process of career choice is an orderly pattern of progression.
- Indecision is bad and decidedness is good.
- Making decision does not affect the context in which a decision is made.

- Choice is about a long-term goal such as “career”.
- Choice implementation must be practical-grounded in reality.
- Commitment is necessary to overcome obstacles in the way of realizing one’s choice.
- Other possibilities are dangerous distractions from the achievement of the original goal.

These assumptions of traditional theories of career choice have been questioned based on a notion that the world is less predictable than thought (Pryor & Bright, 2011:3). Pryor and Bright (2011:3) further indicated the following as “new realities for 21st century work”:

- Speed of communication
- Reshaping of organisation
- Speed and extent of change
- Need for life long-learning
- Globalization of both consumer markets and labour markets
- Increasingly contractual nature of work
- Rapidity of technological innovation and its adoption.

Pink (2005) added the following as the challenges facing economy in support of realities for the 21st century.

- Abundance of skills, products and services.
- How fast products/services can be made and delivered
- How cheaper products/services can be made and delivered

Foucault (1977) viewed these professional vocational psychologists as potential agents of the state who, by virtue of the corporate sanction, become legitimized as the controllers of individuality. Furthermore, it highlights a cautionary note that practitioners of vocational psychology need to understand the dynamics of the individual client and their context (Collin & Young, 2000), and be fully aware of the power that they wield (hold and use) within the economies in which individuals exist (Maranda & Comeau, 2000). The practices of career choice, then, needed to be reviewed with the aim of empowering the client through their lived reality of the world

and their context; rather than an imposed reality constructed by the self-serving ideals of positivist psychological science (House, 1999).

There is thus a call for a revision of the scientist-practitioner model toward a critical-practitioner model of practice (Larner, 2001). Patton and McMahon (2006) proffer constructivism as a promising intellectual and pragmatic vehicle to carry career development. McIlveen and Patton (2006) proposed that what is needed, therefore, is an approach to career development that is reflexively and critically aware of its own discursive practices, integrates the narratives and discursive engagement of practitioner-in-context and client-in-context, and which seeks to open new vistas for the client. Recent reviews indicate that there has been international diversity in theory of practice and a movement towards qualitative theories for career choice (McMahon & Patton, 2002), as discussed below.

2.3.5. Career construction theory

Constructivist theory offers alternative approaches to career development and counselling. Taking a holistic approach, it emphasizes the self-organizing principles underlying human experience, which empower clients to adopt proactive, mindful stances about their work life (Hoskins, 1995:2). Young and Collin (2004:375) described constructivism as focusing on:

meaning making and the construction of the social and psychological worlds through individual, cognitive processes while [social constructionism] emphasises that the social and psychological worlds are made real (constructed) through social processes and interaction.

Constructivism has directed career practitioners towards the holistic experience of a person's career within the environmental context and allows for self-exploration of the career system (McIlveen, Ford & Dun, 2005:31, 36).

One of the basic tenets of a constructivist approach is that people are meaning-makers (Peavy, 1998), taking on a variety of forms that promote client self-awareness of the processes underlying meaningful career decisions. The most

ubiquitous meaning-making opportunity, as indicated by Hoskins (1995:1), is that which exists while clients are relating important events in their lives. Metaphorical language as a valuable meaning-making opportunity is often missed in counselling interactions. With the use of critical reflection, clients become more cognizant of their beliefs, values, and assumptions as a central component of meaning-making. To exist as an empowered person requires reflection and examination of the assumptions underlying daily decisions and actions. One should strive to become what one is capable of being. During career counselling, counsellors need to become aware of the ways in which they either empower or disempower clients through their approaches (Hoskins, 1995:1-2).

2.3.5.1. The origin and claims of Career Construction Theory

At the beginning of the 21st century, a new social arrangement of work posed a series of questions and challenges to scholars who aim to help people develop their working lives. This new social arrangement of work brought about the need to help people find and negotiate paid employment propelled both by the globalization processes and by rapidly improving information technologies. (Savickas et al., 2009:239-240). The previously discussed career development theories and techniques face a crisis in that their fundamental assumption of predictability based on stability and stages is debatable and, more importantly, may no longer be functional. No matter how stable individual characteristics might be, Savickas et al., (2009:240) avow that the environment is rapidly changing, therefore career choice theories that emphasize human flexibility, adaptability, and life-long learning are needed.

Savickas *et al.* (2009:239-240) proposed shifts in thinking as necessary and hopefully sufficient conditions to develop a new way for life designing and building in the 21st century. The shift proposed is as follows:

- *From traits and states to context:*

Inspired by natural sciences, 20th century psychologists sought universal laws governing human behaviour. Consequently, research focused on stable personality traits and ability factors to characterize a person as well as an occupation. They used personal and occupation profiles to diagnose the best person–environment-

fit' and prescribe it to their clients (Holland, 1973), using tools and methods that eliminate precisely such contextual information with so-called objective measures and normative profiles. However, these methods are insufficient to describe clients as living entities who interact with and adapt to their manifold contexts. Instead, there should be a change in patterns derived from client stories rather than static, abstract, and oversimplified profiles of client test scores. The individual client and his or her ecosystem form a complex dynamical entity, resulting from mutually adaptive self-organization over time. Professional identity is shaped by self-organization of the multiple experiences of daily life.

- *From prescription to process*

A longitudinal study by the U.S. Bureau of Labor Statistics (2002) reported that on average young people up to the age of 36 changed their jobs 9.6 times after age 16. If people change their jobs almost every two years the unique choice of a single occupation for life (as prescribed by traditional tools) becomes more of a myth than reality. Today, clients seek help in coping with rapidly changing requirements for their own employability, enhancing their social competencies, facing psychological traps such as their 'bounded rationality' in their decision making (Kahnemann, 2003), and managing complex constraints within their personal, professional, social, and family eco-systems. It is important then to focus upon strategies for survival and the dynamics of coping, rather than adding information or content. Career counsellors must then discuss with clients "how to do" not "what to do."

- *From linear causality to non-linear dynamics*

Traditional scientific reasoning is linear and deductive and may be useful and efficient to apply a general law to a single case and deduce a foreseeable consequence. The paradox here is that counsellors continue to believe in simple and linear causal explanations, while their daily experience does not validate these explanations. The assumption that aptitudes and interests are sufficient to succeed in a given job or training, and the belief that such requirements remain stable and predictable seem to be no longer true. While it is true that some aptitudes, such as general intelligence and people's basic values, remain relatively stable, the point here is that as people design and live their lives they should not view their aptitudes

and interests as fixed. Even during a simple interaction of problem solving, premises and definitions change continually and often in non-linear ways. Multiple, changing, and complex decisional chains, complicated by mutually dependent and thus non-linear causalities, become the rule.

- *From scientific facts to narrative realities*

During a major part of the 20th century, individual careers were shaped by prevailing societal norms: first education, then work, and finally family. Social integration and recognition were mainly based upon these systems of reference. Today, at least in Western societies, there is a growing diversity of individual realities, far from the traditional pathways. People at all ages return to school, obtain training, lose their jobs and get divorced, without necessarily losing social recognition. Co-existence of multiple identities and subjective realities therefore seem to be a natural consequence of such societal evolutions. Work by Savickas (2005) shows that understanding clients' own construction of their multiple subjective realities through analysis of their narratives offers the advantage of keeping close to their own language and understanding not only their actual situation but also its roots. Instead of abstract and invariant societal or statistical norms, a client's own significant reference for designing their personal life emerges. It is thus important to focus on a client's ongoing construction and re-construction of subjective and multiple realities. Rather than relying on group norms and abstract terms they should engage in activities and meaning-making that enables them to build some new view of themselves.

- *From describing to modelling*

Traditional studies compare two groups of randomly assigned subjects, the first receiving a specific treatment and the second serving as a control group. If the first group shows statistically significant better results on previously defined outcome variables the specific treatment is declared successful. Once again, this kind of experimental design is rarely appropriate for studies of career counselling. Clients' professional projects are by definition individual and thus different. Therefore, efficient career counselling has to be adapted individually and any reduction to a standardized treatment diminishes its substance. Similar difficulties arise if one tries to define counselling outcomes with a single dependent variable, even using

innovative variables such as satisfaction with the decision, adapting to new situations, accepting one's situation, and coming to a conclusion. Any dependence upon simple descriptive statistics will result in limited success because counselling addresses multiple subjective realities, having individual roots for different clients, with manifold and non-linear causes due to changing premises and definitions of problems during treatment. Nevertheless, evaluation of the effects of counselling still needs to be done, despite the complexity of the task. Several other scientific disciplines, including mathematics, meteorology, biology, genetics, and economics have been exploring different approaches in which complex patterns of interacting variables are systematically modelled and simulations performed in order to forecast the probable behaviours of complex systems (Thomas & D'Ari, 1990). These modelling procedures, including fuzzy sets and chaos patterns, show increasingly effective predictive validities. The fifth presupposition about necessary shifts in career models and counselling methods is thus to focus on modelling fractal patterns, striving to forecast emerging stable configurations of variables, rather than any single outcome variable in evaluation of counselling (Dauwalder, 2003).

This shift shows that career construction theory focuses on the importance of what matters to individuals and their capacity to influence creatively both themselves and their contexts (Pryor & Bright, 2011:20). For Schreuder and Coetzee (2011:134) individuals construct their careers by imposing meaning to their behaviour and experiences and actively participate in the construction of what they observe (Chartrand, 1995). Constructivists then view a person holistically as a self-organizing maker of meaning who proactively makes meaningful sense of his or her selfhood, which is ever evolving, and inherent in his or her social and psychological worlds, which are dominated by language and symbols. (Mahoney, 2003).

It further moves individuals from finding one's life work to constructing how to make one's life work which involves designing a life and deciding how to use work in that life (Savickas, 2012). Constructionist counselling is a relationship in which a career is constructed through narration. Stories serve as the construction tools for building narrative identity and highlighting career themes in complex social interactions (Savickas, 2011).

2.3.6. Systems theory framework

Within a systems theory framework (STF) an individual is viewed as a complex system comprising various recursively interacting subsystems of influences on career development, such as interests, skills, ethnicity, gender, personality, beliefs, health, values, sexual orientation and knowledge (Pryor & Bright, 2011: 21).

2.3.6.1. The origin and claims of STF

Contributors to STF have come from many diverse fields, including physics (Capra, 1982), biology, anthropology and psychology (Bateson, 1979). The work on living systems by Ford (1987) and Ford and Ford (1987) has served to develop an integrated framework of human development and has furthered the development and understanding of systems theory. Patton and McMahon (1999, 2006) have extended the utility of systems theory in their application of it as a metatheoretical framework for career theory, and as a guide to redefine career counselling practice. They further indicated that the STF is not designed to be a theory of career development; rather it is construed as an overarching framework within which all concepts of career development described in many career theories can be usefully positioned and utilized in theory and practice. In addition, the STF has been proposed as an analytical framework through which career development research can be viewed (McMahon & Watson, 2007:48) and through which career development researchers may position themselves in the context of their research.

In the South African context there has been a debate in recent decades that career theory, practice and assessment has been inappropriately dominated by adopted Western, individualised approaches and models (e.g., Kuit & Watson, 2005; Naicker, 1994; Nicholas, Naidoo, & Pretorius, 2006; Watson & Kuit, 2007). This has led to several suggestions for the future direction of career psychology in South Africa, one of which has been a call for the development of indigenous career models or the practical use of contextually sensitive approaches (e.g., Mkhize & Frizelle, 2000; Stead & Watson, 2006; Watson, 2006), McMahon & Watson, 2009:185).

The STF of career development presents a framework of influences on career development described as one of the most significant innovations in career theory that accommodates both the content influences and the *process influences* of an individual's career development (McMahon & Watson, 2009:186). The term *influence* was deliberately chosen by the developers of the STF as dynamic and capable of reflecting both *content and process* components of career theory. *Content influences* include (a) *intrapersonal variables* such as personality and age that are personal qualities and characteristics intrinsic to individuals, and (b) *contextual variables* that comprise both social influences such as family, and environmental/societal influences such as geographic location, as well as influences from the context in which they live, including the people and organizations with whom they interact, society and the environment. *Content influences* are not static but interact in the process of career development. Thus, the STF may be described as a dynamic open system. The dynamism of the STF is reflected in its process influences, specifically recursiveness (the interaction between influences), change over time and chance. The content influences are organized in the STF as a series of three interconnecting systems of influence on career development, termed the individual system, the social system, and the environmental-societal system. These three systems are set within the context of past, present and future, thus recognizing the process of career development over time.

The *process influences* include recursiveness (both within the individual and between the individual and the context), change over time, and chance. The content and process influences are represented in the STF as many complex and interconnected systems within and between which career development occurs (McMahon & Watson, 2009:186). At the heart of the STF is the individual system, comprising a range of intrapersonal influences such as gender, interests, age, abilities, personality, ethnicity and sexual orientation. In terms of systems theory, the individual is a system in its own right, with the intrapersonal influences representing the subsystems of the individual system. The social system refers to influences such as family, educational institutions, peers and the media. However, an individual as a system does not live in isolation, but rather as part of a much larger contextual system. Thus, the individual is both a system and a subsystem. Similarly, the broader contextual system comprises subsystems, specifically the social system and the environmental societal system. The social system refers to the other people

systems with which the individual interacts, for example, family, educational institutions, and peers, all of which are subsystems. In addition, media is included as a social subsystem, noting that it has traditionally received less attention in career theory. The individual and the social systems occur within the environmental-societal system, which includes influences such as geographic location, socio-economic circumstances, political decisions and globalization. Superficially, the subsystems of the environmental/societal system may seem less directly related to the individual, however, geographic location or socioeconomic circumstances may directly influence the career development opportunities available to individuals. Similarly, globalization has fostered an increase in opportunities for study and work in other countries as organizations internationalize products and services (McMahon & Patton, 1995, 2004; Patton & McMahon, 1999, 2006; McMahon & Watson, 2009:186).

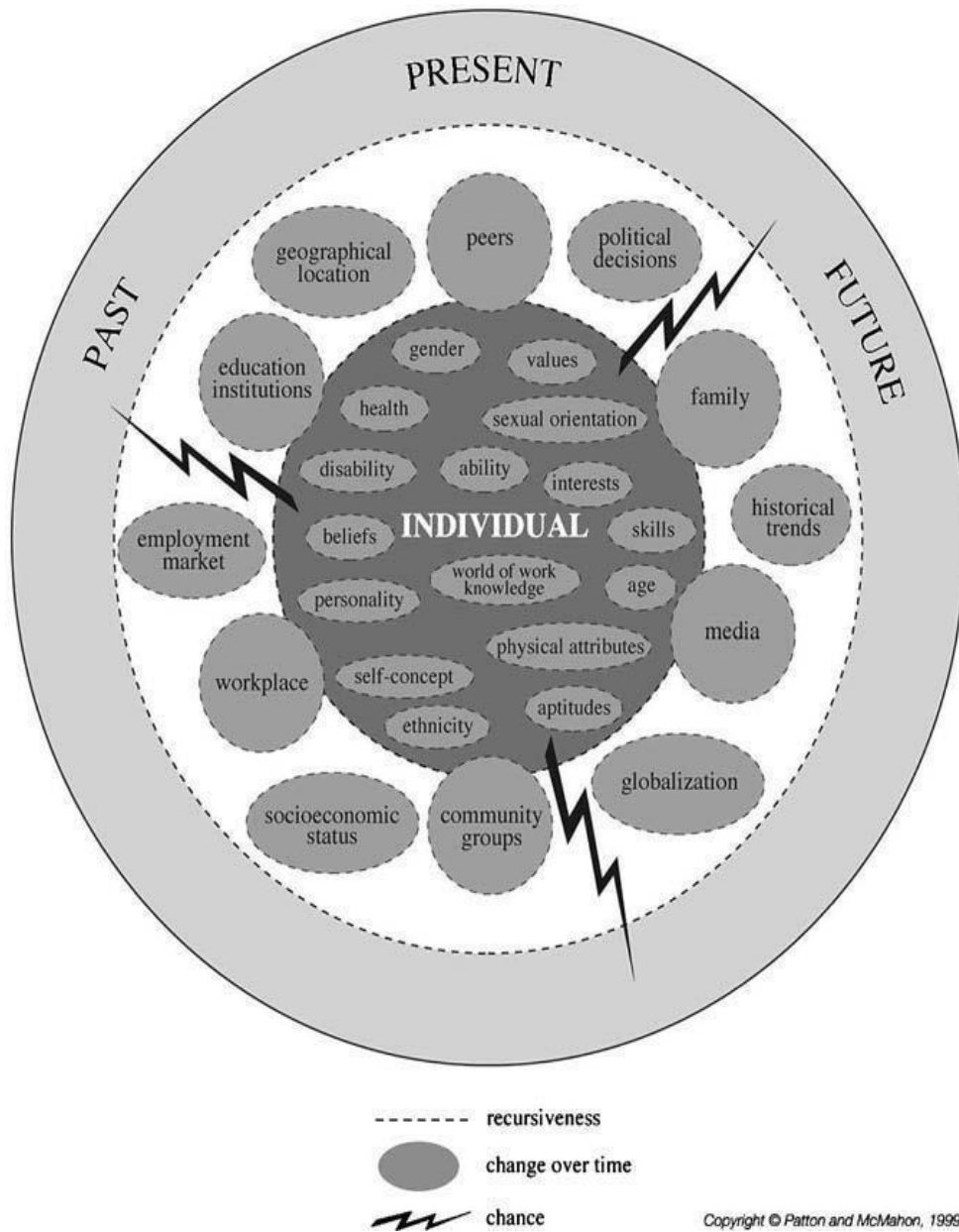


Figure 2.3: Systems Theory Framework of Career Development and Counselling adapted from Patton and McMahon (1999)

2.3.7. Limitations of career construction theory and systems theory

Career construction theory and systems theory, while redressing limitations of the matching paradigms, are limited in their capacity to provide an adequate theoretical explanation of complexity and its consequences. They also fail at the point at which change is unplanned, unforeseen and unprepared for, and for which individuals may not be responsible (Pryor & Bright, 2011:25, 28).

2.3.8. Chaos theory of careers

Chaos theory of careers (CTC) is believed to reconcile the conflict between conceptions of being and becoming as it identifies the need to consider multiple perspectives to deal with complexity. It also helps to understand how chance impacts on career development and how to deal constructively with unplanned events (Pryor & Bright, 2011:33). For Loader (2011:46), it sees an individual as a complex, dynamic system, interacting with other similarly complex systems, from other individuals through political events and global disasters that influence them in varied ways.

2.3.8.1. The origin and claims of chaos theory of careers

In 2003, Pryor and Bright published the theory for the first time in the *Australian Journal of Career Development* (Pryor & Bright, 2003) and the *Australian Journal of Psychology* (Pryor & Bright, 2003). They promulgated CTC, articulated its core tenets, and demonstrated its pragmatic value in their book, *The Chaos Theory of Careers: A New Perspective on Working in the Twenty-First Century* (Pryor & Bright, 2011) (McIlveen, 2014:1). Chaos theory is a systems theory approach to understanding natural phenomena which emphasises structure and order. It does not assert that nature is anarchic, as the name may imply, but merely that it is not completely deterministic and is therefore not predictable. They further avow that individuals and their environments are viewed as chaotic in the sense that they are complex, open, adaptive systems, which are extremely sensitive to change in initial conditions. As a consequence of both, they added their complexity to this sensitivity, so such systems experience non-linear causality and the causes and effects of events that the systems experience are not proportional. As a result, such systems are ordered but not predictable.

On CTC, Pryor and Bright (2011) provide a detailed critique of the approach and do not suggest that the CTC means students or those advising them need no longer incorporate planning as part of career development due to the inevitability of change. The theory acknowledges the important role of both planning and chance and note that a person's career may experience periods of expected stability with similar repeated patterns and minute change, as well as periods of unexpected change.

However, in all cases change is constant (Borg, Bright & Pryor, 2014:23).

Loader (2011:48) claimed that when the chaos theory of careers is incorporated into a traditional careers development that relies upon 'person–environment fit' assessments, students will have the opportunity to explore the role that chance takes in their career development throughout their own lifespan and learn to incorporate the change for their own good. This was supported by Bright and Pryor (2008:70), who believed that CTC is about supplementing the matching process with the further realities of complexity, non-linearity, emergence and phase shift, which confront the career decision-making process with the neglected challenges of chance, uncertainty and human limitations on knowledge and control.

Borg, Bright and Pryor (2014) in their study extended on chance events by providing qualitative data on high school students' experience of chance in their nascent careers. They used chaos theory to address issues such as students failing to gain entry into their first choice of university, employer or training provider, the level of changes in their planned pathway, the percentage considering a substantial change and the students' constructions of reasons for this. The results from their study confirm that change and unplanned events feature significantly in the lives and career development of the majority of school-leavers in their sample. In this respect, their results replicate and extend to school-leavers over time the findings of other researchers, including Bright et al. (2005), Bright, Pryor, and Harpham (2005) and Hirschi (2010). The results provide further support for the CTC (Pryor & Bright, 2003a, 2003b, 2011) and place emphasis on the importance of unplanned change to career development.

Chaos theory fundamentally conceives of the world as composed of complex dynamical systems, though Bloch (2005:2009) preferring the term 'adaptive'. In formulating individual career development in terms of complex dynamical systems, chaos theory is able to integrate notions of:

- Complexity of influences - of human experience and the range of potential influences on people's careers and in particular, the influences of objective and subjective context;

- Constructiveness - the tendency of humans to construe and construct experiences and perceptions meaningful and often unique interpretive structures for understanding themselves, their experiences and their world;
- Change - the dynamic, interactive and adaptive nature of human functioning in the world and in making career decisions and taking career action;
- Chance events – unplanned and unpredictable events and experiences that are often crucial and sometimes determinative in the narrative of people's careers. Such a perspective is responsive to the changing nature of work and careers, and a post-modern view of careers

(Pryor & Bright, 2011:33, 2014:5, Rhyll, Davey, Bright, Robert. Pryor & Levin, 005:54).

According to Rhyll et al. (2005:53), traditional approaches to career counselling seek to reduce or eliminate uncertainty in career decision making by reducing so-called extraneous information and focusing on an individual's trait interests and matching these to a suitable job. In contrast, the chaos theory of careers incorporates uncertainty as an integral element in career decision making. Within the chaos approach, uncertainty provides opportunities for creativity and learning (Rhyll et al., 2005:53).

Such systems function on the interplay between order and disorder, stability and change, and predictability and uncertainty, seen by Pryor and Bright (2014:5) as having a range of specific characteristics in the way they function:

- Aperiodic – they function in generally similar patterns, but these patterns are never exactly the same and therefore have the potential for change;
- Bounded – they are recognisably coherent and function within limits or a finite range of values;
- Causal in their function – they are regulated by deterministic principles and yet their complexity enables them to bring about outcomes which could not have been predicted;
- Sensitively dependent on initial conditions – any two systems no matter how close in their starting positions will evolve in differing ways since changes with these systems are typically non-linear due to the level of connection of influences within and outside each system.

Therefore, an individual's career development is the interaction of one complex dynamical system (the person) with a series of more or less generalised other complex dynamical systems, including other individuals, organisations, cultures, legislations and social contexts (Bright & Pryor, 2011). If our limits define us then within our limits lie our potentials, that is, uncertainties, while sometimes perceived as threats and problems, can also be opportunities and options. Within this framework, career success relies upon the felicity with which we manage our limitations (Pryor & Bright, 2011: 33).



Figure 2.4: Chaos theory of careers adapted from Pryor & Bright (2011)

2.3.9. Limitations of Chaos Theory of Careers

The chaos theory of careers counsellors has to help individuals come to an appreciation of the limits of humans' knowledge and control. They need to come to realise that while uncertainty may mean vulnerability it may also mean opportunity. If the future is uncertain this is an invitation to develop their careers with initiative, assiduity and creativity, with responsiveness to change, assiduity, change and

chance along the way.

2.4. REFLEXIVELY FUMBLING AND CAREER CHOICE

Holland (1995) noted that theory gives guideposts to help show where one is and what promising regions require investigating. Pryor and Bright (2010:66) emphasized that most theories of career choice see failing as simply the opposite of success and something to be avoided. It is contended that the Chaos Theory of Careers, within the context of Critical Psychology, with its emphasis on complexity, uncertainty and consequent human imitations, provides a conceptually coherent account of failure in career development. In order to understand how fumbling leads to success as indicated in this study, Chaos Theory of careers is used.

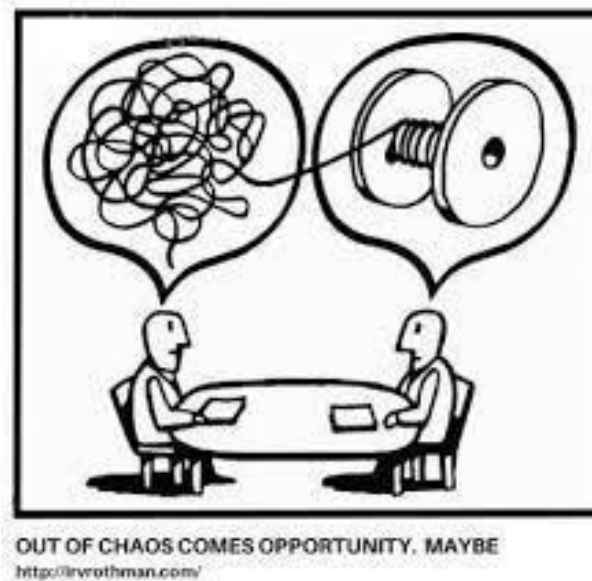


Figure 2.5: Reflexivity as chaos in career choice

Failure is very much part of the world: “It is failure rather than success which is the distinguishing feature of corporate life ... Most firms fail” (Ormerod, 2005:12, 15). Through CTC, career counsellors and their clients can gain new perspectives on both the prospect and the experience of failure. In this study it is argued that CTC provides the most coherent conceptual account of failure in career development since it places fundamental emphasis on the limitations of human knowledge and control and on the contingent nature of all human experience. In a sense, failure is a perpetual concomitant of uncertainty arising from the complex dynamical nature

of systems. Therefore, it does not necessarily represent a kind of personal weakness of character and often its consequences are not to be feared since they may teach much about ourselves and how to adapt to the uncertain nature of human existence and in particular, to career development (Pryor & Bright, 2010:77). The following are some of the ways in which this can be achieved:

- Normalising failure
- Addressing the fear of failure
- Accepting limitations
- Tolerating the imperfect
- Valuing failure
- Continuously monitoring, evaluating and planning
- Contingency planning
- Redeeming failure
- Examining personal risk tolerance
- Developing opportunity awareness: luck readiness

2.5. CHAPTER SUMMARY

The aim of this chapter was to present a critical discussion of the theoretical frameworks which underpin this study and of literature, with a special focus on theories in career development. The CER and the CP are presented as theoretical frameworks for this study. The principle of CER as presented in this chapter is that it is a framework which promotes the emancipation of research participants in such a way that they are able to change their lives. This has been seen to be in line with the aim of this study which is to examine how students in the Humanities may be assisted to reflexively fumble towards a sustainable career choice. On the other hand, CP as a framework linked with the CER has an overarching principle of ensuring the involvement of students and staff in deciding what they need and want, and it should be grounded in the context of their daily living realities and subjectivity. Following the theoretical frameworks and a discussion of theories in Career choice,

the next chapter (Chapter 3) discusses operational terms and objectives in this study.

CHAPTER 3

LITERATURE REVIEW ON REFLEXIVELY FUMBLING TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES

3.1. INTRODUCTION

The aim of this study is to design a strategy to assist Humanities students to reflexively fumble towards sustainable career choices in the Humanities. In order to achieve it, chapter 3 presents the conceptual frameworks together with definition of concepts and the literature are discussed.

3.2. DEFINITION OF OPERATIONAL CONCEPTS

This section provides the definition of operational concepts for this study by explaining them as to ensure that they are understood within the context of this study. Operational concepts are as follows as they are defined and elaborated on as conceptual frameworks:

3.2.1. Reflexivity

Reflexivity in this study involves retrospective examination in order to determine what works (Watt, 2007:82), with introspection and scrutiny for self-development (Moon, 2008:77) also considered. Awareness, change, growth and improvement of self or profession are facilitated (Moon, 2008:79) in order to critically review or alter everyday systems (Mukute, 2010:5). This helps in the process of analysing transformation (McCabe & Holmes, 2009:1520) and gaining new depth (McCabe & Holmes, 2009:1531). According to Parahoo (1997:292), reflexivity is a continuous process whereby researchers reflect on their preconceived values and those of the participants, such as reflecting on how data generated will be influenced by how the participants perceive the researcher. Holloway and Wheeler (2002:263) add that researchers should reflect on their own actions, feelings and conflicts experienced during research. To achieve credibility of the study the researcher adopted a self-critical stance to the participants, their role, relationships and assumptions.

Reflexivity is not easy to carry out as it requires standing back and examining the effects of one's preconceptions. The students recounted their personal stories to explain how and why they came to be studying in the Humanities, reflecting on their current career choices, choices of Humanities and their place in their own and others' lives, and discussing their views of their future careers as Humanities students.

Reflexivity is considered not only as a concept of qualitative validity but also as a tool used during the research process to achieve the goals of emancipation that are intrinsic to qualitative research conducted within a critical paradigm and to demonstrate its usefulness in the context of career choice (McCabe & Holmes, 2009:1518). In this context, reflexivity is employed as a useful tool for informing the research process. In this study, I begin by outlining how reflexivity is typically applied by the researcher, then move to a discussion by participants, presenting it in a new light as something beyond self-check for bias conducted during the research process. The implications for career choice are then discussed, situating the participant–researcher as a caring agent who is concerned with both the collective and the individual.

Reflexivity is often thought of as a focused reflection on one's relative ability to be unbiased while also recognizing and considering the effect of one's existing biases on the research. At its most basic level, this may include raising researcher awareness of how their presence affects the research process and participants, and vice versa. Applied in this manner, reflexivity is the process of analysing how various elements affect and transform the research (McCabe & Holmes, 2009:1520, Finlay, 2002 & Roberts et al., 2006). Shaw (2010: 233-234) defines reflexivity as reflecting on how that might impact the research scenario when generating and analysing data, describing this continuum as ranging from radical constitutive reflexivity to benign introspection (or reflection). Separating reflexivity from reflection, from Woolgar's (1988) perspective, is the latter's more general set of thoughts concerned largely with process and verification, ensuring that measures are taken to represent participants in their "true light". Reflection often aims to achieve the positivist goal of accuracy when reporting participants' accounts of reality. Reflexivity, on the other hand, is an explicit evaluation of the self. From its etymological roots, "reflexivity" involves looking again, reflecting one's thinking back to oneself. In effect, it involves

turning your gaze to the self and evokes an interpretive ontology which construes people and the world as interrelated and engaged in a dialogic relationship that constructs multiple versions of reality. A reflexive study therefore assumes the co-constitution of meaning within a socially oriented research scenario. It is argued that engaging in reflexivity enables a holistic approach to psychological research, which is imperative for it to address the implications of the researcher and researched being of the same order. Thus, it must be embedded within experiential qualitative psychology.

There are further arguments to support the integration of a reflexive attitude into experiential qualitative psychology. First, as a social being, one's experiences must be understood within the context in which they happen and the ways in which one makes sense of them and oneself as bound by time and place. An intricate link to the social world in which one lives is demonstrated by Brentano's (1995) notion of intentionality, and as a human being interacting with the world one is not simply conscious but conscious of things. In other words, when one walks into a room and encounters an object that seems appropriate for sitting on one is not simply aware of the object's presence but also its purpose.

Looking at an empirical example in this way helps to stress the significance of reflexivity because of the inescapable, yet creative and insightful, interpretative activity involved in researching lived experience. It also helps identify what is meant by reflexivity. Finlay's (2003) reflection feels most appropriate here because of its grounding in hermeneutics and phenomenological reflection. Due to the inescapable act of interpretation and the way in which new encounters affect fore-understandings it follows that researchers engaging with experiential data reflexively are involved in the "process of continually reflecting upon our interpretations of both our experience and the phenomena being studied, so as to move beyond the partiality of our previous understandings and our investment in particular research outcomes" (Finlay, 2003:108).

The objective of phenomenological reflection is "to effect a more direct contact with experience as lived" (Van Manen, 1990:78). Pillow (2003:176) used reflexivity as a methodological tool to better represent, legitimize, or call into question data and to explore and expose the politics of representation to represent difference better. One of the most noticeable trends to come out of a use of reflexivity is increased attention

to researcher subjectivity in the research process, a focus on how I am, who I am, who I have been, who I think I am, and how I feel affect data generation and analysis, that is, an acceptance and acknowledgment that how knowledge is acquired, organized, and interpreted is relevant to what the claims are.

Such thinking, influenced by post-structural theory, has yielded further questions about a researcher's ability to represent and to know another, and questions the construction of our ethnographic and qualitative texts. Can we truly represent another? Should this even be a goal of research? Whose story is it, the researcher's or that of the researched? How do I do representation knowing that I can never quite get it right? Discussion of these questions is now often a part of the qualitative research project and researchers who engage in asking these questions cite a need to forefront the politics of representation by making visible, through reflexivity, how we do the work of representation (Britzman, 1995; Fine, 1994; Lather, 1993, 1995).

The ability of humans to reflect on the past and the future has a long intellectual history and heritage growing out of Enlightenment belief in the ability of humans to reason in a reasonable manner about their fate, impact on the future, and transcend the present. Dewey (1938: 86-87) wrote that "to reflect is to look back over what has been done so as to extract the net meanings which are the capital stock of intelligence dealing with further experiences. It is the heart of intellectual organization and of the disciplined mind." While reflexivity may trace its roots of dependency to this idea of reflection it is necessary to differentiate this form of reflection and its use in the philosophical sciences from the use of reflexivity and self-reflexivity as methods in social science research. For the purposes of this study, I rely on Chiseri-Strater's (1996:130) distinction between reflexivity and reflection: "to be reflective does not demand an 'other,' while to be reflexive demands both another and some self-conscious awareness of the process of self-scrutiny". Reflexivity is recognition of "self/researcher knows thyself" (Chiseri-Strater, 1996:181).

This use of reflexivity, "researcher knows thyself" imbues the researcher with the ability to be self-reflexive, to recognize an otherness of self and the self of others.

Reflexivity as recognition invokes the Cartesian belief in a unified, essential self that is capable of being reflected on and is knowable. For example, Peshkin (1988:17) argues that researchers should “systematically seek out their own subjectivity” while their research is in progress, and should be “aware,” and “observe” themselves through the use of reflexive notes. Peshkin (1988) observes that subjectivity operates during the entire research process, not just in the writing stage. Peshkin (1988:17) states that “subjectivity is not a badge of honour, something earned like a merit badge”, but he pursues and remains attached to the ability of the researcher to know her/himself through careful “monitoring of the self” (Peshkin, 1988:20).

3.2.1.1. Reflexivity as recognition of the others

This form of reflexivity as recognition is endemic to qualitative research and has been situated as key to legitimization and validity claims. If the basis of why one researches is predicated upon being able to know and understand the other, the subject of research, then how well one is able to do this is vital to producing good research. Knowing the other is important not only to produce a compelling text but also how well one can “capture the essence” of the other(s) and “let them speak for themselves” (Trinh, 1991:57), as a measure of the validity and quality of the work.

3.2.1.2. Reflexivity as truth

This form of reflexivity supports the idea that the researcher can “get it right”, and “seems to guarantee the notion that in the spoken word we know what we mean, mean what we say, say what we mean, and know what we have said” (Johnson, 1981: viii as quoted in Lather, 1993:685). Here reflexivity is used to authorize texts, and to make research more legitimate, more valid and more truthful.

3.2.1.3. Reflexivity as transcendence

Once the researcher knows oneself, another, and truth, she/he needs to transcend this. Prominent in much qualitative research is the idea that the researcher, through reflexivity, can transcend subjectivity and cultural context in a way that releases people from the weight of (mis)representations. Self-reflexivity can perform a

modernist seduction, promising release from tension, voyeurism and ethnocentrism, as a release from discomfort with representation through a transcendent clarity.

3.2.2. Fumbling

This study aimed at linking the theme 'career choice' to the idea of 'fumbling' to highlight the need for reflexive responsiveness and the creation of career development in moving towards education that is more sustainable. Fumbling therefore does not necessarily represent some kind of personal weakness associated with failure. Instead, consequences are there to teach one about oneself and how to adapt to the uncertain nature of human existence, in particular to career development. The concept of 'fumbling' in this study therefore means to make awkward attempts searching by trial and error to find something. The focus however is on learning from experience. Wals (2007:37) added that such experience requires a more systemic and reflexive way of thinking and acting with the realisation that the world is one of continuous change and ever-present uncertainty. This was also supported by Ormerod (2005:12, 15) who indicated that failure is part of the world, and that it is failure rather than success which is the distinguishing feature of corporate life. This is in the full realisation that as soon as one appears to have met the challenge, which is reality, things will have changed and the horizon will have shifted once again, as illustrated in Figure 3.1 below:

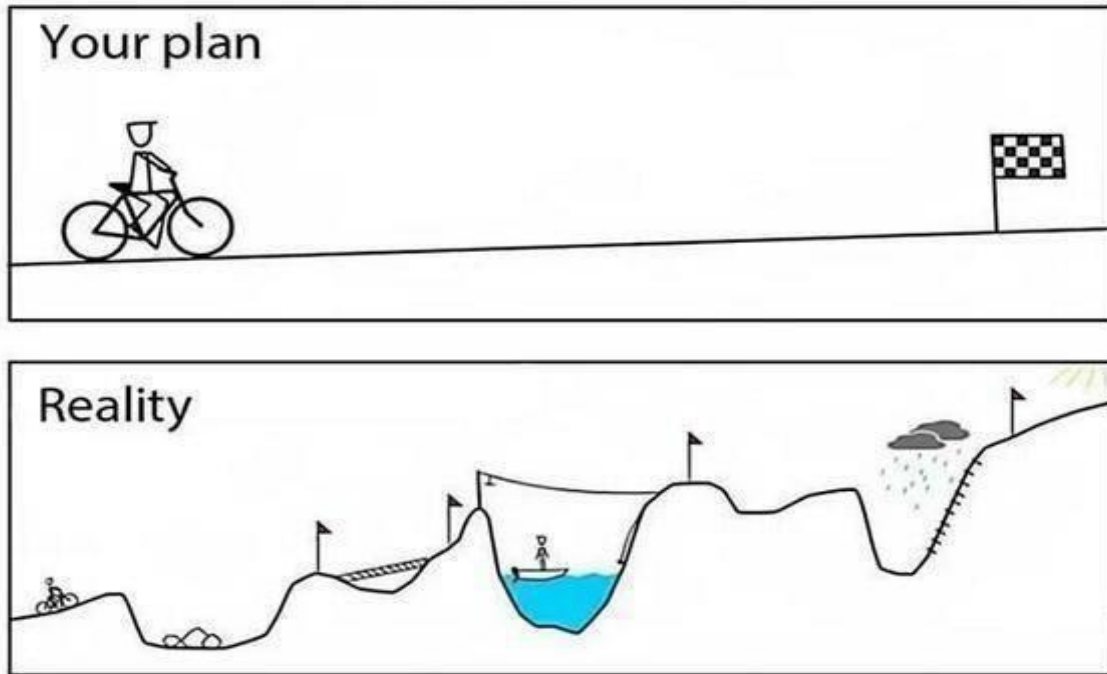


Figure 3.1: The shift of horizon in reality
 adapted from Ormerod (2005:12, 15)

A basic aim of sustainability education is to succeed in making individuals and communities understand the complexity of the natural and the built environments resulting from the interaction of their biological, physical, social, economic and cultural aspects, and acquire the knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving sustainability problems, and in the management of the quality of the environment. Wals (2007:35), when stressing the importance of flexibility in life situations, indicated that sustainable living requires dialogue to continuously shape and re-shape ever-changing situations and conditions.

The following figure 3.2, adapted from Demetri Martin's "This is a Book" is used to describe how one fumbles through life, hoping to find some 'bliss' at the other end.

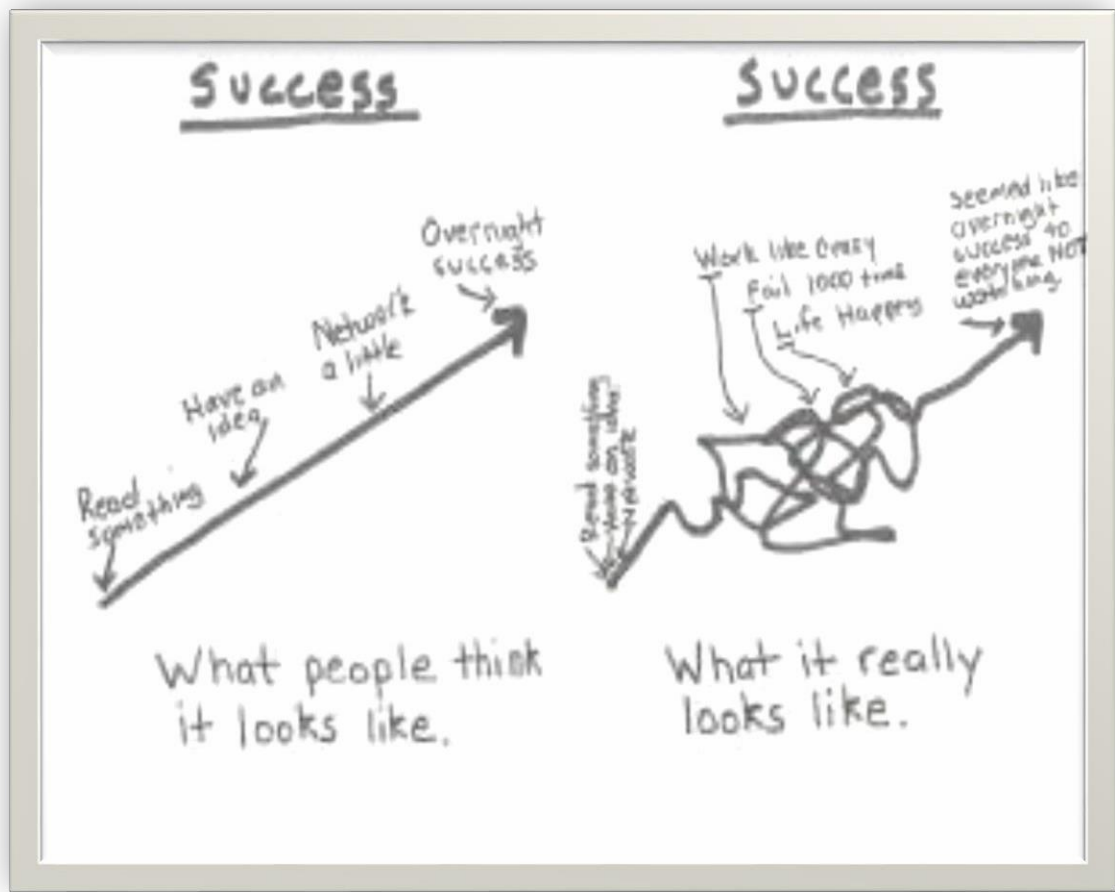


Figure 3.2: Reflexively fumbling for sustainable career choice adapted from Demetri Martin's "This is a Book" (2012:130)

This study claims, as indicated in the diagram above, that the way towards a sustainable career choice is not a straightforward one. It further suggests fumbling as searching, digging until one finds the way forward. The higher education learning environments should be designed in such a way that they allow time and place to reflect, change and grow towards sustainable career choice. These enable students to have more exposure to career possibilities so that they could make better-informed decisions.

3.2.3. Sustainability

Applied in the manner discussed above, reflexivity helps in gaining sustainability, itself is a complex and contested concept. To some it implies persistence and the capacity of something to continue for a long time, to others resilience and the

capacity to bounce back after unexpected difficulties. Others see it as a concept that means developmental activities simply take account of the environment (Pretty, 1995:11). Lotz-Sisitka (2008:1) defined sustainability practices as those:

that take full account of the economy-environment-society nexus in development interventions and initiatives (e.g. production processes), and that are oriented towards ecological sustainability, social justice, and a more benign economic system.

For Wals (2007:37):

Social learning is often referred to as a way of organizing individuals, organizations, communities and networks, that is particularly fruitful in creating a more reflexive, resilient, flexible, adaptive, and indeed, ultimately, more sustainable world.

Wals et al. (2009:9) describe a reflexive society as one that:

has the capacity to lay existing routines, norms and values on the table, but also has the ability to correct itself. A reflexive society requires reflexive citizens who critically review and alter everyday systems that we live by and that we often take for granted.

Wals (2007) associated social learning with Education for Sustainability whose aim is to help support individuals and communities to grasp the complex nature of natural and built environments resulting from the interaction of their biological, physical, social, economic and cultural aspects and to obtain the necessary skills, knowledge and attitudes to anticipate and solve the problems responsibly. Social learning tends to take place when divergent interests, norms, values and ways of seeing reality meet in an environment that is ideal for meaningful collective learning and in social learning, as what to learn is at least partly determined by the community of learners itself (Wals, 2007:39-41). Determining the meaning of sustainability is a process involving all kinds of stakeholders in many contexts, including people who may not agree with one another. There are different levels of self-determination, responsibility, power and autonomy which people can exercise while engaged in issues or even disputes related to sustainability (Wals, 2007:37).

A sustainable career is seen as dynamic and flexible; featuring continuous learning, periodic renewal, the security that comes from employability, and a harmonious fit with one's skills, interests, and values. In this study participants constructed and reconstructed meanings that relate to the Humanities and sustainability in career choice. Goldberg (2007:1-4) defines 'sustainability' as being permanent and stable, with opportunity for advancement, including development of long-term career goals and viable career pathways in order to instill frames of mind for greater adaptability.

A basic aim of sustainability is to succeed in making individuals and communities understand the complex nature of the natural and the built environments resulting from the interaction of their biological, physical, social, economic and cultural aspects, and acquire the knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving sustainability problems, and in the management of the quality of the environment. Sustainability has a role to play in developing a sense of responsibility and solidarity among countries and regions as the foundation for a new international order which will guarantee the conservation and improvement of the environment. For this purpose, sustainability education provides the necessary knowledge for interpretation of the complex phenomena that shape the environment, and encourages those ethical, economic and aesthetic values which, constituting the basis of self-discipline, will further the development of conduct compatible with the preservation and improvement of the environment. To carry out these tasks, sustainability education should bring about a closer link between educational processes and real life, building its activities around the sustainability problems that are faced by particular communities and focusing analysis on these by means of an interdisciplinary, comprehensive approach which will permit a proper understanding of sustainability problems. Sustaining helps sustain people, communities and ecosystems. It is therefore a transformative paradigm which values, sustains and realises human potential in relation to the need to attain and sustain social, economic and ecological wellbeing, recognising that they must be part of the same dynamic (Sterling, 2001:22).

Sterling (2001:65) illustrated four descriptions for sustainable education:

- By *sustaining*, it means that sustainable education helps to sustain people, communities and ecosystems;
- *Tenable*, indicates that it is ethically defensible, working with integrity, justice, respect and inclusiveness;
- Being *healthy* means that it is itself a viable system, embodying and nurturing healthy relationships and emergence at different system levels;
- And *durable* indicates that it works well enough in practice to be able to keep doing it.

The emphasis, he argued, is on respect, trust, participation, community, ownership, justice, participative democracy, openness, sufficiency, conservation, critical reaction, emergence and a sense of meaning: an education which is sustaining of people, livelihoods and ecologies (Sterling, 2001:65). According to Hlalele (2013:562), the most important facet of sustainable development is learning, which acknowledges the existence of lifelong learning in appreciating that individuals learn through participation in different contexts.

3.2.4. Sustainable career choice

The term 'career choice' in this study, as stated by Miller and Brown (2005:442) and Tymon (2013), means decisions people make and remake about their careers and work or employability. Employability is mostly used to refer to sustainable career choices, which would then span their life course. This indicates that it is not a process in which one only chooses, but also involves elimination and consequently stifling of some interest and talents (Zunker, 2011:10). This is done reflexively in order to work towards sustainable career choice. In the context of more flexible and diverse career patterns, career counselling has been seen as a process that helps individuals make career-related decisions and effectively manage their careers over their life course (sustainability), to develop the psychological career resources and competences they need to deal emotionally and intelligently with the challenges that arise as their working lives progress (Schreuder & Coetzee, 2011:99). During this process people use different theories, which are conceptualizations (Schreuder & Coetzee, 2011:150) that order and systematise variables to influence career choices, adjustment and development and offer a framework as discussed in the previous chapter.

Yorke (2004:410) defined 'employability' as a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy. Tymon (2013:841) further indicated that it is within the role of higher education institutions to include employability development within the institution, yet research continues to report that graduates do not have the skills needed for the modern workplace. For instance, Cumming (2010:3) found that many graduates lack appropriate skills, attitudes and dispositions, preventing them from participating effectively in the workplace. Archer and Davison (2008:8) found that communications skills were consistently ranked as the primary ones sought by employers and while many graduates hold satisfactory qualifications, they are lacking in the key 'soft skills' and qualities that employers increasingly need in a more customer-focused world.

It is important to explain what are the skills and personal attributes that make up employability. Many terms are used in the literature to describe transferable skills and attributes such as, "generic skills", "attributes", "characteristics", "values", "competencies", "qualities" and "professional skills" (De La Harpe, Radloff, & Wyber, 2000:233). Different theorists indicate some agreement on the skills and attributes linked to employability, for example, Kreber (2006:5); Andrews and Higson (2008:413); Archer and Davison (2008:7); Abraham and Karns (2009:352); Cumming (2010:7) (see Table 3.1). It is important to note that communication, interpersonal skills and teamwork are appearing in all lists.

Table 3.1: Employability Development within institutions (Adapted from Tymon, 2013:844).

Kreber (2006: 5)	Andrews & Higson (2008,:413)	Abraham & Karns (2009: 352)		Archer & Davison (2008: 7)	Cumming (2010: 7)
<i>Multiple countries – competencies higher education institutions should provide.</i>	<i>Employer and graduate perspectives: multiple sources.</i>	<i>Top 10 competencies identified by businesses in the USA</i>	<i>Top 10 competencies emphasised in the business school curriculum</i>	<i>Employers in the UK.</i>	<i>Government in Australia.</i>
<ul style="list-style-type: none"> ✓ Be able and willing to contribute to innovation and be creative ✓ Be able to cope with uncertainties ✓ Be interested in and prepared for lifelong learning ✓ Have acquired social sensitivity and communicative skills ✓ Be able to work in teams ✓ Be willing to take on responsibilities ✓ Become entrepreneurial ✓ Prepare themselves for the internationalisation of the labour market through an understanding of various cultures ✓ Be versatile in generic skills that cut across disciplines ✓ Be literate in areas of knowledge forming the basis for various professional skills, for example, in new technologies 	<ul style="list-style-type: none"> ✓ Professionalism ✓ Reliability ✓ The ability to cope with uncertainty ✓ Ability to work under pressure ✓ Ability to think and plan strategically ✓ Capability to communicate and interact with others, either in teams or through networking ✓ Good written and verbal communication skills ✓ Information and communication technology skills ✓ Creativity and self-confidence ✓ Good self-management and time-management skills ✓ A willingness to learn and accept responsibility 	<ul style="list-style-type: none"> ✓ Communication Skills ✓ Problem solver ✓ Results oriented ✓ Interpersonal Skills ✓ Leadership skills ✓ Customer focus ✓ Flexible/ adaptable ✓ Team worker ✓ Dependable ✓ Quality focused 	<ul style="list-style-type: none"> ✓ Communication skills ✓ Problem solver ✓ Team worker ✓ Leadership skills ✓ Technical expertise ✓ Interpersonal skills ✓ Business expertise ✓ Hard worker ✓ Results oriented 	<ul style="list-style-type: none"> ✓ Communication skills ✓ Team-working skills ✓ Integrity ✓ Intellectual ability ✓ Confidence ✓ Character/ personality ✓ Planning and organisational skills ✓ Literacy (good written skills) ✓ Numeracy (good with numbers) ✓ Analysis and decision-making skills 	<ul style="list-style-type: none"> ✓ Communication ✓ Teamwork ✓ Problem solving ✓ Initiative and enterprise ✓ Planning and organising ✓ Self-management ✓ Learning ✓ Technology

Adapted from Tymon (2013:844)

Although it is recognised that some skills are more difficult to develop than others, there is agreement that they can be imparted by training or at least developed (Tymon, 2013:846). Skills are embedded in the curriculum, but many first and second year students appear to lack engagement with the activities which reduces their motivation to learn and inevitably impacts on successful development. Higher education institutions could make improvements in this area, perhaps by increasing awareness of employability in its wider sense and the benefit to students of their engagement with the concept and/or perhaps by making skills development activities more overt. As individual benefits were clearly the main reason students thought employability mattered, this could be a feasible objective, even if it does pander to the instrumental view of employability. Personal attributes are more complex, with many falling into the category of proactive personality. Planned and explicit development of these is possibly outside the capability and remit of higher education institutions.

Student-driven activities may be a way to develop proactive personality, but only a minority of the students recognised them as useful in developing employability. As an interesting aside, it could be that students who do commit to self-driven activities may actually be already high on proactive personality. Perhaps the way forward here is to focus on raising awareness of what employers need or want in terms of personal attributes, promoting the message of Villar and Albertin (2010) on the need for students to become more actively involved and responsible for their education, investing in their own social capital. Providing students with a better understanding of how student-driven activities can develop and/or demonstrate proactive personality could be a practical step.

In this study registered humanities students were making choices during the process of choosing and eliminating modules. The significance of this process is reflected through reflections that need to be made, reflexively, in order to work towards a sustainable career choice in the Humanities.

3.2.5. The Humanities

Terras, Priego, Liu, Rockwell, Sinclair, Hensler and Thomas (2013:1) defined 'the humanities' as academic disciplines that seek to understand and interpret the human

experience, from the individuals to entire cultures, engaging in the discovery, preservations and communication of the past and present to enable a deeper understanding of contemporary society. In South Africa, as indicated by ASSAf (2011:19), the term Humanities is inclusive, drawing together the traditionally defined 'Humanities', the 'Social Sciences and the 'Arts'. Until 1980s ASSAf (2011) argued, most South African universities used the label 'the Arts' to name faculties which included the 'Humanities', while some, but not all of the country's universities, organised the Social Sciences into separate faculties. In this study, the Humanities includes the Social Sciences and the Performing Arts.

3.3. RELATED LITERATURE LINKED TO RESEARCH OBJECTIVES

The literature aligned to the objectives of this study is derived from different countries, including South Africa. Attention is first given to challenges experienced that justified and demonstrated the need for enhancing reflexively fumbling towards a sustainable career choice in the Humanities, then to necessary components and aspects, followed by conditions needed and threats that may hinder successful fumbling. Monitoring strategies and indicators for success are looked at then conclusions drawn and recommendations made for strategies to assist humanities students to reflexively fumble towards a sustainable career.

3.3.1. Challenges justifying the need to reflexively fumble towards a sustainable career choice in the Humanities

The following sections examine the challenges justifying the need to reflexively fumble towards a sustainable career choice in the Humanities.

3.3.1.1. The effects of global demands for more specialised fields

Global capital is much more interested in the flow of financial capital across national boundaries and does not tend to prioritise the nation state (Johnson, 2006: 60), as more students are choosing fields of study which are profitable, for example, medicine, technology, science, mathematics, and business, leaving fewer in the Humanities (Manavian, 2012:1-2). Concern has been growing over the lack of appreciation and recognition by government and senior decision-makers (Mouton, 2011:1), that the radical changes are occurring in democratic South Africa, such as the cutting of Humanities to create room for commercial viable options (Nussbaum, 2010:3). Education for profit, she argued, has displaced education for citizenship, with the side-lining of the Humanities; critical thinking, empathy, and the understanding of injustice being neglected. Van der Berg and Van Broekhuizen (2013: 3) concur with Nussbaum (2010:3) in indicating that Humanities degrees are often misunderstood as uncompetitive and unproductive. Thirsty for national profit, nations, and their systems of education, are heedlessly discarding skills that are needed to keep democracy alive. Berube (2013:1) added that students are now making the jump from Humanities to “more-specialised fields like business and economics”, whilst Hanson (2014:1) noted the decline in Humanities major, indicating that fewer BA degrees are awarded to Humanities majors. South African government has thus placed great emphasis on critical areas of skills shortage such as engineering, technology, the physical sciences and certain areas of business studies such as accounting. Higher education institutions, specifically universities, are not excluded from this process which is not unique to South Africa as economies around the world become increasingly technologically dependent. . As a result, the importance of the Humanities has been badly misunderstood in the pursuit of utilitarian outcomes such as economic growth; and so has placed the Humanities and Social Sciences (HSS) in crisis (ASSAF, 2011:30).

The crisis in the Humanities seems to have run through most arts and humanities departments in British and United States universities (Hall, 1990:22-23). These crises, Hall (1990:23) indicated, intersect the humanities; bisect cultural studies; interrupt people's careers; destroy people's reading lists; and cut through the canon. These are a series of interruptions in the peaceful life of the humanities. In the UK, the crises in the Humanities have emerged into the political and public discourse to pick out and emphasise the significance of science, technology, engineering and mathematics (Barnett, 2014:52). These global economic competitions, Barnett

(2014) indicated, prompt institutions of higher education to promote vocational practicality and efficiency over all else, as the Humanities have struggled to articulate the distinctive value and contribution of their discipline. In Nigeria, according to Olukoju, (2002:3-4), the consequences of the economic crisis were seen in neglect of tertiary Education, and the Humanities were among the first to be affected by the adoption of the Structural Adjustment Programme (SAP) by 1986.

Humanities subjects, suggested Chan (2015:2), need to translate into either a clear social identity or instrumental goals, alternatively called '*the skills agenda*' (Rose, 2013:243); '*instrumentalizing pressures*' which suit courses in other fields such as engineering and marketing better (Anderson, 2002:131); '*the New Public Management model*' which positions universities as servants of the economy; or *the result of the 'neoliberal colonization of the universities'*, with market values encroaching on higher education institutions (Brady, 2012:344). Such change, as indicated by Kent (2012), is important because educational practitioners need to be able to provide guidance for students who do study in the humanities, so they can address the anxiety-laden question frequently asked by solicitous friends, relatives and strangers: "*What are you going to do with a degree in that?*" (Kent, 2012:275). Students, Kent (2012:281) further argued, need to understand for themselves what is achieved through the 'slow learning' so often promoted across the humanities, why 'that inefficient, a vocational approach to higher education', which has 'no clear career path attached', is nevertheless so valuable.

3.3.1.2. The implementation of policies and their impact on the Humanities

The post-1994, South Africa's democratic government committed itself to transforming higher education as well as the inherited apartheid social and economic structure, and to institutionalising a new social order. In response to the needs of the country, transformation-oriented initiatives were put in place that sought to effect institutional change. For higher education, in the 1990s, the most important policy document produced during that period was the National Education Policy Investigation (NEPI) Report (1992) on Post-secondary Education, variously termed a unique 'civil society initiative' (Badat, 2003:6) and a 'people's education project' (Cloete, 2002:94). In higher education, this involved the provision of increased access for black students to institutions which remained unequal in terms of

resources and capacity. In the face of this overwhelming demand and need for equity, the relatively small and focused efforts of earlier academic support initiatives and the idea that academic support should cater to a 'disadvantaged' or 'underprepared' minority rather than a majority came in for major challenge (Mehl, 1988; Moulder, 1991).

The South African Constitution of 1996, the 1997 Act and White Paper 3 directed the state and institutions to realize profound and wide-ranging imperatives and goals through higher education in order to contribute to the transformation and development of higher education and society. The Bill of Rights (Republic of South Africa, 1996) proclaims the assertion of the values of human dignity, the achievement of equality, and the advancement of non-sexism and non-racism and the human rights and freedom. Furthermore, The Higher Education Act (1997) declared the desirability of creating "a single co-ordinated higher education system", restructuring and transforming "programmes and institutions to respond better to the human resource, economic and development needs" of South Africa, redressing "past discrimination", ensuring "equal access" and contributing "to the advancement of all forms of knowledge and scholarship, in keeping with international standards of academic quality". The White Paper 3 identified addressing the development needs of society" and "the problems and challenges of the broader African context" as among social purposes that higher education was intended to serve (DoE, 1997:1.3, 1.4) in order to provide the labour market with knowledge-driven and knowledge-dependent society, with the ever-changing high-level competencies and expertise necessary for the growth and prosperity of a modern economy. The goals of higher education presented in the education White Paper 3 indicate the responsibility of higher education institutions towards both open-ended inquiry and applied research that leads to social development (SA, 1997:1.26).

In 2001, at the implementation stage of the higher education policy, the National Plan on Higher Education (NPHE) defended the necessity for keeping the enrolment figures in the Humanities and social sciences at 40% of the total enrolments at system level. The document tackles directly the issue of the perceptions about the

Humanities as having no value in the labour market and invites higher education institutions not to enroll fewer students in the Humanities, but rather to review the curriculum (SA, 2001:2.6).

These transformation-oriented initiatives seeking to effect institutional change have included the definition of the purposes and goals of higher education; extensive policy research, policy formulation, adoption, and implementation in the areas of governance, funding, academic structure and programmes and quality assurance; the enactment of new laws and regulations; and major restructuring and reconfiguration of the higher education institutional landscape and of institutions (Badat, 2010:2-3).

The implementation of policies such as Higher Education (HE) and science and technology (S & T) policies between 1994 and 2009, however, are believed to have led to the advancement or undermining of the position of the Humanities in the country (ASSAF, 2011:35), placing the HSS in universities in crisis. The National Plan on Higher Education (NPHE, 2001) tackles directly the issue of the perceptions about the Humanities as having no value in the labour market and invites higher education institutions not to enroll fewer students in them, but rather to review the curriculum (SA, 2001:2.6).

In pursuing the defined social purposes and goals, the White Paper 3 clearly and explicitly stated the principles and values that had to be embodied in and promoted by higher education. These were: equity and redress, quality, development, democratisation, academic freedom, institutional autonomy, effectiveness and efficiency, and public accountability (DoE, 1997:1.18-1.25). Such challenges do not only rest within South Africa only but are also global phenomenon. Kottmann and de Weert (2013:5) indicated that policies in different countries were applied to encourage institutions to enhance the employability of their students. Kortmann and Weert (2013:5) raised the following to question government involvement:

- What policies are applied to encourage institutions to enhance the employability of their students?
- What interventions occur in the volume of degree programmes?
- What role do employers have to increase the labour market relevance of programmes?

- Are there any institutional structures represented in governing boards of Higher Education institutions?
- Is information on graduate employability also collected for a longer period to monitor the career progress of graduates?

Given these concerns, it is not surprising that in a number of countries, such as Ireland (Royal Irish Academy, 2007), the UK (British Academy, 2004), Germany (DFG, 2007), Switzerland (SWTR, 2006:25), and the Netherlands (Sustainable Humanities, 2009), initiatives and investigations have been launched into the Humanities to recommend ways to both defend and rebuild them.

In addition, the Panel of the ASSAF Humanities Consensus Study, in its own encounter with a different set of countries, Australia, Brazil, Egypt, Ghana and India, confirms that the Humanities in these countries, which have a closer approximation to the South African experience, face a similar set of challenges (ASSAF, 2011:21). The ASSAF Consensus Panel believed that the evidence gathered from the comprehensive survey of Humanities graduates in South Africa in the destination study shows that Humanities graduates are largely misrepresented. Given this, post-1994, South Africa's new democratic government committed itself to transforming higher education as well as the inherited apartheid social and economic structure, and institutionalising a new social order. However, the White Paper 3 indicates that this should not diminish the importance of the Humanities because they contribute to understanding of human and social development, and to career-oriented training in a range of fields (SA, 1997:2.25).

3.3.1.3. *Humanities students' lack of appropriate information to make informed decisions*

The goals of higher education presented in the Education White Paper 3 indicate the responsibility of higher education institutions towards both open-ended inquiry and applied research that leads to social development (SA, 1997:1.26). This involved the provision of increased access for black students to institutions with efforts to earlier academic support initiatives and the idea that academic support should cater for a 'disadvantaged' or 'underprepared' minority (Mehl, 1988; Moulder, 1991). This "increase to the access for many students" to universities came with

many challenges and, as Dziuban, Tango and Hynes (1994) reported, many students were undecided about career choices due to a lack of clarity in understanding how their needs could be satisfied in a career, and are also in different levels of comfort with their decision (Newman, Fuqua, & Minger, 1990). For Vondracek, Lerner, and Schulenberg (1986), both intrapersonal and environmental factors are important to career choice and career development. Rapid economic and technological changes, as well as turbulence in the labour market, make career choice and development life-long processes (Staff, Messersmith, & Schulenberg, 2009). These contextual variables play a role in career choice (Schlosser, Safran, & Sbaratta, 2010:35), changes that threaten the nexus of values and other individual characteristics and occupational rewards (Johnson & Mortimer, 2011).

Given the rapid economic change and increasing turbulence in the labour market, it is perhaps not surprising that many young people had difficulty deciding on future career options (Rindfuss, Cooksey, & Sutterlin, 1999). It might be argued that in an increasingly unpredictable job market, having uncertain career aspirations could allow them to adapt more easily to changing opportunities. Youth today confront a rapidly changing occupational structure and increasingly non-standard employment relations that weakening ties between employer and employee (Vuolo, Staff & Mortimer 2012:1760). In the USA, difficulties during this transition period also reflect a job market for young people that had been deteriorating since the 1970s (Danziger & Ratner, 2010).

Experimentation with different fields of study and types of employment could enable youth to avoid what Marcia (1966) described as “foreclosure” and acquire more satisfying and enduring adult careers (Arnett, 2004). Having uncertain career aspirations during this period may lead to a greater accumulation of workplace experiences, job skills, and employer contacts (Bynner, 2005). Moreover, having narrowly defined career aspirations could prove problematic if individuals are unable to adjust to rapidly changing employment conditions (Orange, 2007). According to Schneider and Stevenson (1999) and Csikszentmihalyi and Schneider (2000), many young people pursue post-secondary courses of study that seem irrelevant, lacking clear connection to their vocational or any other goals). Certainty about career objectives is likely to promote the mobilization of energy and other resources to achieve them (Nurmi, Salmela-Aro, & Koivisto, 2002). Staff et al. (2010) found

that individuals with undecided career ambitions in both adolescence and young adulthood earned significantly lower wages in adulthood than young people with more certain aspirations, supporting the view that occupational uncertainty leads to floundering in the labour market. Consistently, Zimmer-Gembeck and Mortimer (2007) have reported that young people's crystallization of vocational decisions during high school or in the early-to-mid 20s is linked to college completion by the mid-20s. Theoretical models of the process of occupational attainment have for decades emphasized the importance of adolescent psychological orientations as sources of agency that mediate socio-economic origins and destinations (Sewell & Hauser, 1975). Erikson's (1968) psychosocial theory of development asserts that identity formation is the key developmental task of adolescence during the transition to adulthood as a person's career is incorporated into one's identity (Stringer, Kerpelman & Skorikov, 2012: 1343). Skorikov, (2007) added that the success in career preparation is important for subsequent adjustment. This study aimed to look at what can be done by a Higher Education Institution to prepare students to make such an important career decision during this transition.

3.3.1.4. Dilemma associated with exposure to different content, structure and purposes of BA programme for Humanities students

Gannaway (2015:300) indicated that, in a university, students may experience drastically different content, structure and purposes from other students, despite all, ostensibly, completing a programme called BA. In Australia, Gannaway (2015:306-307) suggested there is no singular, universal understanding of a BA degree but rather four types of programme, all of which could be in operation at the same university at the same time, and all called a BA. For example, multi-campus institutions may have one type of curriculum in operation at their regional campuses while another is in operation at a metropolitan campus. A student may have a BA with an Archaeology major while another has a Bachelor of Archaeology, different outcomes despite the shared classes, identical assessment and learning activities. For this study, the tables that follow describe and demonstrate the challenges and the dilemma that staff and students on the Qwaqwa's Humanities faculty experience regarding BA courses in comparison with their counterparts in the main campus and also different types of BA programmes from an international perspective. Hence their

views, thoughts and ideas were sought in this study to practically address their plight by themselves. Bottom-up solutions were sought in this study to arrest the current crisis of inadequate BA courses on the Qwaqwa campus Humanities faculty, hence students collaborated with the staff to generate a strategy to assist students to reflexively fumble towards a sustainable career in the Humanities. These types of BA are described below and summarised in Table 3.2 below.

Table 3.2: Four types of BA programme in the Humanities

Type	Purpose	Content	Organization
Traditional	Liberal arts education	Few, if any, core units of study required Breadth and depth from wide range of disciplines Few multidisciplinary or interdisciplinary offerings	Limited rules; wide choice
Dual	Combined humanities skills with professional education	Wide range of discipline areas covered by majors; other programme connects to a profession. Application in the workplace	BA majors structured to facilitate 'add-on'; choice restricted to units within a major. Organised to facilitate double degrees
Professional	Work-ready social sciences and humanities-based graduate	Required units of study developing core work skills Smaller number of majors Work-integrated learning opportunities Interdisciplinary	Highly prescriptive with limited choices. Clear pathway through units of study that comprise a major
Limited	Foundational exposure to liberal arts (skills such as critical thinking. Offered by institutions with regional campus with other types offered in metropolitan areas	Few discipline areas offered Required content as core units Foundational units Interdisciplinary or multidisciplinary	Highly structured, Limited numbers of units available with limited choice

Gannaway's Four types of BA programme in Humanities (2015:306-307)

Within the context of the enormity of the shift from apartheid to democracy in South Africa, the tertiary system has been dominated by mergers and incorporations of

higher education institutions (Mouton, Louw & Strydom, 2012), including UNIQWA (as the campus was known), established for the Qwaqwa Homeland during apartheid South Africa as a branch of the University of the North, incorporated into the University of the Free State in 2003 and on 1 January 2003 becoming its Qwaqwa Campus. The community in which it is located is characterized by poverty and associated disadvantages, an economically backward rural community; lacking in education and infrastructure, which predetermines most enrolling students as economically disadvantaged and discourages marketable academics from working there.

While the strategic planning of the UFS stipulates that the academic programme on the Qwaqwa Campus should be responsive to "... the realities of the campus' geographical location, ... the socio-economic background of potential students, the educational needs of the broader community and the natural resources of the region ... (4.3.1.1)", the Humanities faculty runs a 'general' BA degree that only offers a 'broadly *formative* education' that is useful in *any* occupation that requires a culturally informed person (4.3.1.2).

Table 3.3: Liberal Arts in undergraduate Bachelor degree programmes

Qualification Bloemfontein Campus	Qualification Qwaqwa Campus
Bachelor of Arts	Baccalaureus Artium
Bachelor of Arts (Extended Curriculum Programme)	BA (Extended Curriculum Programme)
Bachelor of Arts majoring in Management	
Bachelor of Arts majoring in Geography and Environmental Management	
Bachelor of Arts in Communication Science with specialization in Corporate and Marketing Communication	
Bachelor of Arts in Communication Science with specialization in Media Studies and Journalism	
Bachelor of Arts in Governance and Political Transformation	
Bachelor of Arts in Language Practice	

Qwaqwa Humanities Rule Book (2015)

From the above information it is clear that students enrolled in the Bloemfontein campus will graduate with a fairly different exposure to knowledge from their

peers in Qwaqwa. It is further indicated that limited infrastructure and staff capabilities negatively affect the offering of major and elective modules.

According to the University Academic Status Report UFS (Qwaqwa Campus) (2012:

24-26), the Humanities Programme at the Qwaqwa Campus is not organised according to clearly articulated pre-requisites. In other words, students choose their modules without being constrained by rules of progression or combination. Three of the major subjects for the Humanities programme are mathematics, business administration and economics, which are not a particularly orthodox choice of major for the Humanities. In addition, major subjects and electives are the same, consequently the Humanities programme does not prepare students for specific careers.

At the University of the Free State (Qwaqwa Campus) there are many factors attached to students enrolling within Humanities, including not meeting the requirements within the faculties of their initial choice, thus randomly choosing modules without thinking of employability after completion. In addition, the BA degree is seen as different from that offered at the Bloemfontein campus of the same University, with a limited number of modules (see Tables 3.1 to 3.6). The University of the Free State Rule Books 2016 for the Humanities Faculty in both Qwaqwa and Bloemfontein Campuses indicated the differences in the programmes between these campuses (Tables 3.1 - 3.5). The tables below (3.1- 3.6) compare programmes, qualifications and courses offered in Bloemfontein campus to those offered in Qwaqwa campus departments in the Humanities. One of the main challenges many Humanities disciplines in universities have had to face is how to map their study outcomes into wider instrumental goals in education systems increasingly run on a commercial basis.

Table 3.4: Performing Arts in undergraduate Bachelor degree programmes

Qualification Bloemfontein Campus	Qualification Qwaqwa Campus
Bachelor of Arts in Fine Arts	
Bachelor of Arts in Drama and Theatre Arts	
Bachelor of Arts in Music	
Bachelor of Music	

Table 3.5: Performing Arts in undergraduate diplomas and Higher Certificates

Qualification Bloemfontein Campus	Qualification Qwaqwa Campus
Diploma in Music	
Higher Certificate in Music Performance	

Qwaqwa Humanities Rule Book (2015)

Table 3.6: Social Sciences in undergraduate Bachelor degree programmes

Qualification in Bloemfontein campus	Qwaqwa Campus
Bachelor of Social Science with majors in Human- and Societal Dynamics	
Bachelor of Social Science with majors in Human- and Societal Dynamics (Extended Curriculum Programme)	
Bachelor of Social Work	

Qwaqwa Humanities Rule Book (2015)

Table 3.7: Culture courses in undergraduate Bachelor degree programmes

Bloemfontein Campus	Qwaqwa Campus
Anthropology	
Art History and Visual Culture Study	
Classical Studies	
History	History
Philosophy	
Political Science	Political Science

Qwaqwa Humanities Rule Book (2015)

Table 3.8: Language Options in undergraduate Bachelor degree programmes

Bloemfontein Campus	Qwaqwa Campus
Afrikaans and Dutch	
Afrikaans	Afrikaans
English	English
English Skills	
French	
German	
Greek	
Hebrew	
Latin	
Linguistics	

	IsiZulu
Sesotho (mother tongue)	Sesotho
Sesotho (non-mother tongue)	
South African Sign Language	

Qwaqwa Humanities Rule Book (2015)

Table 3.9: Core Modules in undergraduate Bachelor degree programmes

Bloemfontein Campus	Qwaqwa Campus
Afrikaans and Dutch	
Afrikaans	Afrikaans
Anthropology	
Art History and Visual Culture Studies	
Business Management	Business management
Classical Studies	
Communication Science	
Criminology	
Economics	Economics
English	English
French	
Geography	Geography
German	
Greek	
Hebrew	
History	History
Industrial Communication	
Industrial Psychology	Industrial Psychology
	IsiZulu
Latin	
Language Practice	
Linguistics	
Mathematics	Mathematics
Philosophy	
Political Science	Political Science
Psychology	Psychology
	Public Management
Sesotho	Sesotho
Sociology	Sociology
South African Sign Language	

Qwaqwa Humanities Rule Book (2015)

It is further illustrated in the *The Qwaqwa Rule Book – 2015* Faculty of the Humanities that students enrolled in the Bloemfontein campus will graduate with a fairly different [superior] exposure to knowledge from their peers in Qwaqwa. O'Brien (2001: 66) sees such as unequal access to resources for marginalized or less fortunate individuals as a matter concerning social justice.

The legacy of decades of inferior education in South Africa has been associated with underdevelopment, poor self-image, economic depression, unemployment and crime. Being offered inferior education had been a systematic matter in which people were made to assume an inferior status in society through being denied quality education. This would, if not dealt with appropriately, lead to difficulties in finding employment after graduation, however, in an era of lengthening unemployment lines and shrinking university endowments, questions about the importance of the Humanities in a complex and technologically demanding world have taken on a new urgency. Previous economic downturns have often led to decreased enrolment in the Humanities as limited infrastructure and staff capabilities, indicated above, negatively affect the offering of major and elective modules.

3.3.1.5. Humanities graduates' difficulty finding jobs

Van der Berg and Van Broekhuizen (2013:3) argue that there is a perception that certain graduates in South Africa are struggling to find jobs, particularly black students from historically disadvantaged (and often rural) universities, in particular students who have majored in the Humanities. This problem could be traced back to transformation-oriented initiatives to effect institutional change that included the definition of the purposes and goals of higher education; extensive policy research, policy formulation, adoption, and implementation in the areas of governance, funding, academic structure and programmes and quality assurance; the enactment of new laws and regulations; and major restructuring and reconfiguration of the higher education institutional landscape and of institutions (Badat, 2010:2-3). In pursuing the defined social purposes and goals, White Paper 3 clearly and explicitly stated the principles and values that had to be embodied and promoted by higher education. These were: equity and redress, quality, development, democratisation, academic freedom, institutional autonomy, effectiveness and efficiency, and public

accountability (DoE, 1997:1.18-1.25). In response, the government placed emphasis on critical areas of skills shortage such as engineering, technology, the physical sciences and certain areas of business studies, such as accounting. As a result, the importance of the Humanities has been badly misunderstood in the pursuit of utilitarian outcomes, such as economic growth (ASSAF, 2011:30).

This challenge does not just rest with South Africa, as reports released by Harvard University and the American Academy of Arts and Sciences (AAAS) indicated the crisis in the Humanities (Mateos, 2013:1; Saul, 2013:1). Within the Harvard's Division of Arts and Humanities, fewer undergraduate students are majoring in humanistic disciplines, due to the degrees not guaranteeing jobs after graduation (Mateos, 2013:2; Levitz & Belkin, 2013:2 & Hanson, 2014: 1).

3.3.2. Aspects and components necessary to reflexively fumble towards a sustainable career choice in the Humanities

A number of factors are necessary to reflexively fumble towards a sustainable career choice in the Humanities.

3.3.2.1. Availability of different resources to address students' needs

Khali and Williamson (2014:75) indicated that different resources should be available on campus for helping students address academic difficulties. For Astin (1999:520), resources include a wide range of ingredients believed to enhance student learning, such as, physical facilities (laboratories, libraries, and audio-visual aids), human resources (well-trained faculty members, counsellors, and support personnel), and fiscal resources (financial aid, endowments, and extramural research funds). In effect, the resource theory maintains that if adequate resources are brought together in one place, student learning and development will occur (Astin, 1999:521). In addition, most researchers agree that technology as a resource can change the teaching and learning process, making it more flexible, engaging, and challenging for students to create highly effective environments that can meet 21st century skills and demands (Groff & Mouza, 2008:25-26). Wößmann (2000:7) stresses the efficient use of resources in the sense that given inputs are used in a

performance-maximizing way. Wyckoff (1998) and Habley (2004) noted that positive faculty-student interactions and taking advantage of resources that promote academic success, such as academic advising, learning centres, tutorials and office hours, have been demonstrated to positively influence success by academically and socially integrating students into the university community.

3.3.2.2. Well-developed academic advice service

Crocker, Kahla and Allen (2014:2) suggested well-developed academic advice to cater for different students' needs, whilst Khali and Williamson (2014:75-79) found that well-advised students are likely to continue enrolling in classes, stay on track by following their plan of study, and progress towards graduation; all while enjoying their time as students because they are well informed and aware of what it will take to be successful. For the purpose of this study, the academic advisor is a person who helps students obtain what they are seeking regarding their degree requirements (Khali & Williamson, 2014:74, 78-79). Under the guidance of an academic advisor, students can clarify the purposes of their attendance, achieve vital personal connections with mentors, plan for the future, determine their role and responsibilities in a democratic society, and come to understand how they can achieve their potential. Academic advisors play important roles in students' learning and development by providing academic advice, giving help in establishing goals, providing career guidance, clarifying graduation requirements, disseminating information, and assisting (Clark & Kalionzes, 2008; Glennen, 2003; Latif, 2006; Nor, Zaini & Zahid, 2013). In support of this notion, Schreiner (2009) further noted that proper academic advice improves student retention rates through the establishment of relationships with academic staff members who help students to clarify their academic and career goals.

Anderson (1997) argued that academic advice is imperative to undergraduate retention because it keeps students motivated, stimulated and working towards a meaningful goal. This was supported by Tinto (1999), who stressed that academic advice should be an integral part of a student's first-year experience and should promote student development. Crocker et al. (2014) proposed three functions of advice, firstly, the *prescriptive function*, which is secondary for most faculties and often necessitates knowledge of degree requirements that extend beyond the faculty

member's area of expertise. It consists of helping students find the appropriate entry level classes and making them aware of any prerequisites (Crocker et al., 2014:2). During this process, Allen, Smith and Muehleck (2013: 331-332) indicated that the advisors provide students with accurate information about degree requirements and help them understand how things work at their institution, that is, understanding timelines, policies, and procedures with regard to registration, financial aid, grading, graduation, petitions and appeals (*information function*) and further helping them connect their curricular and co-curricular choices to academic, career, and life goals (*curricular integration function*). This area often requires annual training to update faculty on changes that occur at the university level. Secondly, *the developmental function* of advice is dependent on a relationship in which the adviser is familiar with the student's life interest (Crocker et al., 2014:2). In addition to calling attention to important prerequisite classes and informing students of the timing for course offerings, the faculty advisor may engage in developmental advising. In this role, an advisor gives guidance on topics that are of special interest to a particular student, such as sharing how a particular course can be beneficial, discussing career opportunities for a particular field of study or making recommendations for internship opportunities (Crocker et al., 2014:2). For Allen et al. (2013:332), advisors should assist students in accessing campus resources to address academic problems, for example, tutoring, as well as non-academic problems, for example, mental health counselling, that if left unresolved are likely to interfere with students achieving their educational goals (*referral function*). They should help students develop planning, problem-solving, and decision-making capabilities so that they assume greater responsibility for their education (*shared responsibility function*). Developmental advising is not limited to academic and career endeavours but often delves into random bits of wisdom and insight that address every sort of life interest (Crocker et al., 2014:2). Lastly, *the intrusive function* of advising is a systematic application of institutional policy and procedure. Intrusive advising creates opportunities to begin building relationships with students from day one, despite seldom seeing them. Allen et al. (2013:332) added that advisors should know students as individuals, taking into consideration their unique skills, interests, and abilities (*individuation function*). While Allen et al., above assert that advisors should know students as individuals, from a practical perspective it remains problematic since these advisors are bombarded with hundreds and hundreds of students that they need to assist and

guide on daily basis. Though Allen et al., idea is noble, it poses a great challenge to create time and space to know students as individuals in the midst of hundreds of students advisors deal with daily.

3.3.2.3. Shared responsibility for student learning by both Academic and Student Support

Maldonado, Rhoads and Buenavista (2005:606) asserted that a key to academic success is the development of sense of connection within the institution. Dale and Drake (2005:51) further asserted that when everyone on campus, particularly academic and student affairs, share responsibility for student learning, students will be able to make significant progress. Student success must then be everyone's business in order to create conditions that encourage and support students to engage in educationally productive activities, and the value of the out-of-class experience cannot be overestimated. Kuh (2005:296) insisted that, like other high-performing organizations, universities employ partnerships, cross-functional collaborations, and responsive units to achieve their objectives, including enhanced learning, the overarching goal of higher education. In concurring with Kuh (2005), Borrego (2006:11) asserted that the entire campus was a learning community and so all elements of a learning community should be aligned to facilitate and reinforce students' learning. Wyckoff (1998) proposed that the interactions a student has with all university members (peers, faculty, staff, and administrators) influence his or her intent to remain at the university. Retention literature from year 2000 onwards stressed cross-departmental institutional responsibility for retention via wide-range programming (Kadar, 2001; Keels, 2004; Lehr, 2004; Salinitri, 2005; Thayer, 2000; Tinto, 2000; Walters, 2004; White, 2005). Programmes and initiatives designed to support undergraduate retention should address both formal and informal student experiences inside and outside lectures. Habley (2004) found that the interactions students had with concerned individuals on campus (faculty, staff, advisors, peers, administrators) directly influenced undergraduate success.

3.3.2.4. Active and engaging classroom environment

To improve student engagement and learning an institution needs to move away from the traditional didactic lecture format to more interactive engaging lectures requiring active student participation, and the introduction of modalities, with an aim to empower students to be active learners (Davis, Hodgson & Macaulay, 2012:300). According to Davis et al. (2012:301), interactive engagement increases student motivation, which is consistently discussed in the literature as a major factor in determining attendance at lectures, with the assumption that more motivated students are less likely to miss them and more likely to make use of other resources, with more desire to be successful and prove themselves (Bati, Mandiracioglu, Orgun & Govsa, 2012:596-597). Borrego (2006:14) explains that successful learning happens in relationships with new ideas, new people, and new ways of achieving.

Tinto's student integration model theorizes that students who academically and socially integrate into the campus community increase their commitment to the institution and are more likely to graduate (Tinto, 2007). Student success could be achieved when a university has a construction of a weekly timetable in which all operational rules and requirements of the academic institution are met and as many wishes as possible of the staff and students satisfied (Beliën & Mercy, 2013).

3.3.2.5. Collaboration between the community and the Humanities department

In higher education, universities must make a contribution by providing community service through integrated teaching, an approach that challenges universities and academics to position community service alongside teaching and research and in the process generate applied knowledge which helps communities to address social problems. In so doing, applied knowledge, which supports communities in addressing social problems to make them co-responsible for social change, is generated (Waghid 2002:458). According to Kottmann and de Weert (2013:9), one of the central goals of higher education is the competence-development of students in order to enhance their job chances. Responding to labour market demands and a close collaboration with the professional field is essential, achievable by aligning programmes with the authentic professional practice and powerful learning environments and created with the effect of better study results among students.

On the African continent, universities are facing many challenges characterised by great instability (Assie-Lumumba, 2006:71), compounded by economic failures, stagnation and regression (Assie-Lumumba, 2006:75) which gives birth to university ill-preparedness to meet the needs of the society (Assie-Lumumba, 2006:78). Holland and Gelmon (1998:5) described effective partnership as “knowledge-based collaboration in which all participants have things to teach each other, things to learn from each other and things they will learn together.” The relationship between partners is characterized by mutual trust, respect, genuineness and commitment, sharing power and resources (CCHP, 2000 in Mitchell & Rautenbach, 2005:104-106). Mezirow (2000:22) indicated that service-learning contexts present students with problematic situations in real-life situations and framing curricula around addressing social problems, service-learning. Interest in community service-learning is growing in South Africa, ostensibly because it opens up opportunities for contributing to transformation as higher education institutions (HEIs) “are urged to become more democratic, more responsive to community challenges, and conducive to partnership-building with a variety of stakeholders” (Erasmus, 2005:1).

3.3.3. Conditions conducive to Humanities students reflexively fumbling towards a sustainable career choice

This section focuses on conditions conducive to Humanities students reflexively fumbling towards a sustainable career choice.

3.3.3.1. Appropriate and easily accessible resources by and for students

Tinto (2004) suggested that in order to improve undergraduate retention all HEIs should offer easily accessible academic, personal and social support services. The interactions students have on campus with individuals in academic, personal and support service centres can influence a sense of connection to the university as well as ability to navigate the campus culture, meet expectations and graduate. A university that holds high expectations and actively involves students in their learning creates an environment in which they are more likely to succeed (Tinto, 2004). Academic advice should be well developed and appropriately accessed by

students to guarantee sustained interaction with a caring and concerned adult who can help them shape such an experience (Crocker et al., 2014:2). In addition, creating social relations is believed to be making human resources accessible.

Creating social relationships helps students interact with professors and classmates in meaningful ways so that they develop strong relationships with each other. Such activities make students feel that they belong in higher education and provide students with access to information and resources that they can use to be successful in university and after graduation (Karp, 2011:6). Creating social relationships is further seen by many theorists, such as Tinto and his colleague (Engstrom & Tinto, 2008; Tinto, 1993, 1997) as an important way to increase students' integration and access to information. Crisp (2010), Scrivener, Bloom, LeBlanc, Paxson, Rouse and Sommo (2008) and Lichtenstein (2005) confirmed that interpersonal support predicts academic and social integration. Bensimon (2007) offers additional anecdotal evidence that such relationships are important for under- represented students. Tinto (1993:128) emphasized that students who do not become socially connected to post-secondary education have difficulty in remaining enrolled, and "institutional agents" can encourage student success by providing interpersonal connections, advice, motivation, and information. Authors such as Coleman (1988) and Granovetter (1974) argued that social relationships can be used as a form of currency to help individuals obtain valued goods. Such relationships can be used to access information that can, in turn, be used to succeed in educational endeavours and obtain desired credentials. In this way, social relationships promote student success by themselves and can also serve as a conduit for developing other important mechanisms, such as college knowhow. Karp, O'Gara, and Hughes (2008) found that students who had strong networks of social relations were more likely to report being integrated into their college environment, and in turn were more likely to make progress toward a degree.

3.3.3.2. Knowledgeable and well-trained advisors

When advising one needs to tread carefully as making key decisions associated with a career can affect not only the students' future career goals but also in some cases the course of their lives (Khali & Williamson, 2014:73). Marques (2005:4) suggested that advisors should be knowledgeably involved with the students'

positions and programmes. Faculties are to make the value and importance of advising a priority and attend training routinely to stay abreast of changes in curriculum, policy, and procedure (Crocker et al., 2014:2). In addition, Crocker et al (2014:2-6) and Williamson (2013) indicated that every faculty member should be proficient in the degree requirements for the majors and be proficient in both university requirements. Crocker et al. (2014:2-6) further suggested that it would be preferable if the faculty member could advise for all majors within the department, although if a department has many majors this may not be feasible. Therefore, every faculty needs an understanding of how each course a student completes relates to success in another course, thereby making sure credits have been updated correctly.

3.3.3.3. Proper communication channels for students assistance

Communication should be encouraged through methods that are appropriate, comfortable, and accessible to all, with appropriate accommodation readily available. When possible, information should be shared using multiple and varied methods and technologies, and appropriate or necessary mechanisms should be in place to ensure that messages are received, preferably through some form of return receipt (Higbee, 2008:19). Crocker et al (2014:6-7) suggested the computing system is the best communication system to reach the students and that university computing systems be user-friendly, secure, updated regularly, and integrated with the students' information to enable the advisor to access necessary data.

Through proper communication channels students will develop the knowhow of the institution, another activity that helps students learn about the procedural and cultural demands of college. This includes basic information, such as how to navigate the physical space of college as well as valuable cultural knowledge and unwritten 'rules' of the university environment. Finally, college knowhow includes strategies for attaining success in post-secondary education, such as study skills, résumé-writing, and how to use student services (Karp, 2011:6). For Tinto (1993), if students do not come to understand the norms and expectations of post-secondary education they will experience incongruence and find it difficult to remain enrolled. They need to be part of social and academic communities on campus.

Guiffrida (2006); Rendon, Jalomo and Nora (2000) and Tierney (1999) also recognize that the culture of higher education privileges certain skills and cultural knowledge, and that students must be assisted in learning “how to do” university if they are to be successful. Scott-Clayton (2011) describes the complicated landscape that students must navigate on the way to earning a degree from struggling to figure out which courses to take to understanding the progress they have made (or not) toward graduation, and to learn which courses will count toward their degree. Giving student better information can help them make good choices and progress toward a degree while minimizing frustration that might discourage them from persisting in a university, and increases the likelihood that they will access university services (Engstrom & Tinto, 2008; Keenan & Gabovitch, 1995). In addition to knowing how, Visher, Butcher and Cerna (2010) stressed that students must be taught study and time management skills.

3.3.3.4. Acceptance of responsibility and accountability by both staff and students

Accountability is defined by Merriam-Webster (2003) as “an obligation or willingness to accept responsibility or to account for one’s actions” and as answerability as indicated by Schedler (1999:14). The term accountability raises several deceptively simple, but devilishly difficult questions: Who is accountable to whom, for what purposes, for whose benefit, by which means, and with what consequences? (Lingenfelter, 2003). For Behn (2001:7), one cannot have accountability without expectations: “If you want to hold people accountable, you have to be able to specify what you expect them to do and not do.” The purposes or goals of accountability programs for higher education, however, have shifted over time from system efficiency, to educational quality, to organizational productivity, and to external responsiveness to public priorities or market demands (Burke, 2005:4) Accountability in higher education in the USA has run the gamut from trust and self-regulation, to bureaucratic rules and stipulations, to performance goals and results, to policy initiatives and political intrusions, and, finally, to private markets and government incentives (Burke, 2005:24).

Performance reporting has become the preferred approach to accountability for higher education (Burke & Minassians, 2003:1; Burke, 2005:21). Universities exhibit an array of accountability and improvement efforts, ranging from institutional to programme accreditation and from outcomes assessment to programme reviews and academic audits. The point is that these institutional and departmental programmes are seldom connected. Internal performance reporting within universities could provide that connection by linking state needs, institutional goals, and departmental aspirations. Such a reporting system demands strong central administration leadership and appropriate faculty participation. Both demands are easier to proclaim than provide. Closing the accountability gap begins at the institutional level with clear goals, realistic objectives, and relevant indicators that reflect campus missions, state needs, and market demands (Burke, 2005:21).

In order to develop a culture in which trust, respect, and fairness flourish as a part of the stewardship responsibilities, dedication is required. Leveille (2016:88) stressed the importance of trust and trustworthiness, referring to feelings or attitudes. It is what one assigns to someone or something, stemming from behaviour as what one perceives, sharing power and allowing freedom of choice. The matter of trust is considered “to be related to moral qualities imputed to and expected of the figures in whom trust is invested.” (Walker, 1979:24)

Mooney (1994) articulated the expectations placed on higher education by the public as follows:

- To serve society
- To foster the continuity of living and learning
- To be accountable for the best possible use of our resources
- To set and adhere to high standards of quality
- To lead by example in every aspect of work

Accountability, as indicated by Adelman and Taylor (2008:9), is an essential prerequisite to enhance academic achievement. For Crocker et al. (2014:6-7), permanent relationships between a faculty advisor and a student create a built-in accountability system whereby the faculty advisor can follow up on his or her activities after being advised. Student evaluations of the advising process should

be conducted periodically to ensure that desired outcomes are being achieved. If the relationship is valued the student's appraisal of the faculty's concern and civility may be appropriate measures. In addition, performance evaluations could have a section dedicated to advising activities. Opportunities to advise students on career choices, life choices, and other non-academic endeavours are dependent on building a trust-based relationship in which the student engages in advice-seeking behaviour (Crocker et al., 2014:6-7), by building a successful rapport with them. Khali and Williamson (2014:73) further argue that such a relationship allows students to feel comfortable in an academic setting and they tend to be motivated to follow through and progress to graduation with degrees (Pargett, 2011). However, if the needs of many students are not met by the systems in place and failure to provide adequate advising can lead to more students dropping out early (Banat, 2015:105). In support of this notion, Van et al. (2015:54) noted that for effective advising, academic advisors need to use specific approaches and be culturally aware of the background of their students. It is thus important for policymakers to expect and evaluate efforts to hold non-academic interventions accountable.

3.3.3.5. Self-efficacy

Self-efficacy beliefs refer to an individual's beliefs concerning whether or not he or she can perform a course of action resulting in a desired outcome (Bandura, 1977). Self-efficacy beliefs play a major role in Bean and Eaton's (2000) psychological model of college student retention, such that when students believe they are efficacious and competent they will persist on tasks and develop higher goals for tasks. The model also posits that as academic social self-efficacy increases, academic and social integration into university life will also increase, leading to student persistence. Bean and Eaton (2001) have identified several successful retention practices (i.e., learning communities, freshman interest groups, tutoring and orientation) and described the underlying psychological processes, including self-efficacy beliefs which encourage student persistence through these practices. For example, learning communities provide students with structured opportunities to become more socially adept and develop social self-efficacy. As social self-efficacy develops, students become more confident and are more likely to integrate into the campus community. In an attempt to better understand practices which

could support student success, DeWitz, Woolsey and Walsh (2009) proposed that developing self-efficacy interventions could improve student behaviours associated with purpose in life. This could, in turn, encourage more positive and meaningful experiences for students and such experiences help to clarify aspirations and enhance commitment.

Clarifying aspirations and enhancing commitment activities help students develop clear goals and become or remain committed to achieving those goals via higher education (Karp, 2011:6). Most young people, according to the US Department of Education (2006), understand that a post-secondary credential is important and intend to earn a degree. However, many, particularly those vulnerable to academic failure or from backgrounds without a strong tradition of college-going, have only a loose sense of why college is important and how it can help them achieve their goals. Those who do not have clear goals and genuine understanding of why university is worth it, even when it is difficult, are likely to be derailed by relatively minor challenges and setbacks (Grubb, 2006). Thus, non-academic support that helps students crystallize their educational and occupational goals, understand how college can help them achieve those goals, and develop commitment to college even in the face of obstacles can increase the likelihood that they will persist (Karp, 2011:10). For Tinto (1993), such commitment develops when students have positive interactions with their university environments as this allows them to view post-secondary education as a positive endeavour. Karp (2011:12) argues that students need to understand why they are expected to learn the content of their courses and how it relates to their future goals. Those who do not see the value in their coursework often behave in counterproductive ways, for example, by failing to complete assignments or dropping required courses. Karp (2011:10) further indicated that advising activities that meet this need can improve student outcomes. This was supported by Bahr (2008) and Metzner (1989) who both found that advising, particularly as reported by students to be useful, positively influenced completion of remedial courses, persistence rates, and transfer rates after controlling for pre-existing characteristics. Metzner (1989) also found that some of the effect of good advising was due to its influence on students' perceptions of the utility of university and student satisfaction.

Marques (2005:4) suggested the following as best practices that should be employed to ensure that each student has the opportunity to attend in a supportive environment that enhances learning and development. They are as follows:

- Advisors should be tuned to the student's personal well-being in the learning environment
- Advisors should be available to the students in several ways (in person and by telephone, e-mail, or fax)
- Advisors should be honest with students
- Advisors should develop and maintain a peer-to-peer relationship with students

In light of discussions presented above on conditions, Banat (2015:106) recommended the following to institutions as indicators for the success and effectiveness of advising:

- The compulsory course in academic advising for all university students
- The development of the electronic registration system enforced at the university
- Enough time for interaction and contact between the students and academic advisor
- Advisors having more authorities and flexibility in dealing with rules and regulations of both electronic and paper academic advising
- Concentrate on students as the core of the advising process and encourage them to exercise more responsibility in the process of academic advising
- A need to establish an advanced psycho-educational advising centre at the university and activate its activities to offer advising, developmental, and remedial services focusing on the development of the bright and optimistic sides of university students' personalities

3.3.4. Threats that may prevent Humanities students from reflexively fumbling towards a sustainable career choice

This sub-section discusses plausible threats that may prevent Humanities students to reflexively fumble towards a sustainable career choice.

3.3.4.1. Advisors not experts in the field

Crocker et al. (2014:6-7) suggested that there be an expert available for the faculty member to consult when students encounter a problem. Proper advice can only be given by competent advisors as they understand the identity of an average student and the typology attending to a particular institution. The advisor must thoroughly comprehend the institution's expectations of academic advising, including the roles and responsibilities of the advisor and the advisee (Higginson, 2000). In addition, the informational dimension of advising concentrates on proper laws, policies, procedures, resources, and departmental programmes (Brown, 2008). As such, advisors must comprehend majors and programmes to accurately advise students through the completion of their degrees (Nutt, 2003). Accuracy is especially important because the advisor represents the university (Ford, 2007) and the relational dimension on advising focuses on interpersonal and communication skills for effective relationships with students. It consists of rapport building, reciprocal communication, solution-focused problem solving, and effective questioning techniques (McClellan, 2007). The advisors would thus need proper training as without an emphasis on the relationship, advising becomes nothing more than the one-dimensional dissemination of information. Students accept the advice of trustworthy advisors who sincerely and genuinely care about the students' needs and progress (Brown, 2008). An advisor's training should consist of each of the three dimensions. Without understanding (conceptual elements), there is no context for the delivery of services, whilst without information there is no substance to advising and without personal skills (relational) the quality of the advisee-advisor relationship is left to chance (Habley, 1995:76).

3.3.4.2. Lack of proper communication channels

Communication should be encouraged through methods that are appropriate, comfortable, and accessible to all, with appropriate accommodations readily available. According to Higbee (2008:19), information should be shared using multiple and varied methods and technologies, and appropriate or necessary mechanisms should be in place to ensure that messages are received, preferably through some form of return receipt. Crocker et al. (2014:6-7) suggest the computing system is the best communication system to reach the students. Once

channels for communication have been established the next step is to encourage their use. Numerous research studies support that interactions with faculty and staff outside the classroom contribute to student satisfaction and success (Higbee, 2008:197).

3.3.4.3. *Lack of collaboration between academic and student affairs*

Williamson, Goosen and Gonzalez (2014:22) indicate that a partnership and collaboration between faculty and student services eliminates the silos which lead to misunderstanding and miscommunication. It is more effective when teaching faculty and advisors work together collaboratively, rather than pulling against each other (Williamson et al., 2014:22). For Maldonado, Rhoads and Buenavista (2005:606), a key to academic success is the development of sense of connection within the institution. Dale and Drake (2005: 51) asserted that when everyone on campus, particularly academic and student affairs, share responsibility for student learning, students will be able to make significant progress.

Selby (2007:171–172) suggested that participants in a reflexive system would individually and collectively need to commit to a range of engaging in open, transparent and mutual collaboration in applying proprioception to thought, bringing into conscious awareness, and thereby seeking to dissolve conditioned fragmentation in its intellectual, psychological, emotional and somatic manifestations.

3.3.5. *Strategies for circumventing plausible threats*

The major theories of student persistence (Tinto, 1993; Pascarella & Terenzini, 2005; Braxton, Sullivan, & Johnson, 1997; Braxton, Hirschy, & McClendon, 2004; Bean & Metzner, 1985) argue, in various ways, that student persistence in post-secondary education is influenced by a combination of pre-existing characteristics, external forces, and institutional factors. These theories also purport that students need to feel that higher education is an important part of their lives and that it is worthwhile to stay enrolled. Karp (2011:6) sees the following as “the things that happen” within academic advising program that support students succeed.

3.3.5.1. Making sure advisors are mostly if not all experts in the field

This sub-section discusses how to ensure that advisors are mostly if not all experts in the field as strategy that could be employed in circumventing plausible threats for Humanities students to reflexively fumble towards a sustainable career choice. Allen et al. (2013: 331) and Anderson (1997) indicated that quality academic advising serves an important role in the success of students and advisors need to be prepared to offer advice on a comprehensive set of advising functions. Williamson et al. (2014:21) added that it is vitally important that the university does not just asks faculty to advise without training and coaching.

Academic advising has been empirically linked to increased student success (Astin, 1993; Pascarelli & Terenzini, 1991; Tinto, 1987) and because sound interpersonal and communication skills are critical to effective advising (Hughey, 2011) it is essential that advisors receive proper training in relational competencies. Counselling theories regarding the counsellor-client relationship (Sue & Sue, 1990) can be fruitfully applied to advising insofar as a healthy advisor-student relationship could produce significant results, such as increased student success and graduation rates and improved student learning and satisfaction. The quality of relationships between advisors and students may correlate to students' academic outcomes (Ford, 2007) in a similar manner that the quality of alliances between therapists and clients has been linked to therapeutic outcomes (Horvath, 2001). It is likely that advisees' perception of positive rapport enhances trust and builds authentic advisor-student relationships. In addition, with proper training, advisors may recognize signs of distress and anxiety, which may be a threat to successfully working towards sustainable career choice.

3.3.5.2. Creating proper communication channels

This sub-section discusses how to create proper communication channels as strategy that could be employed in circumventing plausible threats for Humanities students to reflexively fumble towards a sustainable career choice. Higbee (2008: 196) suggested extended hours or flexible schedules of operations, availability of walk-in appointment, online calendars, web sites be used for accessibility. Higbee (2008) further recommended development, implementation and evaluation of pathways for communication among students, staff, and faculty: Communication should be encouraged through methods that are appropriate, comfortable, and accessible to all, with appropriate accommodations (e.g., telecommunication devices for people who are deaf) readily available. When possible, information should be shared using multiple and varied methods and technologies, and when appropriate or necessary mechanisms should be in place to ensure that messages are received, preferably through some form of return receipt.

3.3.5.3. Collaboration between academic and student affairs

This sub-section discusses how to ensure collaboration between academic and student affairs strategy that could be employed in circumventing plausible threats for Humanities students to reflexively fumble towards a sustainable career choice. Williamson et al (2014: 22-23) stressed the importance of partnership between faculty and student services and eliminated the silos which led to misunderstanding and miscommunication. It is more effective when teaching faculty and advisors to work together collaboratively, rather than pulling against each other. Faculty can provide expertise in course content that advisors generally do not have and this allows the advisor and the faculty member to discuss the many aspects of how to best place a student. Ultimately, this collaboration allows faculty to contribute their unique knowledge of discipline content and instruction and advisors to contribute their depth of knowledge in transfer requirements, assessment procedures, and educational pathways to the advising process (Williamson et al., 2014: 22-23).

Jacoby (2003:14) stated principles for good community campus partnerships that can be readily applied between academic advising office and offices that serve student as follows:

- Partners have agreed upon mission, goals, and measurable outcomes for the partnership
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment
- The partnership builds upon identified strengths and assets, but also addresses areas that need improvement
- The partnership balances power among partners and enables resources among partners to be shared
- There is clear, open, and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms
- Roles, norms, and processes for the partnership are established with the input and agreement of all partners
- There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes
- Partners share the credit for the partnership's accomplishments
- Partnerships take time to develop and evolve over time.

The section that follows discusses the monitoring strategies and indicators that showed success in reflexively fumbling towards a sustainable career choice in the Humanities.

3.3.6. Monitoring strategies and indicators that showed success in reflexively fumbling towards a sustainable career choice in the Humanities

Crocker et al. (2014:6-7) suggested that student evaluations of the advising process should be conducted periodically to ensure that desired outcomes are being achieved. In addition to student evaluations, the performance evaluations could also have a section dedicated to advising activities. Marques (2005:4) suggested the following as best practices that should be employed to ensure that each student has the opportunity to attend in a supportive environment that enhances learning and development:

- Advisors should be knowledgeably involved with the student's position and programme
- Advisors should be tuned to the student's personal well-being in the learning environment
- Advisors should be available to the students in several ways (in person and by telephone, e-mail, or fax)
- Advisors should be honest with students
- Advisors should develop and maintain a peer-to-peer relationship with students

In light of discussions presented above on monitoring, Banat (2015:106) recommended the following to institutions as indicators of the success and effectiveness of advising:

- The compulsory course in academic advising for all university students
- The development of the electronic registration system enforced at the university
- Enough time for interaction and contact between the students and academic advisor
- Advisors having more authorities and flexibility in dealing with rules and regulations of both electronic and paper academic advising
- Concentrate on students as the core of the advising process and encourage them to exercise more responsibility in the process of academic advising
- A need to establish an advanced psycho-educational advising centre at the university and activate its activities to offer advising, developmental, and remedial services focusing on the development of the bright and optimistic sides of university students' personalities.

Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values;
- use complex information from various sources to set goals, reach decisions, and achieve those goals;
- assume responsibility for meeting academic program requirements;

- articulate the meaning of higher education and the intent of the institution's curriculum;
- cultivate the intellectual habits that lead to a lifetime of learning • behave as citizens who engage in the wider world around them (White & Schulenberg, 2012:12)

The next section focuses on designed strategy for assisting Humanities students to reflexively fumble towards a sustainable career choice in the Humanities.

3.3.7. Designed strategy for assisting students to reflexively fumble towards a sustainable career choice in Humanities

Student success or failure has been investigated for various student populations. Improving student retention in higher education had been a serious issue in the UK, Australia, USA and Taiwan (Weng, Cheong & Cheong, 2010:1) to mention a few.

One of the earliest student retention theorists was Tinto (1975), who suggested a Student Integration Model (Figure 3.3, below), the main concept of which is the level of a student's integration into the social and academic systems of the students which determines persistence or dropout (Weng et al., 2010:2; Demetriou & Schmitz-Sciborski, 2011:3).

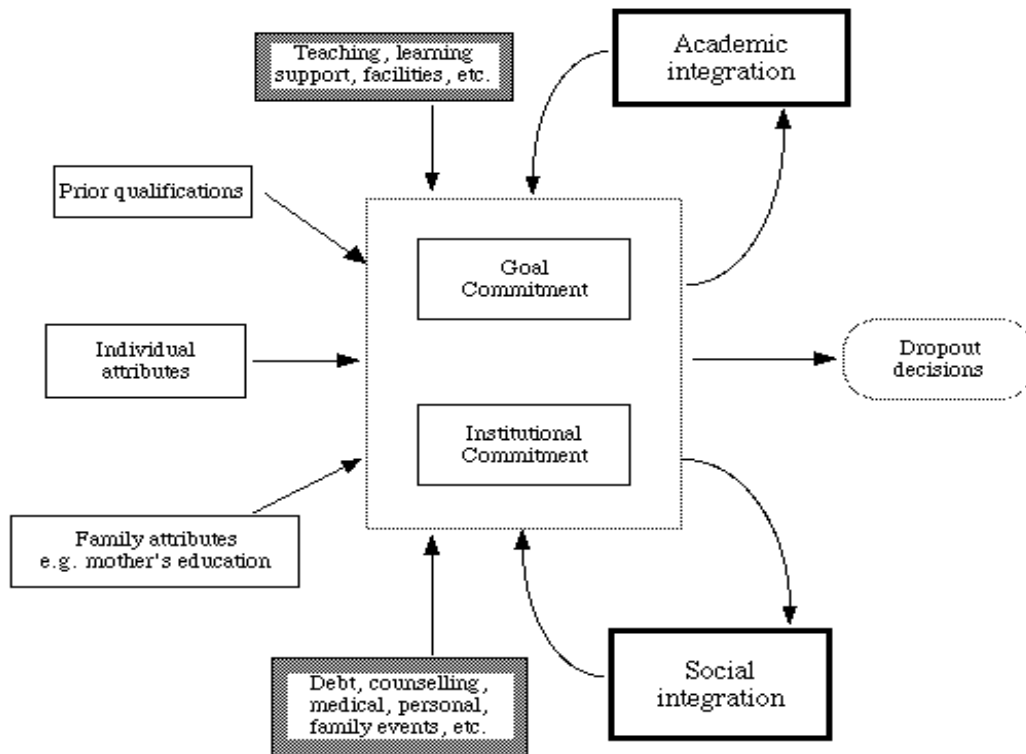


Figure 3.3: Student Integration Model adapted from Tinto (1975)

Its central idea is that of "integration", and claims that whether a student persists or drops out is quite strongly predicted by his or her degree of academic integration and social integration. These evolve over time as integration and commitment interact, with dropouts depending on commitment at the time of the decision. Tinto's theory asserts that the matching between the student's motivation and academic ability and the institution's academic and social characteristic help to shape two underlying commitments: to an educational goal and to remaining with the institution.

Another influential model, Weng et al (2010:2) argued, is Bean's model (1980) which was derived from theories of organizational turnover and planned behaviour. It viewed student attrition as similar to turnover in business organizations. A complex interaction of internal and external variables influences the direction of the student's intentions and ultimately the decision to leave or persist. The model recognized that factors external to the institution can play a major role in affecting student decisions. Individual higher education student attrition is viewed as resulting from the following variables: student background variables, organizational variables, academic integration, social integration, environment variables, attitudes, grade point average

(GPA), institutional fit, institutional commitments/ loyalty, and intention to leave or persist (Weng et al., 2010:2). Demetriou and Schmitz-Sciborski (2011:3) added that Bean (1980) stressed the importance of background characteristics such as prior academic performance, distance from home and socio-economic status, as well as student satisfaction in determining student departure from the college or university.

Cabrera, Nora and Castaneda (1993) combined both Tinto's and Bean's models to offer an integrated framework for understanding the higher education persistence process. They indicated that when the two theories are merged into one integrated model, a more comprehensive understanding of the complex interplay among individual, environmental, and institutional factors is achieved.

Much of the retention literature of the 1990s focuses on encouraging retention for students of colour, underrepresented populations and individuals from disadvantaged backgrounds. Many studies focused on how institutions can embrace diversity and promote multiculturalism within campus cultures to encourage student retention (Swail, 2004). During the second half of the decade, understanding student transition periods, especially the first-year experience and providing quality support services became a significant focus. To meet the needs of students in transition, research and best practice stressed collaboration across campus departments. Swail's 1995 framework for student retention suggested strategic collaboration among recruitment and admissions, academic services, curriculum and instruction, student services and financial aid as well as the use of an efficient student monitoring system (Swail, 2004).

Within the reflex nature of this study, the reflective cycle by Wallace (1991:15) is adopted in order to reflexively work towards a sustainable career choice. Chapter seven discusses this in details. Figure 3.4 (below) represents the reflective cycle of Wallace (1991).

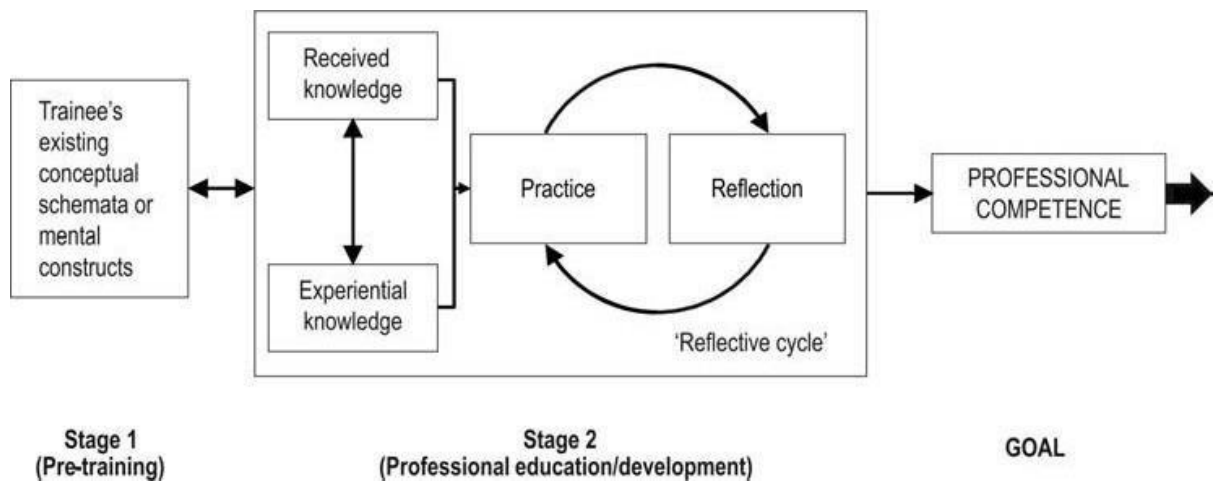


Figure 3.4: Reflective Cycle adapted from Wallace (1991)

Different reports had been written to diagnose the root cause of the decline in undergraduate degrees in the humanities and different recommendations had been made thereafter. The paragraphs below address suggestions made for the Humanities and Social Sciences as strategies in thriving in a changing world.

In the "The Heart of the Matter", a report published by the American Academy of Arts and Sciences (2013:9-13), the following suggestions were made for the humanities and social sciences as strategies in thriving in a changing world:

- To educate students in the knowledge, skills, and understanding they will need to thrive in a twenty-first-century democracy by learning not only what but how and why.

This would be achieved by:

- Supporting full literacy as the foundation for all learning through being nurtured in skills like reading, writing, speaking, and analytical skills to improve over a lifetime;
- investing in the preparation of citizens for democratic decision-making which is based on a shared knowledge of history, civics, and social studies;
- increasing access to online resources, including teaching materials and

- engaging with the public through public-private partnerships, support a strong network of schools, museums, cultural institutions, and libraries that engage the public in humanities and social science activities.

A second was:

- **To Foster a society that is innovative, competitive, and strong by the development of professional flexibility and long term qualities of mind: inquisitiveness, perceptiveness, the ability to put a received idea to a new purpose, and the capacity to share and build ideas with others.**

This would be achieved by:

- Increasing investment in research and discovery to ensure the vibrancy of humanities and social science programs at all levels;
- creating cohesive curricula to ensure basic competencies by focusing on the “qualities of mind”, problem-solving, critical analysis, and communication skills, that are embedded in all disciplines;
- strengthening support for teachers by enhancing partnerships between elementary and secondary schools and higher education institutions, including continuing education opportunities;
- encouraging all disciplines to address “Grand Challenges by providing cultural, historical, and ethical expertise and empirical analysis to efforts that address issues such as the provision of clean air and water, food, health, energy, and universal education and
- communicating the importance of research to the public by ensuring that scholars and the public both benefit if scholars project the broader implications of their research and writing, and if they articulate these implications for a wider audience. Scholars in all disciplines should embrace the chance to connect with the larger community.

A third aim was:

- **To equip the nation for leadership in an interconnected world by enabling students to participate in a global economy that requires understanding of diverse cultures and sensitivity to different perspectives.**

This would be achieved by:

- Promoting language learning. Programmes might include blended learning technologies to facilitate language learning from schools and higher education should build on and expand these competencies;
- expanding education in international affairs and transnational studies. In addition to stable support for existing study-abroad programs, this act would help revive endangered disciplines and prepare citizens for a global economy;
- Supporting study abroad and international exchange programs. Every undergraduate should be encouraged to have a significant international experience.
- Developing a “Culture Corps” by inviting all stakeholders, public and private alike, to embrace a new commitment to collaboration, and a new sense of mutual obligation to the role of the humanities and social sciences for a vibrant democracy.

In the UK, a report by the Harvard scholars (2013: 22-50) within the faculty of Arts and Science published in the “Mapping the Future”, suggested the following:

- The humanities are to be a site where aspiration to ground our sense of ourselves on some stable understanding of the aim of life as the responsible citizen in a free society are cultivated , nurtured, and sustained.
- To provide disciplinary training to undergraduate by introducing those to a wide and coherent range of materials, in different languages and different media.
- To introduce both disciplinarity and interdisciplinarity within Humanities to have a balanced curriculum, for example, students can concentrate in the Humanities and still go on to law, business or medical school.

- To train Humanities students continue to provide the place of subjectivities which is never-ending in unfolding of tradition understood as transmission and transformation: the simultaneous reconstruction and dismantling of history and combination of memory and recreation that constitutes an essential part of all human societies
- To train undergraduate in the Humanities to live with the ever changing technological context that brings the new content, new tools, new competences and new interpretive challenges.
- The practice of undergraduate teaching in the Humanities should foster the balance between critique, appreciation and engagement
- To ensure that Humanities are as distinct from Social and Natural Sciences.
- To practice art as training for what is variously understood as the experience, attention, or innovation technology.
- To promote technical competences and the transferrable value of formal competences, such as:
 - the ability to absorb, analyse and interpret complex artefacts or texts, often of foreign provenance
 - the capacity to write intelligently, lucidly, and persuasively;
 - the ability to participate effectively in deliberative conversation;
 - the capacity to speak intelligently, lucidly and persuasively.

To consolidate suggestions made by Harvard (2013) and American Academy of Arts and Sciences (2013 Sheets (2014:17-18) suggested the following for Humanities redemption:

- The consolidation of humanistic and Social Science disciplines (Classic and Philosophy, History and politics, Humanistic psychology, English, Anthropology, Comparative literature, linguistics and Rhetoric, Business, Economics, Sociology, Statistics and Performing Arts);
- To eliminate identify politics, social justice and their associated social clubs.
- To include four year long course as a core requirements in the Humanities, which will include the first two introductory, latter two upper level, building on previous venues to give students a sophisticated grounding while developing their facility in writing and research projects.

- To revitalize job and career placement centres on campus, that would work actively with students upon admission to the humanities programs to direct and guide them in their studies, as well as to help them in their studies, as well as to help them in identifying internships, awards, job prospects that would have career potential. These centres would foster networking opportunities for students.
- To award contractual agreements for faculty based on a sustained commitment to teaching and academic excellence. Faculty would further be expected to assist students in developing their academic goals and their pursuit of opportunities in the “real” world.

3.4. CHAPTER SUMMARY

This chapter’s focus has been the conceptual frameworks steering the study. The definition of the operational concepts in the context of the study, namely, Reflexively Fumbling towards a sustainable career choice in the Humanities and literature based on objectives for the study were also discussed. From the discussion above, it could be concluded that the significance of academic advising lies in the fact that it is a basic cornerstone in the university. It is the connection point between student semester schedule and registration. The clearer and more specific and controlled the academic process is, the easier and simpler the registration process becomes. Advising is not only giving advice and preaching that can be given by anybody, but it is also a controlled, organized, and systematic process based on scientific and moral basis in providing academic advising assistance to those who need it. In this regard, Pietras (2010) concluded that if institutions plan to continue advising programmes they should seek to substantiate their effectiveness. However, this might lead to restructuring the provision of advising services in an effective and efficient means that meet the needs of both the University and the students

In the next chapter the focus is on the methodology and design employed to generate data necessary to reflexively fumble towards a sustainable career choice in the Humanities.

CHAPTER 4

DATA GENERATION TO REFLEXIVELY FUMBLE TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES

4.1. INTRODUCTION

Chapter Two dealt with CER and CP as two theoretical frameworks underpinning this study, to justify the need for this approach towards assisting Humanities students to reflect on career choices they had made in order to move towards sustainable career choice. In order to achieve the aim of the study, chapter three further presented the conceptual frameworks steering it, defining the operational concepts as well as analysing literature based on objectives for the study. In order to gather evidence to answer the research question this chapter focuses on the research methodology applied in order to achieve the purpose of this study. To assist Humanities students to reflect on career choices they had made in order to move towards sustainable career choice, it discusses PAR as a qualitative research methodology, focusing on its justification for this study by paying attention to the principles and features underlying its significance to CER, which is a paradigm that supports its arguments. It further describes the conditions prior to the commencement of the intervention and the discussions that the team engaged in. Analysis of data through CDA is briefly discussed and a brief summary provided.

4.2. RESEARCH METHODOLOGY

This section describes the research methodology that underpinned the study. For this study, both the approach and the methodology are interchangeably used to refer to PAR as an approach and as a methodology that guided the study.

4.2.1. Participatory Action Research as a research method

The grounding principles of CER in this research study are communicated by Participatory Action Research (PAR), which according to Eruera (2010:1) is an approach from the social sciences which was developed as part of a shift away from

traditional positivist science to work towards recognising and addressing complex human and social issues. It was followed in this study since it leads the people involved to develop, strengthen and polish their resources, to negotiate with dignity and in an assertive way with those in socially dominating positions, leading to formulation of interventions and evaluation thereof (Kelly, 2000:89). For Dold and Chapman (2011:512), PAR combines systematic research with the development of a practical intervention, whilst Jordan (2003:188 -189) noted three themes that define it as a methodology. Firstly, it aligns itself with a *non-positivist* approach to research. Non-positivist forms of interpretive inquiry hold the potential for marginalised groups to have greater access to the research process as they are against the systematic reproduction of unequal relations between the researcher and the researched (Mahlomaholo, 2009:225; Mahlomaholo & Netshandama, 2010:111; McTaggart, 1989:1; Montero, 2000:134; Rodríguez & Brown, 2009:23).

The students and university staff members, through PAR, voiced their concerns without fear. In this study, PAR helped me as a researcher not to be an imposer (Heron & Reason, 1996:47), but rather an enabler and an equal partner in attempting to bring about the desired change. As co-researchers, we were able to access data. Secondly, it is openly *political*, focusing on issues of social justice and equal commitment to democratic engagement (Jordan, 2003:189, Mahlomaholo, 2009:226) in order to lead to renegotiation of roles and power relations (Kindon & Elwood, 2009:25). This is achieved through changing inequitable relationships of power (Austin & Prilleltensky, 2001:78; Dafermos & Marvakis, 2006:13; Prilleltensky & Stead, 2011:9). PAR is an empirical methodological approach in which people directly affected by a problem under investigation engage as co-researchers in action or intervention (Jordan, 2003:190; McTaggart, 1989:1; Rodríguez & Brown, 2009:23; Montero, 2000: 134). In this way, the research process is an encounter with equal partners meeting with different expertise, knowledge, skills and experiences (Eberson et al., 2007:126; Jordan, 2003:190). It has the power to make people feel welcomed, worthy, gratified and able to discover themselves in terms of the contributions they can make as well as the changes that they can effect towards the attainment of desired change. Thirdly, it embraces *Critical theory* (Jordan, 2003:193).

According to McTaggart (1989:2), PAR critiques ideas of institutions which might

lead to ideas for the general reforms of projects, programmes or system-wide policies and practices. It is an approach used to improve social practice by changing it and learning from the consequences of change (Kindon & Elwood, 2009:21; McTaggart, 1989:1). It has proven to be a powerful approach for working with oppressed groups to better their circumstances within society. Within a PAR mode the people who are usually excluded from the conversations and whose voices are usually not recognised in decision-making are also included, with the belief that by voicing their perspectives they are going to better their own situation. Piper, Piper and Mahlomaholo (2009:12) view it as a vehicle for redress and liberation in education so that learning can take place. 'Critical' in this theory means that the goal is to understand the phenomenon and also to analyse the power dynamic of a situation (Taylor & Cranton, 2012:65). It is this critique that enables individuals to be empowered and lead to their transformation of a situation. In this respect, PAR has become a powerful methodology that has promoted the interests of the poor and disenfranchised. The Humanities students in this study were believed to hold deep knowledge about their lives and experiences on career choices based on reflection, data generation, and action that aims to improve their lives and career. This is achievable by a collaborative form of research between researcher and Humanities students for the purpose of facilitating action and pursuing social change. De Vos et al. (2011:491) further indicated that PAR focuses on the involvement and participation of role players in the research project, as indicated in Figure 4.1 (below).

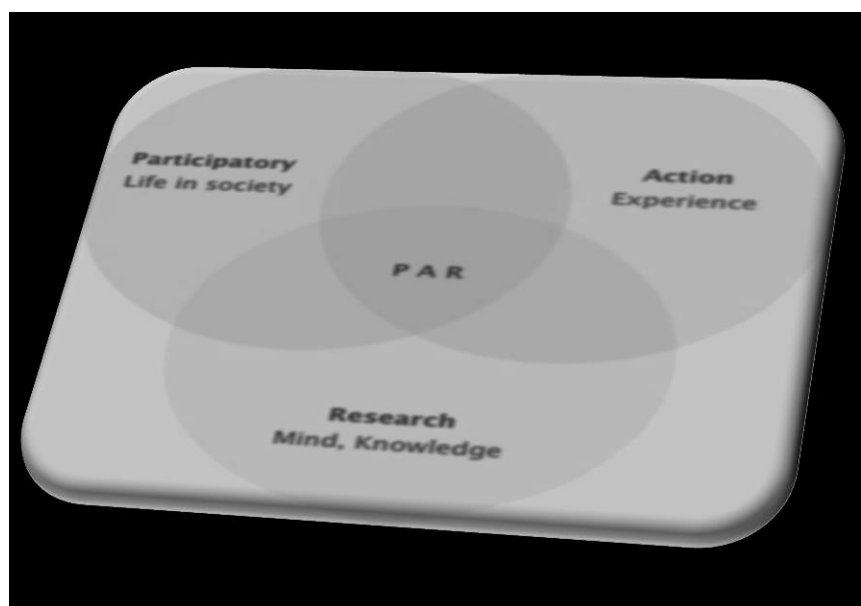


Figure 4.1: PAR's involvement and participation

4.2.2. The relevance of PAR in this study

PAR is an empirical methodological approach in which people are directly affected by a problem under investigation and engage as co-researchers in the process, which includes action, or intervention in the problem (McTaggart, 1989:1; Rodríguez & Brown, 2009:23; Montero, 2000:134). For Blake (2007:12), PAR often seeks to embrace a locally specified problem and prioritises local knowledge developed in a relational setting. Rodríguez and Brown (2009:23-24) argued that co-researchers possess expert knowledge derived from their everyday participation in the contexts under investigation and their direct engagement with the issues under study. PAR is relevant in this study because it supports inquiry, discovery, problem solving, and knowledge construction around issues directly related to people's lives. In this study, Humanities students on all levels of study were actively involved with their careers.

In PAR the systematic collection and analysis of data is for the purpose of taking action and making change (Gillis & Jackson, 2002:264), and is used in this study since it has an emancipatory character (Montero, 2000:134). It also leads the people involved to develop, strengthen and polish their resources, to negotiate with dignity and in an assertive way with those in socially dominating positions (Montero, 2000:134; Kelly, 2000:89). PAR is an approach to improving social practice by changing it and learning from the consequences of change (Kindon & Elwood, 2009:21). According to McTaggart (1989:1-2) it starts small by working on minor changes which individuals can manage and control, and works towards more extensive patterns of change, such as critiques of ideas from institutions which might lead to ideas for the general reforms of projects, programmes or system-wide policies and practices. In PAR the systematic collection and analysis of data is for the purpose of taking action and making change (Boog, 2003:428, Rodríguez & Brown, 2009:30). It is used to fulfil the purpose of this study which is to assist Humanities students to reflect (taking action) on career choices they have made in order to move towards sustainable career choice (making change).

PAR pertains more directly to the renegotiation of roles and power relations (Kindon & Elwood, 2009:25), used in this study to address consciousness-raising and active intervention aimed at justice, transformation, and liberation in relation to the experiences of Humanities students at the University of the Free State (Qwaqwa Campus). The aim of this methodology leads to a form of emancipation directly related to acquiring a discourse that articulates one's subjectivity. Emancipation means freeing oneself from restraint, control or the power of someone else (Boog, 2003:427, Rodríguez & Brown, 2009:23). My assumption is that PAR would create space for the unheard voices to be heard. In career counselling, social justice is typically integrated by helping oppressed groups navigate their way around obstacles of injustice while also working to dislodge the oppressive conditions from society (Anonymous, 2012:31-37). This is achieved through changing inequitable relationships of power (Austin & Prilleltensky, 2001:78; Dafermos & Marvakis, 2006:13, Prilleltensky & Stead, 2011:9). As Austin and Prilleltensky (2001:78) argue, this can have an impact on promoting respectful relationships, in refashioning the discipline of psychology and in advancing social justice. PAR seeks full collaboration by all participants (MacDonald, 2012:36) and the researcher works hand in hand with the participants. The key to this methodology is then participation, involvement, collaboration, engagement and experiential learning (MacDonald, 2012:36; Rodríguez & Brown, 2009:23; Kindon & Elwood, 2009:21).

'Participatory' means that communication and participation in decision-making and values such as equal rights, social justice and solidarity are realised. According to Rodríguez and Brown (2009:28), the key to participatory approach is sharing power. This study is then designed in such a way that it accommodates communicative spaces, enhances the engagement of students, members of staff and the researcher. Throughout all stages the participants in this study used their knowledge to influence the nature of the research and its outcomes. They were invited and encouraged to draw on personal experiences and understandings in their analyses and to connect them to others' experiences and to career choices. I found PAR to be an appropriate approach to match CER in the theoretical framework informing this study in that I could obtain rich information from the participants. The emphasis is on collaboration between the researcher and co-researcher/participant, when the co-researcher/participant becomes involved in the process as an equal partner. This is

made possible as CER concentrates upon the identification and removal of manifested injustices (Nkoane, 2012:98, Austin & Prilleltensky, 2001:78, Robson, 2002) in promotion of active democratic citizenship (Nkoane, 2012:98), geared towards social justice, social transformation, and enhances the principles of democracy (Piper, Piper & Mahlomaholo, 2009:13). The focus of democratic citizenship in this study is on whether and how participants work in the research process, contributions they make, the respect they receive and the extent to which they feel that they belong to and have a fair say in the research and knowledge construction. Participants are seen as co-researchers and the researcher is tasked with the role of interpreting their interpretations and trying to make sense of it. Research then is seen as the most humanising experience and one from which the researcher must emerge more human, more humane, more cautious, more respecting and more open-minded to signals and messages from a diverse list of sources (Mahlomaholo, 2009:225).

4.2.3. The application of PAR in this study

PAR, as indicated by Hagmann et al. (2003:21), means dealing with relationship; understanding human behaviour; facilitating the reduction of social barriers to working together; building capacity for people to deal with complex, dynamic, and often conflicting groups. In seeking to address the problem with sustainable career choice, the study followed the cyclical protocol of PAR: the planning cycle; putting the team of participants together; conducting information sessions; setting priorities and developing a strategic plan; setting the action plan for discussions and conversations; and reflecting on the action cycle to evaluate the impact of the study.

PAR is contingent on authentic participation which involves a continuing spiral of preparation, planning, action (implementing plans), observing (systematically), reflecting then re-planning, as a spiral indicated below:

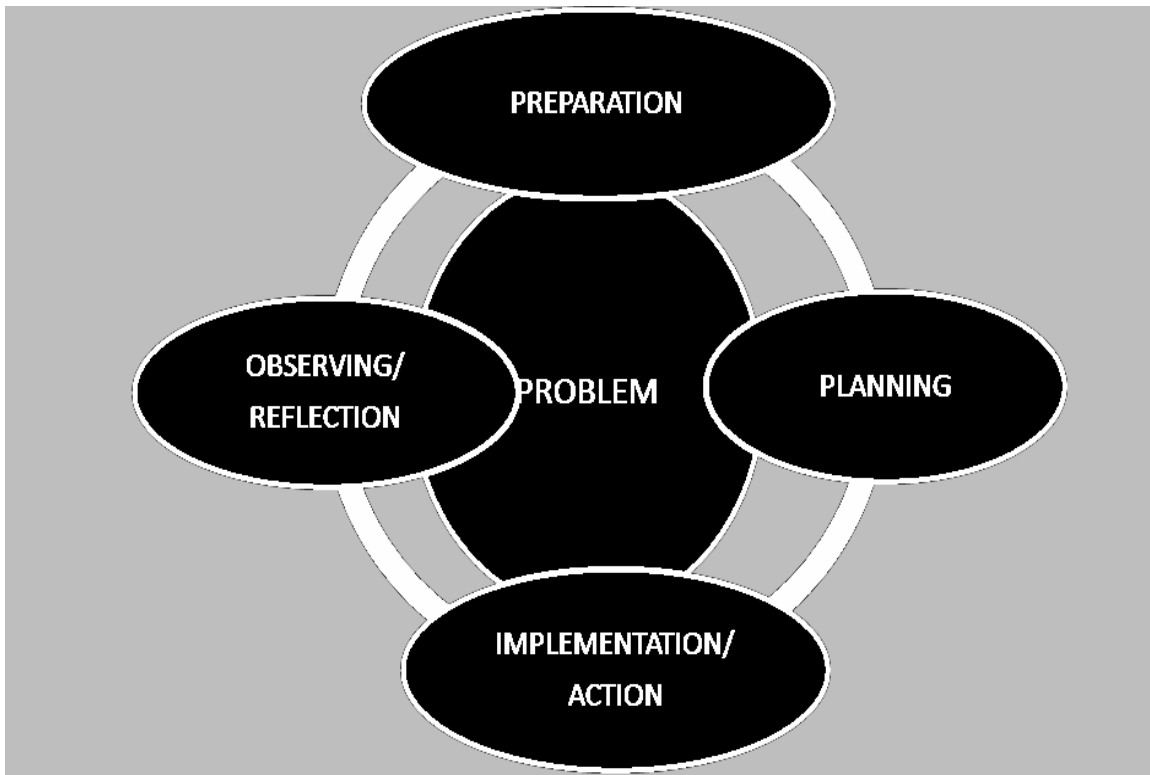


Figure 4. 2: PAR – Cyclical Protocol

4.2.3.1. Preparation

Community problems can be identified by the community or the researcher (de Vos, 2005:2; Eruera, 2010:3). In this research, it was to my advantage that I was a lecturer in the department of Humanities. The interaction with students indicated below revealed that most university students choose a career field based on a few options that have become familiar to them. The following are a few examples on how students responded when asked why they chose their subject or career field:

Ngenza i BA, iBachelor of Administrations (I am doing BA, which is, Bachelor of Administration). One replied, “*Usisi loya ungifakele lezi, uthe sekugcwele.*”(That lady added these ones for me because there is no space in the preferred one).

Another answered “*Bao kenyetsa fela mona sekolong*” (They would just add any course for you in this institution).

Another added “Ke etsa ‘Course’ ena hobane ke utlwa hore eya paswa, ebonolo.” (I am doing this course because I heard that it is easy to pass).

McIlveen and Schultheiss (2012:79) indicated that ways in which people make career choices have been the subject of much study and lively debate. It is from this context that participants were sourced out of the larger group of Humanities students at the University of Free State (Qwaqwa campus). Within the institution, where this research took place, many structures, such as the offices of the Career Officer, the Psychometrist, the Academic advisor, the Humanities Faculty Officer and the Humanities Assistant Dean were put in place by the university in order to help students with career and subjects choices within a department of their choice.

An advertisement (see appendix 1) was placed to recruit participation and students and staff members who responded were taken on a first-come-first-served bases. Those interested were asked to give an informed consent, also indicated as important by van Niekerk (2009:119), who stresses that researchers have to ensure that they receive consent before beginning the research process. A meeting was then scheduled and all participants invited. A letter of invitation (see appendix: 2) to attend a meeting was sent to all participants, the intention of which was to put a team together and plan together for all sessions. The team involved in reflexively fumbling towards a sustainable career choice comprised eight registered students in the department of Humanities, that is, two first-year students in an extended degree, two first-year students in a main stream degree, two second-year and two third-year students. Both genders were welcomed. In addition to the Humanities students who participated were the following staff members: the Humanities assistant Dean, the Humanities Faculty Officer, the Career Officer, the Academic advisor, the Psychometrist and the researcher. The participants and the research site are profiled as follows.

4.2.3.2. Profiling of the Research site: University of Free State – Qwaqwa Campus

Qwaqwa Campus of the University of the Free State (UFS) lies at the foot of the Drakensberg Mountains. Following the revised district and municipal demarcations in the mid-1990s, it was located in the Thabo Mofutsanyana district and within the Maluti-a-Phofung local municipality. Maluti-a-Phofung is made up of three towns – Phuthaditjhaba, Harrismith and Kestell. Prior to incorporation with the UFS in 2003, the Qwaqwa campus was part of the University of the North and was known as

Uniqwa, which had been established to provide higher education for people of the then Qwaqwa homeland, established by the apartheid state in 1974. Since its incorporation in 2003, this former branch of the University of the North has been playing an important role in bringing higher education to this underprivileged rural community. It is important to note that about 84% of the Maluti-a-Phofung population is concentrated in the Qwaqwa area, which is also the most underdeveloped area of the municipality. In 2001 the area was identified as one of the “poverty nodes” in the country. Ten years later the situation had not changed substantially. The Maluti- a-Phofung municipality underperforms on most measures of development compared to both Free State and national averages.

According to the UFS the realities of the campus’s geographical location had to be kept in mind, as well as the socio-economic background of potential students, the educational needs of the broader community and the natural resources of the region. These had to be carefully considered when it established the academic programme on the campus. The main consideration was that the study programmes, research, academic interventions and community-service learning opportunities would be socially and educationally responsive to the needs of the area.

In line with the common vision of the university to develop niche areas for all its campuses, the Qwaqwa Campus specifically was to address socio-economic development, informed by a rural context. Stimulating growth, job creation and entrepreneurship in the region is the main focus in the creation of demand-driven academic, skills and community development programmes offered. These programmes were to be underpinned by a strong research agenda that focused on identifying the best possible strategies for creating jobs in impoverished rural areas and understanding how best to stimulate economic growth in these contexts.

The campus offers programmes in the faculties of the Humanities, Education, Economic and Management Sciences, as well as Natural and Agricultural Sciences, with postgraduate teaching in various centres of excellence. The academic profile of the Qwaqwa campus cannot be understood without considering the constraints posed by its location in a poor rural area with high rates of unemployment and low overall levels of education. This context has an impact on the types of students entering the campus, and on the types of staff members who can be attracted to work at the campus given the overall lack of social and economic facilities in the

region. Because of these problems and constraints the social and economic value of a university campus in the region is potentially very high (University Academic Status Report UFS (Qwaqwa Campus) 2012, Qwaqwa Rule Book - 2015 Faculty of the Humanities).

4.2.3.3. The Profiling of the Humanities Department - Qwaqwa Campus

The Bachelor of Arts (BA) takes a minimum of three years to complete. The Faculty of the Humanities on the Qwaqwa Campus offers only one programme, a general BA degree. Students have various choices amongst a number of "subjects" within this programme, subject to institutional requirements. For example, the BA degree requires students to have at least two major subjects, taken for all the years of study up to the third year level. Each subject is divided into modules, which are self-contained parts of that subject, each known by a code that contains useful information, such as the year of study and semester, with odd numbers indicating the first semester and even the second. The last digit gives the number of credits the module carries and multiplying the last digit by four gives the credits. Students must know how many credit each module carries, as each subject requires certain number of credits for a student to pass. The degree requires a minimum of 388 credits (excluding UFS 101), and students should register each year for modules carrying about 128 credits.

The requirements for being able to take a module are set in the general rules (Reg. A5), and unless departments permit modules to be taken in another order the students are accepted to later modules only if they have successfully completed earlier, preliminary modules. Module choices may also be restricted due to lecturing timetable requirements. Specific prerequisites are set for some subjects, as is the case for the subject. Other subjects in this Faculty are independent semester or year subjects that can be taken in any sequence and without preconditions.

The career prospects of the Bachelor of Arts degree intends to offer students a broadly formative education that is useful in any occupation requiring a culturally developed perspective. It intends to provide students specializing in a particular discipline with a meaningful context; it intends to empower people in any leadership position.

BA degree could be accessed through three different curriculums, that is:

- Access Studies (known as UPP), for students with a Senior Certificate (Endorsement not necessary) or a National Senior Certificate and M score/AP between 20-24 points; Only join this Campus on their second year from Bethlehem.
- BA Four –year Curriculum (known as Extended degree) , for students with a Senior Certificate (with Endorsement) or a National Senior Certificate and M score /AP between 25-30 points and
- BA, for students with a Senior Certificate (with Endorsement) or a National Senior Certificate and M score/ AP of 30 points and above.

The Language of instruction (English) should be a minimum of 40% for Access studies, 50% for BA Four –year Curriculum and BA.

The following is the list of subjects offer at Qwaqwa Campus:

- Afrikaans
- Business management
- Economics
- English
- Geography
- History
- Industrial Psychology
- IsiZulu
- Mathematics
- Political Science
- Psychology
- Public Management
- Sesotho
- Sociology

The study packages for BA four-year curriculum and the access studies includes developmental modules, such as Skills and Competencies in Life Long Learning, General Language Course, Mathematical Literacy, Academic Language course in English. Students also have the skills module, which is, Computer Literacy. The undergraduate Core Curriculum (UFS 101) is compulsory for all students in the Humanities.

The BA curriculum offered on the Qwaqwa campus differs to a large extent from the programme on the Bloemfontein campus. Students on both campuses are required to complete compulsory skills modules, however, while the Bloemfontein campus offers General Reasoning Skills (ABV112) and Information Literacy (ILK111/121), the Qwaqwa BA programme includes skill modules from the UPP and Extended Programmes. Qwaqwa students are therefore exposed to developmental modules at NQF Level 4, while the students on the Bloemfontein campus engage in a different set of skills courses. In addition, the BA programme on the Bloemfontein campus requires students to complete two compulsory “culture” courses among disciplines such as Anthropology, History, Art History and Visual Culture Study, Political Science or Philosophy, which are traditionally part of the disciplinary choices of most BA degrees in South Africa. Students enrolled in the BA programme offered in the Qwaqwa campus do not have to take any of these subjects as compulsory, even were they available on the subject menu, as in the case of Political Science. In terms of equivalence of provision, it is clear that students enrolled at the Bloemfontein campus will graduate with a fairly different exposure to knowledge from their colleagues in Qwaqwa. While there might be an argument to be made for a BA with a particular orientation in Qwaqwa this must come as a result of reasoned decision and therefore be reflected in a coherent knowledge base at the appropriate level. Limited infrastructure and staff capabilities affect the offer of major and elective modules, but this cannot be used to justify the deficiencies in the structure, organisation and overall knowledge base of the BA programme offered on the Qwaqwa campus.

Participants provided a qualitative biography about themselves, including their career journey. Stories of their lives were unique and individually constructed wholes and showed much about the past, present and future. The following are a few examples.

4.2.3.4. Profiling of the First Year Students (Humanities Extended Degree Programme)

Participant 1:

Completing matric has to be one of the toughest journeys one experiences in life, mainly because reality kicks in and life really begins. I was born and raised in a small town of KwaZulu-Natal named Newcastle. I matriculated at Amajuba High School in the year two thousand and thirteen doing the following subjects: English Home Language, Afrikaans First Additional Language, Mathematics, Accounting, Geography, Tourism and Life Orientation. I've always dreamed of becoming one of South Africa's most successful business women and building my own empire, naming it "Gatsheni Enterprises". I knew that for all this to happen I needed to work hard. I was overwhelmed and quite frankly nervous after checking the newspaper to check that I received a Bachelors pass and my next move was to pursue my journey in University doing my B.com accounting studies but little did I know that my life would take such a turn after receiving my statement. All my marks were good except for my Mathematics, which was a shocking thirty nine percent I knew deep down that no university would accept a level two in Mathematics. The next day after receiving my marks my mother and I travelled to Pietermaritzburg to the University of KwaZulu-Natal to register but I was turned down because of my Mathematics mark I did not qualify to study what I wanted I felt disappointed but I did not lose hope we travelled to Durban to the University of Kwazulu-Natal Westville campus to register I received the same response. My heart was racing and I felt like throwing the towel because I just cannot handle rejection well. After all the mixed emotions I felt I finally went to The University of the Free State Qwaqwa campus to register.

I got accepted but not to do B.com but do B.A., either way I was happy I got accepted. The assistant Dean of the faculty explained to me that if I still wanted to do B.com the following year I could, I just have to work hard cause even though I was doing B.A. I was doing B.com modules, the first semester modules were EBUS51405, EHRM51405, VBL108, BRS131, WTV154 and GENL1408. The most challenging module had to be EHRM51405 it was too much theory I had study and interpret for myself because I did not attend class as often due to clashes. The second semester modules were EBUS62406, EIOP52405, GENL1408, WTV164 and VBL108, the most challenging one was EIOP52405 which lucky enough I

passed well in my final exams and ended up reassessing EBUS62406 because I did not do well in my exam but my semester mark was good. I'm enthusiastic and hungry for new information .I've started the journey and hoping all will go well.

Participant 2

My experience upon leaving high school was filled with mixed feelings on what to do next. I received my grade twelve results early in January and I knew that I wanted to pursue a career in psychology. Unfortunately my results were not good enough for university entrance so I was stuck, disappointed and confused. My parents had their own ideas on what I should've done with which I did not agree.

At that time I decided that I would upgrade the marks of the subjects that I did not do well in: Mathematics and Afrikaans. My parents arranged private tutorials for which I attended three times a week for each subject. In preparation of the November/December exams my health deteriorated. I was abnormally losing weight and had a lot of dizzy spells and also had really bad muscle and joint pains. Furthermore there was a strange lump growing on my throat. I did not understand what was going on with my body, on the contrary I did not go to the doctor as I was scared that it might be serious and I hadn't even written my exams, hence I kept quiet until after I wrote the exams. January that year came and I was forced to go to the doctor because I was so worse there was a point where I could not walk. The family doctor sent me to a specialist and she diagnosed me with hyperthyroidism. With that going on I still had to go to university. I fetched my matric statement for the upgraded marks and to my disappointment I really did not improve my marks.

That year I was determined to go to university and couldn't stay at home for another year. So I went to University of Free State Qwaqwa campus, they told me I couldn't study there and that I could go to Bethlehem and do BA extended degree through the CPP course so I could enter in university. Then after I left for Bethlehem. I enrolled for the CPP course there and went back home. I had a slight relief that I was going to university but still was sick and the doctor admitted me to hospital. I was then discharged out of hospital for a day before I needed to go to Bethlehem. I felt better and classes started, I did Psychology, English, VBL and two modules that were given by the college that I attended the course; Communication Management N4 and Computer Practice N4. I told myself from the beginning that I would maximize

the opportunity I was given since I was studying something I was passionate about. I worked hard so that I could be transferred to Qwaqwa or in Bloemfontein campus the following year. By the end of the year I learned one can achieve anything through dedication and working towards something you are passionate about.

That year was my official first year at university and it was challenging as I had moved even further from home and was not sure what to expect from living in such a different place. I experienced the student life differently than how I experienced it in Bethlehem, in a way that in Bethlehem there were fewer decisions to make and the peer pressure was not too harsh. The way the lectures presented their lectures was also very different so I had to adjust to all the different methods that which my new lectures presented their material.

I need to be transferred to the main campus in Bloemfontein, where I can change my degree from BA extended to B Social Science extended and still got credited for all the modules I had done the previous year as they were prerequisites. I would like my course again to B social work because I needed to be secured with employment after my degree. I learned that there are various paths you can go through in the field of psychology and I chose the path of social work as it also is similar to psychology in that I will help enhance the well-being of people. Lastly, I gathered and understood that even when you enter university without knowing on alternative routes like enrolling for BA extended you can work your way into eventually studying what you initially wanted. The former can be only achieved with enough drive, motivation, focus and motivation.

Participant 3

I am a student at University of the Free State Qwaqwa Campus. When I first started at the UFS I was on the extended programme. I still am. My points were not what I expected at the end of my matriculation year, seeing that I have always been an academic achiever. I was very disappointed and felt like the world had come to an end at some point. I matriculated in two thousand and twelve and took a gap year the following year due to financial difficulties. Two thousand and thirteen was a painful year for me, just sitting at home. I was then hospitalized with mini-depression, but soon realized I was bigger than the obstacle I was faced with, so I went to a college in Bethlehem Free State where I stayed with family for six months

in the meantime and completed a N4 course there. My mother is a single parent, my parents are divorced. My modules for this semester are as follows, Psy212, Psy232, Afrikaans 214, UFS101, Mathematical Literacy 108, EALH (English) 1408. I want to pursue a career as a clinical psychologist. I love working with people and helping out where I can, also because of my past experiences growing up. What confuses me however on Campus is the way we choose modules and courses. It looks to me like the staff here is disorganized because when I ask a person for instance from my Faculty Head about my way forward in regards to my studies, I get another response from a different person in the same department for the same question. I also do not really understand how this credit system works. I also feel extremely heartbroken that I was not able to get any sort of financial assistance throughout the two years I've been here. I have done my best and achieved well.

I am an extrovert but I do however like my space. I live by the motto MY ASPIRATIONS ARE MY POSSIBILTIES. The possibilities are Endless. I'm quite an optimistic person. Loud, cheerful, born to triumph, I love movies, music, shopping, travelling and singing when I'm not busy with an assignment or studying for a test. Like any other person, I have my days and moods where I just want to be left alone. I'm a Sagittarius (star sign) born on the twenty first of December in Welkom Free State. I grew up in a good Christian Family were everything we do, we always put God first. Family is very important to me and I was fortunate enough to have been blessed with such a loving and supportive family. My mother means the world to me. I have two elder siblings. My sister, the oldest lives and works in Bloemfontein, she's a cop there. My brother in Johannesburg, a Graphic Designer and studies Media Law part time. I'm the last born. I love to travel; I really just want to travel the world. I do not play any sport whatsoever, I do not like it. I was RCL President in 2012 at Ed-U-College Welkom, Chairperson of the Debating team, Public Speaker, and a list of academic achievements, but never sport. I only played hockey in grade

8 and 9 for the second team. I enjoyed it though, but that was the end of my “sports career”.

When I got to the UFS last year, I did well. Obtained three distinctions at the end of the year and applied for a program on Campus that started in two thousand and ten. The first Year Leadership for Change programme. Wrote the essays, got through to the second and the last round where I had to go to a panel interview and present a PowerPoint presentation. I was one of five students chosen for the programme from the Qwaqwa Campus. Twenty eight got chosen from the Bloemfontein Campus. On the fifth of January this year (2015) I travelled to Japan for two weeks. Our host university was the International Christian University. It was a beautiful experience. Very uplifting, challenging and got me to look at life in a more different perspective, constantly questioning things. Transformation is such a fruitful process. When we got back, I was then elected Chairperson for the F1 2014/2015 cohort. We have become a family with the team from campus, I will forever be grateful for the opportunities.

I really am an ambitious person always looking for a way to improve myself and my studies. This semester has not started off well for me, but I am still hopeful.

4.2.3.5. Profiling of the First Year Students (Humanities Main Stream Programme)

Participant 4

I matriculated in two thousand and twelve and had a burning desire to study PERFORMING ARTS at the University of Witwatersrand. To my disappointment, I could not be admitted there due to my points which were considered to be low. I then tried other institutions around Johannesburg but did not succeed. In my prayers, I always asked, "Lord may your will be done, because my plans seem to be failing, may yours prevail!" The University of the Free State was an option which my granny couldn't stop mentioning but I did not like the idea since all I wanted was to study Art. We then drove to Qwaqwa and received a warm welcome from Mr. L*. He hinted us about the requirements and told us to come back the next day since the offices were about to close. When we arrived we did exactly as we were told and within one day, I had succeeded my application process and was ready for orientations. Every

day I opened my eyes at the Qwaqwa campus, it was just a proving point that I was indeed destined to be there. I met wonderful people who inspired me so much, Ntai was one of the people who played a fundamental role by also introducing the F1 leadership for change program to me, and loved it. One of the best moments was when Prof X came for our welcoming; he looked very familiar to me, like some movie star. I was inspired by his educational level. Such people were the kind of people I would like to become someday, which gave me every reason to be a KOVSIE. To confirm everything, the experience of our Sunday service instilled an extra ordinary feeling to me that this was indeed home for my spirit to live and grow, ones again I felt that my prayers were heard and answered. Time for registration came and all I wanted was to study BA, of course with an understanding that it was Bachelor of Arts, it is only with time where I realized that it was far from it. I remember going to Mr. L* and asking if there was any way to increase the number of my modules, I felt four modules was way too less. I understood that to become a psychologist, I had to study until my master's level to be recognized, and that would be calculated for around six years, I tried looking at the options I had and realized how general our BA degree was. I spoke to the senior students of BA who told me that our BA degree was indeed very general that it even caused problems during time for employment. It was for that reason that many students ended up studying PGCE just to be employed. What was most scary to me was when I saw people who could not graduate because they had short of credits. To me that was very difficult to understand, I thought to myself and said: but why would a university offer a degree that is low I credits from the first place? I remember one of the students telling me that he had added first year modules just to upgrade his credits. Now that was a key for me to change my degree. I did not want to go through the difficulties that the BA people seemed to have gone through. I then considered changing my degree to B.Ed. after my first year for my concern finding a job one day. There I knew that my job is secured and guaranteed after four years. It even looked easier to understand the process of which the degree operated as compared to the one of BA. I suggest that the Faculty of humanities must offer direct courses that one will be able to apply for a job with. Secondly, they must offer more modules so that students can choose according to their desire and not because there isn't any other option. Thirdly, there must be an increase in the credits of the BA modules so that students need not to add modules of first years. Fourthly, students must be given proper explanation about the

degree even before they apply so that they can act while they still have time. I also feel that it is important to give students a career guidance regarding their degrees that they may know exactly what they are studying for.

4.2.3.6. Profiling of the Second Year Students (Humanities)

Participant 5

I was born at Makwane Qwaqwa in the Eastern Free State. Upon my birth I was named after my grandmother because my birth was a great excitement to my family because the doctors thought I would not make it due to the fact that my mom was found to have high blood pressure very late in the pregnancy. I'm a second year, mainstream student in the humanities faculty, majoring in political sciences, Afrikaans and Public Management.

I matriculated in two thousand and thirteen and had three distinctions, had forty admission points. At school I used to be a public speaker and as a result it became my dream to want to be an attorney. While I was in high school my teachers discouraged me from applying for admission at the University of the Free State, especially Qwaqwa campus, so as a result I applied for admission at other universities and made UFS was my last option. When my matric results came my parents disapproved of me go to Pretoria, so I was stuck with the University of the Free State which was closer home.

When I came to this campus my head was filled with the idea that there is no future here. I got even more frustrated when I was about to register and the people who were registering me discouraging me and telling me I should apply for a transfer to the main campus.

My experience as a first-year student was very horrible, with my head filled with wrong ideas I paid less attention on my academics, as a result got an incomplete for ENG and a fail for UFS101, as I was told to do I did apply for a transfer to the main campus but till this day I don't know if whether it was successful or not because nobody responded to my request and application. I sometimes feel robbed of my becoming a lawyer. I am still here and doing my best ever. So my story is still being written at the University of the Free State Qwaqwa campus.

Participant 6

I finished my matric two thousand and ten and I took kind of a gap year where I started a project on which I was dealing with chicken supply, I thought I enjoyed the job but wait till the end of the year come when was the time to balance the accounts, only found out there was no profit made by the business. I had to make a plan for the following year, one of my uncles friends recommended UFS to me and because I was willing to study, I took my uncles car and I came to Qwaqwa to find a space at the UFS, lucky I did got the space on humanities faculty to do my BA degree.

At first I did not know what I was doing, people were talking lot of things and some were discouraging enough to make you quite the degree but I kept on pushing hoping something will happen eventually. I even planned to change my degree to BEd due to pressure from friends but I found BA to be more interesting and I told myself that it is what I wanted for my business that I had to grow, to learn how to deal with people, and how to manage the business itself. In my BA degree I am also doing some business module, EBUS AND HR. I then did a research about the Humanities faculty and I found that there are lot of opportunities out there but one needs to work hard and pass with good marks.

Participant 7

I applied and got accepted in the University of the Free State two thousand and twelve for one reason and one reason only, progress. At first I found school to be stereotypical to the usual success path that everyone followed and I never cared much so in an act of defiance I followed my childhood dream of serving for my country. I enlisted in the army and got accepted but growing in the ranks and establishing myself I found myself to be stagnant and thirsting for change, in my quest for change I realized how traumatic experiences affected some of the young minds and what they had to endure in their course to serve-so I left my brothers in order to equip myself with the knowledge and abilities to help them. I needed the change to broaden my horizon and expand my knowledge, learning ability and personality and hopefully I won't be selfish in the future and lose focus of my goal to return back in the SANDF fully equipped to help people to help themselves. That's why I am a UFS student.

4.2.3.7. Profiling of the Third Year Students (Humanities)

Participant 8

I am the only child of my parents who are both deceased. As a result I live in Harrismith with my mother's older sister and her family. I am currently a student at the University of the Free State (Qwaqwa campus), I am studying a degree in the Humanities faculty, which is a BA majored in Psychology, Industrial Psychology and English. As one can see this is a general degree. I never, not even in my darkest dreams imagined myself ever studying Psychology or Industrial Psychology included. To my surprise I actually enjoyed it.

I am a very fun person; I enjoy going out and meeting new people. I easily become bored in which my being spontaneous really makes up for. I am innovative, love challenges and I am much disciplined and have respect for everyone. I am highly opinionated and talkative. I do not like being cooped up in a specific environment such as an office space. Because of all this the career I had to come up with was made a bigger challenge than it could have actually been.

Before I came to this university my dreams were more aligned to the scientific field of life, microbiology or architecture which is both very different from each other as in microbiology one works and deals with micro-organisms and the other with paper plans for houses, and buildings.

These thoughts were brought upon by the fact of my science subject stream line which I had from high school. I could be so many things but the form required just two career option noted. Because of this I had to make a decision and fast. Strangely when I completed my matric year I found it challenging to decide between the varieties. I had to rely on my results as way of anchoring me to a career choice hopefully one that I would love and enjoy.

I had challenges when I completed my matric. I was pregnant; my AP score was only twenty seven points, which were lower than the two that I had thought I would prefer to do. Due to all this I took a gap year to wait until my son was born in order for me to study further and also during that year I was to clear my head. Find out what I really wanted to study something that was in line with my personality traits, something I would enjoy. Before I knew it my son was born then soon after that it

was time to apply and I still hadn't really decided as to what to study which therefore lead to me apply to the University of the Free State for social worker and nursing of which social worker was the first option.

I chose these two this time because I had developed a certain passion of working with people of the community and helping them out of their problems, and nursing because I felt I could be that spice in helping people that's different that would make people see nurses differently. Nurses are notoriously known for shouting and not treating patients in the manner they should, with respect and care.

I was accepted at the University of the Free State at the Bloemfontein campus. Because I was a young mother who did not want to be far from my son I immediately went to the Qwaqwa campus to see what and how this could be amended. I went to the campus. I was taken for the Natural and Agricultural Sciences faculty. Young and unknowledgeable me did not know or understand what this faculty was about and nobody cared to inform me. So during registration I asked to have it changed to something that was more common and I felt I could relate to.

I chose to do something in the humanities faculty and I wanted to do social work. This was one of the many things that were unavailable at this specific campus. But with Academic advising I was told to take up Sociology and Psychology and that would give me my desired result. Sad to say this was not true because after registration during that same year I did my research I found out that this was not true at all. To become a social worker I had to do Psychology, yes Sociology, yes and additional to all that there should be a social worker course that binds the two to a complete social worker degree. And worse part of Sociology requirement is Family Sociology up to the third-year level which is not offered on this campus.

This was a lack of academic advice from the University's side, but nevertheless I was in the extended programme. This gave me a feel for the modules offered and which three would appeal to me and I made choice, Psychology, Industrial Psychology and English. Even though I am not yet finished with my studies yet I can see the light I am happy with where I am and where I am going.

With much research I have come to understand my majors and what they can offer for me beyond the educational stream line of ending up with a teaching degree. With my Psychology I can further it up to master's and become a recognized psychologist. Industrial Psychology on the other hand is flexible, that is, it can vary from being in the HR department to being an industrial practitioner, all about labour. Which all happens most in organizations (industrial areas). English could also be a specialty and I could lecture it also with a bit of advancement.

I feel I am more interested in the side of industrial psychology though. My interest was sparked by the variety this small course seems to have, I mean for a person like me who easily becomes bored this seems like the career for me. It is a branch of psychology and is divided in itself to many possible job opportunities, also depending on how far one has gone as to study further. It just has a lot to offer. It even has a law side to it. For some time now I have had first-hand experience of such a department with my working at Spur for almost three years this was for me ensuring and showing me that this was definitely the path I would like to follow.

Honestly, I do not think everyone at the campus would say the same but generally the advice we get is not advice it should honestly improve, because at the rate we are going it looks like the only graduates from the Qwaqwa campus we will be having are students who are prepared to be teachers, even those who started by doing BA degrees and so on. We need more qualified people to work at the help desks, especially for first year students. I mean there some students that reach their final years and still do not know to which way their degrees will steer them, which is why they end up doing postgraduate studies in education.

Participant 9

I am a second-born child of the family and my father is late and only my mother is responsible for my wellbeing. I reside at Free State, Qwaqwa in the small village called Mandela Park. I'm a third-year student at the University of the Free State (Qwaqwa campus) enrolled in BA. I am a friendly, loving, caring, honest and short-tempered person. Above all I'm a hardworking person who never rest until things are properly done.

During my childhood I dreamed of becoming a nurse, it was in me. I grew up having the inspiration of becoming a nurse. In the year two thousand and eleven I applied for nursing school at a hospital in the Free State, where I failed the selection test. I then went to an FET College nearby where I only studied for a week because my mother was the one encouraging me to go there, but I didn't want to. I then applied at the University of the Free State within that week and was able to get my student number, which made me realize that I can choose a different career.

When I registered at the University of the Free State I didn't know what to do. They gave me the calendar and I just chose BA not knowing what is it, but immediately when I started attending classes it came to my realization that I'm not lost because we still have courses that deals with people. I even want to continue with it until I get my PhD certificate.

4.2.3.8. Profiling of the Humanities: Assistant Dean

Participant 10

Among other duties, the Assistant Dean is responsible for the following duties:

He provides academic leadership by creating and executing strategies to establish the Qwaqwa faculty as a leader in the discipline vis-à-vis competing international entities. He is also responsible for directing the academic debate in the Qwaqwa faculty by influencing its overall climate and culture, energising all in the faculty and shaping the future of the Qwaqwa Humanities faculty. The assistant is expected to contribute to the overall leadership in the faculty as well as to ensure frequent and continuous planning and execution of plans, general organising and coordinating of staff, students and activities. He is a mentor and a motivator to staff, providing

structure and exercising overall control. He must serve as a link between faculty staff, students and the Qwaqwa management and administration, through membership of the Qwaqwa Management Committee. He must also be involved in active participation and involvement in faculty management structures, attending meetings, leading project teams, representing the faculty, and fulfilling the roles of liaison officer and marketer, when necessary.

He is expected to initiate, formulate and implement a visionary academic strategy for the faculty that is aligned with and supportive of the guiding strategic documents of the UFS and faculty and ensure the provision of top-quality, research-informed facilitation of learning at all levels of teaching in the faculty as well as ensure the relevance of content, material and presentation in all modules.

He must be involved in the enhancement of student experiences and their continuous engagement in academic debates. He must ensure that adequate rules and regulations are in place to optimally deliver high-quality teaching and learning programmes at both undergraduate and postgraduate level, ensuring adherence to all the rules and regulations of the UFS, faculty and departments;

He must give proper and quality-driven academic advice and support to all under- and postgraduate students in the department; and the revisiting and development of fresh learning programmes that will help to position the department as a leader in the fraternity.

He must further ensure the existence of environment that encourages research, leading to strong and active research habits and a culture of inquiry and be involved in the active engagement with the Qwaqwa research committee in order to ensure sustainable financial support for departmental research initiatives.

The Assistant Dean who started with the research retired during the process and a new Assistant Dean was employed. The retired one started and later the team was joined by a new Assistant Dean. It is important to note that at no point did they participate at the same time.

4.2.3.9. Profiling of the Humanities: Faculty Officer

Participant 11

The Duties and Responsibilities for the faculty officer are to provide administrative support to the Office of the Assistant Dean. The faculty officer is responsible for general academic and curriculum administration. She handles incoming correspondence from students and prospective students regarding registration advice and admission criteria.

It is also her responsibility to handle general office administration, data capturing of registration documentation, interpreting and applying general university and faculty rules, within prescribed framework supplied by the Faculty Manager, in order to provide registration advice and guidance to students.

It is one of her duties to assist with the organisation and administration of student advice and registration.

4.2.3.10. Profiling of the Career Development officer

Participant 12

The Career Development Officer facilitates and organises Graduate Recruitment Programmes (career fairs, candidate interviews company presentations). He is also responsible for assisting in the development of student employability, i.e., hosting work readiness and skills workshops. He liaises with Higher Education Institutions, students, employers and other support services regarding career development. He also facilitates the introduction of students to recruitment companies. He is responsible for marketing of the career services to faculties, students, employers and other relevant stakeholders.

His department helps students to gain the necessary skills they need in order to make a transition from their academic career to the world of work. The following programmes are offered:

- *Career Advice (one-on-one sessions where we assist students with regards to their chosen careers).*

- *Career Development (we train them on how to plan their careers and the process involved in career development)*
- *CV Writing Skills (the do's and don'ts of CV writing)*
- *Interview skills (giving students tips for attending interviews).*

4.2.3.11. Profiling of the Academic advisor

Participant 13

Academic Advising as a process aims to enhance student learning and development to help students succeed academically. It also builds relationships with students to motivate them to become lifelong learners and to perform through the support offered through the academic advising network.

A general academic advisor conducts training for staff and peer advisors (e.g., SRC members, tutors, teaching assistants, class representatives, etc.) as they form part of the student support network anchored by academic advising. The students are also relevant to receive the training because they too have gone through similar experiences as current students. Academic advising not only ends during registration but is a continuous process offering “just-in-time-support” in collaboration with other departments to host workshops that are conducted to give support to students. This is also for students to know which support services are available and where. Academic advising at CTL also has a student resource guideline booklet to assist students with support services and tips on what to do during exams. A list of available departments is listed in this booklet.

The following lists are the duties carried out by the general academic advisor:

- During registration:
 - Assist undecided students (which degree to follow)
 - All first year students as required by the University General Rule A3.9

- Provide letters to students who: did not write, proficient, non-proficient and exempt.
- Refer students to relevant stations
- Give CTL information, e.g., all mainstream students are to ensure they register for UFS101 and must enroll their fingerprints immediately after registration
- Provide faculty support academic advising semester / annually
- Attend workshops and training
- Collaborate with other on-campus services (e.g., academic advising lunch hour sessions, exam boot camp, 'wake up and shake up', bursary information drive, etc.)
- Involve faculty staff in registration
- SRC, tutors, facilitators, class representatives
- Hold student consultations
- Attend to student walk-ins and inquiries
- Works on academic advising best practices research
- Works with at risk students to attend to their academic needs
- Give advice to underprepared students
- Help with student transitions from High school to University
- Supporting faculty with academic advising skills/practices
- Reporting of projects that have taken place over the quarters
- Do action research (qualitative and quantitative)

4.2.3.12. Profiling of the Psychometrist

Participant 14

The psychometrist's duties and responsibilities are performing career assessments using psychometric measurements. She also performs psychological screening and first level interventions aiming to enhance students' functioning. She also presents developmental and study skills workshops, makes emotional assessment and refers students to a psychologist, social worker or to the clinic when necessary. She is also

responsible for marketing services on campus and at neighbouring or feeder schools. In addition to her responsibilities she is also a facilitator for Skills and Competencies for Lifelong learning first-year module.

4.2.3.13. Profiling of the Researcher

Participant 15

The researcher is a lecturer in the Department of Psychology, and facilitates modules from the extended degree to the third-year level. She is facilitator for Skills and Competencies for Lifelong learning first-year module offered extended degree. The modules are Introduction to Psychology, Developmental Psychology, Personology (Personality theories) and Social Psychology. In addition to being a lecturer, she is also a registered Educational Psychologist working part-time in private practice, performing assessments (career, scholastic, emotional using psychometric measurements). She also helps people learn to cope more effectively with life issues and mental health problems by applying effective interventions to promote psychological wellbeing.

An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. This includes administering and interpreting a number of tests and assessments that can help diagnose a condition. The challenges may include social or emotional problems or learning difficulties. Work is with individual clients or groups, advising. Educational psychologists offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents as well as social, emotional and behavioural development, and raising educational standards.

4.2.4. Planning

This session was about putting together the team of participants. It further discussed how to conduct information sessions; setting priorities and developing a strategic plan; setting the action plan for discussions and conversations; and reflecting on the action cycle to evaluate the impact of the study. Planning involved putting together

participants, information sharing and description of the group format, procedures as well as ground rules. Group members were given an opportunity to pose questions and explore concerns about the length of the group, frequency and duration of meetings and techniques being used. Student participants indicated their appreciation for the presence of staff members.

The first session with all participants was conducted in the Humanities seminar room, as were all the other meetings. The participants were informed about the research topic and many questions were asked concerning the topic: "REFLEXIVELY FUMBLING TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES." One participant was not happy with the use of the word "Fumbling" as the connotation was "not knowing what you are doing" or "doing it wrongly", as indicated by one of the participants. Discussion on the topic was opened and clarity from all participants was sought. Another issue was on "sustainable career", with the participants agreeing that they are not only looking at sustainable employability but also creating their own sustainable jobs. It was further decided by the team to hold four to five meetings and different people chosen to facilitate each. They also proposed that the researcher facilitate the first and others be given a chance to do so. Each participant was given a number, thus called by a number, for example, participant 1. The importance of confidentiality was stressed and consent letters (Appendix: 3) as well as confidentiality letters (Appendix: 4) were signed. The Humanities Seminar Room was selected as the venue for all the meetings. Other roles that were discussed and people chosen for were that of a timekeeper and a secretary (to remind us of meetings and booking of the venue). It was also decided that all meetings be held during working days when everyone was available on campus. The meetings were recorded on a voice recorder.

4.2.5. Action and implementation

After the planning session, the relationship and common agenda were established with all the stakeholders. An open question session was available for further questions concerning the research. Additional members were also recruited in

accordance with the team suggestion. It was further decided that the former Humanities Assistant Dean be invited as his position was not yet filled. An invitation for his participation was written and sent to him, which he accepted. On his leaving the campus (on retirement), the team decided to invite the acting Assistant Dean, who later filled the position.

Free Attitude Interviews (FAIs) were used to generate data in this study. These allow researchers to ask one question to start the conversation, then reflective summaries are used to avoid any deviation from the topic and to persuade participants to think carefully about what they have uttered (Mahlomaholo, 2009:228). According to Buskens (2011:1), people talk as in a normal conversation as the researcher and participants have only one question to explore their own minds. Buskens (2011:1) further noted that participants during FAI have an opportunity to say more than they would have said in responding to a closed questionnaire.

Potential outcomes were discussed and planned together and it was agreed that discussions were to be based on the following FAI questions:

- What are the challenges that Humanities students face in reflexively fumbling towards a sustainable career choice?
- What are the aspects and components necessary to reflexively fumble towards a sustainable career choice?
- What are the conditions that can be created in order to assist Humanities students to reflexively fumble towards a sustainable career choice?
- What are the possible threats that may prevent Humanities students to reflexively fumble towards a sustainable career choice and how to deal with those threats which may inhibit success thereof?
- What would be the indicators for success of reflexively fumble towards a sustainable career choice?

As indicated above, in order to facilitate the meetings, the FAI technique was used to probe discussions and address the objectives of the study. This technique allowed data generated process to be humane and did not alienate or undermine the participants (Mahlomaholo & Netshandama, 2010:111). Data was generated from participants who were bringing their experiences. It is important to note that no

experiences were superior to others. Data generated was recorded through the use of audio recordings of the interactions during discussions and conversations. The actual discussions are discussed in greater detail in the next chapter.

4.2.6. Reflections

The final evaluations involve feedback and reflections on experiences to affirm or correct interpreted data. During the discussions, the participants made sense of their experience by interpretation of it in order to guide decision-making. During reflections, participants were able to correct distortions in their beliefs and errors in problem-solving. They made new or revised interpretation of the meaning of their experiences at the beginning of a new session, then after every discussion the team reflected on them. Wals (2007:42) referred to this as 'transformative learning', which leads to a new kind of thinking, alternative values and co-created, creative solutions, co-owned by more reflexive citizens, living in a more reflexive and resilient society. Mash (2013:2) stressed that participatory involves working *with* rather than *on* people, paying attention to issues of power and hierarchy so that there is a genuinely respectful, open and democratic group process. At its core, PAR believes that people can change their reality and create new knowledge through engaging both consciously and systematically with the steps of the learning cycle as shown in figure 4.2. In this cycle, the participants engage in a process of observing and reflecting on their own concrete experience, agreeing on what has been learnt in the form of new propositional knowledge or abstract concepts then planning to experiment actively with this new knowledge in another cycle of action and reflection.

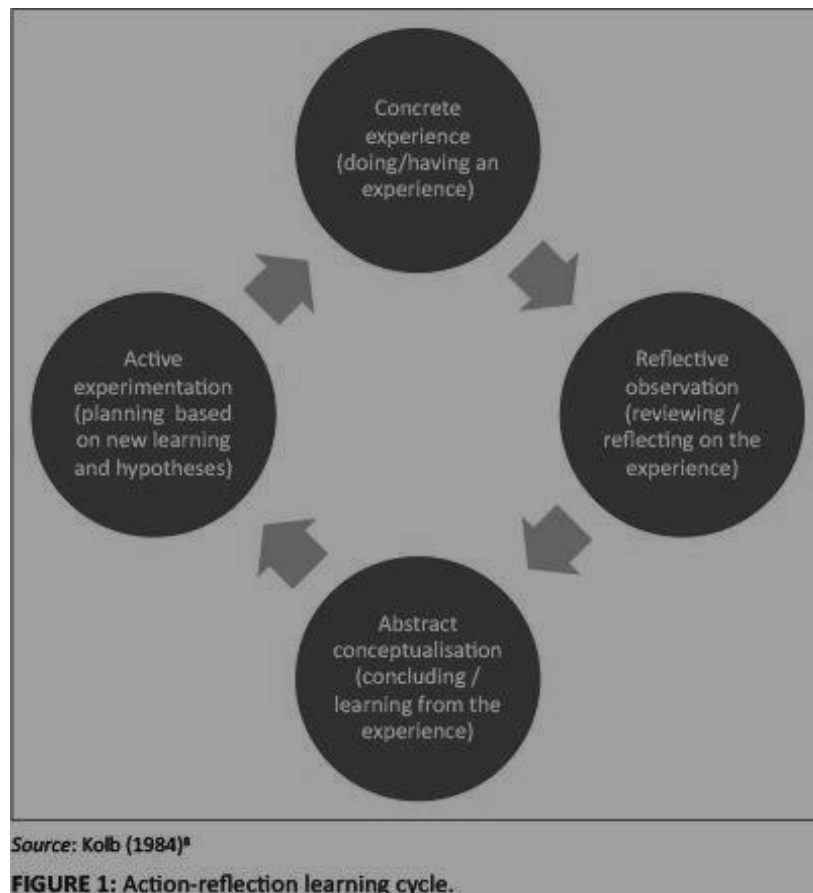


Figure 4.3: Action-reflection learning cycle adapted from Kolb (1984)

4.2.6.1. The Participants' reflections

Participants critically reflected by challenging the established definition of a problem being addressed and also by trying to find a new way to reorient problem-solving efforts in a more effective way. They thus developed confidence and capability to provide answers as to what or how Humanities students could reflexively fumble towards a sustainable career choice. However, this was not an easy goal to achieve because the group discussions were dominated by a deficit discourse that focused on what was not happening, what was not available, and how current conditions were inadequate. Through critical reflections, participants had to scrutinize complaints to hear the unsaid, thus propose solutions. This was done in the first meeting, but further reflections were made in the second, the third and the fourth meeting to ensure that participants also looked at solutions possible to enable Humanities students to work towards sustainable career choice.

During the last meeting, the aim was to reflect on the whole experience and develop a strategy that could be used to reflexively fumble towards a sustainable career choice. This study, through participative and critical reflections, has attempted to put participants at the centre of the research process and moved beyond the interpretive level to a level of understanding power dynamics at play and how they serve as repressive tools, in order to challenge the way things ought to be.

4.2.6.2. *The researcher's reflections*

That the researcher is a lecturer at the same site of the study and a practising psychologist who works with career counselling could lead to distortion of the findings of the study. The researcher practised reflexivity to overcome this problem and returned to the participants to verify and clarify their responses. In qualitative research the researcher is both the researcher and the participant and can therefore not be divorced from the phenomenon under study. According to Parahoo (1997:292), reflexivity is a continuous process whereby researchers reflect on their preconceived values and those of the participants, such as reflecting on how data generated will be influenced by how the participants perceive the researcher. Holloway and Wheeler (2002:263) add that researchers should reflect on their own actions, feelings and conflicts experienced during research. To achieve credibility of the study, the researcher adopted a self-critical stance to the study, the participants, their roles, relationships and assumptions. Reflexivity is not easy to carry out as it is may not be easy to stand back and examine the effects of one's preconceptions. In this study, the researcher wrote down any feelings, preconceptions, conflicts and assumptions about the study, which enabled self- monitoring to prevent bias and increase objectivity.

4.3. DATA ANALYSIS

This study adopted Van Dijk's Critical Discourse Analysis (CDA) in order to understand and process the data generated. CDA was used to analyse the text and its meaning. Data was analysed on three levels: textual, discursive practice, and social structure (Morrison et al., 2005:47). CDA stems from a critical theory of language which sees the use of language as a form of social practice (Janks,

1997:329) and focuses on social problems, amongst others (Van Dijk, 2008:86). It also emerges as a language communication strategy that seeks to highlight social dynamics, which is evident in the discussions and conversations by participants on different levels. In the context of CDA, the use of language also denotes power and social standing, which is evident in instructions, resistance, and power imbalances (Irving & English, 2008:110).

CDA, attends not only to what is produced (discussions and conversations), but also how it is produced (in partnership) and to the history and contexts that surround its production. It takes an explicit position and thus seeks to understand, expose, and ultimately resist social inequality. According to Van Dijk (1993:252) it deals primarily with the discourse dimensions of power abuse and the injustice and inequality that result from it. Data will be analysed on three levels, following Fairclough's (1992,1995) model for CDA that consists of three interrelated processes of analysis, which are, text analysis (description); processing analysis (interpretation) and social analysis (explanation) (Janks, 1997:329; Simpson & Mayr, 2010:53-54). The *text analysis* involves the analysis of the language of texts, such as:

- choices and patterns in vocabulary,
- use of passive verb as opposed to active (grammar),
- conjunctions, use of synonyms and antonyms (cohesion) and text structure (turn-taking)

The *processing analysis* specifies the nature of the text production, distribution and consumption in society. This refers to analysing vocabulary, grammar and text structure and the attention is paid to intertextuality (paragraph 4.3.5) as it links the text to its context. Finally, *the social analysis*, deals with issues such as power relations and ideological struggles the discourses challenge or transform (Simpson & Mayr, 2010:53-54). The three-tiered model for analysis of discourse designed is an important first step towards the analysis of language and power in different types of text (Simpson & Mayr, 2010:53). The interconnections between elements in Fairclough's framework are summarized in Figures: 4.4 and 4.5 (below). These figures provide a clear account of different levels of Fairclough's three-tiered processes of analysis and emphasise the interdependence of these dimensions.

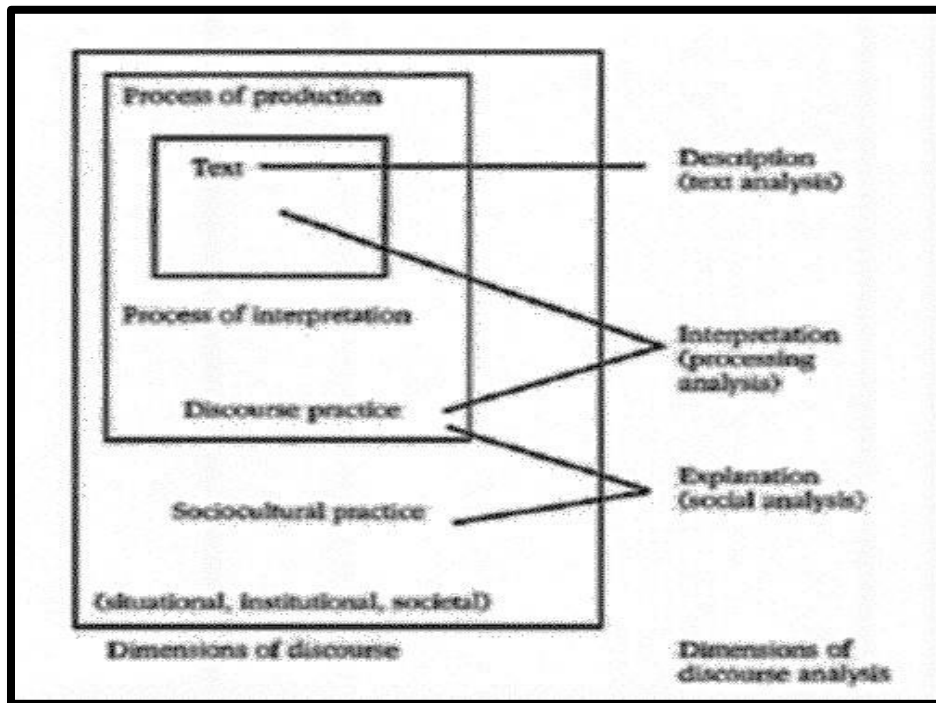


Figure 4.4: Three-dimensional model of discourse adapted from Fairclough, (1992:73)

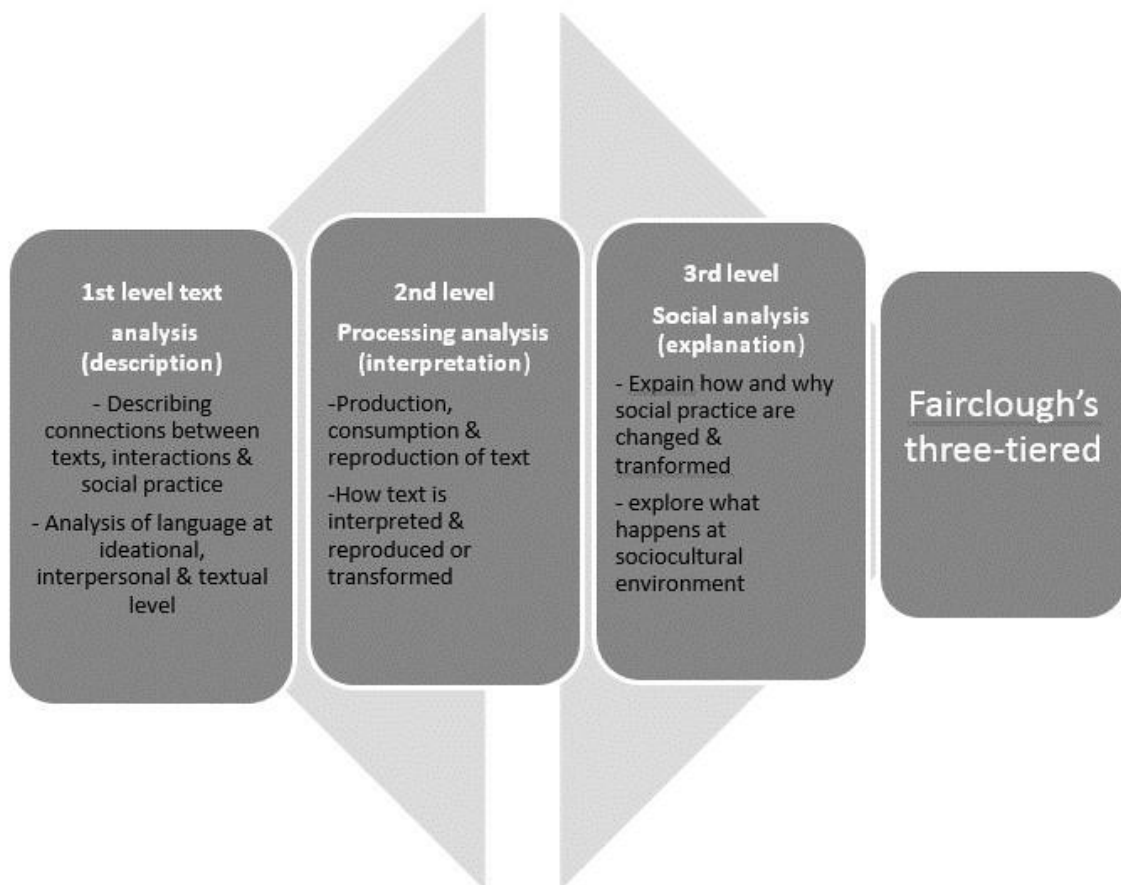


Figure 4.5: Fairclough's three-tiered process of analysis

The left-right arrow indicates the interdependence of these dimensions and the intricate moving backwards and forwards between the different types of analysis. Fairclough's three-tiered process of analysis helped this study to engage with data to show connections between texts, interactions and social practice amongst the participants; it also helped in the construction, usage and reconstruction of text after interpretation and finally, it showed what occurs at the sociocultural environment of the participants involve in the study. All these provided a basis on which a strategy was in the process of development to assist students to reflexively fumble towards a sustainable career in Humanities. Fairclough and Wodak (1997) further outlined eight key theoretical and methodological principles of CDA, as indicated below.

1. Addresses social problems

CDA is seen as a form of intervention in social practice and social relationships. It intervenes on the side of dominated and oppressed groups and against dominating groups, openly declaring the emancipatory interest that motivates it.

2. Power relations are discursive

The primary focus of CDA is on how power relations are exercised and negotiated in discourse.

3. Constitutes society and culture

Instances of language use make their own contribution to reproducing and transforming society and culture, including power relations.

4. Ideological work

This principle indicates that ideologies are particular ways of representing and constructing society which reproduce unequal relations of power, relations of domination and exploitation.

5. Intertextual

Discourse must analyse in context in order to be understood, which includes socio-cultural knowledge as well as intertextual knowledge.

6. Link between text and society is indirect

CDA attempt to show the connection between properties of the text on one hand, and social and cultural structures and processes on the other.

7. Interpretative and explanatory

CDA distinguishes between three stages of critical analysis: description, interpretation and explanation (see figures 4.4 and 4.5) (Fairclough 1992:73; Janks, 1997:329; Simpson & Mayr, 2010:53-54).

8. A form of social action or social practice

The intended outcome of CDA is a change in discourse and power patterns in institutions. Figure 4.6 (below) illustrates Fairclough's framework in discourse analysis. This is demonstrated in analysis in Chapter 5, with forms of language used, how world is represented by participants as well as how their identities are set up.

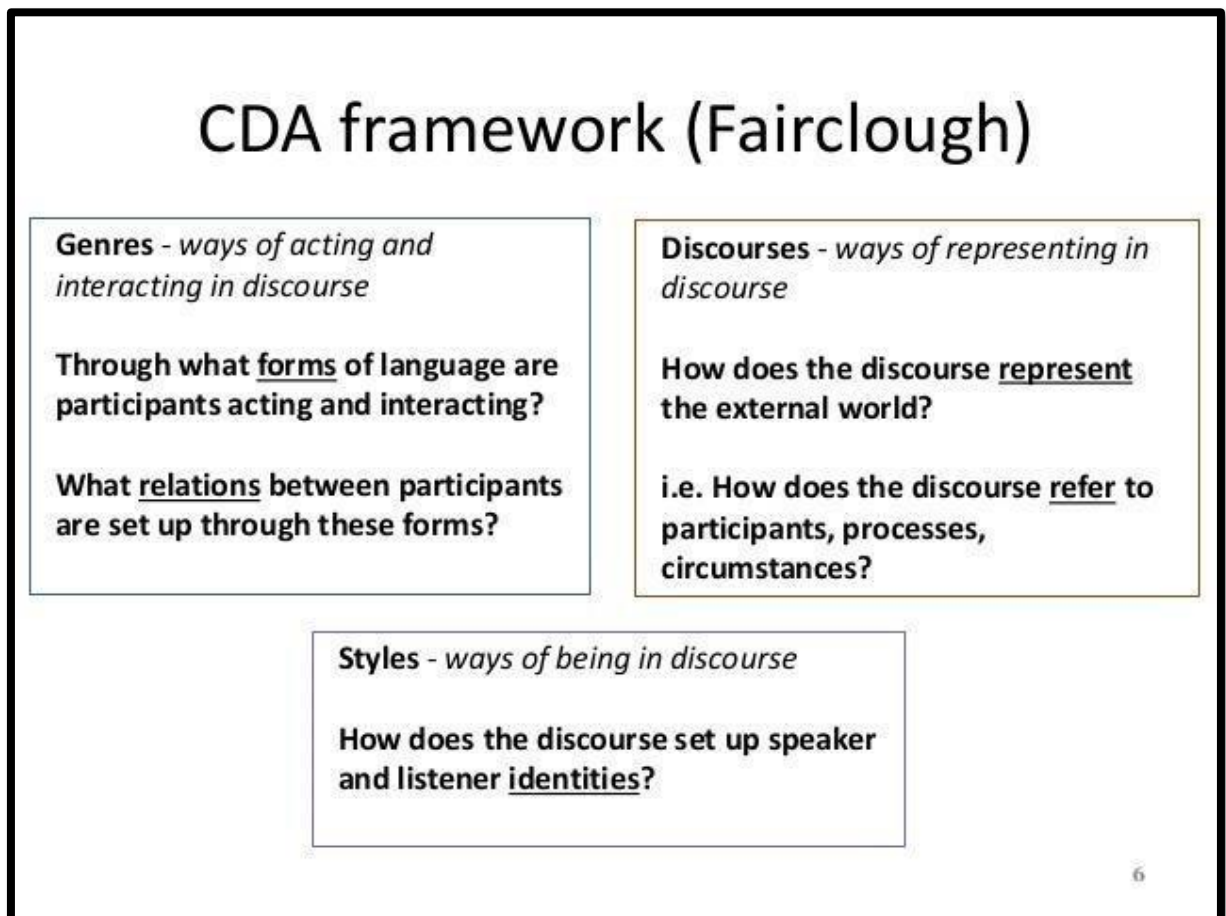


Figure 4.6: Fairclough's framework in discourse Analysis

4.4. ETHICAL CONSIDERATION

This study was conducted at the University of the Free State (Qwaqwa Campus). The permission from the University to use staff members and students was obtained. I applied for ethical clearance from the University and asked for permission to use students as participants from the Dean of Students. Letters requesting prospective participants to participate were issued, outlining the research intent and theme to be covered and personal visits and contacts made to enhance participants embracing the research idea. Those willing to participate were requested to sign informed consent forms and confidentiality letters, as confidentiality and anonymity of participants has to be ensured by the researcher at all times (McMillan & Schumacher, 2001:366-367).

4.5. CHALLENGES

Challenges faced by the researcher included the following:

- The participants were not always available for the discussions for both academic and personal reasons.
- Some participants withdrew as they were no longer available.
- Late-coming was common among the participants.
- The participants initially agreed on calling each other by numbers, however, during other discussions they felt that even numbering was no longer confidential. Thus, they referred to themselves and others as: “participant what, what!”
- As much as the student participants initially indicated that they were content with the presence of staff numbers, they later during reflections that indicated how uncomfortable it was, especially with the presence of staff.

4.6. CHAPTER SUMMARY

In this chapter, PAR as the research methodology applied in order to generate data has been discussed. It further outlined the relevance of PAR for this study as well as its relevance to CER as the theoretical framework that supports the arguments. The conditions prior to the commencement of the intervention, how the discussions with the team unfolded as well as the profiling of the participants also received attention. The data generation procedures and data analysis through Critical Discourse Analysis (CDA) methods were highlighted, followed by discussion of ethical considerations and challenges encountered. Lastly, a brief summary of the chapter was provided.

The next chapter comprises the presentation, analysis and interpretation of data.

CHAPTER 5

DATA PRESENTATION, ANALYSIS AND INTERPRETATION ON REFLEXIVELY FUMBLING TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES

5.1. INTRODUCTION

In chapter two CER and CP were discussed as two theoretical frameworks underpinning this study. Chapter three further presented the conceptual frameworks steering the study. This was achieved by defining the operational concepts as well as literature based on objectives for the study. In chapter four, PAR applied as the research methodology in order to generate evidence to answer the research question was used. CDA was also briefly discussed in chapter four.

The aim of this study was to design a strategy for assisting Humanities students to reflect on career choices they have made in order to move towards sustainable career choices. In the quest to achieve the aim, this chapter focuses on analysis of data using CDA, presentation and discussion of findings leading to the formulation of a strategy to reflexively fumble towards sustainable career choices in the Humanities. In order to organize the discussion for such, the five objectives fastening this study, as discussed in the preceding chapters, are used. Finally, the literature reviewed is used to structure the findings through CDA.

5.2. DATA ANALYSIS IN LINE WITH EMPIRICAL DATA JUXTAPOSED WITH THE LITERATURE

For analysis of the generated data I used verbatim reporting of responses where appropriate, as I transcribed tape-recorded data. Poland (1995: 292) asserted that the very notion of accuracy of transcription is problematic given the inter-subjective nature of human communication, and transcription as an interpretative activity. Monyatsi, Steyn and Kamper (2006: 219), however, encouraged verbatim reporting of responses. A combination of verbatim transcription and researcher notation of

participants' nonverbal behavior has been cited as being central to the reliability, validity, and veracity of qualitative data collection (MacLean et al., 2004; Seale & Silverman, 1997; Wengraf, 2001). From the data I looked at the patterns, identified and described themes in an effort to have an understanding of the meanings from the perspectives of the participants. In the presentation and discussion of data, the five objectives anchoring this study were used as organising principles in order to systematise the discussion.

5.2.1. Challenges justifying the need for Humanities students to reflexively fumble towards sustainable career choice

In order to gain a clear vision of the problem, information was generated about the problem and the context within which it occurred. A collective sense of clarity with regard to the exact nature of the problem was then developed. All participants worked together in defining the problem. The following section delves into the challenges justifying the need for Humanities students to reflexively fumble towards a sustainable career choice.

5.2.1.1. Stigma

The community in which the Qwaqwa Campus is located is characterized by poverty and associated disadvantages. This is an economically backward rural community, lacking in education and infrastructure, which predetermines most enrolling students as economically disadvantaged and discourages marketable academics from working there. Most indicated that low passes in Matric and other socio-economic factors disqualified them from acceptance at those institutions that offered their career of choice.

In the University Academic Status Report UFS (Qwaqwa Campus) 2012 (4.2.3.2) the following was indicated:

“ ... The academic profile of the Qwaqwa campus cannot be understood without considering the constraints posed by its location in a very poor rural

area plagued with unemployment and low overall levels of education. This context has an impact on the types of students entering the campus, but also on the types of staff members who can be attracted to work at the campus given the overall lack of social and economic facilities in the region. At the same time and precisely because of these problems and constraints, the social and economic value of a university campus in the region is potentially very high”

“...about 84% of the Maluti-a-Phofung population is concentrated in the Qwaqwa area, which is also the most underdeveloped area of the municipality. In 2001 the area was identified as one of the “poverty nodes” in the country. Ten years later the situation has not changed substantially.”

“...this context has an impact on the types of students entering the campus, but also on the types of staff members who can be attracted to work at the campus given the overall lack of social and economic facilities in the region

From Qwaqwa Rule Book – 2015 Faculty of the Humanities (4.2.3.2.) the following is added:

“...the BA curriculum offered on the Qwaqwa campus differs to a large extent from the programme on the Bloemfontein campus.”

“...in terms of equivalence of provision, it is clear that students enrolled in the Bloemfontein campus will graduate with a fairly different exposure to knowledge from their colleagues in Qwaqwa.”

“Limited infrastructure and staff capabilities [negatively] affect the offering of major and elective modules (4.3.1.2.).”

A first-year student (extended programme) remarked:

“ ... I was turned down because of my Mathematics mark I did not qualify to study what I wanted... after all the mixed emotions I ended at the University of Free State Qwaqwa campus.”

A first year student said:

“ ... I was one of five lucky students chosen for the program from the Qwaqwa Campus. Twenty eight got chosen from the Bloemfontein Campus”

Another first year student indicated:

“... had a burning desire to study ... at the University of Witwatersrand. To my disappointment, I could not be admitted there due to my points which were considered to be low. I then tried other institutions around Johannesburg but did not succeed. In my prayers, I always asked, "Lord may your will be done, because my plans seem to be failing, may yours prevail! "The University of the Free State was an option which my granny couldn't stop mentioning but I did not like the idea...”

A second year student said:

“While I was in high school my teachers discouraged me for applying for admission at the University of the Free State, especially Qwaqwa campus... When I came to this campus my head was filled with the idea that there is no future here.”

The above comments clearly indicate that Qwaqwa Campus is associated with social, economic or academic undesirable attributes, leading to negative emotional evaluation.

Goffman (1963) referred to such socially undesirable attributes as social stigma which he regarded as a component of social discrimination that separates a group of individuals from the mainstream population. Herek (2009:441) saw stigma as socially negative, as an inferiority in status and relative powerlessness which society collectively accords people who belong to a particular group or category. The stigma has particularly been linked to formally labelled distinctions, altering others' perceptions and legitimizing stratification (Mehan, Hertweck, & Meihls, 1986). This is perpetrated by those with power against those without (Link & Phelan, 2001). Labelling theory ultimately predicts that labelled persons will perceive themselves and behave in accordance with the symbols of the label and others' altered perceptions of them, and so fulfil the prophecies of the label (Scheff, 1966). For Link and Phelan (2001), more explicitly, stigma exists when powerful entities allow elements of labelling, stereotyping, separating, status loss, and discrimination to occur. Poorer outcomes in important life domains serve as evidence for the presence

of status loss and discrimination.

Stigma against Qwaqwa area is further reinforced through media messages, the actions of public officials and government organizations, and the behaviours and attitudes of most participants. Participants seem to have internalized these attitudes and behaviours in that they often view themselves in a negative and stigmatized light. In this light, Link and Phelan (2001) described power as another critical element of stigma, primarily because stereotypes propagated by less powerful social groups never amount to stigma. The power to stigmatize begins with having the means to transform observed differences into widely recognized labels. The socially generated meanings surrounding stigmatized characteristics and identities can easily be internalized and attached to the self. The results are socially generated, but internally perpetuated self-devaluation (Frost, 2011:827). It is common and part of human nature that people behave negatively when they have negative attitudes towards something they disapprove of or not interested in. On these bases, it is critical that the staff and students understand how the stigmatized are able to cope with, resist and overcome the limiting consequences of stigma as it affects their pedagogical experiences and success.

On the other hand Pryor and Bright (2011:33) believe people's limits define them, and within their limits lie their potential, that is, uncertainties, which are sometimes perceived as threats and problems that can also be opportunities and options. If the stigma associated with the Qwaqwa campus is regarded by participants as their limitations, then, within chaos theory of careers, success relies upon the felicity with which people manage their limitations. It is believed to reconcile the conflict between conceptions of being and becoming as it identifies the need to consider multiple perspectives to deal with complexity and helps to understand how chances impact on career development and how to deal constructively with unplanned events. Levy (1994:176) points out the importance of developing guidelines and decision rules to cope with complexity, and of searching for non-obvious and indirect means to achieving goals. These guidelines are referred to as 'strategies', the purpose of this study being to design one for assisting Humanities students to reflect on career choices they have made in order to move towards sustainable career choice. It is the complexity of strategic interactions that makes it essential to adopt simplifying strategies to guide decisions (Levy, 1994:176).

Levy (1994) further stressed that those strategies are needed because it is impossible to specify the optimal course of action for every possible scenario. One can only learn those strategies after experiencing the complexities of interactions and because of the complexity of strategic interactions one does not always know why a particular strategy is successful. The problem is that there is no simple way of deriving optimal strategies for a given system. In a complex system, the best strategies might achieve goals indirectly and even appear counter-intuitive (Levy, 1994:172). Rather, what one should learn is, as chaos theory asserts, that reality is complex and that we should expect on occasions to make mistakes in endeavours to understand and communicate about that reality (Pryor & Bright, 2007:379). The next theme focuses on how content between Bloemfontein Campus and Qwaqwa campus differs.

5.2.1.2. Difference in BA content and inferiority in quality

The BA degree in Qwaqwa Campus is seen as different from that offered at the Bloemfontein campus by both the staff and Humanities students enrolled for it. Firstly, they argued that modules offered are limited in number, raising concern about being registered for other modules than the one preferred.

Student participant 1 said:

"... it's also the mere fact that we have so limited modules. You know when I came to the varsity and then I told my friend I am doing English, I am doing Afrikaans I am like what--, weren't those things supposed to be done in high school or something. They will tell you they got something like they've got Criminology or Anthropology and then I am like 'okay wow' and you just start with basically Politics, Sociology, Psychology if you are not doing that then that's just the limit. You have a limitation of the modules that we basically have but then that's also another challenge."

Student participant 3 highlighted the following:

"... especially when you choosing your modules. It's either you get into something because there is space not necessarily because you like it or

because what you want is full so you are left with that. And it's not explained why or what for but that's how it is. And you won't ask any questions because especially being a first year you don't know anything so like 'okay I trust these people 'cos in any case they wrote career advice--, academic advising but there is no academic advice given."

Staff participant 1: said the following:

"Paper chase, they call it a paper chase [laughing...] you keep chasing that certificate, and when you get the certificate you go and sit at home without a job. That is the tragedy of our faculty. "

Staff participant 2: added:

"I am not sure if the students are being misled or what but students only realize when they reach their graduation that everything is general, they cannot specialize or if they want to move or be transferred to the [uhm...] Bloemfontein campus, it is very difficult for them because modules that are done here, things are done generally and you find that the content within the modules, ninety percent of it it's only less of what is done in the Bloemfontein campus..."

The following was further illustrated in the The Qwaqwa Rule Book – 2015 Faculty of the Humanities

"...while the Bloemfontein campus offers General Reasoning (ABV 112) and Information Literacy (ILK 111/121) [both Level 5 modules] ... Qwaqwa students are [instead] exposed to developmental modules at NQF Level 4, ... (4.3.1.2.)."

"... the BA programme on the Bloemfontein campus requires students to complete two compulsory 'culture' courses [selected from] Anthropology, History, Art History and Visual Culture, Political Science or Philosophy, ... Students [on the Qwaqwa BA] programme do not have to take any of these subjects [of which only Political Science and History are offered, anyway] as compulsory,...(4.3.1.2.)".

“...modules that are done here, things are done generally and you find that the content within the modules, 90% of it it's only less of what is done in the Bloemfontein campus.”

“...Why is that some sort of a double standards between the Qwaqwa campus and the main campus If we are all one under the branch of UFS? Because it may seem here we are lacking resources if I am allowed to say, but in the same instances I wanna believe it's like the main campus is the high school and we are the primary school.”

“... everything that happens here, we cannot stand our own we go through the Bloemfontein campus and meanwhile they have--, the environment is different there than what it is there--, here that is. So why is it that we have people there making decisions for what happens here because they do not know what this place looks like they do not know the challenges we face, they do not know anything in fact all they know is to make--, take decisions and make decisions for our lives but why can't we--, well the management here make decisions for us?”

“...the university is one and if a graduate from the Qwaqwa campus and a graduate from Bloemfontein campus apply for the same job, I believe that first preference will go to the Bloemfontein campus because of the many things that are happening on that side.”

Given the comments above, it is clear that the BA degree offered at the Qwaqwa Campus is not only different in content but also inferior in quality to that offered at the Bloemfontein Campus.

The legacy of decades of inferior education in South Africa has been believed to be associated with underdevelopment, poor self-image, economic depression, unemployment or crime. Being offered inferior education has been a systematic manner in which people were made to assume an inferior status in society through being denied quality education.

The publication of ASSAf (2011:23) highlighted the importance of well-trained graduates in the Humanities and indicated that if graduates are well-trained they

become fully productive members of modern society. Generally, they are better citizens than those trained in other fields. The participants in this study, however, felt that they were not as 'well-trained' in Qwaqwa campus because what was offered was inferior to that by Bloemfontein campus, and as such actions should be taken towards affording equal access. The participants even suggested that action should be taken with regard to career development. O'Brien (2001:66) viewed such actions that contribute to the advancement of society and advocate equal access to resources for marginalized or less fortunate individuals as social justice.

Participants also highlighted that the courses offered in Qwaqwa campus were limited compared to those offered in Bloemfontein campus for the Humanities programme:

“Limited infrastructure and staff capabilities [negatively] affect the offering of major and elective modules (4.3.1.2).”

Identification of factors involved in choosing a major by university students is important and necessary because one that is in conflict with the individual's interests, tastes, talents and capabilities might result in unfavourable mental, social and economic effects in the long term (Hamedi Rad, Ghaffari, Hoshyar, 2014:25). The above statements, however, indicated that courses relevant to participants' desired careers were not offered on the Qwaqwa Campus.

Dunnett, Moorhouse, Walsh and Barry (2012) provided evidence that course and university reputation are by far the most important factors influencing a student's choice of university, whatever their background, with reputation more important than fees. There were, however, clear preferences for lower fees and also a local university amongst poorer socio-economic groups. Other key factors which influence student choice of higher education also include suitability, academic reputation, job prospects and teaching quality (Soutar & Turner, 2002), geographical or travel considerations (Moogan, Baron, & Bainbridge, 2001); family influences (Pimpa, 2003) and advertising media (Simões & Soares, 2010).

Liberal arts programmes such as the BA have been regarded as valuable for developing the skills related to ethical reasoning, critical thinking, creativity and innovation (Anderson, 1993). The broad flexible nature of a BA degree appears to

provide a training ground that enables graduates to develop the necessary skills and adaptability required to meet rapidly changing job markets (Barnett, 2004). The programme also provides opportunities to study the human condition and opportunities which enable the education of a responsible citizenry (Nussbaum, 2010).

First year student (Profiles) said:

“I suggest that the Faculty of humanities must offer direct courses that one will be able to apply for a job with. Secondly, they must offer more modules so that students can choose according to their desire and not because there isn't any other option. Thirdly, there must be an increase in the credits of the BA modules so that students need not to add modules of first years. Fourthly, students must be given proper explanation about the degree even before they apply so that they can act while they still have time. I also feel that it is important to give students a career guidance regarding their degrees that they may know exactly what they are studying for.”

Given the comments above, it is clear that students do not know how to make sense of the different courses offered for BA degree to make a sustainable career choice.

The next theme focuses on how new and old students lack important information to make informed choices.

5.2.1.3. New and old students lack important information to make informed choices

Students often have no clue about what the courses on offer actually teach and whether or not they are relevant to their dream careers.

Student participant 3 said:

“...Young and unknowledgeable me did not know or understand what this faculty was about and nobody cared to inform me. ... I chose to do something in the Humanities faculty and I wanted to do social work. ... with Academic advising I was told to take up Sociology and Psychology and that would give

me my desired result. ... after registration during that same year I ... found out that this was not true at all. ... This was a lack of academic advise from the university's side... "

Student participant 2 said:

"... when we come to the university first of all we don't know what [uhm...] the University--, what the Humanities is all about, that's the first problem. And then the second problem is that; we don't know which modules we can pick that our degree can be well so that we can be able to follow the career that we want.

Student participant 3 agreed:

"...they are actually saying most of what I was gonna say [laughs...] because it's lack of information in each choice that [uhm...] that you make modules wise."

In addition, the registration process affords inadequate guidance for new students with regard to career choices, appropriate course combinations and available academic support.

Student participant 2 said:

"I think those who are supposed to advise us have limited information."

Furthermore, students tend to give greater credibility to word-of-mouth non- authoritative information than to official sources.

Participant 5 said:

"... we have a culture of surprises on our campus for instance there you are -, you are doing BA, and when you in class you are very surprised on what you have selected because it's pretty different from what we were told as we applied. ... It's 'Bachelor of being around' (anyway that's how it's now called on campus). And with time you realize but this is quite a waste of time ... I spoke to a lot of people who did BA and when they are just about to graduate they cannot graduate, you ask them why they tell you that they have less

credits than what was required, such things I think they should have been fixed from the moment we get on campus.”

Staff participant 7 said:

“...I am not sure if the students are being misled or what but students only realize when they reach their graduation that everything is general”

“...the students here are from previously disadvantaged backgrounds and they aren't able to think critically and what not but question is: who is gonna teach them ... Okay fine the resources are there but they are not looking for them, how you make them see them? [H]ow can we make them want to find out? I mean I don't understand, why 'we should say it's fine they are not critically thinking we should spoon feed them?”

Staff participant 12 added:

“... [Humanities students] lack understanding of the cause (course) they are-- , that they have chosen first of all, so in that regard it simply tells you that it's going to be difficult to panel (beat) a person who does not even understand the field that they are in, to how they are going to create jobs for themselves before or firstly they do not even have a clear understanding of their career choice that they have chosen.”

Student participant 6 said:

“...what I have experienced is you find students who will be doing these courses and in their third year they are like 'I am not sure why I am doing [err...] Political Science and what does--, how does it relate to Business Management?' so in that it's difficult for them to say 'I can be an entrepreneur, how can I be an entrepreneur when I am doing Political Science?', so they don't see the link.”

The above comments clearly indicate that students come to the University lacking in base-line knowledge and skills, so there is little staff can do to help them benefit from the available services.

Both staff and students share similar views regarding the importance of career guidance and academic advice at the beginning of the year. They all agreed that the registration process afforded inadequate guidance for new students with regard to career choices, appropriate course combinations and available academic support. These led students to give greater credibility to word-of-mouth, non- authoritative information than official sources.

Staff participant 1 highlighted the following:

“Okay, the first thing that I think is that [err...] lack of career guidance at school because I find that so many students come here and first of all they don’t know university terminology. They don’t know what Political Science means, or Sociology means or even Psychology means because they don’t take that as a subject at school so there is a lack of preparation for them in terms of [uh..] knowing what courses must they do how is the university structured, so that is to me the biggest problem and my fellow problem is by the time they get here, we are in a big rush the--, the faculty itself is in a big rush to get the students serviced as soon as possible because the rector does not want us to have queues. So we need to help them and then the student come and sit in front of you and the student has no idea what career do I want, maybe have a vague idea ‘I wanna be a teacher’ but don’t know what subjects makes a teacher. So that--, there is a definite need for pre- university advise and training and assistance in terms of career choice [sigh..] and what it entails.”

Student participant 5 added:

“I think [uhm...] basically as Humanities student the main problem starts while we are here on campus, while we still doing our degree. The most challenges I think that we are facing firstly, you come in to the university and then you saying that you just that for a BA degree and then you got this modules that you doing, for instance; you doing Sociology, you doing Political Science, you doing History, and [uhm...] Psychology. And then you find that [uhm...] doing all of these modules--, but let’s say maybe my main interest as I came back from home was--, I wanna major in Psychology or maybe Sociology and then you find that in that as a whole you are forced to say--,

you have to meet [uhm...] certain credits in order for you to graduate and as you go on you find that maybe Psychology was not really the thing for me. Then you start dropping out Psychology and then you take for instance on your second year you doing your History module and then as you continue is like you getting your head confused with all of these things..."

Student participant 7 indicated the following:

"Well according to my view I think most of us when we come to the university first of all we don't know what [uhm...] the University--, what the Humanities is all about, that's the first problem. And then the second problem is that; we don't know which modules we can pick that our degree can be well so that we can be able to follow the career that we want. We end up having way too many modules that don't even correspond. And then again even when we register we are not even like advised which modules to pick, we just--, they just enroll you with whatever modules that you want to pick so I think that's where the problem starts."

Student participant 8 confirmed:

"They are actually saying most of what I was gonna say [laughs...] because it's lack of information in each choice that [uhm...] that you make modules wise. Because there is miscommunication especially with registration, because they don't tell you. When you come here you say you want to do Social work and then they tell you 'take Sociology and Psychology' that will give you the means to become a Social worker and then you discover when you are going along there is no such thing, you need additional modules in that to become a social worker..."

On the other hand, student participant 5 alluded:

"I get the feeling that even if they had to tell us 'you can become this and this and this', but at the end of the day you asking yourself 'how am I gonna get there?' even though you are telling you information yes at the end of the day I am gonna graduate and we are--, quite a number of us that would graduate but what's gonna make me different from the majority (you know) how am I gonna get there with just this degree that I have. So even if they do tell you

that long list that you can become this, you can become that but at the end of the day is how I get there.”

Staff participant 2 added:

“.. So [mina...] what I see as a challenge is the way it's presented and lack of support also from management where they, especially in Humanities. [Uhm...] Students come and they--, I don't know now because we have more people that help students choose courses and we also have career advisors and all that, but what I have experienced is you find students who will be doing these courses and in their third year they are like 'I am not sure why I am doing [err...] Political Science and what does--, how does it relate to Business Management?' so in that it's difficult for them to say 'I can be an entrepreneur, how can I be an entrepreneur when I am doing Political Science?', so they don't see the link.”

The views expressed above show that both students and staff members were of the opinion that academic advising was important for students. They also indicated that different students faced different problems, from knowing which degree to take, to a module and the link between modules to ensure that it led student to a sustainable career choice. They also pointed to the lack of support from Humanities management.

Crocker et al. (2014:2) proposed continuous advising for students in three situations. The first was the *prescriptive function*, which consists of helping students enter on the appropriate entry level classes and to ensure they understand and are aware of the prerequisites. The importance of prescriptive function of advising was also well pronounced by participants, as indicated below:

Student participant 5 said the following:

“Another question that just came to my mind right now is the issue of credits with BA students. Are the BA students actually aware...?”

Staff participant 5 indicated the following:

“[uhm...] According to the general rules of the University, we have rule such as a 'prerequisite' where a student is not allowed to take certain modules if

they did not pass certain percent. Yes and we trying to monitor the credit--, credit loading of students because once you try and have more credits in a year of which if the faculty feels that only hundred and sixty credits per year you will be able to manage it under the Humanities degree...”

Staff participant 1 argued:

“No I get--, I still spent so much time in my office here where students come and say please sir just check my credits for me because I am worried. Students don’t know how to calculate the credits because some of the credits that appear on your verification document does not count, like the development modules, you don’t get credit for it. So this is a very--, this is a serious thing and the solution would be tech--, you know the student would be able to go into his [err...] self-help on the computer and say: ‘calculate for me how many credits do I have’. That’s a very good solution to that problem that they should be able to get it themselves. And something that you guys can really push that ‘that’ should be in. But as I say you know that we busy with the re-engineering process where they check in the day that the student walk into the gate and the day that he leaves with his--, he or she with a degree that we check in that whole process now. And Bloemfontein, they we having meetings every day on that; I have been attending some of them.”

The participants stressed the importance of knowing the prerequisites, such as credit loading, credits with regard to developmental modules, pass percentages, minimum requirements to graduate, subject combination, requirements for progressing, pre-requirements to enroll for certain modules. They further suggested that a computer programme would work better and easily be accessed by students to address problems regarding prerequisites.

Next is the *developmental function of advising*, in which the advisor gives guidance on topics that are of special interest to a student. This includes how the course or a module can be beneficial to career opportunities in a particular field. This is in line with what participants indicated.

Staff participant 1 said:

“Well the first thing is knowledge, you know. Knowledge of terminology [err...], knowledge of career choices available and also what we can do from our side is also too clearly--, we have it in our [uhm...] in our brochure about the faculty--, the possible careers that flows from a BA degree because we talking about Humanities, so we talking about a BA degree. Perhaps we should spend more time in explaining the career options. With the world changing as fast as it is with social [uhm...] media I think it probably should be [err...] changed every year. That people look at different career possibilities and can come--. So perhaps the faculty can do that is to present more [uhm...] detail--that would be one of the best components of a career choice would be to say: what are the careers? And that will entail research from us as well because we--, I don't think me that is born before technology. I don't always know what career choices there are, so I think all of us should be more alert as far as that or more innovative as far as career choices.”

Staff participant 2 added:

“...you find that students in the Humanities, they don't see the link between--, I am doing Psychology, Sociology and Political Science, and how do those three (you know) link together. And so because of that, they don't see a career out of what they are doing.”

The participants here stressed the importance of knowing the terminology, knowledge of career choices, the possible careers that flew from a BA degree, and the link between courses within a degree.

Brown (1995:63) stated that it is through academic advising that students receive orientation to the culture of the institution and lecture rooms. This could be *during the intrusive function* of advising, as Crocker et al. (2014:2) indicated that this type of advising creates the relationship between the faculty and students prior to registration. The advisor here helps the students to understand the culture of an institution and provides a context for behaviour of staff and students. For academic advising to succeed, the Council Advancement of Standards (CAS, 2005:381) stated that academic advising must be fully integrated into the process of the institution.

The participants had the following to say about the culture of the institution

Student participant 3 indicated the following:

“[uhm...] I agree very much with participant 6 and we have a culture of surprises on our campus for instance there you are--, you are doing BA, and when you in class you are very surprised on what you have selected because it's pretty difficult from what we were told as we applied. Like participant 7 has said, that it's much of a dumping career for you, if you are not sure what you wanna do then you can do BA. It's 'Bachelor of being around' anyway that's how it's now called on campus. And with time you realize but this is quite a waste of time and for the fact that one would have to regard it as a waste of time. It's really, really a great challenge. For instance I am a person who applied for BA and I had to change to B.Ed. simply because I could--, I was very afraid of having to be one of the victim of the people who had credit problems because I spoke to a lot of people who did BA and when they are just about to graduate they cannot graduate, you ask that's why they tell you that they have less credits than what was required, such things I think they should have been fixed from the moment we get on campus. First year, second year, third year probably by your fourth year when you are supposed to graduate is then you know about the number of credits that they are low and then you had to add a very, very [uhm...]--, another module rather. You have to do Zulu now, your first year Zulu and you only on your final year and you here for two modules: VBL and IsiZulu just for graduating yet you are still not sure if you are still channeled properly with your career line.”

This participant confirms that students come to university lacking information about careers. What is surprising for the students is that even when they are in the University no one bothers to provide correct information. According to the speaker it is better if you know what is wanted or one will do something one did not expect.

The subsequent theme discusses limited courses from which students are expected to choose.

5.2.1.4. Limited courses from which to choose

While the strategic planning of the UFS stipulates that the academic programme on the Qwaqwa Campus should be responsive to:

“... the realities of the campus’ geographical location, ... the socio-economic background of potential students, the educational needs of the broader community and the natural resources of the region ... (4.3.1.1)”

“the Humanities faculty only offers a ‘general’ BA degree that only offers a ‘broadly formative education’ that is useful in any occupation that requires a culturally informed person (4.3.1.2).”

“Limited infrastructure and staff capabilities [negatively] affect the offering of major and elective modules (4.3.1.2.).”

It is further illustrated in the The Qwaqwa Rule Book – 2015 Faculty of the Humanities that students enrolled in the Bloemfontein campus will graduate with a different [superior] exposure to knowledge from their colleagues in Qwaqwa. O’Brien (2001:66) sees such as unequal access to resources for marginalized or less fortunate individuals and a matter concerning social justice.

Staff participant 5 said:

“ [uhm...] from my understanding is that, from what’s being said is BA is regarded as the dumping zone where students don’t know what to do on campus or they do not meet the requirements then they are taken to BA. And I would like to agree with participant 6 and 12 where they highlighted on the selection of modules. If Humanities--, faculty of Humanities can have some sort of [uhm...] a program where things are grouped, modules are grouped accordingly to the careers okay if that if this links to this; Psychology links to Sociology, Maths links to Geography then students would know exactly the path that when they are done with their degrees what they would do. The legacy of decades of inferior education in South Africa has been believed to be associated with underdevelopment, poor self-image, economic depression, unemployment or crime. Being offered inferior education had

been a systematic matter in which people were made to assume an inferior status in society through being denied quality education. This would, if not dealt with appropriately, lead to difficulties in finding employment after their graduation. This study aims to explore how students in the Humanities may be assisted to reflect on career choices they have made in order to increase their possibilities of finding jobs. ”

Staff participant 2 added:

“Bloemfontein you find that the courses that are offered here in undergraduate level are of better quality and there are more courses offered on this campus and two, three years down the line that has no happened and I would say looking at the quality of the BA especially in Humanities--, the BA degrees is substandard. [Uhm...] We were having a discussion with somebody who said, I am doing BA and a friend of mine said (she is studying at UJ, she is also doing BA) but she has twelve times more courses that she is doing than I am doing which means the quality is not the same so we might all be BA students, we might all say we are competitive when we get our degree but we are not because the quality of our degree is completely different from somebody who comes from another institution even though is not one of the leading institution. So my question is: ‘what is management doing about that?’ putting more quality into the degree that’s being offered so that the students can then have a chance to compete in the market. ”

Student participant 5 added:

“I think [uhm...] basically as Humanities student the main problem starts while we are here on campus, while we still doing our degree. The most challenges I think that we are facing firstly, you come in to the university and then you saying that you just that for a BA degree and then you got this modules that you doing, for instance; you doing Sociology, you doing Political Science, you doing History, and [uhm...] Psychology. And then you find that [uhm...] doing all of these modules--, but let’s say maybe my main interest as I came back from home was--, I wanna major in Psychology or maybe Sociology and then you find that in that as a whole you are forced to say--,

you have to meet [uhm...] certain credits in order for you to graduate and as you go on you find that maybe Psychology was not really the thing for me. Then you start dropping out Psychology and then you take for instance on your second year you doing your History module and then as you continue is like you getting your head confused with all of these things you are doing and then you wonder at the end of the day ‘am I even gonna get a job with whatever it is I am doing?’ or maybe we hear that it’s good for a BA students to have [uhm...] educational modules as a backup just in case you don’t find a job so that you can do PGCE. So now you wondering these people really don’t even see a future in something that I am doing now I have to start having backup just so if it doesn’t work out then I can go to doing PGCE and what not. At the end of the day you lose that motivation and that courage to say ‘this is what I wanted to do and what not’ and then you also see your fellow students as well that have graduated, then you ask them ‘what’s going on?’ they like [‘ku nzima = it’s tough] with the BA degree on their own. You see them coming back for PGCE or something like that I think that’s the most challenge that we are really facing as BA students. ”

Student participant 7 said:

“ Well according to my view I think most of us when we come to the university first of all we don’t know what [uhm...] the University--, what the Humanities is all about, that’s the first problem. And then the second problem is that; we don’t know which modules we can pick that our degree can be well so that we can be able to follow the career that we want. We end up having way too many modules that don’t even correspond. And then again even when we register we are not even like advised which modules to pick, we just--, they just enroll you with whatever modules that you want to pick so I think that’s where the problem starts. ”

Student participant 5 added:

“[Uhm...] just to add on that, it’s also the mere fact that we have so limited modules. You know when I came to the varsity and then I told my friend I am doing English, I am doing Afrikaans I am like what--, weren’t those things

supposed to be done in high school or something. They will tell you they got something like they've got Criminology and Physiology and then I am like 'okay wow' and you just start with basically Politics, Sociology, Psychology if you are not doing than then that's just the limited--, you have a limitation of the modules that we basically have but then that's also another challenge. ”

Student participant 8 said:

“[uhm...] the information just ends there, I mean it's--, especially when you choosing your modules. It's either you get into something because there is space not necessarily because you like it or because what you want is full so you are left with that. And it's not explained why or what for but that's how it is. And you won't ask any questions because especially being a first year you don't know anything so like 'okay I trust these people 'cos in any case they wrote career advice--, academic advising but there is no academic advice given.”

However, in a new era of lengthening unemployment lines and shrinking university endowments, questions about the importance of the humanities in a complex and technologically demanding world have taken on a new urgency. Previous economic downturns have often led to decreased enrolment in the Humanities. The University of the Free State Rule Books 2016 for Faculty of the Humanities for both Qwaqwa and Bloemfontein Campus further show the differences in the programmes, compare programmes, qualifications and courses offered in Bloemfontein campus to those offered in the Qwaqwa campus departments in the Humanities (Table 3.1-3.6). One of the main challenges many humanities disciplines in universities have had to face is how to map their study outcomes into wider instrumental goals in education systems increasingly run on a commercial basis.

Student participant 3 said:

“ ... so someone who would want to take for example; IsiZulu, so that they qualify to do PGEC when they are done with BA but the module is full, they have no other option but to take for instance Political Science of which is something that they do not know where will that lead or take them.”

Staff participant 5 said:

“ It will still remain a challenge because now [uhm...] the university is one and if a graduate from the Qwaqwa campus and a graduate from Bloemfontein campus apply for the same job, I believe that first preference will go to the Bloemfontein campus because of the many things that are happening on that side. So that will still remain a challenge. ”

From the above it is clear that students enrolled with the Bloemfontein campus were exposed to more knowledge than their colleagues in Qwaqwa. The succeeding theme focuses on difficulties the Humanities graduates faced in finding jobs after graduating.

5.2.1.5. Graduates from the Humanities have difficulty finding jobs after graduating

Students do not know where or how to look for employment, apparently believing that university study does not guarantee employability as it does not provide job experience. Many lose hope of becoming employed when they see former BA students returning to try other options after failing to secure employment. Even the available preferred courses do not lead to a particular job in the labour market. They further indicated that even within the courses they had they did not know where or how to look for employment. In addition, it was also indicated that the electives taken to acquire required credits seemed irrelevant to the intended career.

Student participant 3 said:

“I for one have a real problem. I do not really know where I would work after my degree.....”

Student participant 1 agreed:

“Not to mention those who just graduated. Some of them are not working.”

Student participant 14 said:

“I think the challenges for me are [err...] students securing employment after they graduate. So it’s always an issue of where do they find employment after they graduate and mostly is that--, the challenges that they face is: “how do they successfully do that?” And other questions would be: “how do you get in touch with companies that would be able to assist students in attaining jobs and so on? Especially looking at practical experience if they don’t have it from the school. “How did they get experience in terms of finding jobs?” I think that’s the main challenge that we facing in this department as well.”

Student participant 3 voiced a different idea:

“[Grinning...] I feel that doing a general degree actually opens job opportunities for yourself unlike limiting yourself to having one or to having studying once something so specific that if you don’t find a job then you can’t go anywhere else because you find most of the time when you get here you don’t know what you want to do, you think you want to do what you want to do. Because many a times we find people drop out or start certain modules-- , start courses and then they drop out and-- , and going along. So having a general degree for me makes have four career choices if not more because then you know then if you fail on this one or if you don’t like it, then okay also adds on the credits but you can also work as something else when time goes along depending on whether you like it or not. Because I feel, ‘cos since I am doing Psychology, Industrial Psychology and English and what not, I know okay English is definitely not something I am going to be doing, but it’s a possible something for teaching (you know). So that already says I have got five choices of what I can do (you know) and then with Industrial Psychology-- , it alone you can go into the labour part of the Industrial Psychology or career or whatever (you know). So it just opens doors not--, the problem is we don’t know where to look for jobs or we don’t know where to go, that’s the problem. So if we were advised on a way to go or what to look for then we would be better.”

The same idea is noted in White Paper 3 as it stressed the importance of the Humanities:

“... because they contribute to the understanding of human and social development, and to career-oriented training in a range of fields” (SA, 1997:2.25).”

Participants were concerned about the lack of appreciation and recognition for Humanities by government and senior decision-makers.

Student participant 5 said:

“...the one problem that--, the challenges we facing is either the whole policy how to make Humanities students employable and that is like saying, how to conquer world poverty or how to conquer the country’s high rate of unemployable. So my--, I had this whole idea happening in my head I have had it for quite a while and I am so glad that I am part of this, maybe my input could go somewhere or could end up at nothing. [uhm...].”

ASSAf (2011) reported lack of support and recognition by government and indicated that this problem was not peculiar to South Africa. Through their own Humanities encounter with a different set of countries, for example, Australia, Brazil, Egypt, Ghana and India, they indicated that the Humanities in these countries, which have a closer approximation to the South African experience, face a similar set of challenges (ASSAf, 2011:19). This was also supported in the charter for the Humanities and Social Sciences report (DHET, 2011).

While studying BA degree, they were also thinking about “back up courses from other degrees, just in case it does not work.”

Student participant 1 added:

“...and then as you continue is like you getting your head confused with all of these things you are doing and then you wonder at the end of the day ‘am I even gonna get a job with whatever it is I am doing?’ or maybe we hear that it’s good for a BA students to have [uhm...] educational modules as a backup just in case you don’t find a job so that you can do PGCE. So now you wondering these people really don’t even see a future in something that I am doing now I have to start having backup just so if it doesn’t work out then I

can go to doing PGCE and what not. At the end of the day you lose that motivation and that courage to say 'this is what I wanted to do and what not' and then you also see your fellow students as well that have graduated, then you ask them 'what's going on?' they like ['ku nzima = it's tough] with the BA degree on their own. You see them coming back for PGCE or something like that I think that's the most challenge that we are really facing as BA students."

Other students would further studies because they could not find employment with their degrees.

Student participant 1 said:

"... eer, ... eer, and others now just continue and study further."

Staff participants 2 and 6 added:

"Yes, or honours degree, but then what!"

From the discussions above it is clear that something somewhere was not being properly attended to by the University or government in order to address the challenges experienced by Humanities.

Participants further came to an agreement that a solution had to be arrived at urgently to address the predicament of staff and students in the Humanities.

Staff participant 4 said:

"What are you saying? Do you think that something must be done, who is the best person to do this than us in degree."

Student participant 5 alluded to the following:

"We are the one to bring change here [Nodding]. Since we are all together including, you Sir! I mean everybody has a role to play."

A number of initiatives in the Humanities have been undertaken within the country's universities, such as University of the Witwatersrand of the Wits Institute for Social and Economic Research (WISER) in September 2001 (ASSAf, 2011).

The main assumption underlying the research is the notion that the purpose of a university education is to get sustainability, as reflected in the title of the research in the reference to 'career choice', as well as throughout the group discussions. For example, that "... Humanities students are believed to have difficulties in finding employment ..." is presented and received as a problem. Here, by writing in the passive voice the speaker presents the belief as 'universal' and therefore valid, and the listeners accept this problematisation without question. Several participants echoed this concern, adding comments about their personal experiences and observations.

In order for the participants to arrive at the challenges discussed above, CER as a theoretical framework couching this study created a humane dialogue that was characterized by solidarity, mutual respect, humility, politeness, faith, trust, hope, as well as critical thinking on their lived experiences (Mahlomaholo, 2009:225-226; Dold et al., 2011:512). The participants seemed quite excited and cooperative, with a sense of security and trust in the group, affirmed by the 'conspiracy' to be anonymous. Under these conditions, all engaged in self-empowering talk by suggesting that they should all be referred to as 'researchers' and making suggestions about the operational rules of the discussion. Group solidarity was further sustained through politeness. One student said "*I was able to have thirty points in my Matric ...*)", which sounds mindful of the feelings of those other students who were registered with lower AP scores.

Since advocates of CER believe that research should be fundamentally critical about individuals and groups' lived experiences (Carr & Kemmis, 2005:353; Mahlomaholo & Natshandama, 2010:40), the approach adopted in this study was that of mutual respect and recognition of equality (Mahlomaholo, 2009:226), despite my status as a researcher, facilitator, lecturer and an Educational Psychologist in the campus on which this study was conducted. Therefore, the humane dialogue that existed during data generation sessions was consistent with CER, PAR and CDA.

Pryor and Bright (2011:33) believed that if one's limits define one then within them lie one's potentials, that is, uncertainties, while sometimes perceived as threats and problems, can also be opportunities and options. With this idea in mind there is hope

that participants have career success which relies on how they manage their limitations. It also helps to understand how chances impact on career development and how to deal constructively with unplanned events. Chaos theory also points to the importance of developing guidelines and decision rules to cope with complexity, and of searching for non-obvious and indirect means to achieving goals (Levy, 1994:176). These guidelines, Levy (1994:176) further argues, are referred to as 'strategy' as they are believed to influence decisions and behaviour.

It is the complexity of strategic interactions that makes it essential to adopt simplifying strategies to guide decisions. One needs general guidelines because it is impossible to specify the optimal course of action for every possible scenario. One can only learn these strategies after experiencing the complexities of interactions. Indeed, because of the complexity of strategic interactions, one does not always know why a particular strategy is successful. The problem here is that there is no simple way of deriving optimal strategies for a given system. Therefore, in a complex system the best strategies might achieve goals indirectly and even appear counter-intuitive (Levy, 1994:172). Rather, what we should learn is, as chaos theory asserts, that reality is complex and that we should expect on occasions to make mistakes in our endeavours to understand and communicate that reality (Pryor & Bright, 2007:379).

The next section focuses on aspects and components necessary for students to reflexively fumble towards a sustainable career choice in the Humanities.

5.2.2. Aspects and components necessary to reflexively fumble towards a sustainable career choice in the Humanities

The above sub-heading was re-interpreted as focusing on 'resources required-whether currently available or not, in terms of facilities and services that can assist students in their choice of a career'. This approach enabled us to categorize the data in a way that we could better understand.

The group discussions were dominated by a deficit discourse or "*limits*" as referred to by Pryor and Bright (2011), which focused on what was not happening, what was

not available, and how current conditions were inadequate. In order to identify existing resources and what was needed we had to scrutinize complaints to hear the unsaid. The Chaos Theory of Careers was applied as it is believed to reconcile the conflict between conceptions of being and becoming, identifying the need to consider multiple perspectives to deal with complexity (Pryor & Bright, 2011).

The subsequent theme deals policy guidelines as aspects and components necessary to reflexively fumble towards a sustainable career choice in the Humanities.

5.2.2.1. Policy guidelines

The 'Profiles' section of this research indicates a policy direction for the Qwaqwa Campus in the following citation:

In line with the common vision of the university to develop niche areas for all its campuses, the Qwaqwa Campus specifically is to address socio-economic development, informed by a rural context. Stimulating growth, job creation and entrepreneurship in the region is the main focus in the creation of demand-driven academic, skills and community development programmes offered on the campus

Although this sounds like a noble, relevant and efficacious policy, the participants in the discussions did not seem to be aware of it, making no reference to it. Kottmann and de Weert (2013:4) indicated that graduate employability may apply to differences between types of institutions and sectors as well as different degree programmes or programmes with a specific connection with the labour market. Bridgstock (2009:33) believed that education and training have recently been reconceptualised through human capital theory as primarily economic devices and are essential to participation in the global economy. There has also been a modification in labour market policy orientation from job security and structural workforce interventions to a position of 'employability security' (Opengart & Short, 2002). For Kottmann and Weert (2013:5) the government plays an important role

through policies in realizing a more specific connection between Higher Education and the labour market.

A more critical analysis suggests that workers must be produced so that they can compete in the global knowledge economy as a legitimising discourse (Boden & Nedeva, 2010:37-38). In this regard a major role of universities is the production of an appropriately trained workforce that fits employers' needs. In many contemporary neoliberal states the long-standing contributions of universities to the development of citizens' knowledge and skills have been re-badged as 'employability', as stated by Brown, Hesketh & Williams (2003:122): "The employability policies of government are based on the assumption that the economic welfare of individuals and the competitive advantage of nations have come to depend on the knowledge, skills and entrepreneurial zeal of the workforce."

Kottmann and de Weert (2013:9) indicated that the relationship between education and the labour market should be of increasing interest among policymakers, both on the level of the overall provision and the development of the educational programmes. The development of a National Plan has been informed by the institutional planning process which was began in 1998, the continuous analyses of higher education trends by the Department of Education and by the report of the Council on Higher Education (CHE), *Towards a New Higher Education Landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century*, which was released in June last year (CHE, 2000). The CHE's report, which builds on that of the National Commission on Higher Education (NCHE, 1996) and the White Paper 3 (1997), made a valuable contribution and has sharpened the debate on the need and basis for the restructuring of the higher education system. As the report states:

Higher education, and public higher education especially, has immense potential to contribute to the consolidation of democracy and social justice, and the growth and development of the economy.....These contributions are complementary. The enhancement of democracy lays the basis for greater participation in economic and social life more generally. Higher levels of employment and work contribute to political and social stability and the capacity of citizens to exercise and enforce democratic rights and participate

effectively in decision-making. The overall well-being of nations is vitally dependent on the contribution of higher education to the social, cultural, political and economic development of its citizens (CHE, 2000:25-26).

There should be a follow up on policy implementation so that existing frameworks are put into practice. The next theme addresses improved academic advising at the beginning of the year as aspects and components necessary to reflexively fumble towards a sustainable career choice in the Humanities.

5.2.2.2. Improved academic advising at the beginning of the year

All participants agree that the registration process affords inadequate guidance for new students with regard to career choices, appropriate course combinations and available academic support. These lead students to give greater credibility to word-of-mouth, non-authoritative information than official sources.

Staff participant 1 highlighted the following:

“Okay, the first thing that I think is that [err...] lack of career guidance at school because I find that so many students come here and first of all they don’t know university terminology. They don’t know what Political Science means, or Sociology means or even Psychology means because they don’t take that as a subject at school so there is a lack of preparation for them in terms of [uh..] knowing what courses must they do how is the university structured, so that is to me the biggest problem and my fellow problem is by the time they get here, we are in a big rush the--, the faculty itself is in a big rush to get the students serviced as soon as possible because the rector does not want us to have queues. So we need to help them and then the student come and sit in front of you and the student has no idea what career do I want, maybe have a vague idea ‘I wanna be a teacher’ but don’t know what subjects makes a teacher. So that--, there is a definite need for pre- university advise and training and assistance in terms of career choice [sigh..] and what it entails.”

Student participant 5 added:

"I think [uhm...] basically as Humanities student the main problem starts while we are here on campus, while we still doing our degree. The most challenges I think that we are facing firstly, you come in to the university and then you saying that you just that for a BA degree and then you got this modules that you doing, for instance; you doing Sociology, you doing Political Science, you doing History, and [uhm...] Psychology. And then you find that [uhm...] doing all of these modules--, but let's say maybe my main interest as I came back from home was--, I wanna major in Psychology or maybe Sociology and then you find that in that as a whole you are forced to say--, you have to meet [uhm...] certain credits in order for you to graduate and as you go on you find that maybe Psychology was not really the thing for me. Then you start dropping out Psychology and then you take for instance on your second year you doing your History module and then as you continue is like you getting your head confused with all of these things you are doing and then you wonder at the end of the day 'am I even gonna get a job with whatever it is I am doing?' or maybe we hear that it's good for a BA students to have [uhm...] educational modules as a backup just in case you don't find a job so that you can do PGCE. So now you wondering these people really don't even see a future in something that I am doing now I have to start having backup just so if it doesn't work out then I can go to doing PGCE and what not. At the end of the day you lose that motivation and that courage to say 'this is what I wanted to do and what not' and then you also see your fellow students as well that have graduated, then you ask them 'what's going on?' they like ['ku nzima = it's tough] with the BA degree on their own. You see them coming back for PGCE or something like that I think that's the most challenge that we are really facing as BA students."

Student participant 7 indicated the following:

"Well according to my view I think most of us when we come to the university first of all we don't know what [uhm...] the University--, what the Humanities is all about, that's the first problem. And then the second problem is that; we don't know which modules we can pick that our degree can be well so that we can be able to follow the career that we want. We end up having way too many modules that don't even correspond. And then again even when we

register we are not even like advised which modules to pick, we just--, they just enroll you with whatever modules that you want to pick so I think that's where the problem starts."

Student participant 8 confirmed:

"They are actually saying most of what I was gonna say [laughs...] because it's lack of information in each choice that [uhm...] that you make modules wise. Because there is miscommunication especially with registration, because they don't tell you. When you come here you say you want to do Social work and then they tell you 'take Sociology and Psychology' that will give you the means to become a Social worker and then you discover when you are going along there is no such thing, you need additional modules in that to become a social worker. So they should be informed when they advise you (you know) as to what to do and then 'yes' it's choosing the correct modules and then some said doing a general degree is not good which I disagree with anyway, but [JA..] when I asked around that's what was said [ukuthi = that] they want to have a specific career like maybe if you doing Psychology; Child Psychology or Educational Psychology for that matter--, Educational Psychology all the way through and not something that's so general. And then it's lack of exposure to the work field that makes people [uhm...] not sure whether they gonna get jobs or what they gonna work as when they are done."

Student participant 8 said:

"Maybe it's because we don't--, in Industrial Psychology we--, I think it's also--, I think he probably does it because it's in the module anyway if it wasn't in the module I doubt he would have said. But we are taught that okay you can become an industrial manager [what x3] but with other modules you are not told where--, what you are doing can take you. Even simple English they don't tell you what you will can do with that. I think it's up to the individual whether to decide whether you want to ask or not but they don't voluntarily tell you this is where you will go with it."

On the other hand student participant 5 alluded to this:

“I get the feeling that even if they had to tell us ‘you can become this and this and this’, but at the end of the day you asking yourself ‘how am I gonna get there?’ even though you are telling you information yes at the end of the day I am gonna graduate and we are--, quite a number of us that would graduate but what’s gonna make me different from the majority (you know) how am I gonna get there with just this degree that I have. So even if they do tell you that long list that you can become this, you can become that but at the end of the day is how do I get there.

Staff participant 2 added:

“I would also just like to add on what participant 12 was [uhm...] talking about now in that, you find that students in the Humanities, they don’t see the link between--, I am doing Psychology, Sociology and Political Science, and how do those three (you know) link together....” And so because of that, they don’t see a career out of what they are doing. They sometimes see it as just a general degree that we are doing, maybe later on in my honors then I will do something. But it’s more like an introductory type of degree. So [mina...] what I see as a challenge is the way it’s presented and lack of support also from management where they, especially in Humanities. [Uhm...] Students come and they--, I don’t know now because we have more people that help students choose courses and we also have career advisors and all that, but what I have experienced is you find students who will be doing these courses and in their third year they are like ‘I am not sure why I am doing [err...] Political Science and what does--, how does it relate to Business Management?’ so in that it’s difficult for them to say ‘I can be an entrepreneur, how can I be an entrepreneur when I am doing Political Science?’, so they don’t see the link.”

The views expressed above show that both students and staff members believed that academic advising was important for students and that different students faced different problems, from knowing which degree to take to a module and the link between modules to ensure that they led to a sustainable career choice.

Crocker et al. (2014:2) suggested that academic advising should be well developed. In order to cater for students’ needs, proposing three types of advising situations.

The first one was the *prescriptive function*, which consisted of helping students enter on the appropriate level classes and ensuring that they understood and were aware of the prerequisites. The importance of prescriptive function of advising was also indicated by participants, as indicated below.

Staff participant 5 indicated the following:

“[uhm...] According to the general rules of the university, we have rule such as a ‘prerequisite’ where a student is not allowed to take certain modules if they did not pass certain percent. Yes and we trying to monitor the credit--, credit loading of students because once you try and have more credits in a year of which if the faculty feels that only hundred and sixty credits per year you will be able to manage it under the Humanities degree. Then I think students need to understand that because now what would be the point of view? Yes students are not the same, levels of students are not the same; someone with more credits can actually do better but the possibilities are I think from what has been done (the research that has been done) in terms of the credit load on campus, we have seen that students that overload themselves with credits, they do not pass and remember if you are on a mainstream you only have five years on campus, now you will find where students will actually jump ship and go to other degrees because now they feel that it’s not working for them.”

Student participant 5 added:

“Another question that just came to my mind right now is the issue of credits with BA students. Are the BA students actually aware that--, cause you have people giving us subjects like, at the beginning of the year and to say that [err...] ‘Okay, you take this and [repeated x3]’, but then at the end of the day when maybe when you sit alone at home and you calculate you can actually see that ‘I am not gonna be able to meet the minimum requirements to graduate’ and such. So how do you go about handling that cause you can see that ‘okay this person maybe they are giving me less modules’ is not that you want a lot or what not but then you can actually realize that this person is actually giving me less credits than required and what not and that is a

great challenge for BA students because they realize when they are just about to graduate and they do not have enough credits, what then? ”

Staff participant 1 indicated the following:

“No I get--, I still spent so much time in my office here where students come and say please sir just check my credits for me because I am worried. Students don’t know how to calculate the credits because some of the credits that appear on your verification document does not count, like the development modules, you don’t get credit for it. So this is a very--, this is a serious thing and the solution would be tech--, you know the student would be able to go into his [err...] self-help on the computer and say: ‘calculate for me how many credits do I have’. That’s a very good solution to that problem that they should be able to get it themselves. And something that you guys can really push that ‘that’ should be in. But as I say you know that we busy with the re-engineering process where they check in the day that the student walk into the gate and the day that he leaves with his--, he or she with a degree that we check in that whole process now. And Bloemfontein, they we having meetings every day on that; I have been attending some of them. ”

These participants stressed the importance of knowing the prerequisites, such as credit loading, credits with regard to developmental modules, pass percentages, minimum requirements to graduate, subject combination, requirements for progressing, and pre-requirements to enroll certain modules. They further suggested a programme that would work specifically with prerequisites.

Next is the *developmental function of advising*, when the advisor gives guidance on topics that are of special interest to a student. This includes how the course or a module can be beneficial to career opportunities in a particular field and is in line with what participants indicated.

Staff participant 1 said:

“Well the first thing is knowledge, you know. Knowledge of terminology [err...], knowledge of career choices available and also what we can do from our side is also to clearly--, we have it in our [uhm...] in our brochure about the faculty--, the possible careers that flows from a BA degree because we

talking about Humanities, so we talking about a BA degree. Perhaps we should spend more time in explaining the career options. With the world changing as fast as it is with social [uhm...] media I think it probably should be [urr...] changed every year. That people look at different career possibilities and can come--. So perhaps the faculty can do that is to present more [uhm...] detail--that would be one of the best components of a career choice would be to say: what are the careers? And that will entail research from us as well because we--, I don't think me that is born before technology. I don't always know what career choices there are, so I think all of us should be more alert as far as that or more innovative as far as career choices. You see people working from home on their computers, I have no idea how that is possible, people using social media as a career, I have no idea because I am not that (you know) technologically advanced like they younger people, they can do it better. So that would be a big answer for me, for the faculty to provide more [uhm...] choices, more detail and bound--. Maybe that will influence the subject choices of the students."

Staff participant 2 added:

"...you find that students in the Humanities, they don't see the link between-- , I am doing Psychology, Sociology and Political Science, and how do those three (you know) link together. And so because of that, they don't see a career out of what they are doing. They sometimes see it as just a general degree that we are doing, maybe later on in my honours then I will do something. But it's more like an introductory type of degree. So [mina...] what I see as a challenge is the way it's presented and lack of support also from management where they, especially in Humanities. [Uhm...] Students come and they--, I don't know now because we have more people that help students choose courses and we also have career advisors and all that, but what I have experienced is you find students who will be doing these courses and in their third year they are like 'I am not sure why I am doing [err...] Political Science and what does--, how does it relate to Business Management?' so in that it's difficult for them to say 'I can be an entrepreneur, how can I be an entrepreneur when I am doing Political Science?', so they don't see the link."

These participants stressed the importance of knowing the terminology, knowledge of career choices, the possible careers that flow from a BA degree, and knowing the link between courses within a degree.

Lastly, the *intrusive function* of advising creates the relationship between the faculty and students prior to registration. Understanding the culture of an institution provides a context for behaviour of staff and students. Attitudes and conduct are also shaped by the culture. Brown (1995:63) further stated that academic advising seeks to orient students to the culture of the institution and lecture rooms. For academic advising to succeed it must be fully integrated into the process of the institution (Council Advancement of Standards (CAS), 2005:381).

Speaking about the culture of the institution, student participant 3 said:

“ [uhm...] I agree very much with participant 6 and we have a culture of surprises on our campus for instance there you are--, you are doing BA, and when you in class you are very surprised on what you have selected because it's pretty difficult from what we were told as we applied. Like participant 7 has said that it's much of a dumping career for you, if you are not sure what you wanna do then you can do BA. It's 'Bachelor of being around' anyway that's how it's now called on campus. And with time you realize but this is quite a waste of time and for the fact that one would have to regard it as a waste of time. It's really, really a great challenge. For instance I am a person who applied for BA and I had to change to B.Ed. simply because I could--, I was very afraid of having to be one of the victim of the people who had credit problems because I spoke to a lot of people who did BA and when they are just about to graduate they cannot graduate, you ask that's why they tell you that they have less credits than what was required, such things I think they should have been fixed from the moment we get on campus. First year, second year, third year probably by your fourth year when you are supposed to graduate is then you know about the number of credits that they are low and then you had to add a very, very [uhm...]-, another module rather. You have to do Zulu now, your first year Zulu and you only on your final year and you here for two modules: VBL and IsiZulu just for graduating yet you are still not sure if you are still channeled properly with your career line.

Both staff and students share similar views regarding the importance of career guidance and academic advice at the beginning of the year with regard to career choices, appropriate course combinations and available academic support.

5.2.2.3. Creation of an engaging and active classroom environment

The next theme focuses on creation of an engaging and active classroom environment as aspects and components necessary to reflexively fumble towards a sustainable career choice in the Humanities. Staff participant 5 said:

“[uhm...] Participant 2 what you are saying is not correct, it’s not true according to me because majority if I can say ninety percent of the students all they know is that when you do BA your only option is PGEC, because there are no--, like participant 6 said, there are no programmes or workshops that teach students that you can actually broaden whatever that you are doing in Humanities after postgraduate. I also like to add a little bit on what participant 5 said, [uhm...] some of the programs on campus they teach students to be lifelong learners. Now if you are in the Humanities faculty, I am not sure unfortunately I think there is only one postgraduate--, postgrad study in Sociology. Now if you did not do Sociology from first year and you want to do postgrad it means you need to jump ship and go to other faculties or to go to the Bloemfontein campus. Now what are we saying for students who wants to continue to do postgraduate in Humanities in the Qwaqwa campus? So for me that is the greatest challenge as well.”

Davis, Hodgson and Macaulay (2012:300) indicated a need for more interactive engaging lectures requiring active student participation, and the introduction of modalities, with an aim to empower students to be active learners. They also stressed that interactive engagement increases student motivation, which is consistently discussed in the literature as a major factor in determining attendance at lectures with the assumption that more motivated students are less likely to miss lectures and more likely to make use of other resources, with a greater desire to be successful and prove themselves (Bati, Mandiracioglu, Orgun & Govsa, 2012:596-597). Participants agreed on interactive engaging lectures that require active

student participation with an aim of empowering students to be active learners, a requirement for student engagement.

5.2.2.4. Collaboration between academic and student affairs

Participants in this study reported feeling distress at clashes between academic work and student support. They felt that students needed both, but found themselves torn between them as times clashed. They proposed an office responsible for events to avoid clashes which occurred as a result of lack of collaboration between offices (student support staff and academic staff). Moreover, other activities were scheduled when day students were not on campus and so felt excluded.

The participants highlighted the following regarding times clashing between academic programmes and student support programmes:

Student participant 5 said:

“The thing is on campus there is no office for events, so you need to understand that if I want to have my own event at a certain day I just set it, If Tumi also want to do it on that same day it’s fine. As long as I have a venue I have a venue. So that will confuse students as well, so if you can check the-, is it the Billboard of or what? Not blackboard--, the Billboard, it’s two events at once, it’s graduations this side and it’s open day on that side. So [no meeting = at the meeting] it was actually a question [ya gore = to say] the open day on that side, who are they advertising for, people from Kerstel? [All laugh...]”

Student participant 7 added this:

“[Laughs...] I think with the adding of activities, that’s a good idea but there’s a habit on campus of doing things when it’s late. I live in Harrismith and I cannot do anything, whether it is a concert or it’s sports itself. I will not participate in any of that because it happens late and it’s for people--, it’s usually for people that are residence students making me not part of the

university yet I come here every day and I spend my time here and money [nagal...]. And then I think another thing that can make [uhm...] kunje whats the question? [JA] that question--, if we--, I don't know how but if we decolonize from Bloemfontein because I feel that ways--, we have no power because of that--, because every time you try to do something, we go through Bloem--, this Bloem. And most of the things fail because of that, I don't know if it makes us people that lack vision or lack brains [mara nje = but just..] it makes us unfit, which I think we are all abled beings and we can think of a lot of things to do for ourselves, it's just that we are always put down and that alone sort of abuses us to becoming lazy to think because then you become used to saying [arg, ngeke ba vume vele = they won't say yes anyway...], (you know) so eventually even when you outside like in your work environment you will never come up with anything because you've been shut down so much that you've become used to it."

Staff participant 3 said:

"We are slowly getting there [uhm...] the issue is when we offer our services? the time slots, some of the students are studying, some are around writing exams some of them are not even interested in using our services until it's late when they see the need to--, but what we doing now we forming relationships with faculties to say: 'these are the services that we providing can you let your students know about these services?'. So gradually we seeing a slight increase and we also advertising our services as well, to say: 'if you need [err...] assistance with this you can come to our office' there's an open door policy, we don't set any appointments you can just come through and you will be assisted. So we slowly getting there but we can do more, so it doesn't mean if we only reaching ten percent of students then we can always stop but we need to continuously engage in and continue what we do."

Staff participant 3 continued:

"[Uhm...] One of the conditions that I think would best successful is to have it as a compulsory to attend those workshops or to attend certain sessions in order to get [err...] information. 'Cos for us now what we do is for the benefit

of the students but for them is not credit bearing so they feel that things that 'urg... I don't need it now'. So if we can create a condition that this is compulsory for you to attend and it's working towards your qualification--, attaining your qualification then I think students would be able to use our services even more, instead of us just doing it for their own benefit but if a student doesn't see that benefit or is enforced to do something then they don't do it."

Maldonado, Rhoads and Buenavista (2005:606) stressed the importance of connection within the institution as a key to academic success. Dale and Drake (2005: 51) further asserted that when all on campus, particularly academic and student affairs, share responsibility for student learning, students will be able to make significant progress.

The participants proposed collaboration between offices of student support staff and academic staff to avoid clashes. The following theme deals with availability of in-service learning within the Humanities academic programme as aspects and components necessary to reflexively fumble towards a sustainable career choice in the Humanities.

5.2.2.5. Availability of in-service learning within the Humanities academic programme

Staff participant 2 said:

[Uhm...] I would just like to add one the challenges that I see on this campus especially for Humanities students, is they do not have service learning projects that are found in other institutions and so you find that a student is studying Political Science, Psychology, Sociology but they don't have any idea what happens when you practice as Psychologists or any of the projects that are done in Psychology. So how then are the students exposed? Because now they just come to class, they know the theory or the content but they don't have any real practical experience of what they are (you know) studying and that even goes for the--, even the assignments that they get. [Uhm...] They don't get assignments where they would go out there and do

a bit of investigation. Okay go visit the political party or branch or (you know) the IEC and find out how they do things you know pre elections as part of the content of the modules so they don't get that part of exposure to do practical work and that is a challenge because when they now start applying for jobs they are really like empty vessels."

Staff participant 5 said:

"From the irrelevant question from participant 3, I am actually looking at it in another angle. I really understand where she's coming from [uhm...] maybe I am wrong, I am not sure. Then I am thinking maybe if there are more--, [pause for a few seconds..] more things that are being done on campus for example if students--, if during their free time there can be people that can teach them to do art craft or drawing or something, or more sports facilities where there--, you know there's a tournament that would come each and every second weekend or--, something that will distress them from actually when they are stressed because of loads of assignments and exams then they resort to their partner and sex ---. That's the angle that I am getting from the irrelevant question that if there can be more things that are being done, and Humanities is the perfect faculty that can actually come with that. There can be community development things that are done outside. There can be students that volunteer to go, I don't know if there's HOSPICE here. To HOSPICE to children--, where children stay (you know) if there can be things like that maybe once in a month that can entertain students where students can actually look forward to it. Because that can also build a CV for students and say [uhm...] 'I once did this during my school year, and I am very good when it comes to communicating or talking with kids' (you know), so it's irrelevant but I think if we could just look at it."

Student participant 3 said:

"Oh [JA...] Neh. I was going to say as much as we need to--, it's a good plan that you raising very good in fact that [uhm...] we need to have an employer mentality but how do you become an employer if you do not know what the people you are going to be employing need to be doing? And how better do you find out what they are going to be doing if you start there yourself? So

that's where experience comes in, that's where you start--, yes starting at the bottom of the ladder, going up. But the just with that is you don't have to look for somebody to empower you to go up, but now you'll have an idea so with that then you'll spring out of it; of out of the business you in. You don't have to just start a business because I think it will be worth--, not worthwhile it will be pointless if you start a business if you don't know what people that would be delegating jobs to what will they be doing or how should they even (you know) do the jobs. So working is not a problem and in fact with what you saying with your other point where you said Humanities jobs are becoming what-what its not--, it's not the fact. There are lot of--, if you have apps that send me like posts every day, you find HR positions, you find different positions, we just do not know where to look. And as much as yes a degree has become absolutely almost nothing because [vele = certainly] in those posts you'd find diploma or degree but that is experience anyway. But you mean more if you have a bit of experience, but now what makes a diploma more is because of the experience that they have--, physical experience that a degree doesn't have and they won't be as expensive as you, you see. So you must start somewhere."

Student participant 8 said:

"That's why you should look for internships and not jobs per se. Because then internships that's what fills out your experience and that's why you will start at that minimum wage but the fact is you would have gotten your experience."

Student participant 7 said:

"Eh, I would like to agree with participant 6 with regards to the fact that she said we lack exposure to the work field. I also--, I said that also once upon a time that if--, it would be a good idea that we are put in the workplace like the program 'take a girl child to work', or something like that; but never the less [uhm...] have some in service training to know what we are going to do when we are done and--. (You know) just--, I mean there are so many hospitals here, I mean you can follow somebody or shadow Mom Ayanda or whoever (you know). And then with regards to participant 5, yes we lack vision and

there is lack of information given on the campus. [Uhm...] The lacking vision part is--, yes dearly on the student because I am also doing BA but I find it being a good thing because with the four things that I am doing, I think it actually opens job opportunities for me than it being a challenge than you are saying it is for you. I don't see myself doing PGCE, if I do PGCE it was because I want to become a training manager in Industrial Psychology but I don't have to do it (you know). It will be because of that, what I want to do, so because we don't get out and try to find out where--, what our study is taking us then you will never know. That means we don't grow and have an interest in what we are doing then whose fault is it?"

In higher education, universities must make a contribution by providing community service through integrated teaching. This approach challenges academics to position community service alongside teaching and research and in the process generate applied knowledge which helps communities to address social problems (Waghid 2002:458). In so doing, applied knowledge, which supports communities in addressing social problems which will hopefully make them co-responsible for social change, is generated (Waghid, 2002:458).

The participants suggested the communities with which they believe Humanities could provide service through integrated teaching.

Staff participant 2 said:

"I just want to know how this adds to what we talking about? [Laughter in the room...] And adding on this irrelevant topic, this week we've been having wellness week and we've had the clinic there, the social worker, the HIV AIDS Unit and student counselling development. We've called different people from 'Thusanang' Advice Centre out there in the community and we also have vital care people that tested for cancer and all that. It's still the student's responsibility to come. We have hundreds of students who come in the morning just because we have breakfast but they are not coming for the information. And going back to the Humanities part, question is students are not interested in what is good for them so we can say 'how can the Humanities change' but the truth is the students in the Humanities themselves, 'do they want these changes?' because even if there's a big

hoo-ha outside with balloons and say 'come it's Humanities day' and the students will still decide if they don't have chocolates I am not going, or they don't have lunch, I am not going. So [uhm...] the students in the Humanities themselves need to understand the importance of why they are here for education, what type of education they getting because they are saying I just want get my degree but what then is that degree when you crammed your way all the way to your final year. ”

Staff participant 5 added:

“From the irrelevant question from participant 3, I am actually looking at it in another angle. I really understand where she's coming from [uhm...] maybe I am wrong, I am not sure. Then I am thinking maybe if there are more--, [pause for a few seconds..] more things that are being done on campus for example if students--, if during their free time there can be people that can teach them to do art craft or drawing or something, or more sports facilities where there--, you know there's a tournament that would come each and every second weekend or--, something that will distress them from actually when they are stressed because of loads of assignments and exams then they resort to their partner and sex ---. That's the angle that I am getting from the irrelevant question that if there can be more things that are being done, and Humanities is the perfect faculty that can actually come with that. There can be community development things that are done outside. There can be students that volunteer to go, I don't know if there's HOSPICE here. To HOSPICE to children--, where children stay (you know) if there can be things like that maybe once in a month that can entertain students where students can actually look forward to it. Because that can also build a CV for students and say [uhm...] 'I once did this during my school year, and I am very good when it comes to communicating or talking with kids' (you know), so it's irrelevant but I think if we could just look at it. ”

Other participants had a belief that Humanities opened doors for other qualifications.

Student participant 3 said:

“...for instance I am a person who applied for BA and I had to change to B.Ed. simply because I could--, I was very afraid of having to be one of the victim of the people who had credit problems because I spoke to a lot of people who did BA and when they are just about to graduate they cannot graduate, you ask that's why they tell you that they have less credits than what was required, such things I think they should have been fixed from the moment we get on campus. First year, second year, third year probably by your fourth year when you are supposed to graduate is then you know about the number of credits that they are low and then you had to add a very, very [uhm...]-, another module rather. You have to do Zulu now, your first year Zulu and you only on your final year and you here for two modules: VBL and IsiZulu just for graduating yet you are still not sure if you are still channeled properly with your career line. ”

Student participant 2 added:

“[uhm...] The lacking vision part is--, yes dearly on the student because I am also doing BA but I find it being a good thing because with the four things that I am doing, I think it actually opens job opportunities for me than it being a challenge than you are saying it is for you. I don't see myself doing PGCE, if I do PGCE it was because I want to become a training manager in Industrial Psychology but I don't have to do it (you know). It will be because of that, what I want to do, so because we don't get out and try to find out where--, what our study is taking us then you will never know. That means we don't grow and have an interest in what we are doing then whose fault is it? ”

Participants suggested integrated teaching through providing community service to nearby communities, even mentioning a few with which they believed Humanities could provide service.

5.2.3. Conditions conducive to assist Humanities students to reflexively fumble towards a sustainable career choice

The success of the components and aspects necessary to reflexively fumble towards a sustainable career choice, as lucidly illustrated in 5.3.2, is dependent on a number of factors which are necessary to reflexively fumble towards a sustainable career choice.

5.2.3.1. Competent and proactive academic advisors

Staff participant 5 said:

“[uhm...] I am not sure if the students are being misled or what but students only realize when they reach their graduation that everything is general, they cannot specialize or if they want to move or be transferred to the [uhm...] Bloemfontein campus, it is very difficult for them because modules that are done here, things are done generally and you find that the content within the modules, ninety percent of it it’s only less of what is done in the Bloemfontein campus. So the challenge that Humanities students find in terms of fumbling to get--, or to get sustained--, sustainable career choices is that [uhm...] our registrations--, they get extended and you find that [uhm...] with our culture most students they receive money after registration which is month end, and you would find that the majority of the students by that time have already been registered and modules are full. So someone who would want to take for example; IsiZulu, so that they qualify to do PGEC when they are done with BA but the module is full, they have no other option but to take for instance Political Science of which is something that they do not know where will that lead or take them. So I think that those are the challenges that I have highlighted.”

Staff participant 4 added in agreement:

“So --, we got a challenge with the advice then, there’s no advice or there’s a limited advise or those who advise us have got limited information on giving advice. What exactly is a challenge? Or what is it that we encounter?”

Student participant 2 added:

“[Laughs...] I think those who are supposed to advise us have limited information because we find that in most cases they give you like limited addition, like participant three have said. They will tell that to be a Social worker you need to have Sociology and Psychology but then they don't tell you the additional modules that you are supposed to take. So I think they themselves have like limited information. ”

Student participant 6 added this:

“I think we will only see change when we see the level of filtering information rises, and that's one of the biggest information on this campus not filtered correctly or if I don't know why the distribution channel for--, maybe on management level certain percentage and as it goes down it literally just--, I don't know it goes down in a bad way. So up until info is regulated properly [ehm...] that will be a proper change and--. Adding to what participant 8 is saying [uhm...] I think I said this before is--, because I literally don't have the employee mentality myself and students here are still seen as students and not as future changers of whichever name you might have for it because now if I am going to--, there isn't enough--, my point is there isn't enough student support for anything outside of what you doing here at school. If it's not school related, you are not supported even though not realizing this of--, the courses that I might be doing might be leading towards that. I am not being properly equipped or build, guided towards what I want. If I wanna start something here at school it ends nowhere up until you have to yang somebody's chain, Yankee and that is not the way to do it. I hate using authoritative power of somebody that I know so that I can get something, why can't it be done when it has to--, if it cannot let's look at other avenues. The guidance of like what participant 6 is saying, students are not guided properly being academically or outside the academic environment. ”

Crocker et al. (2014:2-6) and Williamson (2013) stressed the value and importance of academic advising to cater for students' needs and with Williamson (2013) further indicated that every academic advisor should be proficient in the degree requirements for the majors and also in university requirements. Crocker et al.

(2014:6) further indicated that advisors be competent and knowledgeable on how each course a student completes relates to success in another course, and making sure credits have been updated correctly. Academic advisors do play important roles in students' learning and development by providing academic advice, giving help in establishing goals, providing career guidance, clarifying graduation requirements, disseminating information, and assisting (Clark & Kalionzes, 2008; Glennen, 2003; Latif, 2006; Nor, Zaini & Zahid, 2013). According to Tinto (1999), academic advising should be an integral part of a student's first-year experience and promote student development.

Every academic advisor should be proficient in the degree requirements for the majors and in both university requirements. Advisors must be competent and knowledgeable on how each course a student completes relates to success in another course.

5.2.3.2. Improved communications channels within and between the faculties regarding students' needs

There is a need to develop a common approach to student guidance issues so that faculty members speak with one voice in order to avoid cases where:

"It looks to me like the staff here is disorganized because when I ask a person for instance from my Faculty Head about my way forward in regards to my studies, I get another response from a different person in the same department for the same question ." (As extracted from profiles).

Student participant 8 said:

"[Uhm...] I definitely agree with participants twelve, seven and eleven. These are some of the experiences and staff I have encountered as a student here. [Uhm...] The other thing I think is a challenge, it has to be amongst students themselves and between lecturers and the head because there aren't proper communication channels on campus I have noticed. [Uhm...] I--, regarding that, if only there were proper Q & A sessions, workshops that actually

attracts students to attend then we would definitely be able to work together on some of these issues because these are pretty serious issues that students haven't really (you know) come across yet or recognized but it's going to be a problem in the future, in fact it's only barrier right now."

Student participant 6 said:

"I think the challenges we have ideally answered most [everybody laughs...] like participant 6 is saying the in service training, the infrastructure, the resources and information been put out there. But students are not using the resources which are available (you know) and again it's--, for a solution it poses another challenge because now if those resources are there and students don't know, what are the people who are dealing with those doing to reach the people because the only time I--, (I am gonna be honest) you only see most of the probably academic advising when students are registering, that's the only time we ever see them there, but there will be nothing else been put up, there will be nothing else and I think lecturers themselves believe they are independent of some sort, they believe their independent scale on their own like 'this is our channel, this is what we are gonna do' not realizing that what effect and influence it can have on students and relaying that type of information (you know) . Lecturers come to--, it's a day job it's no longer corn Lagasse, it's a day job. They come here, they teach, they lecture and they leave and that is just it what they are gonna do. If a student will go forth and go beyond the effort of just lecture-student relation (you know) just getting more help, he still will not receive that, they still--, they have that lack of responsibility to just pushing to somebody else, go to somebody. Well this campus--, Qwaqwa campus has that tendency of people not taking responsibility themselves they like pushing people. You come for help, instead of them helping you they will push you to the next person and the next person push you to the next up until you are literally--, you are discouraged."

Participants further showed concerns regarding effective strategies for reaching the students. The following three quotations suggest an unawareness of these offices on the part of the speakers:

“I also feel that it is important to give students a career guidance regarding their degrees that they may know exactly what they are studying for” (Profiles).

“... some students ... reach their final years and still do not know to which way their degrees will steer them which is why they end up doing postgraduate studies in education” (Profiles).

“I saw people who could not graduate because they had short of credits. ... why would a university offer a degree that is low on credits from the first place?” (Profiles)

Participants agreed that for proper communication channels there was a need to develop a common approach to student guidance issues so that faculty members could speak with one voice.

5.2.3.3. Motivated responsible and accountable students and staff

A student participant 1 remarked with an air of despair that one has to push students in a certain direction to say if this:

“... if you don't do this then you not gonna get that in terms--, and they not realizing that this is actually for them--, this is actually to benefit them. So I think that's also a great challenge we are faced with. ”

Another first-year (extended degree) participant on the profiles, in a more encouraging tone, called on students to take charge of their learning:

“...even when you enter university without knowing on alternative routes like enrolling for BA extended you can work your way into eventually studying what you initially wanted. The former (sic) can be only achieved with enough drive, motivation, focus and motivation”

Staff participant 3 said:

“I think for starters we can continue what we can do as staff members to say ‘I am offering CV writing and interview skills, I need to maintain that I do those things for starters’, then we also need to engage students at different levels. [err...] first year students have different needs to the third year students in terms of the assistance that we can give so we need to target our students in terms of their needs because third years will be more--, the ones that needs more attention to actually get the necessary skills they need to--, in order to transform to the work line. Then we also like to encourage the first year students as well to be proactive engaged so that they get the necessary skills and not wait until they come to graduate and then they only need to know how to write a CV. Those are the things that we are looking at, so we trying to engage them in different levels with the different intensities depending on their needs. So that’s how we target our services to them.”

Staff participant 1 added:

“I think I have mentioned some of them, the fact that it’s not a formal part of the faculty management strategy career choice, it’s not something that is occupying the minds of people in the Humanities. The Human project is not there, it’s just ‘I teach Political Science and that’s what I do’, I once sat in a meeting that it’s not my job to teach my students grammar and [uhm...] one person said, ‘it is your job, you have to expand’ you just don’t teach Political Science, you also teach a person to write, how to write and construct a sentence. So we must go further than simply the narrow field that we are in, accept more responsibilities also career choices must be part of it. What we talked about now, selling the faculty so that could be a threat, a very major threat [uhm...] that we don’t accept a wider responsibility towards our students in terms of a human project.”

Staff participant 14 added in confirmation that:

“[Uhm...] I think you also in the position to spread the word about the services that we provide, [JA...] ‘Cos not only we as student member--, [uhm...] as staff members to go out to the students to tell them about the services that we provide. So also--, I would also like to see you come again for the services that we--, not wait until then--, so don’t make the same mistake as everybody

else. But we will continue in our efforts to make sure those students benefits with our services from us.”

Student participant 8 said:

“[uhm...] I understand what everybody has said here and I agree, however I would like to add on to what participant 5 has said in terms of the student’s mentality. That’s--, for me that’s quite a--, it’s a huge problem because most students have this mindset—only one mind set (narrow minded) students, and it’s very frustrating to be a student at this campus where you are open minded and you want to learn and you want to find out about broader perspectives and what it is there--, what is possible for you out there. So how do we deal with such students without them feeling like they are offended or without them throwing accusations that oh but this is Qwaqwa campus go to Bloemfontein because those are what we get, those are such [uhm...] comments and those are such--, that’s what the students say but this is Qwaqwa campus there is nothing for me here or anything like that. It’s very frustrating because you are surrounded by all these people and you really want to make a difference and it’s very difficult to reach out to them (you know). If you could just touch one and then we can make things happen here. So how do we reassure them that you have got a future with us here, how do we let them know that we can fix this, we’ve still got a long way to go but let’s work together here and something will come up. Most of them are just ‘arg... I just want to get my degree and bounce--, sorry leave’ [everybody laughs...].”

Students should take charge of their learning and the staff must be accountable to what they do.

5.2.3.4. Courses offered are clearly career-oriented

There was common agreement that courses offered in the Humanities should be more career-oriented

“I suggest that the Faculty of humanities must offer direct courses that one will be able to apply for a job with. Secondly they must offer more modules so that students can choose according to their desire and not because there isn't any other option. Thirdly, there must be an increase in the credits of the BA modules so that students need not to add modules of first years. Fourthly students must be given proper explanation about the degree even before they apply so that they can act while they still have time. I also feel that it is important to give students a career guidance regarding their degrees that they may know exactly what they are studying for” (Profiles, p11).

5.2.3.5. Time allocation for student support aligned to academic programme

Participants in this study are frustrated by clashes between academic work and student support programme.

Participants highlighted the following regarding times clashing between academic programs and student support programmes:

Student participant 5 said:

“The thing is on campus there is no office for events, so you need to understand that if I want to have my own event at a certain day I just set it, If Tumi also want to do it on that same day it's fine. As long as I have a venue I have a venue. So that will confuse students as well, so if you can check the- -, is it the Billboard of or what? Not blackboard--, the Billboard, it's two events at once, it's graduations this side and it's open day on that side. So [no meeting = at the meeting] it was actually a question [ya gore = to say] the open day on that side, who are they advertising for, people from Kestell? [All laugh...]”

Student participant 7 added:

[Laughs...] I think with the adding of activities, that's a good idea but there's a habit on campus of doing things when it's late. I live in Harrismith and I cannot do anything, whether it is a concert or it's sports itself. I will not

participate in any of that because it happens late and it's for people--, it's usually for people that are residence students making me not part of the university yet I come here every day and I spend my time here and money [nogal...]. And then I think another thing that can make [uhm...] kunje what's the question? [JA] that question--, if we--, I don't know how but if we decolonize from Bloemfontein because I feel that ways--, we have no power because of that--, because every time you try to do something, we go through Bloem--, this Bloem. And most of the things fail because of that, I don't know if it makes us people that lack vision or lack brains [mara nje = but just..] it makes us unfit, which I think we are all abled beings and we can think of a lot of things to do for ourselves, it's just that we are always put down and that alone sort of abuses us to becoming lazy to think because then you become used to saying [arg, ngeke ba vume vele = they won't say yes anyway...], (you know) so eventually even when you outside like in your work environment you will never come up with anything because you've been shut down so much that you've become used to it.

Staff participant 3 said:

"We are slowly getting there [uhm...] the issue is when do we offer our services? the time slots, some of the students are studying, some are around writing exams some of them are not even interested in using our services until it's late when they see the need to--, but what we doing now we forming relationships with faculties to say: 'these are the services that we providing can you let your students know about these services?'. So gradually we seeing a slight increase and we also advertising our services as well, to say: 'if you need [err...] assistance with this you can come to our office' there's an open door policy, we don't set any appointments you can just come through and you will be assisted. So we slowly getting there but we can do more, so it doesn't mean if we only reaching ten percent of students then we can always stop but we need to continuously engage in and continue what we do."

Staff participant 3 continued:

“[Uhm...] One of the conditions that I think would best successful is to have it as a compulsory to attend those workshops or to attend certain sessions in order to get [err...] information. ‘Cos for us now what we do is for the benefit of the students but for them is not credit bearing so they feel that things that ‘urg... I don’t need it now’. So if we can create a condition that this is compulsory for you to attend and it’s working towards your qualification--, attaining your qualification then I think students would be able to use our services even more, instead of us just doing it for their own benefit but if a student doesn’t see that benefit or is enforced to do something then they don’t do it.”

Higbee (2008:196) argued that offices should have extended hours or flexible schedules of operation so that students with diverse time commitments, including to work and family, would have equal access to all services.

All participants believed that time allocated for student support should be aligned with the academic programme.

5.2.4. Threats to Humanities students reflexively fumbling towards a sustainable career choice and strategies to circumvent them

In section 5.2.3 above, discussion on conditions necessary for reflexively fumble towards a sustainable career choice were presented. In this section, the plausible threats that may prevent Humanities students to reflexively fumble towards a sustainable career choice are discussed together with steps that must be taken to circumvent them.

5.2.4.1 Advisers’ lack of important information

Student participant 2 said:

“[Laughs...] I think those who are supposed to advise us have limited information because we find that in most cases they give you like limited addition, like participant three have said. They will tell that to be a Social

worker you need to have Sociology and Psychology but then they don't tell you the additional modules that you are supposed to take. So I think they themselves have like limited information."

Staff participant 4 asked the following:

"So participants are we saying we need--, we don't have--, we got a challenge with the advice then, there's no advice or there's a limited advise or those who advise us have got limited information on giving advice. What exactly is a challenge? Or what is it that we encounter?"

Student participant 8 added:

"[uhm...] the information just ends there, I mean it's--, especially when you choosing your modules. It's either you get into something because there is space not necessarily because you like it or because what you want is full so you are left with that. And it's not explained why or what for but that's how it is. And you won't ask any questions because especially being a first year you don't know anything so like 'okay I trust these people 'cos in any case they wrote career advice--, academic advising but there is no academic advice given."

Crocker et al. (2014:6-7) emphasised the need for an expert to be available at the faculty to consult when students encountered a problem.

5.2.4.2. Lack of proper communication channels

Student participant 6 said:

"...I am gonna be honest, you only see most of the probably academic advising when students are registering, that's the only time we ever see them there, but there will be nothing else been put up, there will be nothing else and I think lecturers themselves believe they are independent of some sort, they believe their independent scale on their own like 'this is our channel, this is what we are gonna do' not realizing that what effect and influence it can

have on students and relaying that type of information (you know). Lecturers come to--, it's a day job it's no longer corn Lagasse, it's a day job."

Student participant 4 added this:

"..and the other thing is now we all categorized under one tree because if I get there and I wanna add more modules because I can foresee or fore hear that if you are only doing these many modules per year at the end of your qualification you are gonna be short of modules we are not allowed to add modules since there are NO... proper channels to communicate such problems. We are literally not--, I was told that because I told them [uhm...] I wanted to add more but I was told 'no don't' and--, but now the very same person still tells me 'no, you will be fine at the end' but I know I am not gonna be fine I know exactly that I am not gonna be fine. So I need the credit system one of the components and aspects is the--, the credit system needs to be revised, so that post BA students will also--, can reach the end of their qualification with insufficient credits."

Communication should be encouraged through methods that are appropriate, comfortable, and accessible to all, with appropriate accommodations readily available (Higbee, 2008:19). According to Higbee (2008:19), information should be shared using multiple and varied methods and technologies, and, when appropriate or necessary, mechanisms should be in place to ensure that messages are received, preferably through some form of return receipt. Crocker et al. (2014:6-7) suggested the computing system as the best communication system to reach the students.

5.2.4.3. Lack of collaboration between academic and student affairs

Student participant 6 said:

"Okay, is it--? Let me just clarify this so that we can move on. Is that on special arrangements or something because I--, the very same person I just don't remember the name but it's somebody who was relevant to helping me with that, the person actually said "yho, you doing well but we cannot go

*beyond this” but it seem like on special request or something because now-
-, right now I am just doing what other students are doing (you know) it’s--,
as nobody to know. I came here with being greatness but now I am just
following the whole panel because I am being categorized in them why not?
I am killing myself yes, but now if now I was there I could have added more I
can do more, I can still do well with more, but I was denied that because I
knew with just hundred and twenty eight per year I will not make it up until I
finish. One person say one thing as an advice, people from the faculty say
another and you end up confused”*

Staff participant 6 added:

*‘If that person helping you—if the person helping you at that moment denies
you to take whatever credit you want, you have the right to go to the subject
head or the faculty--, there’s a Dean and then the Dean will give you access
to add more.’*

Williamson, Goosen and Gonzalez (2014:22) indicated that partnership and collaboration between faculty and student services eliminates the silos which lead to misunderstanding and miscommunication. It is more effective when teaching faculty and advisors work together collaboratively, rather than pulling against each other in a tug of war (Williamson et al., 2014:22). This is supported by Maldonado et al. (2005:606), who asserted that a key to academic success is the development of sense of connection within the institution. Dale and Drake (2005:51) also stressed that when everyone on campus, particularly academic and student affairs share responsibility for student learning, students will be able to make significant progress.

5.2.5. Strategies for circumventing plausible threats

This sub-section focuses on the strategies for circumventing plausible threats for Humanities students to reflexively fumble towards a sustainable career choice drawing from both literature and empirical data.

5.2.5.1. Proper training for student advisors

Proper advising can only be given by competent advisors as they understand the identity of an average student and the typology of his or her attending to a particular institution. The advisor must thoroughly comprehend the institution's expectations of academic advising, including the roles and responsibilities of the advisor and the advisee (Higginson, 2000). In addition there is an informational dimension of advising concentrates on proper laws, policies, procedures, resources, and departmental programs (Brown, 2008). Accuracy is especially important because the advisor represents the university (Ford, 2007). Furthermore, rapport-building, reciprocal communication, solution-focused problem solving, and effective questioning techniques are important (McClellan, 2007). The advisors would thus need proper training as without an emphasis on the relationship, advising becomes nothing more than a one-dimensional dissemination of information. An advisor's training should consist of each of the three dimensions: Without understanding (conceptual elements), there is no context for the delivery of services and without information there is no substance to advising. Without personal skills (relational), the quality of the advisee-advisor relationship is left to chance (Habley, 1995:76).

Student participant 2 said:

"[Laughs...] I think those who are supposed to advise us have limited information because we find that in most cases they give you like limited addition, like participant three have said. They will tell that to be a Social worker you need to have Sociology and Psychology but then they don't tell you the additional modules that you are supposed to take. So I think they themselves have like limited information."

Student participant 8 added:

"And you won't ask any questions because especially being a first year you don't know anything so like 'okay I trust these people 'cos in any case they wrote career advice--, academic advising?...no... but there is no academic advice given, as they don't know much....."

Staff participant 4 concluded:

"So participants are we saying we need--, we don't have--, we got a challenge with the advice then, there's no advice or there's a limited advise or those

who advise us have got limited information on giving advice and need training...”

The views expressed above by participants are testimony that those working as academic advisors need training and more information in order to cater for students' needs.

5.2.5.2. Proper advising and referral channels

Staff participant 2 said:

“I think what will be some of the things that indicates there’s a change in Humanities, if upon registration there is proper guidance. The students are given proper information from the onset about credits, about (you know) the modules that they are going to take, and exactly what those modules are. If I am from [Nquthu = a rural area in KZN] and I have no idea, I have never seen a university in my life and I come here and they tell me ‘do Industrial Psychology’, what is that? And they say this is the Humanities. Humanities is supposed to be where we get those skills that helps us to be better citizens [Angithi = right..?], so we have [bo = like] Psychology, but now they have this mixture [tsa bo = of...] Economics and what and what--, so it’s also a confusion there. Because now economics is not part of making me (you know) a philosopher, which is what Humanities is about. We don’t have Criminology, we don’t have Anthropology, all those subjects that are found in the Humanities but we found--, we find that there’s a mixture from BComm to BA so if that is the mixture, make the students understand [hore = to say...] even though you are taking Economics from that side and you are taking Psychology from this side it’s not so that you can--, so you become a teacher and do PGCE but it’s also to open up other avenues like participant 5 said. If you want to be an entrepreneur because you can be an entrepreneur when you have those skills, you know how to do sales because you understand people, because you did Sociology, you did Psychology you understand that the dynamics of how people behave so you understand? They should bring it home to the students so that they understand [hore = to say...] these things;

It's not just Psychology [nje = just] because of the fancy word but how does it come back to me when I am back in [Nquthu = a rural area in KZN] and I am unemployed as a graduate how can I use that? So maybe we should look at how the Humanities itself is contributing to make our graduates employable. What are they doing in the Humanities, so maybe that's part of how we see the change once we see that the Humanities has projects like service learning projects or just projects that they do once in a while exhibitions and say. In the Humanities this is what especially for third year students as much as we have a career development officer but we have our own career day and we call prospective employers and say 'come and listen to what you can be offered and these are the job opportunities'. They must engage with the employers as well."

Smith and Allen (2006) identified 12 advising functions in five domains essential to quality academic advising: integration, referral, information, individuation, and shared responsibility. Curricular *integration* functions involve holistic advising that helps students connect their curricular and co-curricular choices to academic, career, and life goals. *Referral* functions assist students in accessing campus resources to address academic problems, for example, tutoring, as well as non-academic problems, for example, mental health and counselling, that, if left unresolved, are likely to interfere with students achieving their educational goals.

Through *information* functions, advisors provide students with accurate information about degree requirements and help them understand how things work at their institution, for example, understanding timelines, policies, and procedures with regard to registration, financial aid, grading, graduation, petitions and appeals. *Individuation* functions include knowing students as individuals and taking into consideration their unique skills, interests, and abilities. Finally, *shared responsibility* involves helping students develop planning, problem-solving, and decision-making capabilities so that they come to assume greater responsibility for their education.

5.2.5.3. Easy access to resources

Student participant 6 said:

“But students are not using the resources which are available (you know) and again it’s--, for a solution it poses another challenge because now if those resources are there and students don’t know, what are the people who are dealing with those doing to reach the people ...”

Smith and Allen (2006) argue that advisors should identify those students who need help in accessing resources for financial aid, or other non-academic problems, and provide the help they need. In addition, Allen et al. (2013:341) indicated that faculty and staff may stress to students the importance of using campus resources, whilst for Higbee (2008:196) offices should be designed to be accessible to all students and staff members, with desks, counter tops, storage spaces, and signage at appropriate heights and easy entry and navigation within the space. Alternative formats of all materials, such as publications and hand-outs in Braille and large print should be readily available at any time, rather than requiring advance notification. Furthermore, websites should be tested for accessibility and ease of navigation (Higbee, 2008:196).

5.2.5.4. Using communication channels effectively

Student participant 6 said:

“I think we will only see change when we see the level of filtering information rises, and that’s one of the biggest information on this campus not filtered correctly or if I don’t know why the distribution channel for--, maybe on management level certain percentage and as it goes down it literally just--, I don’t know it goes down in a bad way. So up until info is regulated properly [ehm...] that will be a proper change.”

How students come to know of rules, regulations, and policies is determined by how the institution wants this knowledge imparted. Some of this can be communicated in one-to-one sessions with advisors, but much of it on multiple websites using technology (White & Schulenberg, 2012:14). Once channels for communication have been established the next step is to encourage their use. Numerous research

studies support the claim that interactions with faculty and staff being outside the classroom contribute to student satisfaction and success (Higbee, 2008:197).

5.2.5.5. Encouraging team work and collaboration

Staff participant 5 said:

“ [Uhm...] just for STAFF 5 work to be a lot easier, program heads needs to start speaking to the students, the lecturers everybody in Humanities. They need to take that initiative because now if these students fumble in terms of getting a degree we look at what they did because if student fails their modules we look at what they did (you know) so I think the program heads or everybody that is involved in Humanities, they need to--, they need to start to take charge of their own students.”

Maldonado et al. (2005:606) asserted the sense of connection within the institution as a key to academic success. Dale and Drake (2005:51) further stressed that everyone on campus, particularly Academic and Student Affairs, must share responsibility for student learning.

5.2.6. Some monitoring strategies and indicators for success of reflexively fumbling towards a sustainable career choice

The participants agreed that advisors should be knowledgeable in order to be competent in giving advice.

Student participant 2 said:

“[Laughs...] I think those who are supposed to advise us have limited information because we find that in most cases they give you like limited addition, like participant three have said. They will tell that to be a Social worker you need to have Sociology and Psychology but then they don't tell you the additional modules that you are supposed to take. So I think they themselves have like limited information.”

Student participant 3 added:

“They don’t know about it--, okay I know about academic advising because I have worked with them for a couple of times or with the lady, but a lot of people do not know what academic advising is ‘cos I even remember this one time we were giving out bursary forms at the dining hall and they like [huh... le etsang moo? = huh... What are you doing there?] And they did understand but the initiative was they were thankful of the initiative but they didn’t know about it and then you had to explain ‘okay this is what she does, she’s in office what so they like ‘oh okay’ but people have no exposure to academic advising.”

Participants also added that the advisors should be available to the students in several ways in person and by telephone, e-mail, or fax and that should be all year through.

Student participant 3 said:

“[uhm...] the information just ends there during registration, I mean it’s--, especially when you choosing your modules. It’s either you get into something because there is space not necessarily because you like it or because what you want is full so you are left with that. And it’s not explained why or what for but that’s how it is. And you won’t ask any questions because especially being a first year you don’t know anything so like ‘okay I trust these people ‘cos in any case they wrote career advice--, academic advising but there is no academic advice given. It could be better if we could phone or access them through e-mails.”

Staff participant 13 added:

“... There is a lack of preparation for them in terms of [uh..] knowing what courses must they do how is the university structured, so that is to me the biggest problem and my fellow problem is by the time they get here, we are in a big rush the--, the faculty itself is in a big rush to get the students serviced as soon as possible because the rector does not want us to have queues. So we need to help them and then the student come and sit in front of you and the student has no idea what career do I want, maybe have a vague idea ‘I

wanna be a teacher' but don't know what subjects makes a teacher. So that--, there is a definite need for pre-university advise and training and assistance in terms of career choice [sigh..] and what it entails."

Participants agreed that advisors must be honest with students, and unsure indicate so rather than give the wrong information.

Student participant 2 said:

"Well according to my view I think most of us when we come to the university first of all we don't know what [uhm...] the university--, what the Humanities is all about, that's the first problem. And then the second problem is that; we don't know which modules we can pick that our degree can be well so that we can be able to follow the career that we want. We end up having way too many modules that don't even correspond. And then again even when we register we are not even like advised which modules to pick, we just--, they just enroll you with whatever modules that you want to pick so I think that's where the problem starts.

Student participant 3 added:

"They are actually saying most of what I was gonna say [laughs...] because it's lack of information in each choice that [uhm...] that you make modules wise. Because there is miscommunication especially with registration, because they don't tell you, if they do not know, they should be honest with us." When you come here you say you want to do Social work and then they tell you 'take Sociology and Psychology' that will give you the means to become a Social worker and then you discover when you are going along there is no such thing, you need additional modules in that to become a Social worker. So they should be informed when they advise you (you know) as to what to do and then 'yes' it's choosing the correct modules and then some said doing a general degree is not good which I disagree with anyway, but [JA..] when I asked around that's what was said [ukuthi = that] they want to have a specific career like maybe if you doing Psychology; Child Psychology or Educational Psychology for that matter--, Educational Psychology all the way through and not something that's so general. And then it's lack of exposure to the work field that makes people [uhm...] not sure whether they

gonna get jobs or what they gonna work as when they are done.”

Student participant 2 said:

[Laughs...] I think those who are supposed to advise us have limited information because we find that in most cases they give you like limited addition, like participant three have said. They will tell that to be a social worker you need to have Sociology and Psychology but then they don't tell you the additional modules that you are supposed to take. So I think they themselves have like limited information.

Staff participant 4 asking for confirmation:

“So participants are we saying we need--, we don't have--, we got a challenge with the advice then, there's no advice or there's a limited advise or those who advise us have got limited information on giving advice and should be trained or educated to be specialised on the field?.”

Marques (2005:4) suggested the following as best practices that should be employed to ensure:

- Advisors should be knowledgeably involved with the student's position and programme.
- Advisors should be tuned to the student's personal well-being in the learning environment.
- Advisors should be available to the students in several ways (in person and by telephone, e-mail, or fax).
- Advisors should be honest with students.
- Advisors should develop and maintain a peer-to-peer relationship with students

Participants agreed that compulsory academic advising should be compulsory for all university students.

Student participant 2 said:

“... well according to my view I think most of us when we come to the university first of all we don't know what [uhm...] the University--, what the Humanities is all about, that's the first problem. And then the second problem is that; we don't know which modules we can pick that our degree can be well so that we can be able to follow the career that we want. We end up having way too many modules that don't even correspond. And then again even when we register we are not even like advised which modules to pick, we just-- , they just enroll you with whatever modules that you want to pick so I think that's where the problem starts. So, for everyone coming it should be compulsory to get academic advice”

Student participant 3 added:

“[Grinning...] I feel that doing a general degree actually opens job opportunities for yourself unlike limiting yourself to having one or to having studying once something so specific that if you don't find a job then you can't go anywhere else because you find most of the time when you get here you don't know what you want to do, you think you want to do what you want to do. Because many a times we find people drop out or start certain modules-- , start courses and then they drop out and---, and going along. So having a general degree for me makes have four career choices if not more because then you know then if you fail on this one or if you don't like it, then okay also adds on the credits but you can also work as something else when time goes along depending on whether you like it or not. Because I feel, 'cos since I am doing Psychology, Industrial Psychology and English and what not, I know okay English is definitely not something I am going to be doing, but it's a possible something for teaching (you know). So that already says I have got five choices of what I can do (you know) and then with Industrial Psychology-- , it alone you can go into the labour part of the Industrial Psychology or career or whatever (you know). So it just opens doors not--, the problem is we don't know where to look for jobs or we don't know where to go, that's the problem. So if we were all advised on a way to go or what to look for then we would be better.”

Participants agreed that the advisors must concentrate on students as the core of the advising process and encourage them to exercise more responsibility in the process of academic advising. In addition, they need to establish an advanced psycho-educational advising centre at the University and activate its activities to offer advising, developmental, and remedial services focusing on the development of the bright and optimistic sides of university students' personalities.

Student participant 6 said:

"... let's really look at the dynamics here, we have poor students who are on NSFAS, who are coming in to university from the extended program. So these are students that (you know) they are struggling, they have been struggling or they struggle to get into university, not all students but most of the students, so they don't have (you know) those kind of critical thinking skills, I am sorry if it's insulting. But they don't that is why you have resources that they don't use. There a career development officer, there is a student counselling development where we do career counselling, they don't use those options, and we have [uhm...] academic advising; they can use those resources to get information just like participant 2 said. There should be an office that combine all of these needs. Or let us say an academic advisor should be knowledgeable to all. So that when you want to make a decision or you can say 'I can continue on another line' then they can do that but they don't think around like--, they don't think like that."

Student participant 3 said:

"They don't know about it--, okay I know about academic advising because I have worked with them for a couple of times or with the lady, but a lot of people do not know what academic advising is 'cos I even remember this one time we were giving out bursary forms at the dining hall and they like [huh.. le etsang moo? = huh... What are you doing there?]. And they did understand but the initiative was they were thankful of the initiative but they didn't know about it and then you had to explain 'okay this is what she does, she's in office what so they like 'oh okay' but people have no exposure to academic advising. The academic advisor must be try by all means to be in contact with students and not just wait in the office for the to come"

Banat (2015:106) recommended the following to institutions as indicators for the success and effectiveness of advising:

- Compulsory course in academic advising for all university students.
- Development of the electronic registration system enforced at the university.
- Enough time for interaction and contact between the students and academic advisor
- Advisors having more authorities and flexibility in dealing with rules and regulations of both electronic and paper academic advising.
- Concentrate on students as the core of the advising process and encourage them to exercise more responsibility in the process of academic advising.
- A need to establish an advanced psycho-educational advising centre at the university and activate its activities to offer advising, developmental, and remedial services focusing on the development of the bright and optimistic sides of university students' personalities.

5.3. CHAPTER SUMMARY

What appeared to of concern to the participants is that academic and student support teams did not know each other, let alone services they render on campus. That in itself was the final factor that convinced them that they were not receiving the necessary support or guidance. All student participants, old and new, argued that they were not given the necessary support, leadership or guidance by the University management, ranging from campus management down to student support. They cited lack of collaborative relationships within humanities departments and among Humanities and Student Support as well as Academic Support as examples of the lack of necessary guidance, support and leadership they so desperately needed. The challenges they faced with timetable clashes and the manner in which management handled their problems were also viewed by them as clear signs.

In the next chapter the focus will be on the discussion and summary of findings, drawing conclusions, making recommendations, and proposed strategies for reflexively fumbling towards a sustainable career choice in the Humanities.

CHAPTER 6

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ON REFLEXIVELY FUMBLING TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES

6.1. INTRODUCTION

The purpose of this study was to design a strategy to assist students in the Humanities to reflexively fumble towards sustainable career choices they have made in order to increase the possibility of sustainable careers, which the university community and higher education officials may use effectively for sustainable career choice in the Humanities. This chapter reports on the findings, draws conclusions, makes recommendations and designs the strategy for assisting Humanities students to reflexively fumble towards a sustainable career choice they have made in Humanities. This chapter further discuss the challenges that justify the formulation of a strategy for assisting Humanities students to reflexively fumble towards a sustainable career choice in the Humanities in order to draw critical conclusions and recommendations. Limitations of the study are also highlighted.

The study was driven by the following research question:

How could we assist Humanities students to reflexively fumble towards a sustainable career choice in the Humanities?

In pursuance of this aim, six objectives were stated:

- To identify the challenges that Humanities students face to justify the need to reflexively fumble towards a sustainable career choice.
- To identify and discuss the aspects and components necessary to reflexively fumble towards a sustainable career choice.
- To identify the conditions that can be created in order to assist Humanities students to reflexively fumble towards a sustainable career choice.

- To identify possible threats that may prevent Humanities students to reflexively fumble towards a sustainable career choice and suggest strategies to deal with threats that may inhibit success thereof.
- To monitor strategies and indicators that show success in reflexively fumbling towards a successful career choice in the Humanities.
- To design a strategy for reflexively fumbling towards a sustainable career choice in the Humanities.

6.2. FINDINGS ALIGNED TO THE STUDY OBJECTIVES

This section focuses on findings aligned to the six objectives driving this study.

6.2.1. The need for reflexivity

The community in which the Qwaqwa Campus is located is characterized by poverty and associated disadvantages. It is an economically backward rural community, lacking in education and infrastructure, which predetermines most enrolling students as economically disadvantaged and discourages marketable academics from working there.

The BA degree offered at the Qwaqwa Campus is seen by both students and staff as not only different in content, but inferior in quality to that offered at the Bloemfontein Campus.

Students often have no clue about what the courses on offer actually teach and whether they are relevant to their dream careers or not.

Qwaqwa and Bloemfontein Campuses show the differences in the programmes, qualifications and courses, with Bloemfontein campus offering more than those offered in Qwaqwa campus departments in the Humanities. From the above information it is clear that students enrolled there are exposed to more knowledge than their peers in Qwaqwa.

Students do not know where and how to look for employment, apparently believing that university study does not guarantee employability as it does not provide job experience.

6.2.2. Important components

There should be a follow up on policy implementation so that existing frameworks are put into practice.

Academic advice should improve to cater the different needs of students with regard to career choices, appropriate course combinations and available academic support.

Participants agreed on interactive engaging lectures that require active student participation with an aim to empower students to be active learners, which is needed for student engagement.

Participants proposed collaboration between offices of student support staff and academic staff to avoid clashes.

Participants suggested integrated teaching through providing community service to nearby communities. They even mentioned a few with which they believed Humanities could provide service.

6.2.3. Conditions that can be created

Every academic advisor should be proficient in the degree requirements for the majors and also be proficient in both university requirements. Advisors must be competent and knowledgeable on how each course a student completes relates to success in another course.

There is a need to develop a common approach to student guidance issues so that faculty members speak with one voice.

Students should take charge of their learning and the staff must be accountable for what they do.

There is also a belief that courses offered in the Humanities should be more career-oriented.

Time allocated for student support should be in alignment with the academic programme.

6.2.4. Plausible threats and strategies to circumvent them

Some threats to successfully assist Humanities students to reflexively fumble towards a sustainable career choice are:

The absence of experts in the faculty to handle students' problems

Lack of appropriate and necessary communication channels

Lack of collaboration and teamwork between academic and student support

Some of the strategies to circumvent threats to successfully assist Humanities students to reflexively fumble towards a sustainable career choice are:

Academic advisors must be properly and extensively trained to cater for different student needs.

Advising functions be done within different domains, such as, integration, referral, information, individuation, and shared responsibility.

Advisors should identify those students who need help in accessing resources for financial aid, or other non-academic problems, and provide the help they need.

Once channels for communication have been established, students must be encouraged to use them.

Everyone on campus, particularly academic and student support, must share responsibility for student learning.

6.2.5. Monitoring strategies and indicators

Advisors should be knowledgeably involved with the student's position and programme.

Advisors should be tuned to the student's personal wellbeing in the learning environment.

Advisors should be available to the students in several ways (in person and by telephone, e-mail, or fax).

Advisors should be honest with students.

Advisors should develop and maintain a peer-to-peer relationship with students.

6.3. SUMMARY OF FINDINGS

The literature revealed that academic advising is a key to student success. The lack of advisors' training however led advisors to give information and student approach advisors just for compliance, but not necessarily supporting them fully. As a consequence, this leads to advisors to separating themselves from what they need to do as per the dictates and stipulations of academic advising.

Moreover, advisors separating themselves also results in blame being apportioned, in which no one takes responsibility amongst the stakeholders involved, including students. Therefore, on the basis of the problems stated above, and as informed by literature reviewed and empirical data, this study proposes strategies by which students would take full responsibility to engage in continuous reflexivity towards a sustainable career choice. It also encourages consultations with colleagues, students and stakeholders concerned with the students' success towards sustainable career choice.

6.4. LIMITATIONS OF THE STUDY

A limitation of this study is that it was conducted using a few students and student support staff on the Qwaqwa Campus of the UFS. As it was conducted there were times when we could not meet on the scheduled dates due to busy University schedules. In addition, all participants were from the same institution. Even though it was conducted at an institution of higher education it should be noted that the findings cannot be applicable to all institutions since they operate differently under different circumstances. However, in institutions where similar challenges are experienced in conditions similar to those of the one under study, the findings could apply. It should be further noted that though the study was not intended to generalize the results, we hope that where possible scholars, researchers and readers may find it useful in order to assist Humanities students elsewhere..

6.5. ASPECTS FOR FUTURE RESEARCH CONSIDERATIONS AND RECOMMENDATIONS

Given the aforementioned limitations, we recommend that further studies be conducted on a larger scale combining both quantitative and qualitative methods. Moreover, we also recommend the inclusion of academic staff as participants. We have also observed that reflexively fumbling towards a sustainable career choice is a challenge not only for Humanities students but also for Commerce and Science students. We therefore believe that a study of this nature can be conducted within other faculties.

6.6. CHAPTER SUMMMARY

This chapter has presented the findings of the study according to the objectives of the study as mentioned in chapter one. Furthermore, it provided the recommendations made in the light of the findings of the study. The limitations of the study also received attention.

The next chapter presents the proposed strategies for reflexively fumbling towards a sustainable career choice in the Humanities.

CHAPTER 7

DESIGNED STRATEGY FOR REFLEXIVELY FUMBLING TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES

7.1. INTRODUCTION

The aim of this study was to design a strategy for assisting Humanities students to reflexively fumble towards a sustainable career choice they have made, which the university community and higher education officials may use effectively for sustainable career choice in the Humanities. Guided by the findings from both the literature and empirical data emanating from the previous chapters, a strategy for assisting Humanities students to reflexively fumble towards a sustainable career choice was designed.

The strategy designed in this study may not be limited to Humanities alone. Other Faculties that are affected by sustainable career choice of the students may also test and put into practice the strategy designed in this study.

7.2. STAGES OF REFLEXIVELY FUMBLING TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES

The findings from the literature and empirical data aligned to the objectives of this study informed the following proposed strategies in three levels: entry, reflexively fumbling and exit of a student's life at a university.

7.2.1. Entry level

This is a level when potential students come for registration at any of the departments in the Humanities Faculty. At this level, they come with complexity of influences of their experiences, a range of potential influences both objective and subjective in nature. Others have not even planned to enroll as Humanities students, but unpredictable events have led them to, such as "failure" to get minimum requirement, rejection in other universities or for other financial issues. A student

during this level is in interaction of one complex dynamical system (the person) with a series of more or less generalised other complex dynamical systems including other individuals, organisations, cultures, legislations and social contexts. The importance of this stage to students is gaining new perspectives on both the prospect and the experience of “failure”, therefore, it does not necessarily represent a kind of personal weakness of character. Often its consequences are not to be feared since they may teach us much about ourselves and how to adapt to the uncertain nature of human existence, in particular to career development. People responsible for this level are academic advisors, faculty officers, faculty experts, financial advisors, and timetable advisors.

Academic advising should be well developed to cater for different students’ needs. Under the guidance of an academic advisor, students can clarify the purposes of their attendance, achieve vital personal connections with the university, plan for the future, determine their role and responsibilities in a democratic society, and come to understand how they can achieve their potential. In addition, academic advisors provide academic advice, giving help in establishing goals, providing career guidance, clarifying graduation requirements, disseminating information, and generally assisting. This is done through prescriptive, information and the developmental function of advising.

7.2.2. Reflexively fumbling level

At this level students are part of the University and attending classes. What happened on an entry level continues according to each individual student’s needs. The development of sense of connection within the institution becomes important and everyone on campus, particularly academic and student affairs, share responsibility for student learning and student success. This includes the academic and support staff.

In order to improve student engagement and learning, academic staff need to move away from the traditional didactic lecture format to more interactive engaging lectures requiring active student participation, and the introduction of modalities,

with an aim to empower students to be active learners. Universities and academics need to position community service alongside teaching and research and in the process generate applied knowledge which helps communities address social problems. The most important part during this level is availability of different resources on campus for helping students address the academic difficulties they may be having. The positive faculty-student interactions and taking advantage of resources that promote academic success, such as academic advising, learning centres, tutorials and office hours, have been demonstrated to positively influence success by academically and socially integrating students into the university community. All this becomes possible where there is proper communication and accessible channels.

A computing system is suggested as the best communication system to reach the students, but this cannot be possible if the staff and students do not take responsibility for learning and teaching. In order to develop a culture of trust, respect, and fairness as a part of the stewardship responsibilities, dedication is required. Students in this process need to believe that they are efficacious and competent, and must persist with tasks that develop higher goals for tasks. In addition, self-efficacy interventions could improve student behaviours associated with purpose in life. The involvement of social workers, psychologist, counsellors, a psychometrist, career development officer, religious leaders, tutors and community helps in the development of self-efficacy to improve student behaviours associated with a purpose in life. A student cannot do this alone, but creating social relationships helps him or her interact with professors and classmates in meaningful ways so that they can develop strong mutual relationships. Such activities make students feel that they belong in higher education and provide them with access to information and resources that they can use to be successful in university and after graduation.

During this process, skills needed for sustainable career choice are developed. The skills, such as, communications skills, soft skills or transferable skills and attributes such as, “generic skills”, “attributes”, “characteristics”, “values”, “competencies”, “qualities” and “professional skills” must be developed.

7.2.3. Exit level

This level is at the end of university life. Students need to apply all knowledge received during the time they spent at a university.

7. 3. DESIGNED STRATEGY FOR ASSISTING STUDENTS TO REFLEXIVELY FUMBLE TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES

The table below outlines the designed strategy.

Table 7.1 Strategy for assisting students to reflexively fumble towards a sustainable career choice in Humanities

Stages	Activity	Date	Person Responsible	Resources Required	Performance Management
Entry stage	<ul style="list-style-type: none"> Registration process 	-On registration	Student, Academic Advisor, Faculty Officer, Faculty expert, Financial Advisor, Timetable Advisor	-Mental construct,	-student, management evaluations of the process
Reflexively fumbling stage	<ul style="list-style-type: none"> Advising Received knowledge Experiential learning making college life feasible Assessment In-service training 	-On daily basis per need -Daily -Daily -solving day-to-day issues -Per appointment -Once a semester	-Academic advisor -Student, academic staff -Student, academic staff, tutors -Psychologist, Social worker, Religious leader -Psychometrist -Career development officer Lectures, students, community	-Academic Advise -Lectures books, websites, media, -Conferences, discussions, colloquium, debates -Counselling -Psychometric tests --CV writing, interview skills, study skills, communication skill, resume-writing ,placement, transferable skills	-student evaluations of the process Academic Profile -Report writing - Report writing -Personal /academic profile, portfolio, journals
Exit stage.	Degree completion	On graduation	Student , University	Reflexivity, sustainability	Sustainable career choice

7.4. REFLEXIVITY

It is important to note that the process is not a uni-directional for all levels, but rather students start at level one, then during level two they move forward and backwards as people are involved in continuous reflections, discussions and self-checks in order to achieve the positivist goal of accuracy during experiential learning. As human beings interacting with the world we are not simply conscious but are conscious of things.

It is important to note that students do not learn in isolation, but require stakeholders in many contexts and people who may not agree with one another. There are different levels of self-determination, responsibility, power and autonomy which people can exercise while engaged in issues or even disputes related to sustainability. It is important that students form social relationships as an important way to increase students' integration and access to information.

Figure 7.1 (below) illustrates how reflexivity occurs.

ENTRY STAGE

REFLEXIVELY FUMBLING STAGE

EXIT STAGE

Humanities student

Self, environment,
experiences, potential
influences, perceptions

Unpredictable, Complex,
inevitability of change,
uncertainty

Received knowledge:
Lectures, tutors, advisors, faculty
experts, books, career
development officer, colloquium,
conferences, research, media,
discussions, Internet

**Mental health
and Wellness:**
Psychologist,
Counsellor,
Social worker,
Clinic

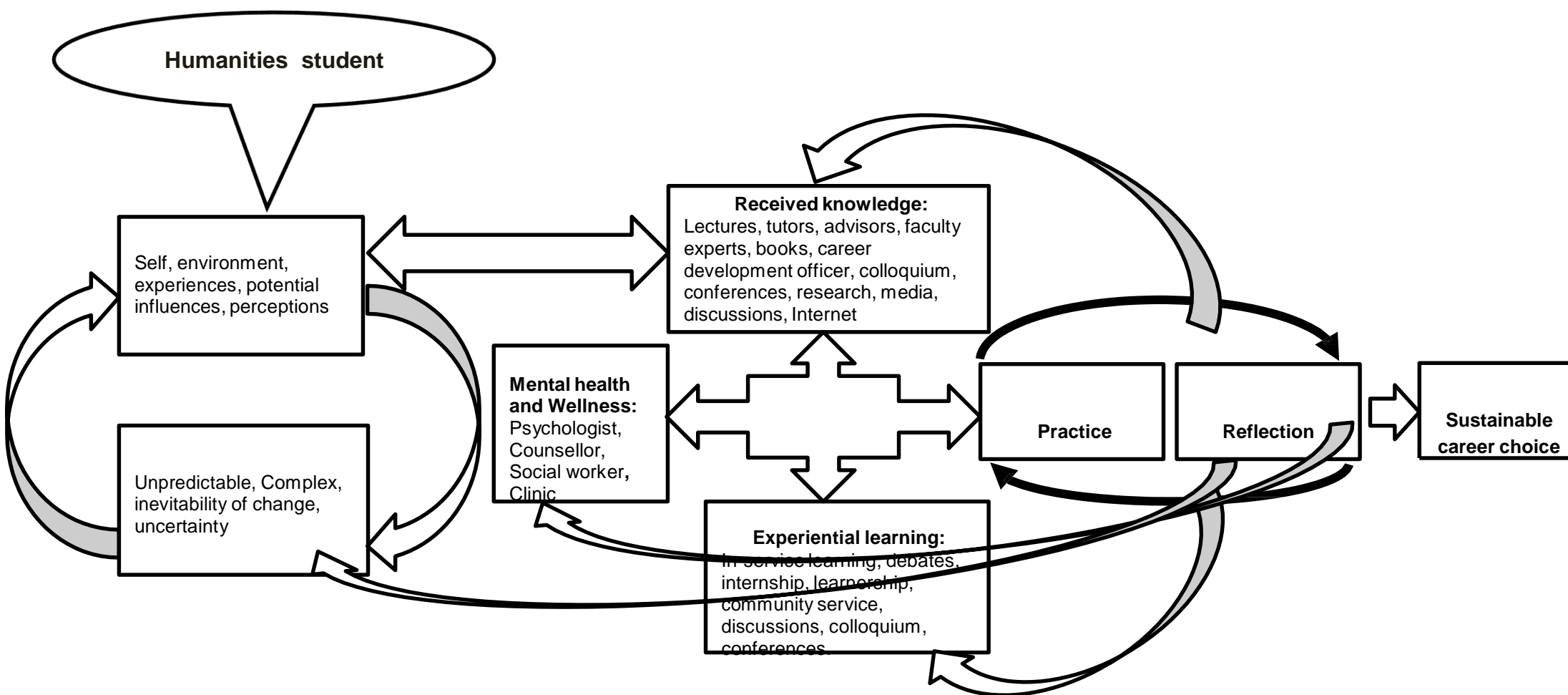
Experiential learning:
In-service learning, debates,
internship, learnership,
community service,
discussions, colloquium,
conferences

Practice

Reflection

Sustainable
career choice

Figure 7.1: Reflective cycle in fumbling towards sustainable career choice



From figure 7.1 one can see career development of a student through involvement in the entry stage, reflexively fumbling stage to sustainable career. The stage seems to be more complicated because it involves three sub-stages: learning, practice, and reflection. It actually takes the whole of student life in an institution. It is also important to note that reflections are involved in all stages and may not be finished as they involve lifelong learning. Both received knowledge and experiential learning are useful during in-service learning or practice and reflections on what they are doing are beneficial in both. After some period of practice and reflection, a student can reflect from entry stage to see development and learning that has taken place. This will make him or her an active agent with the help of active participation to continue inquiring and solving his or her own problems of the own goals and, connects, asks, participates and improves. This strategy holds that a student should take the self as an important source in her/his learning and development by reflecting upon her/his own learning.

7.5. CHAPTER SUMMARY

This chapter has presented the findings of the study according to the objectives of the study as mentioned in chapter one. Furthermore, it provided the recommendations made in the light of the findings of the study. The limitations of the study also received attention.

The purpose of this study was to explore how students in the Humanities could be helped to reflect on career choices they have made in order to increase the possibility of sustainable career. Through the processes described above, the study succeeded in generating data for reflexively fumbling towards a sustainable career choice in the Humanities at a Higher Education guided by the literature and the empirical study.

While I do not claim the empowerment of participants I can argue that conducting research with and for the participants is the first move away from traditional research methods that are not benefitting participants. This study has attempted to create a space for open dialogue characterised by communicative practice and it is hoped that it can add value to the process of empowering participants, especially in findings ways to finding solutions to own problems. I agree with Nkoane's (2006:146) argument that empowerment is not what the powerful can give, but rather it is personal choice by individuals to be empowered.

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Appendix: A



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21 November 2014

ETHICAL CLEARANCE APPLICATION:

REFLEXNELY FUMBLING TOWARDS A SUSTAINABLE CAREER CHOICE IN THE HUMANITIES

Dear A Khanye

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number to be used in all correspondence, is:

UFS-EOU-2014-050

This ethical clearance number is valid for research conducted for three years from issuance. Should you require more time to complete this research, please apply for an extension in writing.

We request that any changes that may take place during the course of your research project be submitted in writing to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,

Andrew Barclay

Appendix: B

Researcher

Ayanda Khanye

P.O Box 130

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E-mail: khanyeap@ufs.ac.za

The Principal (Qwaqwa campus)
University of the Free State
Private Bag X13
Phuthaditjhaba
9866

Dear Sir

APPLICATION TO CONDUCT A RESEARCH

I am a PhD candidate in Higher Education Studies in the Faculty of Education at the University of the Free State and I hereby request permission to conduct research here on Qwaqwa campus. I am doing research on: **Reflexively fumbling towards a sustainable career choice in the Humanities**. The research site is University of Free State Qwaqwa Campus.

The aim of this study is to propose a strategy for assisting Humanities students to reflexively fumble towards a sustainable career choice they have made, which the university community and higher education officials may use effectively for sustainable career choice in Humanities. I am inviting Humanities students and student support staff to participate in this research. They will be reassured that they can withdraw their participation at any time during this project without any penalty. There are no foreseeable risks in participating in this study.


The participants will not be paid for this study. The names of the research participants and identities will be kept confidential at all times and in all academic writing about the study. Their individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Let me know if you require any further information. I look forward to your response at your convenience.

Yours sincerely,

SIGNATURE



Ayanda Khanye

Study Leader

Dr. D.J Hlalele

1002 Education Building

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Date:

Appendix: C

Researcher

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Date:

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear Prospective Participant: Humanities Assistant Dean

Please accept my request for your assistance in conducting this research study: **Reflexively fumbling towards a sustainable career choice in the Humanities.**

This study is about helping Humanities students reflexively make a sustainable career choice. We would like you to participate with us in this study because we want to investigate new approaches that are available to meet the challenges and possibilities of uncertainty in career choice. There are no possible risks to you in taking part in this study. As a result, we have taken following steps to protect you from any risks; your participation will remain confidential and anonymous so that nobody will recognise that you are taking part in this study.

Furthermore, your taking part in this study is entirely voluntary. If you choose to be engaged and feel uncomfortable at any point, you may stop your participation with no further repercussions. Should you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it or contact the study supervisor (mentioned above). Your participation in the study is voluntary and your basic human rights will be respected and protected at all times. We will maintain confidentiality, and inform you at all times of the processes involved in the research study. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will add a great value to this study.

Yours faithfully



Ayanda Khanye

Appendix: D

Researcher

Ayanda Khanye

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Date:

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear Prospective Participant: Humanities Faculty Officer

Please accept my request for your assistance in conducting this research study: **Reflexively fumbling towards a sustainable career choice in the Humanities.**

This study is about helping Humanities students reflexively make a sustainable career choice. We would like you to participate with us in this study because we want to investigate new approaches that are available to meet the challenges and possibilities of uncertainty in career choice. There are no possible risks to you in taking part in this study. As a result, we have taken following steps to protect you from any risks; your participation will remain confidential and anonymous so that nobody will recognise that you are taking part in this study.

Furthermore, your taking part in this study is entirely voluntary. If you choose to be engaged and feel uncomfortable at any point, you may stop your participation with no further repercussions. Should you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it or contact the study supervisor (mentioned above). Your participation in the study is voluntary and your basic human rights will be respected and protected at all times. We will maintain confidentiality, and inform you at all times of the processes involved in the research study. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will add a great value to this study.

Yours faithfully



Ayanda Khanye

Appendix: E

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Date:

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear Prospective Participant: Academic Advisor

Please accept my request for your assistance in conducting this research study: **Reflexively fumbling towards a sustainable career choice in the Humanities.**

This study is about helping Humanities students reflexively make a sustainable career choice. We would like you to participate with us in this study because we want to investigate new approaches that are available to meet the challenges and possibilities of uncertainty in career choice. There are no possible risks to you in taking part in this study. As a result, we have taken following steps to protect you from any risks; your participation will remain confidential and anonymous so that nobody will recognise that you are taking part in this study.

Furthermore, your taking part in this study is entirely voluntary. If you choose to be engaged and feel uncomfortable at any point, you may stop your participation with no further repercussions. Should you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it or contact the study supervisor (mentioned above). Your participation in the study is voluntary and your basic human rights will be respected and protected at all times. We will maintain confidentiality, and inform you at all times of the processes involved in the research study. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will add a great value to this study.

Yours faithfully



Ayanda Khanye

Appendix: F

Researcher

Ayanda Khanye

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Study Leader

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1002 Education Building

School of Education Studies

Qwa Qwa UFS

Contacts: 0587185003

E-mail: hlaleleDJ@ufs.ac.za

Date:

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear Prospective Participant: Career Development Officer

Please accept my request for your assistance in conducting this research study: **Reflexively fumbling towards a sustainable career choice in the Humanities.**

This study is about helping Humanities students reflexively make a sustainable career choice. We would like you to participate with us in this study because we want to investigate new approaches that are available to meet the challenges and possibilities of uncertainty in career choice. There are no possible risks to you in taking part in this study. As a result, we have taken following steps to protect you from any risks; your participation will remain confidential and anonymous so that nobody will recognise that you are taking part in this study.

Furthermore, your taking part in this study is entirely voluntary. If you choose to be engaged and feel uncomfortable at any point, you may stop your participation with no further repercussions. Should you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it or contact the study supervisor (mentioned above). Your participation in the study is voluntary and your basic human rights will be respected and protected at all times. We will maintain confidentiality, and inform you at all times of the processes involved in the research study. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will add a great value to this study.

Yours faithfully



Ayanda Khanye

Appendix: G

Researcher

Ayanda Khanye

P.O Box 130

Harrismith

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Date:

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear Prospective Participant: Psychometrist

Please accept my request for your assistance in conducting this research study: **Reflexively fumbling towards a sustainable career choice in the Humanities.**

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Yours faithfully



Ayanda Khanye

Appendix: H

Researcher

Ayanda Khanye

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Contacts: 0587185003

E-mail: hlaleleDJ@ufs.ac.za

Date:

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear Prospective Participant: Third Year Student

Please accept my request for your assistance in conducting this research study: **Reflexively fumbling towards a sustainable career choice in the Humanities.**

This study is about helping Humanities students reflexively make a sustainable career choice. We would like you to participate with us in this study because we want to investigate new approaches that are available to meet the challenges and possibilities of uncertainty in career choice. There are no possible risks to you in taking part in this study. As a result, we have taken following steps to protect you from any risks; your participation will remain confidential and anonymous so that nobody will recognise that you are taking part in this study.

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Yours faithfully



Ayanda Khanye

Appendix: I

Researcher

Ayanda Khanye

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Harrismith

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Study Leader

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Contacts: 0587185003

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Date:

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear Prospective Participant: Second Year Student

Please accept my request for your assistance in conducting this research study: **Reflexively fumbling towards a sustainable career choice in the Humanities.**

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Ayanda Khanye

Appendix: J

Researcher

Ayanda Khanye

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School of Education Studies

Qwa Qwa UFS

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E-mail: hlaleleDJ@ufs.ac.za

Date:

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear Prospective Participant: First Year Student (Main Stream)

Please accept my request for your assistance in conducting this research study: **Reflexively fumbling towards a sustainable career choice in the Humanities.**

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Ayanda Khanye

Appendix: K

Researcher

Ayanda Khanye

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Study Leader

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Qwa Qwa UFS

Contacts: 0587185003

E-mail: hlaleleDJ@ufs.ac.za

Date:

INVITATION TO PARTICIPATE IN RESEARCH STUDY

Dear Prospective Participant: First Year Student (Extended Degree)

Please accept my request for your assistance in conducting this research study: **Reflexively fumbling towards a sustainable career choice in the Humanities.**

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Ayanda Khanye

Appendix: L

Researcher

Ayanda Khanye

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Study Leader

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Date:

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I have read and understand the nature and purpose of the research study. I therefore give full consent to participate and do so freely. I have been given a copy of this consent form.

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Signature

____/____/____

Date

Printed Name

Signature

Appendix: M

Researcher

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Signature

Appendix: N

Researcher

Ayanda Khanye

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Printed Name

Signature

Appendix: O

Researcher

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Signature

____/____/____

Date

Printed Name

Signature

Appendix: P

Researcher

Ayanda Khanye

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____/____/____

Date

Printed Name

Signature

Appendix: Q

Researcher

Ayanda Khanye

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Signature

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Date

Printed Name

Signature

Appendix: R

Researcher

Ayanda Khanye

P.O Box 130

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Study Leader

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Signature

____/____/____

Date

Printed Name

Signature

Appendix: S

Researcher

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Study Leader

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____/____/____
Date

Printed Name

Signature

Appendix: T

Researcher

Ayanda Khanye

P.O Box 130

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Signature

____/____/____

Date

Printed Name

Signature

TRANSCRIPTS

FACILITATOR:

Good morning, everyone, you are all welcomed!

PARTICIPANTS:

Good morning!

FACILITATOR:

Thank you for responding to the invitation to participate and for your willingness to participate in this research project. The title of this research is “**Reflexively fumbling towards a sustainable career choice.**” The purpose of this study is to design a strategy for assisting Humanities students to reflect on career choices they have made in order to move towards sustainable career choice.

PARTICIPANTS:

Yes, something must be done [Together] [nodding].

STAFF:

Did you know that Humanities students are believed to have difficulties in finding employment after their graduation?

STUDENT:

I for one I have a real problem. I do not really know where I would work after my degree.

STUDENT:

Not to mention those who just graduated most of them are not working.

STAFF:

...eer... eer... and others now just continue and study further

PARTICIPANTS:

PGCE! [Together]

STAFF:

Yes, or honors degree, but then what!

STAFF:

What are you saying? Do you think that something must be done, who is the best person to do this than us in degree.

PARTICIPANT 5:

We are the one to bring change here. Since we are all together including, you Sir! I mean everybody has a role to play.

PARTICIPANTS:

[All agreed][Nodding]

STUDENT

The university staff members as well have a major role to play here.

PARTICIPANTS:

Yes....! [All agreed]

FACILITATOR:

It is very important for all of us to understand what this topic is all about and what we all think should be done and how by whom and where and when? During this process there are very important issues that we need to understand. We are going to form a team, decides the roles, when and where to meet for our discussions. The issue of confidentiality is very important. What happens here should remain with us. If you feel uncomfortable about participation you can stop participation at any time.

PARTICIPANTS:

[All agreed!]

FACILITATOR:

Where do we start? Sign the confidentiality forms and consent forms and move on..?

PARTICIPANTS:

All agreed! [Forms read, clarified and signed].

FACILITATOR:

Now, that we have committed ourselves for this journey. Let us decide about meeting times and venues. Who will facilitate the next sessions as well as different roles? As from now on how we call each us? And know who is here?

STAFF:

Not by real names please! And the facilitator should be chosen every time we meet for a day.

STUDENT:

... In case you are around...laughing... Let us use numbers, as we are fourteen here, let us start from 1 -14 at random. We can start with our introduction.

STUDENT:

I am doing my first year, BA Extended degree,

STUDENT:

Me too, but I started last year at Bethlehem campus, and this my second round. They call it UPP program.

STAFF:

I am a practicing Educational Psychologist, who lectures Psychology (Level 1-3) in the Department of Psychology (Humanities). I have worked within the Department of Education (15 years for Basic Education), one year for FET as a Counsellor. I have worked for a UFS for three year (full time Lecturer) and two years part time (Facilitator). I have interest in both Psychology and Education.

STUDENT 3:

I am doing my first year mainstream; I was able to have 30 points in my matric, thus qualified to do BA straight.

STAFF:

I am a Psychometrist; I perform assessments using psychometric measurements. I also perform psychological screening and first level interventions aiming to enhance students' functioning Occasionally present developmental workshops presentation of study skills workshops referrals to a psychologist where necessary managing of all psychometric measurements and duties marketing services on campus and at neighbouring or feeder schools. I have a B. Psychology degree and registered as a Psychometrist (HPCSA). I have been a facilitator (Skills and Competencies for Lifelong learning first year module) 8 years and have been working as a psychometrist at UFS for 4 years, providing career assessment and study skills workshops.

STUDENT:

I am doing my first year BA degree

STUDENT:

I am a third year BA student, it's been a while eeh... [Laughing]. Hope to graduate next year and look for a job.

STUDENT:

I am also in my third level this year, still planning what to do next year, so far, no plan at hand. Hopefully the team will help and plan with me.

[All laughing]

STUDENT:

I am doing my second year in BA.

STUDENT:

I am also doing second year

STAFF:

I am new here on this campus, I feel like a first year student. I am a Faculty Officer and just started this year. I have been working at a main campus before.

STAFF:

I started this year as well as an Academic Advisor.

STAFF:

I am a Career Officer.

STAFF:

I am very old here [All laughing...] Yes, yes, yes, you can see that [Pointing self]. I am practically a retired man. I came here young and vibrant you know, you need to work hard, eeh? I am an outgoing Assistant Dean at the faculty of Humanities.

FACILITATOR:

It is very important for all of us to understand what this topic is all about. Do you have any questions concerning the topic and what are we going to do? Remembers we are all participants... [Choosing numbers 1 to 14 at random].

STUDENT:

Or researchers!

STUDENT:

We are of course the core- researchers ... asking ourselves how Humanities students can be assisted to reflexively fumble toward a sustainable career choice.

STAFF:

I think the title is wrong “Reflexively fumbling” is not the correct word but that’s not my problem [laughs] okay.

No I just want to say you are doing--, this is a good job. Please ask [uhm...] let us to look at “The Reflexively Fumbling” [laughs...] not a good concept, the concept is wrong but you doing a good job and I am sure there will be something positive coming out of this.

STAFF:

Oh...eer, now it sounds like they do not know what they are doing...

STUDENT:

Or, are doing it wrongly?

STAFF:

In football, when you fumble you kick the ball like you have used the wrong foot and it goes to the opposite direction [laughs...]

STAFF:

See what I mean!

STUDENT:

Really, is there a right or correct method to success? As for me sustainable career choice is success in my career? It thus matters not how I made choices as long as they lead to success. Should I fumble about it or doing it the “prescribed way” It is actually about your willingness to take a risk for your own benefit.

STAFF:

Even in business if you do not take a risk you will never succeed. Even with football, if you scored, nobody cares how it was kicked. [Laughs...]

STAFF:

What are we saying here? Are we saying let us try differently, in all way possible with our career choices to reach success? There might the way it could be done [Nods], “prescribed” or not, but what if that way is not working for us, let us not get stacked, but reflect, and see how best we can have a sustainable career choice.

STUDENT:

Yes, that makes sense to me.

ALL PARTICIPANTS AGREED.

FACILITATOR:

Thank you very much; we have come to the end of our time together. You will get notification for the next meeting.

SESSION 2

STUDENT 6:

Good morning everyone, you are all welcome. Any apologies...? [Silence] If not, Let us move forward. The title of this research, which is, “**Reflexively fumbling towards a sustainable career choice in the Humanities.**”

Now lets us look at: ***What are the challenges that Humanities students face in reflexively fumbling towards a sustainable career choice?***

STAFF 1:

Okay, the first thing that I think is that [err...] lack of career guidance at school because I find that so many students come here and first of all they don't know university terminology. They don't know what Political Science means, or Sociology means or even Psychology means because they don't take that as a subject at school so there is a lack of preparation for them in terms of [uh..] knowing what courses must they do how is the university structured, so that is to me the biggest problem and my fellow problem is by the time they get here, we are in a big rush the--, the faculty itself is in a big rush to get the students serviced as soon as possible because the rector does not want us to have queues. So we need to help them and then the student come and sit in front of you and the student has no idea what career do I want, maybe have a vague idea 'I wanna be a teacher' but don't know what subjects makes a teacher. So that--, there is a definite need for pre- university advise and training and assistance in terms of career choice [sigh..] and what it entails.

STUDENT 5:

I think [uhm...] basically as Humanities student the main problem starts while we are here on campus, while we still doing our degree. The most challenges I think that we are facing firstly, you come in to the university and then you saying that you just that for a BA degree and then you got this modules that you doing, for instance; you doing Sociology, you doing Political Science, you doing History, and [uhm...] Psychology. And then you find that [uhm...] doing all of these modules--, but let's say maybe my main interest as I came back from home was--, I wanna major in Psychology or maybe Sociology and then you find that in that as a whole you are forced to say--, you have to meet [uhm...] certain credits in order for you to graduate and as you go on you find that maybe Psychology was not really the thing for me.

Then you start dropping out Psychology and then you take for instance on your second year you doing your History module and then as you continue is like you getting your head confused with all of these things you are doing and then you wonder at the end of the day 'am I even gonna get a job with whatever it is I am doing?' or maybe we hear that it's good for a BA students to have [uhm...] educational modules as a backup just in case you don't find a job so that you can do PGCE. So now you wondering these people really don't even see a future in something that I am doing now I have to start having backup just so if it doesn't work out then I can go to doing PGCE and what not. At the end of the day you lose that motivation and that courage to say 'this is what I wanted to do and what not' and then you also see your fellow students as well that have graduated, then you ask them 'what's going on?' they like ['ku nzima = it's tough] with the BA degree on their own. You see them coming back for PGCE or something like that I think that's the most challenge that we are really facing as BA students.

STUDENT 7:

Well according to my view I think most of us when we come to the university first of all we don't know what [uhm...] the university--, what the Humanities is all about, that's the first problem. And then the second problem is that; we don't know which modules we can pick that our degree can be well so that we can be able to follow the career that we want. We end up having way too many modules that don't even correspond. And then again even when we register we are not even like advised which modules to pick, we just--, they just enroll you with whatever modules that you want to pick so I think that's where the problem starts.

STAFF 4:

Is there anything else that you are thinking as a challenge as well?

STUDENT 8:

They are actually saying most of what I was gonna say [laughs...] because it's lack of information in each choice that [uhm...] that you make modules wise. Because there is miscommunication especially with registration, because they don't tell you. When you come here you say you want to do Social work and then they tell you 'take Sociology and Psychology' that will give you the means to become a Social worker and then you discover when you are going along there is no such thing, you need additional modules in that to become a Social worker. So they should be informed when they advise you (you know) as to what to do and then 'yes' it's choosing the correct modules and then some said doing a general degree is not good which I disagree with anyway, but [JA..] when I asked around that's what was said [ukuthi = that] they want to have a specific career like maybe if you doing Psychology; Child Psychology or Educational Psychology for that matter--, Educational Psychology all the way through and not something that's so general.

And then it's lack of exposure to the work field that makes people [uhm...] not sure whether they gonna get jobs or what they gonna work as when they are done.

STUDENT 5:

[Uhm...] just to add on that, it's also the mere fact that we have so limited modules. You know when I came to the varsity and then I told my friend I am doing English, I am doing Afrikaans I am like what--, weren't those things supposed to be done in high school or something. They will tell you they got something like they've got Criminology and Physiology and then I am like 'okay wow' and you just start with basically Politics, Sociology, Psychology if you are not doing than then that's just the limited--, you have a limitation of the modules that we basically have but then that's also another challenge.

STAFF 4:

Is there anything that you would like to add?

STAFF 3:

I think the challenges for me is [err...] students securing employment after they graduate. So it's always an issue of where do they find employment after they graduate and mostly is that--, the challenges that they face is: "how do they successfully do that?" And other questions would be: "how do you get in touch with companies that would be able to assist students in attaining jobs and so on? Especially looking at practical experience if they don't have it from the school. "How did they get experience in terms of finding jobs?" I think that's the main challenge that we facing in this department as well.

STAFF 4:

I also heard that you disagree with the people who saying you cannot take just a general BA, do you want to say something participant three? On that.

STUDENT 8:

[Grinning...] I feel that doing a general degree actually opens job opportunities for yourself unlike limiting yourself to having one or to having studying once something so specific that if you don't find a job then you can't go anywhere else because you find most of the time when you get here you don't know what you want to do, you think you want to do what you want to do. Because manier times we find people drop out or start certain modules--, start courses and then they drop out and---, and going along. So having a general degree for me makes have four career choices if not more because then you know then if you fail on this one or if you don't like it, then okay also adds on the credits but you can also work as something else when time goes along depending on whether you like it or not. Because I feel, 'cos since I am doing Psychology, Industrial Psychology and English and what not, I know

okay English is definitely not something I am going to be doing, but it's a possible something for teaching (you know). So that already says I have got five choices of what I can do (you know) and then with Industrial Psychology--, it alone you can go into the labor part of the Industrial Psychology or career or whatever (you know). So it just opens doors not--, the problem is we don't know where to look for jobs or we don't know where to go, that's the problem. So if we were advised on a way to go or what to look for then we would be better.

STAFF 4:

So participants are we saying we need--, we don't have--, we got a challenge with the advice then, there's no advice or there's a limited advise or those who advise us have got limited information on giving advice. What exactly is a challenge? Or what is it that we encounter?

PARTICIPANT 2:

[Laughs...] I think those who are supposed to advise us have limited information because we find that in most cases they give you like limited addition, like participant three have said. They will tell that to be a Social worker you need to have Sociology and Psychology but then they don't tell you the additional modules that you are supposed to take. So I think they themselves have like limited information.

STAFF 4:

If they say--, 'do we have Social work in this campus?' but they also said if you want to be a Social worker just take Sociology and Psychology, is this what I am hearing? But do they also move further to say then what would you do to be able to be a Social worker?

STUDENT 8:

[Uhm...] the information just ends there, I mean it's--, especially when you choosing your modules. It's either you get into something because there is space not necessarily because you like it or because what you want is full so you are left with that. And it's not explained why or what for but that's how it is. And you won't ask any questions because especially being a first year you don't know anything so like 'okay I trust these people 'cos in any case they wrote career advice--, academic advising but there is no academic advice given.

STUDENT 5:

As to say okay even if those people who do advices and say you--, if you wanna be a Social worker you can take [uhm...] Psychology and Sociology. At the end of the day what I encountered was okay let's say for instance you wanna be a Psychologist 'Yes I am gonna get my BA degree majored in Psychology' but then at the end of the day I am not gonna be a Psychologist with a degree. I still have to further my

studies that's also another challenge because I want to say at least [uhm...] when I am done--, my degree whether I am studying by loan, whether my parents are paying for it whatever it is but I am at least supposed to--, I have that mentality to say 'these people are gonna push me this far' at least when I get my degree let me get a job for myself and then be able to further my studies from there. So you also find a challenge that 'yes you do get your degree' at the end of the day even though they do advice you to say 'take this and take that' but at the end of the day I won't just become a Psychologist with that degree. I still also have to further my studies with it and that also becomes a challenge.

STAFF 4:

Now we also indicated as participant that there is limited number of modules that you can choose from. But within those modules that you can choose from, do you-- , inside the module are you able to get some advice what you can do with that particular module that you now--, you ended up in? [Coughs...] let's say for example you are doing Psychology, where do--, do those who are working with Psychology help you now to say 'now that you are here Psychology whether by choice or because it was still the one that still accept student, well the one that you wanted maybe was full but now that you are here this is where this is going to take you. Is there any kind of--, or where you can go and get that; now doing Psychology tell me more, do we have such things? Or is it open or what--, what is happening? Or is it a challenge or is not a challenge?

STUDENT 8:

Maybe it's because we don't--, in Industrial Psychology we--, I think it's also--, I think he probably does it because it's in the module anyway if it wasn't in the module I doubt he would have said. But we are taught that okay you can become an industrial manager [what x3] but with other modules you are not told where--, what you are doing can take you. Even simple English they don't tell you what you will can do with that. I think it's up to the individual whether to decide whether you want to ask or not but they don't voluntarily tell you this is where you will go with it.

STUDENT 5:

I get the feeling that even if they had to tell us 'you can become this and this and this', but at the end of the day you asking yourself 'how am I gonna get there?' even though you are telling you information yes at the end of the day I am gonna graduate and we are--, quite a number of us that would graduate but what's gonna make me different from the majority (you know) how am I gonna get there with just this degree that I have. So even if they do tell you that long list that you can become this, you can become that but at the end of the day is how do I get there.

STAFF 4:

Thank you, [uhm...] participant three you said you get academic advice, this is the question open for everybody. Do you know where to go to after that? You only get it during the—, the registration but do students know then after registration, can they still go and get the academic advice?

STUDENT 8:

They don't know about it--, okay I know about academic advising because I have worked with them for a couple of times or with the lady, but a lot of people do not know what academic advising is 'cos I even remember this one time we were giving out bursary forms at the dining hall and they like [huh.. le etsang moo? = huh... What are you doing there?] And they did understand but the initiative was they were thankful of the initiative but they didn't know about it and then you had to explain 'okay this is what she does, she's in office what so they like 'oh okay' but people have no exposure to academic advising.

STUDENT 5:

I remember in my first year, last year yes we did [uhm...] get academic advising even during a module that I was doing called UFS 101 they did come and they explained everything to us that--, they even told us our offices is [where x3], you can come and get appointment and get academic advising, but what I asked myself 'cos I didn't go; 'did they even go?' at the end of the day it's just 'I have this assignment, I have that class to go to' I think we just so focused on getting it done, getting this degree done, passing these modules that I have and that's the main point I think that we basically focusing on--, not to say how are you picking yourself the university and all of us. It's just [uhm...] here and this is what I am doing and I think our minds are solely focused on this is the module, and I am gonna pass it and that's all. I doubt many people even though they do know about it even though we were told about it. But I doubt any of this will interact but if we did then only if, that's all.

STAFF 4:

[Uhm...] I will make an example of what you fellow participants have indicated that sometimes your--, what you are doing--, what you actually wanted is not within the campus this our campus. But let's say maybe you identify the one that is out of your campus, do you know the procedure? Have you gone through that procedure of now I realize that I want to do Law or I want to do Social work, now take me same university different campus, do you get such things, are they available, are they at student's reach? Anybody who want to tell us about that?

STUDENT 7:

[Uhm...] I wanted to do Law when I came to the University I found out Law was not in the--, within this campus, I applied for a transfer to main campus and then when the registration started I was told that the transfers were not yet finalized, I should wait until the end of the registrations. So I ended up having to register here because they told me that they will tell me after the registrations so I thought that it is a challenge [laughs...].

STAFF 4:

So you are saying you waited to register where, in the campus you wanted to move to or in the very same--? They say register here first?

STUDENT 7:

No they said I should wait for the registrations [laughs...] for the end of registrations then they would tell me then if my transfer was successful or not. Meaning if it wasn't successful I would end up here.

STAFF 4:

Okay so it means they were now busy with the transfer until the end of registration this side? [Participant two agrees] so what answer did you get? What reply did you get after?

PARTICIPANT 2:

I didn't go because I registered with during the registration I thought it was a waste of time to wait for the end of the registration and find out that my transfer wasn't successful and then I would still have to start afresh and register so I thought it was a waste of time so I didn't go and check.

STAFF 4:

[Uhm...] just for a follow up anybody with a follow up from other participant? Welcome participant five, we are now looking at the--, we are in question number one and looking at the challenges that Humanities students are facing so she was relating--, participant two was relating on--, she wanted to do Law but she also tried applying for the transfer to go to where within the university where in the campus where there is Law but there's--, it was not clear she have to wait until the end of registrations for her to be--, to realize that there is no transfer to go and do Law. Now she got up stacked with the--, with the Humanities. That's what she was relating.

STUDENT 6:

Oh can I add to what she was saying? [participant four adds by: 'Yes participant five'] even though it's not criterial answering the question Humanities but the transfer process in itself it's a problem from the main campus to Qwaqwa campus it seems

like it's an easier process, but from Qwaqwa to main campus, it's a--, it's an obstacle on its own. And the one thing which I don't know if management is well aware of this [uhm...] they had a problem whether I don't know it's just on Humanities students on itself, they had a problem of the turnover of graduates. Not realizing that because of the limited courses that we are having here. The students will be studying [uhm...] the first and the second year and they'll be finishing their last years with the main campus. Meaning they will be graduating that side, and it would seem as if this side we have a poor or lack of students turnover not realizing that because of the limited qualifications that we have, we only study the one, the two like Law. We don't have Law here and if she had to she would have started here and I am sure she still not happy. She's doing what she has to because she wants to school and by the time that--, if she got the opportunity to move to Bloem she would go, meaning we had lost one most with the potential of being a turn over for this campus on itself.

STAFF 4:

So participants, do you feel like now even if you want to as a Humanities student, if you want to go for career sustainability for you as a Humanities student some where the--, you feel blocked and it's a challenge where you cannot move to a campus where you are able to--, the procedures are none existing [giggles...] if we can say so. Is there anything else that you would like to add on challenges for the challenges that Humanities students are facing.

STUDENT 6:

The challenges that Humanities students as a whole are facing are--, I went through your whole questions and we cannot really do too much research or get inside into that. Because the one problem that--, the challenges we facing is either the whole policy how to make Humanities students employable and that is like saying, how to conquer world poverty or how to conquer the country's high rate of unemployable. So my--, I had this whole idea happening in my head I have had it for quite a while and I am so glad that I am part of this, maybe my input could go somewhere or could end up at nothing. [Uhm...] instead of asking how we can make the challenges of Humanities students, how can we them sustainable for employability and all that. Why--, how can we be put implement certain resources or skills, why don't we make them--, take them away from the employee mind set and give them the employer mindset. Because now it's--, we the stats are talking for themselves having being an undergrad and it also depends--, a challenge also of Humanities students is 'at what level can you be employed' at an undergrad level you are nothing. You as good as a--, you fighting a position with somebody who's got a diploma or a certificate with your undergrad 'cos that's the standards of today. So it also depend on the level of qualification that you have with the Humanities studies. It's even gonna be more Honors or Masters where you can actually get the recognition of being head hunted but at undergrad we--, this is nothing why aren't there any

resources being made instead of giving students--, South African students the mindset of employee let me get hired, let me go to school, let me get a job instead of turning that thing around and giving students the fighting word of being giving them the control to open the business, to be an entrepreneur to have an enterprise. Can hire other people because if you gonna be a Humanities student and you--, the courses in between there actually do equip you to be alone. To be alone and sustain yourself and give you the mindset. Why do we drive it towards that instead of giving them this employee mentality? That's the whole thing. I kinda disagree with the whole question criteria because it's still pushing towards what I am against, so my thinking is why don't we become employers instead of employee and because now you victimizing yourself if you becoming the employee.

STAFF 1:

Yes of course that's how you feel, to be--, but you know we don't really have a subject called Entrepreneurship in the BA in the Humanities, that is of course a major issue and that's why I said--, part of what I said in the beginning is that you know the possibilities that exists with new information systems, computers which I don't really have that much knowledge to tell you but that's perhaps that is something that you can also suggest, part of the monitoring is to teach students entrepreneurship, everybody not only BComm students. Education students and Humanities and BSc students to teach them the possibility of creating my own job to become an entrepreneur myself-- Wonderful idea.

STAFF 4:

Let's go back to the topic, Sustainable career [participant five replies: yes you can]. So for you sustainable career mean you are being employed but you want to say 'how can we make them be able to employ themselves or employ others or being employed doesn't matter as long as the kind of a career that you choose is sustainable'?

STUDENT 6:

Being entrepreneur itself it's a sustainable career [participant four asks: 'it is employable?'] you can it doesn't mean that you go in a certain direction for example I cannot be [uhm...] I can start off with being a Human Resource officer but the mindset would be if I get that is the necessary for me to my own consulting Human Resource practitioner instead of just going try to climb up the ranks and waiting for some old person to die that was my---. [All laugh]

STAFF 4:

So what is it that you can do then, what are the aspects and components that's a sub-question number two. What are the--, if you are sorry--, if you are willing to come back to the first question where we are looking at the challenges that we have

on campus that makes us not able to go there we can still go there, we can just indicate I am also referring back to the challenges.

STUDENT 6:

To make it easy I have one challenge which are I had really---. I had one question which I had in posters 'at what level?' that is the challenge--, at what level do we say that we can be able to say we can sustain [participant four asks: 'what level?'] 'cos now Humanities slowly but surely is being cut out in absolute, it's becoming very absolute did a qualification on its own, it's not like before when Human Resources was still pushing and people need admin and the--, and the Psychological balance with in a career or an organization but it's coming absolute. It's becoming like empty like it's being filled half. So that's the challenge 'at what level that' that the---, are facing what level of qualification that you can say you can hold thank you.

STUDENT 5:

Can I just get the clarity on what you saying? I am pretty in love with the idea and whatever you pausing. Great! Here we are, we on campus and we are studying this book. You said that the courses that we do they do feed us sort of like they do equip us so that we can be able to employ somebody one day and what not. this is what I have been or I feel is that at the end of the day you pumped up with information, pumped up with information 'yes' we have the information but the thing is now, is it me or is it the people that are pumping me up with information? To say 'what do I do with this information?' yes I have it all now I got the information. Okay I am equipped with it, but what do I do with it? That is my main thing because it's not like-- , even though okay whatever situation may be that you doing whatever module that you are doing, at the end of the day here is a module, here is the lecturer that comes [uhm...] maybe twice a week pumping you up with the information and whatever it is that you need to acquire. At the end of the day I walk back home and say 'okay yes I do have the information, now what?'

STUDENT 6:

To reiterated your question participant one. It all comes out, it's--, it's not even about the faculty in its own you have to go back to the individual students is the drive and the goal and where do you want to go. It's one thing--, it's one thing to know information but it's another one to understand the information that you have; for instance I am doing my BA I have got Psychology, I have got Business Management and in my relevant studies I am using that because from—, what I have learned from my Psychology classes helps me to understand myself and what I have learned from my Business Management, helps me understand that aspects of business in me. Being in that business, so I have been bombarded with all this information but when I get to my home I need to dissect and see which direction that I want to take. It's--, because now--, right now you are victimizing yourself with

you getting all the information but you still want somebody else to filter it for you. No one is gonna filter that for you, they are doing their job by giving you information, it's up to you how you filter it, understand it and which direction do you want to go. I will give you an example right now and probably I am answering all the questions [participant four answers laughing: 'it doesn't matter] I will give you an example right now, I--, last year I wanted to--, to start an initiative here on campus because there was a need. Students--, we don't have salon here on campus, I wanted to start off a salon instead of students going down to location it poses problem of security, [uhm...] the cost and the convenience. I saw the need for that but there was no space being able to be allocated to me, coming back now to what--, to student and-- -, because now they giving me the I am just a student, they don't see the need for a student to go forth beyond the boundaries of a student building that mindset of 'you can do that ' I am starting to--, I want another project right here on school but is that thing they still see me as a student, they don't wanna see me beyond being a student you see what I mean about mindset of being employer-employee? They wanna capsulize me into one direction of study, go forth finish your studies and then you can broaden your horizon. Why can't they just broaden my horizon from where I am standing right now because I can see it, I don't have to follow the narrow road, I can see the broader one. Do you understand? Thank you.

STAFF 4:

Participant three, we were about to speak together

STUDENT 8:

Oh [JA...] neh. I was going to say as much as we need to--, it's a good plan that you raising very good in fact that [uhm...] we need to have an employer mentality but how do you become an employer if you do not know what the people you are going to be employing need to be doing? And how better do you find out what they are going to be doing if you start there yourself? So that's where experience comes in, that's where you start--, yes starting at the bottom of the ladder, going up. But the just with that is you don't have to look for somebody to empower you to go up, but now you'll have an idea so with that then you'll spring out of it; of out of the business you in. You don't have to just start a business because I think it will be worth--, not worthwhile it will be pointless if you start a business if you don't know what people that would be delegating jobs to what will they be doing or how should they even (you know) do the jobs. So working is not a problem and in fact with what you saying with your other point where you said Humanities jobs are becoming what-what it's not--, it's not the fact. There are lot of--, if you have apps that send me like posts every day, you find HR positions, you find different positions, we just do not know where to look. And as much as yes a degree has become absolutely almost nothing because [vele = certainly] in those posts you'd find diploma or degree but that is experience anyway. But you mean more if you have a bit of experience, but now what makes a diploma more is because of the experience that they have--, physical

experience that a degree doesn't have and they won't be as expensive as you, you see. So you must start somewhere.

STUDENT 6:

Okay, back to participant three; I—am not against one: I didn't say working was wrong and I wanna think at some point I mentioned that [uhm...] to--, there's nothing wrong with gaining the experience of working and then opening the business or whichever enterprise in the relevant field that you are in. I get job alerts, I am with 24--, Career24.com I am also getting the very same posts that you are getting. I am also getting. But the one thing on this post is how--, how do you get--, because now we are on Humanities, the challenges and how do we get those jobs right. Right now as an undergrad you've degree of tact what is your next step after that? Because you have to start somewhere, like you said you have to start somewhere and now you can apply for each and every one of those posts but I guarantee you, on the interview you are the least light candidate--, you are the least light candidate when you get there. Because when you get there you just don't--, you are just not equipped.

STUDENT 8:

That's why you should look for internships and not jobs per se. Because then internships that's what fills out your experience and that's why you will start at that minimum wage but the fact is you would have gotten your experience.

STUDENT 6:

Because now it's gonna go back and forth with employer-employee, I still feel you are victimizing yourself you still want that--, that drive (you know) nobody needs external validation in order to make it, and know that thing that becomes one day what if that success criteria that you want? You do not need all of that. What you must know as a person where and I think we as Humanities students we just here, we don't know the direction that's one of the challenges again, we just don't have direction. We are doing what we doing because we think of somebody else in my location. My sister, my—has done this but we as students we just don't know. Not knowing that the person before that left that career because they had a vision, but you just getting into their shoes because you like what they driving. We lack the vision of being Humanities students.

STAFF 4:

What is it then that we can do as Humanities students to have that vision, I want to go back to what participant five have said. Saying to us as Humanities students, let us not study so that somebody must employ us. Yes employment but also look at-- , let me study so that I will also employ myself open a business, being--, becoming

an entrepreneur so as we are looking at sustainability, we are not definitely looking at somebody somewhere must look at me and say come and work. I also pass graduate and go out and do something that is also sustainability that was very important what he said. So when you look at sustainable career choice it does not mean you will be employed. Just being employed but also work on your own, open a business but something that is sustainable. That party is very important whether you are being employed or employ yourself by opening a business but sustainability so we are looking at the internships knowing where to look for the jobs, if you are looking for the job and if you want to start a business knowing how to start a business there's-- , what is it that is the components that we are not-- , should be on campus? That can help us to do those things. What is it that will be-- , to lead up to the next question but you can still go back to the challenges.

STUDENT 8:

I feel the-- , the modules that we have are also a bit limiting in the sense that Politics, I mean there you can't be the employer I mean I don't feel you can anyway. Political analyst you still employed by somebody (you know) things like that. You look at those and then English, Afrikaans [ke = it's a] challenge on its own [participant four inputs by saying: writing a book?] how? But not everybody has a good-- , imagination or a good idea. So how many books will we have that are successful? [All laugh uncontrollably].

STAFF 4:

Now I am coming back to what participant five have said, you won't become a victim say 'I can't write a book'

STUDENT 8:

How many students do you know that are in the English department? Or rather who study English or Afrikaans? And how many of them do you think can actually start and write a book? I finished English myself but [clears throat...] I don't see myself writing a book anytime soon and not because I am less imaginative I just don't see myself writing.

STAFF 4:

So that will also bring us to ***'What are the aspects and components that are necessary to help us to reflexively fumble towards a sustainable career choice?'***

STUDENT 6:

I am still coming back to that, break the boundaries. Why do you think less of yourself? Why do you think that you can't?

STUDENT 5

I just wanna say this, what if I don't wanna write a book? Writing a book is not there, will I see myself as maybe owning my own practitioner one day as a Psychologist or whatever so writing a book is like for me not there. So---

STUDENT 6:

You see, right now just being here you came up with two ideas--, two ideas--, two ideas. You just broke one barrier right there. It's not about the question that's pushing you to write a book.

STUDENT 5:

Also one thing that I wanted to say is that we as Humanities, we not--, okay let me just make--, this is what I have in my mind actually what popped up in my mind (you know) when I was going through those questions is that you see [uhm...] you get the Education students. Even before they finish their degree, they go out there, they do practical's whether that person is close minded or whether the person does not see a future, but they actually sort of like push them to say 'you going to experience this' I am not saying I need somebody to push me but who's pushing me, who's that opportunity to go to some clinic and work closely related with the Social worker? How did you get there personally they will be like 'you not qualified, we working with the lives of people here' this and this and this--, this is a critical field. And then at the end of the day it's like, okay 'how did you get there yourself? Am I not allowed obtaining whatever it is that you obtained yourself' get it. Whereas with the Education students, it's like you go there, whether you sit there and listen to that teacher for the whole day or whatever it is, at the end of the day you are in that field. You are getting that experience and something like that. Well as with us, you sit here the whole day, you'll be attending your modules back and forth.

STUDENT 6:

It's--, I note what you saying, but for me it's you see as a disadvantage whereas it is an advantage because for Education students it's formalized, they have to be there, it's not like they don't have to; they have to go and do those practical's, It's part of their studying criteria. But we don't have that, we have the choice of being an individual who can create change. Why are you letting one person detach you from what you want? That's the one thing--, just being having an entrepreneur--, entrepreneurial mind doesn't mean necessarily open their business, is being able to think on your own, being able to sustain yourself so that you can create change, you can create vibes. Even as Humanities it says itself 'HUMANITIES' not 'EDUCATION'--, HUMANITIES. We are broad people, we are here to diversify and change lives, why don't we--, if it just break a way and because now all of you are doing this--, this one thing of 'I have to, I need to, I have to this, I got this' it's not supposed to be like that. Have a vision because you are stuck--, right now I wanna believe--,

I had a choice of going a BComm Commerce I had that (you know) of doing Accountancy I love my numbers but my true passion is I want to change the world, I want to work with people. As objective a I am believe me I can work with people and I went through that route, I took--, it's like literally taking a short cut in the forest but because I am alone and took that choice, my vision with Humanities that's what got me here. You have to have the vision for your own course to create that change that you want. If you just here and you want to go to a clinic and you expect them to accept you on open arms and because you think you are part of their community it is not. But if you take that--, tackle that person you go and you ask and you get information. And the one thing, another challenge we don't research, we don't research we know what we know because it's word of mouth or we get it from somewhere. We lack the ability to take on forth research. Why don't we just do that as Humanities students under the components and aspects it's gonna be very difficult to--, to try and cluster the mindset of people who are already here at school to say (you know) during lecture or tutorials as we may say. They know what, this is the relevant occupation your field. But this is how you care--, this is how you can get there and this is what you can do. You want something to be given to you like-- , so by doing that is I am actually still indoctrinating you with the thought of saying 'take this direction' you not on your own I can give you from point A to point Z, but you still not making choices on your own. What the information you are given, your bombarded with the information that you take is the information that you reflect personally on yourself on where you want to be. Thank you.

STAFF 4:

What we have just discussed here. It reminds me of a theorist 'Smooth' who said [uhm...] "Humanities teaches habits of critical thought" that's actually what participant five was saying. Okay let's look at the components and the aspects--, aspects and components necessary that might be in place maybe on campus you indicated for example maybe for example as they do in Education you think it might be one of the things, the components that could be available for students or for example if you are doing Political science or maybe you've got a radio station we think where now you start becoming an analyst where you will start now critically--, politically criticizing things around the campus, maybe those should be in place so that at least you start to doing what you are learning. Was that what you were saying participant one?

STUDENT 5:

Yes that's what I am saying

STAFF 4:

Anything else that might be components and aspects necessary or be placed for Humanities students so that they will start becoming critical thinkers? Participant five also talked about research, let's start research find information. Don't wait for

somebody, he keep on stressing participant five. Don't look for somebody to indoctrinate you that you can become this, you can still do Psychology and become something else other than a Psychologist.

STAFF 1:

Well the first thing is knowledge, you know. Knowledge of terminology [err...], knowledge of career choices available and also what we can do from our side is also to clearly--, we have it in our [uhm...] in our brochure about the faculty--, the possible careers that flows from a BA degree because we talking about Humanities, so we talking about a BA degree. Perhaps we should spend more time in explaining the career options. With the world changing as fast as it is with social [uhm...] media I think it probably should be [urr...] changed every year. That people look at different career possibilities and can come--. So perhaps the faculty can do that is to present more [uhm...] detail--that would be one of the best components of a career choice would be to say: what are the careers? And that will entail research from us as well because we--, I don't think me that is born before technology. I don't always know what career choices there are, so I think all of us should be more alert as far as that or more innovative as far as career choices. You see people working from home on their computers, I have no idea how that is possible, people using social media as a career, I have no idea because I am not that (you know) technologically advanced like they younger people, they can do it better. So that would be a big answer for me, for the faculty to provide more [uhm...] choices, more detail and bound--. Maybe that will influence the subject choices of the students.

STUDENT 5:

Okay just to add on to that, this is a question that I have: is to say yes or we might have ideas on how to assist or help or you know--, try to make it more like--, the challenges that are faced in Humanities but then what I do ask myself is that at the end of the day do we see that happening, do we see the students themselves, do they even have an interest in saying: 'I wanna find out, I wanna know, what is it that I am doing?'

STAFF 3:

A lot of students, they don't take it upon themselves to be proactive in terms of their careers. We always have to go to them to say 'we hosting CV workshops, attend' instead of them proactively coming to us to say 'I see you offering these services, can you help?' or ask around campus to say 'I need assistance with this, where can I find assistance?' so a lot of them don't proactively engage themselves to be able to get those necessary skills they need in order to secure work of any opportunities that they might need.

STUDENT 8:

I think [uhm...] in a nut shell, we lack passion and drive and I don't know how that can be put into one because it's something that is intrinsic well it can come from outside forces but if it comes from you then it means more. So [ha ke tsebe = I don't know] how that can be restored into students maybe it's because even their career they don't even like or did not know what it's about and they don't care to find out because a lot of them actually get to forth year and complete their degrees not knowing what they going to do afterwards that why the go to teaching but then you stress.

STAFF 1:

No that is a big problem, the students don't read and we saw it again now with the graduation where students just don't read [err...] you know what we tell them that's gonna happen so that is a big problem maybe I must just clarify my answer also by saying that (you know...) it's not really our function. Career guidance is not really the function of the faculty. There should be a separate unit that deals with career guidance and part of that would be to get the students to also do their research to get involved and they must also decide [uhm.. you know..] they should come with the entitlement idea of being spoon fed all the time. So that's another very important component that you raised now is the students must also do their part, that they probably have to be taught to do that. They will probably have to be told that you should also do your part because now they just come here and they sit back and they want to be spoon fed. But that is the big part of the school.

STUDENT 6:

[Uhm...] the--, we have the great number of extended students. And why isn't that a problem, why don't they see that a problem instead--, there are students who don't and it seems like we all general or categorize into one part that we all should be there and we don't. students who are on extended program, that's also one of the challenges or maybe one of the components which can be eliminates or looked into because if you take—if you take a student who is--, who is able you can just see with its first, its second year, and then you into mainstream on your third year and you can just see with the stats and marks that anything of the students is more than capable and even if the student goes forth and try and changes that it's still a problem because the longer it takes one to accomplish a goal it's a time that it takes for idling and creating this--, that thing again of being lost of taking on Humanities student you complete your degree and then you standing there like you know what everybody is getting--, there's a huge amount of teachers who just resigned 'let me go be a teacher myself'. So those are one of the things that I do not understand it's coming to Humanities but it's tackling the whole system as well.

STUDENT 8:

I back to differ, the extended program thing is not so bad. I was in the extended program myself, in fact I came here I was accepted at the university--, the Bloem

campus and I was accepted in the Agriculture and science didn't know what that was but at the end of the day I ended up in the Humanities and I found being in the extended program it's not a bad thing because I didn't know what I wanted so I had time to slow everything and eventually choose this is more like me, this is what I like. So in that, gave me vision, gave me 'me'. What I would want to do (you know) a lot of people don't even look at it like that, they see it as a waste of time, but it's not its for teaching I mean I did Politics and I hated it and wouldn't have known if I didn't do that, if I was in the mainstream then I'd have cut out to have specific things that I already wanted to do mind you I didn't even know what Humanities was, I knew about Social work, I knew about what but I didn't knows about Humanities (you know) but then getting there you test all these things out now you see [kuthi = that] this is more like me and this is not, I'd rather do this and not and then it comes to this thing of credits and then it all binds up there, altogether. And it works out.

STUDENT 6:

Okay, if you put it like that [everybody laughs...] as for components and aspects I don't think we can stretch it further than we already have because it all comes back to what the campus has, the resources available to students in order to make it happen to counteract the challenges it's--, it comes back to the personality one and the resources available and like participant one have mentioned before we don't have so many [uhm...] I need more--, okay I don't even know how to put this 'pushers' and Humanities students are lost because the relevant occupations they can only occupy are limited and they only limited because that's the limit of information that they getting. If information can be stressed it would be really, really great.

STAFF 4:

Is there anything that you might now think 'what if this was here?' it could help Humanities students, if these components could be introduced or anything that you think? For example the possibility like participant five have indicated possibility, if you want to open the business they must not judge you according to whether you are a student. It's an initiative, there is a need they might as well bring the business plan let's see let them bring not just because you are a student and we cannot entertained what you are doing. Those kinds of components that will help those to start now practicing, is there anything else that you also looked at--, for example those are teachers they teaching practice to start putting into practice what they are busy with. Is there anything that you are thinking that--, we also talked about internships. Let us think about it for our next session.

STUDENT 6:

Thank you for today, meet again next time.

SESSION 3

STUDENT 8:

[Clears throat...] Goodday everyone! It's really good to be here. Okay..., do we still remember our numbers [pointing STUDENT 5:]

STUDENT 5

Thank you [uhm...] for stating that and then you are participant number thirteen [pointing], he'll be participant number fourteen [pointing], and participant I am number one, because we--. The identity of the person is not important we, we don't wanna be revealing names and what not. So you'll clearly state whatever you feel, say it however you want to say it and it is your view and your opinion and we will respect that, yes. So the main question that [uhm...] And previously we looked [uhm...] what are the challenges that Humanities students face in reflexively fumbling towards a sustainable career choice? We are moving forward.

STUDENT 8:

[Clears throat...] Okay, so the next question: ***What are the conditions that can be created in order to assist Humanities Students to reflexively fumble towards a sustainable career?*** Like I think you have already—yeah.

STAFF 1

I have touched on that previously [err...] perhaps very closely liaison with career guidance teachers [uhm...], perhaps that would not be a bad idea. [Stuttering...] The principal has indicated that he is planning to invite all career guidance teachers. Are there teachers like that at schools? When I was at school there wasn't something like that but I believe there are teachers designated to do that and the idea is that he will invite them all here for a working breakfast and talk to them about that. So I think from the faculties side [err..] that should be part of marketing, is to go and talk to those career guidance teachers, so I think that is a very positive condition that we as a faculty can create.

STUDENT 5:

And another thing is that I think we are really quite I noticed as well. You know us with the Humanities faculty, it seems like we always looked down upon and it's always just Humanities... Humanities..., the dumping ground whereas in other faculties it's more stricter, the rules [uhm...] people abide by them and what not, but then with the faculty of Humanities it just seems like that's the general degree. You just being around on campus and that's all. But then this is also what I asked myself is that: do we even understand the degree that we doing ourselves? Do we know what is it? Even though you came from back in high school and didn't know what

Sociology is, Political Science is. But then now that you here and now that you doing that module, what is it--, does it have any impact on or is it just you cramming on the work just to get through your degree.

STAFF 1

Paper chase, they call it a paper chase [laughing...] you keep chasing that certificate, and when you get the certificate you go and sit at home without a job. That is the tragedy of our faculty that--, so--, I am very happy what you are saying and we have to also--, one of the--, another component that we have to look at is to make the faculty to be [err..] also more respected it's not the dumping ground, at the end of the day if you go and look at the manage--, the CEO's of big companies, majority of them are Human Science people. Because they are more--, Human Science students are much more [uhm...] world wise, life wise than the person going into natural Science and get crammed with a lot of statistics words and things but not learning the human project as Professor Jansen is doing at the moment. He was saying that on Saturday in the graduation as well that there is more--; the fact that you have a degree does not make you a good human being. And that's what we do in the Humanities. So perhaps we should also rebuild our reputation as that we are doing well, that we are a good faculty and it's not just a paper chase. That is very tragic to me, so I see the parents here Friday and Saturday, they are so proud of their children, they get a degree; probably most of them, many of them will be the first person in the family to get a degree and then what do they do with if they go and sit at home and they then don't get a job. So that is something that we must really do and make people proud to be in the Humanities. So [uhm...] P.R.O work is necessary. Faculty managers can do that, something that faculty managers should do public relations for the faculty.

STAFF 3:

I think for starters we can continue what we can do as staff members to say 'I am offering CV writing and interview skills, I need to maintain that I do those things for starters', then we also need to engage students at different levels. [err...] first year students have different needs to the third year students in terms of the assistance that we can give so we need to target our students in terms of their needs because third years will be more--, the ones that needs more attention to actually get the necessary skills they need to--, in order to transform to the work line. Then we also like to encourage the first year students as well to be proactive engaged so that they get the necessary skills and not wait until they come to graduate and then they only need to know how to write a CV. Those are the things that we are looking at, so we trying to engage them in different levels with the different intensities depending on their needs. So that's how we target our services to them.

STUDENT 5:

Okay, but then I just want to say this: 'do you think you are succeeding into getting them to engage with all the services that you providing and what not, are you--?' [Interrupted...]

STAFF 3:

We are slowly getting there [uhm...] the issue is when do we offer our services? the time slots, some of the students are studying, some are around writing exams some of them are not even interested in using our services until it's late when they see the need to--, but what we doing now we forming relationships with faculties to say: 'these are the services that we providing can you let your students know about these services?' So gradually we seeing a slight increase and we also advertising our services as well, to say: 'if you need [err...] assistance with this you can come to our office' there's an open door policy, we don't set any appointments you can just come through and you will be assisted. So we slowly getting there but we can do more, so it doesn't mean if we only reaching ten percent of students then we can always stop but we need to continuously engage in and continue what we do.

STUDENT 5:

Okay I know you've touched on this a bit but then like [err...] what are the conditions that can be created in order to assist Humanities students to reflexively fumble towards a sustainable career.

STAFF 3:

[Uhm...] One of the conditions that I think would best successful is to have it as a compulsory to attend those workshops or to attend certain sessions in order to get [err...] information. 'Cos for us now what we do is for the benefit of the students but for them is not credit bearing so they feel that things that 'urg.. I don't need it now'. So if we can create a condition that this is compulsory for you to attend and it's working towards your qualification--, attaining your qualification then I think students would be able to use our services even more, instead of us just doing it for their own benefit but if a student doesn't see that benefit or is enforced to do something then they don't do it.

STAFF 1:

Wonderful, I don't know if whether you are aware of what we are doing in the recreational now, we have taken--, we advertised--, and taken about forty students with BComm degrees who don't have a job and they getting trained in management skills and computer skills and CV writing, and writing skills for that matter and--, with the idea to place them into jobs. So that's not a bad idea I have had many instances where students asked me to write them letters to municipalities where they go and to the internship during the holidays. So perhaps that should also be--, can also be a solution to this issue is for us to make [uhm..] create partnerships with civil servants, municipalities and government departments and ask them to take our

students into an internship maybe during the December holidays when their staff wants to take leave for Christmas. That would not be a bad idea if there would be a unit at our university that can create partnerships like that.

PARTICIPANT 1:

I think that's also another challenge that we really faced with 'cos [uhm...] you have to push students in a certain direction to say if this--, if you don't do this then you not gonna get that in terms--, and they not realizing that this is actually for them--, this is actually to benefit them. So I think that's also a great challenge we are faced with.

STAFF 3:

And again our services are free; you don't have to force students to do anything. [JA...] so only then come to us when they--, 'I need it now' and they want to push us to assist them at that time so I think if we can create that condition to say 'it must be compulsory'. So then you can succeed in some ways and also for practical work experience, I think if we could get companies to have a session with them to say 'okay, we can assist you as a Humanities students to go and do your practice for say a month or so', just to get in touch with how the world of work works. So that also doing that as a compulsory in order to attain your degree it assists students giving practical experience as well. So a lot of them when they apply for jobs they don't have work experience and then it becomes a challenge for companies to say 'we cannot hire students without work experience' and also we will--, I encourage them to be active in their academic years not only focus on books but they can also participate in student organization activities like, I mean being a student assistant it gives you the practicality to become--, to know the basics in terms of what is required work, so we also need to have those in place as well.

STUDENT 5:

So, what are the possible threats that may prevent Humanities students to reflexively fumble towards a sustainable career choice and how to deal with such threats which may like--, inherit success thereof?

STAFF 1:

I think I have mentioned some of them, the fact that it's not a formal part of the faculty management strategy career choice, it's not something that is occupying the minds of people in the Humanities. The Human project is not there, it's just 'I teach Political Science and that's what I do', I once sat in a meeting that it's not my job to teach my students grammar and [uhm...] one person said, 'it is your job, you have to expand' you just don't teach Political Science, you also teach a person to write, how to write and construct a sentence. So we must go further than simply the narrow field that we are in, accept more responsibilities also career choices must be part of it. What we talked about now, selling the faculty so that could be a threat, a very

major threat [uhm...] that we don't accept a wider responsibility towards our students in terms of a human project.

STUDENT 5:

Another question that just came to my mind right now is the issue of credits with BA students. Are the BA students actually aware that--, cause you have people giving us subjects like, at the beginning of the year and to say that [err...] 'Okay, you take this and [repeated x3]', but then at the end of the day when maybe when you sit alone at home and you calculate you can actually see that 'I am not gonna be able to meet the minimum requirements to graduate' and such. So how do you go about handling that cause you can see that 'okay this person maybe they are giving me less modules' is not that you want a lot or what not but then you can actually realize that this person is actually giving me less credits than required and what not and that is a great challenge for BA students because they realize when they are just about to graduate and they do not have enough credits, what then?

STAFF 1:

That's a nice question [uhm...] we will have to make it--, one possible solution would be to make it a standing item on faculty board meetings. Career guidance, [uhm...] subject choices of students that we talk about that and we make people aware of it because at the moment we are not aware of it. The fact that you have challenged me now to think about it, only made me realize but that's something we don't do which we should be doing, so there should be a more awareness of this topic, of career choice as a topic a point of awareness for the matter.

PAUSE

STAFF 1:

[JA...] Fortunately there is now an office of faculty manager that has been created since I left so that would be--, that really would have to be--, but perhaps with a new re-curriculation process that is going on now they are re-writing the computer program so I can only assume that, that will come that you will be able to get every year to say these are the credits that you've to passed, this is what you still lacking in order to fulfil the requirements so that could be a technical issue. A program--, computer program issue that can come out because we have been fighting about that for a long time. More on the negative side where we want to block students that are not progressing well enough; the A19 rule. That had to be done manually all these years, now they saying now it's coming within the next two years will come; and why can't we just make that something positive and also tell the student 'you have completed two hundred credits, you need another hundred and eighty four credits or however. Well it's going to be about be four hundred now [uhm...] four hundred and four. So that could be a solution to that problem, is to be able to provide

via computer more information to the student in terms of the progress that he or she is going through.

STUDENT 5:

Cause we do realize that you spend maybe--, for example they say that you were registered for the main stream and you spend three years here and okay they come then they are like your majors and then choose another module but then it's like okay now 'this is the number of modules you can [uhm..] do', and then [participant 13 interrupts by saying: "we restrict that"] at the end you at the end you get to realize that 'but then I don't have enough credits to graduate' and--,

STAFF 1:

No I get--, I still spent so much time in my office here where students come and say please sir just check my credits for me because I am worried. Students don't know how to calculate the credits because some of the credits that appear on your verification document does not count, like the development modules, you don't get credit for it. So this is a very--, this is a serious thing and the solution would be tech-- , you know the student would be able to go into his [err...] self-help on the computer and say: 'calculate for me how many credits do I have'. That's a very good solution to that problem that they should be able to get it themselves. And something that you guys can really push that 'that' should be in. But as I say you know that we busy with the re-engineering process where they check in the day that the student walk into the gate and the day that he leaves with his--, he or she with a degree that we check in that whole process now. And Bloemfontein, they we having meetings every day on that; I have been attending some of them.

STUDENT 5:

And another thing that just came to mind is that as we saying that we are studying and then at the end of the day we wanna graduate and go get a job somewhere, but then with the faculty of Humanities we can actually enable [uhm...] ourselves to say we not only just gonna get jobs but at the end of the day we gonna become our own employees, we gonna start our own businesses and what not.

STAFF 3:

[Clears throat...] ***How would be the monitoring and indicators for success of reflexively fumbling towards a sustainable career choice in the Humanities?***

STUDENT 5:

Now I--, [giggles] ... [participant 13: that's a very difficult question]. Basically just to say that after all we've covered all the challenges, all the threats all the aspects. But then now how would we know that this is it now [participant 13 interrupts by saying "how do we monitor?"] How do we monitor it? [Laughs...].

STAFF 1:

I don't know [repeats three times.], the only way that we can measure it is we will have to keep track our [uhm...] our old students and say: "did you get a job?", how successful and check the statistics coming from that and then you have to implement strategies if you find that the majority of your students don't get a job. I would think that would be the only way of monitoring the system because surely you can't go and ask a student 'do you think you've chosen the correct career?' the student will say 'yes'. But the proof of the pudding would be the student getting the job because why we spend R 300 000.00 to come to a university and get a degree? Is to get a job. So that would be the best monitoring indicator that I can find, is to keep track of our students and see if they get a job.

STUDENT 8: ... Or create your own job ...er...er... like to start your own business

STUDENT 5:

Okay, okay we done with the questions that were prescribed and what not [laughs]-
-, I would like--.

STAFF 1:

I made some sense to you?

STUDENT 5:

Yeah you did!

STUDENT 5:

[Ehr...] Good day everyone, you are all welcomed. Remember you don't have to worry about your identity or such staff, you'll use participant numbers and we just basically wanna hear your views on it and what you think and what not, there is no right or wrong answer. You just basically say whatever you wanna say and we just have to record everything, just to keep it on the tape. Okay, the main question that we are asking is that: How can we assist Humanities students to Reflexively Fumble towards a Sustainable Career?

STAFF 1:

[Clears throat...] So, ***so what are the conditions that can be created in order to assist Humanities students to reflexively fumble towards a sustainable career choice?***

STUDENT 5:

But then how do we get it done, sort of how do we deal with those challenges, how do we act to them?

STAFF 2:

[JA...] We persist in our efforts to get it done. [Err...] Eventually we wanted to see it as a compulsory service to students. To say in your portfolio as a student when you enter the university you have to go through all these phases, so for instance if a student needs career guidance from start they need to know where to go. So but as a check list for you as a student coming into the university, we need to say 'you have gone through all these phases in your academic career. And some of them are compulsory for you to attend before you can be a whole student going through all those things' to make sure that when you a student you not only as a student studying, but also for support services you can also you get assistance with anything with regards to helping you become a better student at the end.

STUDENT 5:

Okay, after all the challenges that we have mentioned and the aspects and components necessary to--, necessary to reflexively fumble towards a sustainable career and the condition and what not. What would be the monitoring and the indicators for the success of a reflexively fumbling towards a sustainable career after all that has being said, you know. How can--, when do we know and how can we monitor it to say now we are on the right track to saying we achieving this.

STAFF 3:

JA..! I think we should have the solid plan, a written plan. To say with this plan, this is what we are trying to achieve. And it must be something that we can measure, something that is time based to say after a year or so if we want to make sure that the students are assisted in the Humanities. what are the plans in order for them to get the assistance, and put resources in place to say [uhm...] these are the things that we need in order for us to achieve those things. So if it's a written plan and it's a workable plan and we have support of management then everybody else who is included in the process then we can successfully monitor what we doing and also at the end we must have defined goals in terms of what would we like to achieve. So at the end of the process we need to say in our tick box, did we achieve this according to the plan? And if not then we review how our plans and make sure that we move towards monitoring those things.

STAFF 3:

[Uhm...] I think you also in the position to spread the word about the services that we provide, [JA...] 'Cos not only we as student member--, [uhm...] as staff members to go out to the students to tell them about the services that we provide. So also--, I would also like to see you come again for the services that we--, not wait until then-- -, so don't make the same mistake as everybody else. But we will continue in our efforts to make sure those students benefits with our services from us.

STUDENT 5:

Yeah you did. I would like to thank you for the time that you have given us today and for allowing us to do this actually with you I would just like to say is there anything that you would like to add or ask or comment on or anything? Thank you so much. Hope to meet next time [Laughs...]

SESSION 4

STUDENT 5:

Thank you, Thank you ladies and gentlemen. [Ehm...] The topic is “**Reflexively fumbling towards a sustainable career choice in the Humanities**.” [Err...] Right in front of you, you’ve got what we have been talking about previously, we also welcome the ones that have joined us, and we also have some apologies for those who could not come. [Ehm...] Looking at what we discussed previously, is there any question that you would like to add on the questions that we already have, before we start? Anything that you would like to add, that you think under the topic “reflexively fumbling towards a sustainable career choice in the Humanities” you would like to--, you think we must discuss it as well?

So our main question is, “how can we assist Humanities students to reflexively fumble towards a sustainable career choice?” is there anybody else who would like to--, add something before we carry on? Do you want us to add something there?

STAFF 2:

[Eh...] Participant 5 there was something that you added, maybe we can also add because others were not present that day. About [ehm...] when we look at career choices and sustainability we must not look at what only--, employability only, but also to something else that you also discuss so that we add it for the benefit of those who were not in.

STUDENT 6:

[Uhm...] Well previously, I had this view. I see students have an employee mentality and throughout school. We all know the stats of [uhm...] employment rate and staff, so what I had in mind which I don’t know how deep it can go is the spirit of entrepreneurial in students. Instead of just seeking students to go and be employees, why don’t we have--, we channel them in a different way so that they

can have the employer mentality and if so, what are the causes, how can they be helped towards that? That's what I had.

STAFF 4:

Okay, we added that do we agree? You also add that on top of being employed but also being able to employ yourself-- (self-employment) so that students even in Humanities would be able to open their own businesses and be able to work as business people as well instead of waiting for them to be employed as well-- we also add that also add that under the sub questions that we will be discussing. Okay? So let's look at the first [uhm...] sub question: What are the challenges that human-- Humanities students face? Let's start with that-- the challenges and any participant can start.

STUDENT 3:

[Uhm...] I would like to agree very much with what participant 5 have said about challenging students to creating jobs rather than being employed. [Uhm...] But first, the challenge that Humanities students is with what I have experienced is that they lack understanding of the cause they are-- that they have chosen first of all, so in that regard it simply tells you that it's going to be difficult to panel a person who does not even understand the field that they are in, to how they are going to create jobs for themselves before or firstly they do not even have a clear understanding of their career choice that they have chosen, so that's the first challenge that they face; they lack understanding of the modules that they have chosen. We have Sociology, Psychology, probably your Business Something related and it is just a mix things that they-- of modules that they themselves don't even know how they are going to maneuver around with.

STAFF 2:

I would also just like to add on what participant 12 was [uhm...] talking about now in that, you find that students in the Humanities, they don't see the link between-- I am doing Psychology, Sociology and Political Science, and how do those three (you know) link together. And so because of that, they don't see a career out of what they are doing. They sometimes see it as just a general degree that we are doing, maybe later on in my honors then I will do something. But it's more like an introductory type

of degree. So [mina...] what I see as a challenge is the way it's presented and lack of support also from management where they, especially in Humanities. [Uhm...] Students come and they--, I don't know now because we have more people that help students choose courses and we also have career advisors and all that, but what I have experienced is you find students who will be doing these courses and in their third year they are like 'I am not sure why I am doing [err...] Political Science and what does--, how does it relate to Business Management?' so in that it's difficult for them to say 'I can be an entrepreneur, how can I be an entrepreneur when I am doing Political Science?', so they don't see the link.

STAFF 5:

[uhm...] from my understanding is that, from what's being said is BA is regarded as the dumping zone where students don't know what to do on campus or they do not meet the requirements then they are taken to BA. And I would like to agree with participant 6 and 12 where they highlighted on the selection of modules. If Humanities--, faculty of Humanities can have some sort of [uhm...] a program where things are grouped, modules are grouped accordingly to the careers okay if that links to this; Psychology links to Sociology, Maths links to Geography then students would know exactly the path that when they are done with their degrees what they would do.

The third thing is [uhm...] I am not sure if the students are being misled or what but students only realize when they reach their graduation that everything is general, they cannot specialize or if they want to move or be transferred to the [uhm...] Bloemfontein campus, it is very difficult for them because modules that are done here, things are done generally and you find that the content within the modules, 90% of it it's only less of what is done in the Bloemfontein campus. So the challenge that Humanities students find in terms of fumbling to get--, or to get sustained--, sustainable career choices is that [uhm...] our registrations--, they get extended and you find that [uhm...] with our culture most students they receive money after registration which is month end, and you would find that the majority of the students by that time have already been registered and modules are full. So someone who would want to take for example; IsiZulu, so that they qualify to do PGEC when they are done with BA but the module is full, they have no other option but to take for

instance Political Science of which is something that they do not know where will that lead or take them. So I think that those are the challenges that I have highlighted.

STUDENT 8:

[Uhm...] I definitely agree with participants twelve, seven and eleven. These are some of the experiences and staff I have encountered as a student here. [Uhm...] The other thing I think is a challenge, it has to be amongst students themselves and between lecturers and the head because there aren't proper communication channels on campus I have noticed. [Uhm...] I--, regarding that, if only there were proper Q & A sessions, workshops that actually attracts students to attend then we would definitely be able to work together on some of these issues because these are pretty serious issues that students haven't really (you know) come across yet or recognized but it's going to be a problem in the future, in fact it's only barrier right now.

STUDENT 6:

[Uhm...]| I hear what everybody else is saying. To participant 7: Why is that some sort of a double standards between the Qwaqwa campus and the main campus If we are all one under the branch of UFS? Because it may seem here we are lacking resources if I am allowed to say, but in the same instances I wanna believe it's like the main campus is the high school and we are the primary school. And for me to get to high school it's a big, big challenge like a private domain there and this is a public [err...] primary school. Why is there such double standards? And it's like--, it's not an invisible frame we all see it, and it's like that.

STAFF 5:

Okay, I am not sure if I am the relevant person [everybody is laughs...] but I will try, on behalf of management. But from my understanding is that [uhm...] the Bloemfontein campus and the Qwaqwa campus, Bloemfontein is centralized, Qwaqwa campus is decentralized, so for example we cannot have faculty of Health on this campus whereas there are lack of like you said resources; there are no hospitals--, main hospitals where students can actually study medicine and I am not sure if I am answering your question. And then in terms of generalizing, I have no

idea why they still haven't changed yet but from what I think is that [uhm...] possibly it's the amount of staff, the number of students because now Bloemfontein campus we are facing like sixty thousands students whereas here it's like three point something students. So to specialize I think it will be a bit of a problem because you will find only five students that will be specializing in one degree whereas they can be general.

STUDENT 6:

[Uhm...] here's to--, in regards to specialization I understand but I was bringing it home, let's bring it to Humanities. I think Humanities is more manageable than medicine because now we won't have to go renew [uhm...] section for medicine and do everything when we already have facilities here, all we need is proper channeling of the management towards that and make it happen. It doesn't really need some sort of technicalities probably even policies. I want to believe policies apply the same here and there but there is still that a division, but you are right, you are not the relevant person

STAFF 4:

So we can say it is a challenge? [YES... Everybody agrees]

STAFF 2:

Oh [Nna...] I wanted to add on what participant 5 is saying; [uhm...] there was I think in 2013--, the--, [Bare ke mang ntate...?] Prof Jansen, he came and he said he wants to make this campus--, specifically this campus the best undergraduate university in South Africa. That means if you go to UJ or WITS or you go to even Bloemfontein you find that the courses that are offered here in undergraduate level are of better quality and there are more courses offered on this campus and two, three years down the line that has no happened and I would say looking at the quality of the BA especially in Humanities--, the BA degrees is substandard. [Uhm...] We were having a discussion with somebody who said, I am doing BA and a friend of mine said (she is studying at UJ, she is also doing BA) but she has 12 times more courses that she is doing than I am doing which means the quality is not the same so we might all be BA students, we might all say we are competitive when we get our degree but we are not because the quality of our degree is completely different

from somebody who comes from another institution even though is not one of the leading institution. So my question is: 'what is management doing about that?' putting more quality into the degree that's being offered so that the students can then have a chance to compete in the market.

STAFF 4:

To agree with participants five, six and seven. Right around the corner in Bethlehem, there is a campus which is part--, it's not a campus it's for UPP students' doing--, oh it's UPP students. There is Anthropology--, they are doing Anthropology but--, not Anthropology in this campus I just wanted to add that as well, why there?

STUDENT 7:

[Uhm...] I think another--, the big challenge that we have is what participant 5 has been saying that we have to--, everything that happens here, we cannot stand our own we go through the Bloemfontein campus and meanwhile they have--, the environment is different there than what it is there--, here that is. So why is it that we have people there making decisions for what happens here because they do not know what this place looks like they do not know the challenges we face, they do not know anything in fact all they know is to make--, take decisions and make decisions for our lives but why can't we--, well the management here make decisions for us?

STAFF 5:

I think it still remains a big challenge on this campus because even management on this campus they still report in the Bloemfontein campus. So after the Qwaqwa campus has been adopted by the main campus I think it's more than ten years now but still the structure in terms of reporting and decision making for this campus, it still needs a lot of work and it needs to be aligned. So when it comes to Humanities students that these are reasons that needs to be raised that if [uhm...] a satellite because the Bethlehem campus is a satellite campus. In Bloemfontein they have the South Campus where all the UPP students attend there, but it's still part of the University of the Free State but in Bethlehem they are not identified as the University of the Free State. So those are the decisions that needs to be made but I said--, I

am saying that it will still remain a challenge because even with us here on this campus we still report in Bloemfontein.

STUDENT 3:

[Uhm...] Related to the topic that is now brought up of having decisions being made in the Bloemfontein campus; I would like to believe that (I think three weeks back), we had a campaign which was brought to our campus which was 'no racism campaign' [everybody laughs...] and actually it's very hilarious because we do not encounter such challenges on our campus as a matter of fact we discuss matters such as tribalism. So yes it is a very good initiative but indeed it belongs to the Bloemfontein campus, [few participants' giggles...]. It is not relevant at all on our campus what we talk about is more of two people on campus; Sotho and Zulu for the fact that even today there is still a barrier yet Zulu people have been into this campus even though it's the Free State, it's been so long of students Sotho and Zulu speaking people on the same institution but there is still a very big problem. So such things need to be considered and stood up for, saying we do not yes it's fine but how about we do it in this manner.

STAFF 5:

It will still remain a challenge because now [uhm...] the university is one and if a graduate from the Qwaqwa campus and a graduate from Bloemfontein campus apply for the same job, I believe that first preference will go to the Bloemfontein campus because of the many things that are happening on that side. So that will still remain a challenge.

STAFF 2:

[Uhm...] I would just like to add one the challenges that I see on this campus especially for Humanities students, is they do not have service learning projects that are found in other institutions and so you find that a student is studying Political Science, Psychology, Sociology but they don't have any idea what happens when you practice as Psychologists or any of the projects that are done in Psychology. So how then are the students exposed? Because now they just come to class, they know the theory or the content but they don't have any real practical experience of what they are (you know) studying and that even goes for the--, even the

assignments that they get. [Uhm...] They don't get assignments where they would go out there and do a bit of investigation. Okay go visit the political party or branch or (you know) the IEC and find out how they do things you know pre elections as part of the content of the modules so they don't get that part of exposure to do practical work and that is a challenge because when they now start applying for jobs they are really like empty vessels.

STUDENT 3:

[Uhm...] I agree very much with participant 6 and we have a culture of surprises on our campus for instance there you are--, you are doing BA, and when you in class you are very surprised on what you have selected because it's pretty difficult from what we were told as we applied. Like participant 7 has said that it's much of a dumping career for you, if you are not sure what you wanna do then you can do BA. It's 'Bachelor of being around' anyway that's how it's now called on campus. And with time you realize but this is quite a waste of time and for the fact that one would have to regard it as a waste of time. It's really, really a great challenge. For instance I am a person who applied for BA and I had to change to B.Ed. simply because I could--, I was very afraid of having to be one of the victim of the people who had credit problems because I spoke to a lot of people who did BA and when they are just about to graduate they cannot graduate, you ask that's why they tell you that they have less credits than what was required, such things I think they should have been fixed from the moment we get on campus. First year, second year, third year probably by your fourth year when you are supposed to graduate is then you know about the number of credits that they are low and then you had to add a very, very [uhm...]-, another module rather. You have to do Zulu now, your first year Zulu and you only on your final year and you here for two modules: VBL and IsiZulu just for graduating yet you are still not sure if you are still channeled properly with your career line.

STUDENT 6:

To participant 12, I hear what you saying and it's pretty much true but I wanna believe for Humanities as such, [uhm...] I am gonna be very direct. 'It's people like you that are making BA degree absolute' because now you have escalated to another qualification (you left it like that) you are creating that vicious cycle for other

people to have the very same essences as those were discriminating against (you know). Yes students here don't really know what they wanna do and it's always--, there's gonna be a credit problem but now if we as students do not change that mind set, how do we expect others behind you or forward you to have--, to change their mindset? 'cos it's easy for me if I now change to something else and then now I am looking down at the other people and say now it's gonna take them a while before they get--, they get employed (you know) and I think it's one of the challenges of the Humanities students undergrad, the qualification itself has become obsolete. On undergrad level like we discussed before, it's very difficult because it seems like you are all over the place and you are an empty vessel and you don't know where to go. That's when most of the students will migrate to what participant 12 is doing right now. And again the challenge is [uhm...] seeking for quick employment, even though we working towards that we seeking for employment quickly but deserting the essence of what BA Humanities is all about.

STAFF 4:

[Laughs...] Participant 2, you can take over.

STUDENT 7:

Eh, I would like to agree with participant 6 with regards to the fact that she said we lack exposure to the work field. I also--, I said that also once upon a time that if--, it would be a good idea that we are put in the workplace like the program 'take a girl child to work', or something like that; but never the less [uhm...] have some in service training to know what we are going to do when we are done and--. (You know) just-- , I mean there are so many hospitals here, I mean you can follow somebody or shadow Mom Ayanda or whoever (you know). And then with regards to participant 5, yes we lack vision and there is lack of information given on the campus. [Uhm...] The lacking vision part is--, yes dearly on the student because I am also doing BA but I find it being a good thing because with the four things that I am doing, I think it actually opens job opportunities for me than it being a challenge than you are saying it is for you. I don't see myself doing PGCE, if I do PGCE it was because I want to become a training manager in Industrial Psychology but I don't have to do it (you know). It will be because of that, what I want to do, so because we don't get out and try to find out where--, what our study is taking us then you will

never know. That means we don't grow and have an interest in what we are doing then whose fault is it?

STAFF 5:

[Uhm...] Participant 2 what you are saying is not correct, it's not true according to me because majority if I can say 90% of the students all they know is that when you do BA your only option is PGEC, because there are no--, like participant 6 said, there are no programs or workshops that teach students that you can actually broaden whatever that you are doing in Humanities after postgraduate. I also like to add a little bit on what participant 5 said, [uhm...] some of the programs on campus they teach students to be lifelong learners. Now if you are in the Humanities faculty, I am not sure unfortunately I think there is only one postgraduate--, postgrad study in Sociology. Now if you did not do Sociology from first year and you want to do postgrad it means you need to jump ship and go to other faculties or to go to the Bloemfontein campus. Now what are we saying for students who wants to continue to do postgraduate in Humanities in the Qwaqwa campus? So for me that is the greatest challenge as well.

STAFF 2:

Adding on that, [uhm...] that is also a challenge that we only have in the Humanities one Postgraduate qualification. So students are still not exposed to the different postgraduate degrees that are out there and if a student wants to continue to postgraduate level, they have to now move to another university. And--, let's really look at the dynamics here, we have poor students who are on NSFAS, who are coming in to university from the extended program. So these are students that (you know) they are struggling, they have been struggling or they struggle to get into university, not all students but most of the students, so they don't have (you know) those kind of critical thinking skills, I am sorry if it's insulting. But they don't that is why you have resources that they don't use. There a career development officer, there is a student counselling development where we do career counselling, they don't use those options, and we have [uhm...] academic advising; they can use those resources to get information just like participant 2 said. So that when you want to make a decision or you can say 'I can continue on another line' then they can do that but they don't think around like--, they don't think like that.

STUDENT 8:

[Uhm...] I understand what everybody has said here and I agree, however I would like to add on to what participant 5 has said in terms of the student's mentality. That's--, for me that's quite a--, it's a huge problem because most students have this mindset—only one mind set (narrow minded) students, and it's very frustrating to be a student at this campus where you are open minded and you want to learn and you want to find out about broader perspectives and what it is there--, what is possible for you out there. So how do we deal with such students without them feeling like they are offended or without them throwing accusations that oh but this is Qwaqwa campus go to Bloemfontein because those are what we get, those are such [uhm...] comments and those are such--, that's what the students say but this is Qwaqwa campus there is nothing for me here or anything like that. It's very frustrating because you are surrounded by all these people and you really want to make a difference and it's very difficult to reach out to them (you know). If you could just touch one and then we can make things happen here. So how do we reassure them that you have got a future with us here, how do we let them know that we can fix this, we've still got a long way to go but let's work together here and something will come up. Most of them are just 'arg... I just want to get my degree and bounce--, sorry leave' [everybody laughs...].

STAFF 4:

What participant 3 is saying will lead us to aspects and components. What is it? She has already constructed the question very nicely. I like the way she constructed it. What is it that needs to be in place so that you will be able to move towards what we think those aspects and components necessary?

STUDENT 6:

I think the challenges we have ideally answered most [everybody laughs...] like participant 6 is saying the in service training, the infrastructure, the resources and information been put out there. But students are not using the resources which are available (you know) and again it's--, for a solution it poses another challenge because now if those resources are there and students don't know, what are the people who are dealing with those doing to reach the people because the only time

I--, (I am gonna be honest) you only see most of the probably academic advising when students are registering, that's the only time we ever see them there, but there will be nothing else been put up, there will be nothing else and I think lecturers themselves believe they are independent of some sort, they believe their independent scale on their own like 'this is our channel, this is what we are gonna do' not realizing that what effect and influence it can have on students and relaying that type of information (you know) . Lecturers come to--, it's a day job it's no longer corn Lagasse, it's a day job. They come here, they teach, they lecture and they leave and that is just it what they are gonna do. If a student will go forth and go beyond the effort of just lecture-student relation (you know) just getting more help, he still will not receive that, they still--, they have that lack of responsibility to just pushing to somebody else, go to somebody. Well this campus--, Qwaqwa campus has that tendency of people not taking responsibility themselves they like pushing people. You come for help, instead of them helping you they will push you to the next person and the next person pushes you to the next up until you are literally--, you are discouraged.

One more thing [uhm...] it's a very sensitive one, I don't know whether it will apply to Humanities students but to students as a whole. But let me just speak via Humanities; and as participant 6 has said: most of our students here come from an unprivileged backgrounds and maybe the lack of critical thinking? I don't know, but it has become an easy stream for male and female lecturers to dub their way into students because now if I am--, most--, it was just so unbelievable you get to class and some students can still--, cannot speak English but you are in university. They cannot write properly past, present and future tense; and students are passing, how is that possible? Because lecturers are going and putting their hand in the cookie jar [laughs...] I am just going to put it nicely, 'they are dubbing their hand in a cookie jar' and if now you are a student and you are not for that, that means now it's a big challenge for you. You are not going forth but your friend here, you are both coming from [Nquthu... = a rural area in KZN] or somewhere, you both on the same level but they are progressing through but because now you are not participating in this lecture-students thing. It's a big challenge [everybody laughs...].

STUDENT 7:

Okay, I hear the fact of you people saying [uhm...] the students here are from previously disadvantaged backgrounds and they aren't able to think critically and what not but question is: who is gonna teach them, isn't this the place where we are supposed to learn to think critically, why are we condoning it? Why--, Okay fine the resources are there but they are not looking for them, how do you make them see them? Because here I went and found out, so how can we make them want to find out? I mean I don't understand, why we should say it's fine they are not critically thinking we should spoon feed them? At the end of the day they gonna go to the workplace. There nobody is gonna teach them to do things, so you going to be--, okay it's like a mother: you mother--, you baby your child until a certain stage and then when they are at that certain age that you feel [ukuthi... =to say] that they should leave, you let them. So until when are we going to baby these kids [ba la e Qwaqwa... =Qwaqwa kids]?

STAFF 6:

I like the analogy that you use, at the university here the students are babied in their first year. We have developmental courses, and those are meant to help students with those type of skills, [uhm...] your critical thinking skills, your academic skills, study skills and those programs are designed so that these students who come from disadvantaged backgrounds, they can also be on par with other students who are in the main stream. So that they let go of this victim mentality. [Hore...] No I am a victim of a poor pass, poor education, [uhm...] lack of money at home, I am on NSFAS I am hungry. So that's the reason we have developmental courses. So because of that mentality of I won't say poverty, you know sometimes poverty is in the mind. The students don't seek the resources. We have UFS 101 that helps with such skills, we have skills and competencies for lifelong learning, students don't--, (you know) they don't take them seriously. But those courses are meant to assist students in that. So if the students were able to say: 'this is the skill that I have learned, this is how I can use it' then they can graduate to that independence level where they don't need to be babied anymore. And now they can say "I can stand on my own because in my first year when I was a baby, I was taught how to stand" [uya yibona...?] but they don't use those skills. And another thing that I see as a challenge, now I am going back to where you find previously because I see it here, [uhm...] students that are registered in BA getting credits for BRS and VBL, that is

a problem because now we are talking about having a graduate that has certain attributes that you find that somebody at UJ or WITS has, but how can then the content of their degree be BRS and you get 16 credits for that or 16 credits for VBL, what is that? So for developmental courses, they shouldn't be getting those type of credits.

STAFF 5:

I think there is a culture on campus not only to students but to staff members as well where you not gonna attend anything unless there is a freebee. If we can get students away from that mentality, it's not only from Humanities students, there are programs [uhm...] that are available on campus where they try and reach out students. Now what participant 5 has said, there is a faculty academic advising and there is also general academic advising. Students still flock in to the faculty offices until the end of the year or until their graduation only when they have problems but they do not go and seek information on time when there is no problems so that--, to prevent them from getting any problems. So what I was saying is that we have mentors on campus, we have tutors, there are peer advisors, the SRC members they also serve as the peer advisors. They consult with students when they have problems. So I am talking about the aspects, like things that can assist with the challenges that these Humanities students have. When students can be able to set goals from themselves and get away from this culture on campus of [uhm...] "I cannot attend a certain tutorial or a certain lecture if I do not get a certain credit to attend it". Students need to freely--, to be free minded to say "you know what, this is my degree", we are employed to assist them but unfortunately you cannot take a horse to drink water if it doesn't want to drink water. So how do we bring them to drink that water and say "look this is for the benefit of your own good", I think I was just stressing on the culture if the campus; we should get away from that.

STUDENT 6:

[Uhm...] One of the aspects and components necessary for BA especially, seeing that is under the cross hairs and everybody is shooting down on BA, I might as well do the same [laughs...]. For BA especially, because now you cannot get credits for VBL and all these other developmental modules. The credit system needs to be revised because now, if you on a four year program and you need a certain number

of credits but when you reach your final year you are short of points, whose problem is that? Because now you given--, and the other thing is now we all categorized under one tree because if I get there and I wanna add more modules because I can foresee or fore hear that if you are only doing these many modules per year at the end of your qualification you are gonna be short of modules we are not allowed to add modules since there are NO... proper channels to communicate such problems. We are literally not--, I was told that because I told them [uhm...] I wanted to add more but I was told 'no don't' and--, but now the very same person still tells me 'no, you will be fine at the end' but I know I am not gonna be fine I know exactly that I am not gonna be fine. So I need the credit system one of the components and aspects is the--, the credit system needs to be revised, so that post BA students will also--, can reach the end of their qualification with insufficient credits.

STAFF 5:

[Uhm...] According to the general rules of the university, we have rule such as a 'prerequisite' where a student is not allowed to take certain modules if they did not pass certain percent. Yes and we trying to monitor the credit--, credit loading of students because once you try and have more credits in a year of which if the faculty feels that only hundred and sixty credits per year you will be able to manage it under the Humanities degree. Then I think students need to understand that because now what would be the point of view? Yes students are not the same, levels of students are not the same; someone with more credits can actually do better but the possibilities are I think from what has been done (the research that has been done) in terms of the credit load on campus, we have seen that students that overload themselves with credits, they do not pass and remember if you are on a mainstream you only have 5 years on campus, now you will find where students will actually jump ship and go to other degrees because now they feel that it's not working for them.

STUDENT 6:

[Uhm...] Like I said again, It's okay to have less because now if the requirement is a hundred and sixty per year, but now with what I am given as researcher said that what I am given per year doesn't meet hundred and sixty and then what?

STAFF 6:

Actually it's hundred and twenty eight per year [Participant 5 adds by saying: Yes I was only reflecting to what participant 7 was saying..], we only give you hundred and sixty like after looking at your verification document and we see that [uhm...] you performing well, that's the only time we are giving you hundred and sixty credits.

STUDENT 6:

Okay, is it--? Let me just clarify this so that we can move on. Is that on special arrangements or something because I--, the very same person I just don't remember the name but it's somebody who was relevant to helping me with that, the person actually said "yho, you doing well but we cannot go beyond this" but it seem like on special request or something because now--, right now I am just doing what other students are doing (you know) it's--, as nobody to know. I came here with being greatness but now I am just following the whole panel because I am being categorized in them why not? I am killing myself yes, but now if now I was there I could have added more I can do more, I can still do well with more, but I was denied that because I knew with just hundred and twenty eight per year I will not make it up until I finish. One person say one thing as an advice, people from the faculty say another and you end up confused

STAFF 6:

If that person helping you—if the person helping you at that moment denies you to take whatever credit you want, you have the right to go to the subject head or the faculty--, there's a Dean and then the Dean will give you access to add more.

STUDENT 6:

[Sigh...] Now I know.

STAFF 2:

[Uhm...] With regard to that, I would just like to add on what participant 5 is saying. Yes there are those levels or (you know) where you can follow it up provided that you are in your senior year level and you know the channels that you must go through. We have students that come here, in their first year, they don't know about

the credits, they have no idea they are told “you must do BA and you will do Political science”, they have no idea what Political science is and how it’s going to help them reach their goals that they have for themselves for their careers. But they are told “this is the module that you are going to do, this is what you do etc.”, that’s how it was done. I am not sure about now maybe because now we have someone in the faculty who actually sit down with the student and say: [uhm...] “let’s go through this’ but that’s not how it was done before. Students were just shoved the courses ‘so this is what you going to do’ so the students are not sure about the credits and because the head of the very same faculty is there to say “this is what you are going to do” from which level are you going to take it up? Because this is the head saying ‘this is what you are going to’. So who do you go to after that? You are a first year, you don’t know anybody and this is the head.

STUDENT 3:

I would like to agree very much to what participant 6 is saying. Having to remind yourselves that from high school, basically the language that you speak is teacher, principal, marks and points. So having to adapt to credits, you still don’t understand what credits are first of all to find another saying no credits are points. Okay and when you are told hundred and twenty eight you even get lost because the number is just so big and you have to consult the Dean, ‘consulting’ is another word and then the ‘Dean’ you think is the name. I thought Dean was his name [everybody laughs...] I did not even know what was he was doing or (you see). I think first of all that’s where we should start to say we have to understand what do you want, how do you want things to be done for you and then with the level of understanding that you have we can explain things to you. Also I would not like us to suppress ourselves at the fact that we are not doing anything towards it, in fact I would like to applaud this initiative and for the fact that we are here I believe we are the people who are going to create change on this campus. And [laughs uncontrollably...] with the critical thinking, I would like to think that when you get on campus and already such differences designed already to say ‘or okay this is the problem that we had before but these are the new ways and strategies of making a difference’. And you get into a strategic line then ‘voila’, you are going to flow with the better change that has been implemented on campus.

STAFF 5:

I think what's important is for students to know that they need to keep the year book of when they register. The first year when they register, that year book they need to keep it because they change each and every year and we find those students where they would drop out, not only because they can't study or anything, maybe finance or they decide to go and get work (you know) [everybody laughs] and then later come on after five or five years and now things have changed. When it comes to them being credited it would be a problem or when it comes to them graduating, it will be a problem because now they would be told these new modules that have been implemented on the campus. So what I say is that, students need to understand that the year books are very important, the year books of the year that you have registered as first year because it will indicate that 2003 when you registered these were the requirements and you were a student at that time so meaning you do not need have UFS 101 for example. Or these NBT modules. So that's the most important thing students need to know as well.

STUDENT 7:

I feel the university is concentrating more on --, I don't want to say irrelevant things but if they can concentrate so much on the credit loading, why can't they concentrate more on developing the students into knowing what career fields they'll be going into. I mean shift focus, I mean why should we focus so much on what a person can and what can't do, and what not focus them into where they are going instead?

STAFF 4:

That is a challenge. How will we know? Now that things are going okay, what are the indicators? So what I have also before you answered, that if you are willing to answer it. I have realized that we have been talking about everything that is what we thinking to discuss there. It has been discussed and it's coming okay. So we can also add, how would we know that things are now coming okay and what will be the indicators? If you've got something to add or you want to go back it's still okay as well as what are the indicators. How will you know that things now are trying, what is it that you want to see within the Humanities that will help us to see that things

are coming okay. I am not saying (sorry participant) answer this one, we can also add this one on what we are discussing as well.

STAFF 2:

I think what will be some of the things that indicates there's a change in Humanities, if upon registration there is proper guidance. The students are given proper information from the onset about credits, about (you know) the modules that they are going to take, and exactly what those modules are. If I am from [Nquthu = a rural area in KZN] and I have no idea, I have never seen a university in my life and I come here and they tell me 'do Industrial Psychology', what is that? And they say this is the Humanities. Humanities is supposed to be where we get those skills that helps us to be better citizens [Angithi = right..?], so we have [bo = like] Psychology, but now they have this mixture [tsa bo = of...] Economics and what and what--, so it's also a confusion there. Because now economics is not part of making me (you know) a philosopher, which is what Humanities is about. We don't have Criminology, we don't have Anthropology, all those subjects that are found in the Humanities but we found--, we find that there's a mixture from BComm to BA so if that is the mixture, make the students understand [hore = to say...] even though you are taking Economics from that side and you are taking Psychology from this side it's not so that you can-- , so you become a teacher and do PGCE but it's also to open up other avenues like participant 5 said. If you want to be an entrepreneur because you can be an entrepreneur when you have those skills, you know how to do sales because you understand people, because you did Sociology, you did Psychology you understand that the dynamics of how people behave so you understand? They should bring it home to the students so that they understand [hore = to say...] these things; it's not just Psychology [nje = just] because of the fancy word but how does it come back to me when I am back in [Nquthu = a rural area in KZN] and I am unemployed as a graduate how can I use that? So maybe we should look at how the Humanities itself is contributing to make our graduates employable. What are they doing in the Humanities, so maybe that's part of how we see the change once we see that the Humanities has projects like service learning projects or just projects that they do once in a while exhibitions and say. In the Humanities this is what especially for third year students as much as we have a career development officer but we have our own career day and we call prospective employers and say 'come and listen to what you can be offered and these are the job opportunities'. They must engage

with the employers as well.

STUDENT 2:

I would like to add on what participant 6 was saying. I think students need to be encouraged to make decisions according to their interests and their abilities and self-orientation. Say for instance I am a person who likes making money. I am into business, I like making money and meeting other people. And I am not a person who works in the office and when I come here to Qwaqwa and then they like 'no go to BA' but I don't have the personalities of being a Psychologist. So I need proper guidance towards making the right career choice.

STUDENT 6:

I think we will only see change when we see the level of filtering information rises, and that's one of the biggest information on this campus not filtered correctly or if I don't know why the distribution channel for--, maybe on management level certain percentage and as it goes down it literally just--, I don't know it goes down in a bad way. So up until info is regulated properly [ehm...] that will be a proper change and--. Adding to what participant 8 is saying [uhm...] I think I said this before is--, because I literally don't have the employee mentality myself and students here are still seen as students and not as future changers of whichever name you might have for it because now if I am going to--, there isn't enough--, my point is there isn't enough student support for anything outside of what you doing here at school. If it's not school related, you are not supported even though not realizing this of--, the courses that I might be doing might be leading towards that. I am not being properly equipped or build, guided towards what I want. If I wanna start something here at school it ends nowhere up until you have to yang somebody's chain, Yankee and that is not the way to do it. I hate using authoritative power of somebody that I know so that I can get something, why can't it be done when it has to--, if it cannot let's look at other avenues. The guidance of like what participant 6 is saying, students are not guided properly being academically or outside the academic environment.

STAFF 6:

[Uhm...] I only got here this year January. And then I wanted to start this thing saying like when a student comes here and then--, okay obviously CTL was there to help us guide them on what they need to do and everything. But they didn't have the year book to guide them on the subjects, to explain to them, okay if you want to do Industrial Psychology this is what's happening in Industrial Psychology and then Psychology and then Afrikaans this and that. So like--, it became a challenge in a way that me seating there, having to explain to each and every student that 'okay, what is it that you want to do?' because first of all before the student can choose the subjects, they need to know what is it that they need to do after they their studies. So it was like time consuming because the queue was very long saying to the student 'okay which subjects are you interested in, what is it that you want to do after your degree?' and then you had to explain to that particular student that--, and you also need to explain to then 'okay if you want to this, these are the subjects that you need to take and then for first year, second year and third year'. So it's a bit of a challenge, unless if maybe we could get someone, or not someone--, not one person let's say maybe four people who can help those students when they come in before they can go and register then I think it would be a solution.

STAFF 5:

[Uhm...] just for STAFF 5 work to be a lot easier, program heads needs to start speaking to the students, the lecturers everybody in Humanities. They need to take that initiative because now if these students fumble in terms of getting a degree we look at what they did because if student fails their modules we look at what they did (you know) so I think the program heads or everybody that is involved in Humanities, they need to--, they need to start to take charge of their own students. Number two, the university is also trying to lay a foundation for the first year students so at least while they are still on campus they've got like STAFF 6 says, they've got skills that they are given up until graduation. Now my problem comes when [uhm...] the university is trying to do that but certain things that are being done here, they are not being done that way. For example, first year students they have a program at the beginning before registration which is a gateway program. For me that program it's not working because if students can go to the gateway or orientation after they have registered not before because you cannot tell someone that there are certain facilities on this campus whereas you not gonna be a student on that campus. If that can be done to students that have already been registered then they are being

grouped according to their faculties because there is no point for a Humanities student to sit during the orientation and listen to what the assistant Dean of Economic Management and Sciences is saying [Everybody agrees]. We are really wasting time and we are confusing students and students, because now they are overloaded with information, when the correct information comes to them they do not listen to that, because now they are tired they have to sit there the whole day listen to speeches. There need to be initiatives like innovative things I like what happened this year, they tried to do an amazing race. But now what are we saying? As Humanities--, Humanities needs to stand as a faculty and say 'these are our flaws, these are our ups and downs, we see students struggling there and there, let's start to group them'. If they can start before registration, when those students who have been registered, we know that certain ones have been grouped for this career path. Take those students, involve people like Lebo in career development and guide them that this is not for you then change while there is still time because there's a period where you can change modules.

STAFF 2:

I would just like to say Amen to that [everybody adds by saying: Amen...] and what participant 11 was saying that (you know) during registrations there are long queues and you explain to one student. [Uhm...] The avenues like gateway, those are the right channels to explain to more students. So you find that the academic heads are given five minutes or fifteen minutes per faculty to explain to four hundred students like participant 7 said, who are not even interested in BSc because they want to hear about Humanities. So maybe after that while the Humanities because--, for the sake of in Humanities because it's about human beings I am sure it's about dealing with people. Have their own 'Humanities day', it can be immediately after--, after the orientation program where they call all the Humanities students that are registered in their first year and say, 'do you know what Sociology is about?' (you know) and instead of when the student goes to a course of Sociology and there are four hundred other students in class and the lecturer on the first day right there on the podium and he's explaining to four hundred students and trying to get them engaged into this but it should be more engaging than that. You know students need

something like that in the Humanities where they have their own Humanities 'Open Day' and they welcome the Humanities students and then they say 'you are the future leaders' because that's what Humanities is building in students, to be future leaders (you know) so I think that's what--, can be seen as a change if it happens.

STUDENT 8:

[Clear throat...] I apologize for bringing this up [uhm...] and it might stir up a whole debate, but I feel it's something that needs to be said. [Uhm...] the pregnancy rate on this campus is quite high, a university is not a place for babies. I guess I don't wanna dwell too much on this because it's a bit personal but what I am trying to say is, as students and I say 'AS' because I am also a student of this this university yes. We need to set our priority straight, we need to sit down, we need to constantly introspect and know what we want in life and know what we want to achieve and in how long we would like to achieve that because these are some of the setbacks we face where students sometimes drop out, where students lose focus and it's very sad if it comes to that. So I just think that we need to know--, we need to know and understand that I am on my own now, my Mom is not around anymore, my family and my friends are not around. I am on my own and I need to make responsible decisions and within those responsible decisions I need to succeed because there is something that I would like to reach towards and achieve.

STUDENT 6:

I hear what you saying, you are trying to construct a moral code which you should have built all the way from home [everybody in the room laughs..] there can be programs as nurses office which is--, okay that is another topic for another day. [Uhm...] Sex is a basic need [everybody burst to laughter..] and now when you say people because they are away from home they should stop having sex. I am not gonna be there to help you put on protection because it's only two people involved, three maybe [laughs..] now I cannot be there and help you put on a condom so that you can focus on your studies. Building a moral code is something you learn all the way from home and now students who are pregnant; it happens, it's been happening for as long as everybody knows but it doesn't mean that students are derailed from their course or anything. If you ask me now to stop eating (food that is)--. If you ask me now to stop eating food, I don't know how long I can do that up until the hunger or the thirst come back. And it's gonna be hard now even if there's boys and girls

Residences, but how do the two still meet? How do you create the division? That one, that is for something that will never be stopped. You can even lock them, create two passages for boys and girls to go class but I bet you one student will still be pregnant. How? We do not know.

STAFF 2:

I just want to know how this adds to what we talking about? [Laughter in the room...] And adding on this irrelevant topic, this week we've been having wellness week and we've had the clinic there, the social worker, the HIV AIDS Unit and student counselling development. We've called different people from 'Thusanang' advice center out there in the community and we also have vital care people that tested for cancer and all that. It's still the student's responsibility to come. We have hundreds of students who come in the morning just because we have breakfast but they are not coming for the information. And going back to the Humanities part, question is students are not interested in what is good for them so we can say 'how can the Humanities change' but the truth is the students in the Humanities themselves, 'do they want these changes?' because even if there's a big hoo-ha outside with balloons and say 'come it's Humanities day' and the students will still decide if they don't have chocolates I am not going, or they don't have lunch, I am not going. So [uhm...] the students in the Humanities themselves need to understand the importance of why they are here for education, what type of education they getting because they are saying I just want get my degree but what then is that degree when you crammed your way all the way to your final year.

STAFF 5:

From the irrelevant question from participant 3, I am actually looking at it in another angle. I really understand where she's coming from [uhm...] maybe I am wrong, I am not sure. Then I am thinking maybe if there are more--, [pause for a few seconds..] more things that are being done on campus for example if students--, if during their free time there can be people that can teach them to do art craft or drawing or something, or more sports facilities where there--, you know there's a tournament that would come each and every second weekend or--, something that will distress them from actually when they are stressed because of loads of assignments and exams then they resort to their partner and sex ---. That's the angle that I am getting from the irrelevant question that if there can be more things that are being

done, and Humanities is the perfect faculty that can actually come with that. There can be community development things that are done outside. There can be students that volunteer to go, I don't know if there's HOSPICE here. To HOSPICE to children--, where children stay (you know) if there can be things like that maybe once in a month that can entertain students where students can actually look forward to it. Because that can also build a CV for students and say [uhm...] 'I once did this during my school year, and I am very good when it comes to communicating or talking with kids' (you know), so it's irrelevant but I think if we could just look at it.

STUDENT 6:

Looks like participant 3 started something [all laughing out loud...] I agree to it 'cos--, I really do understand, but what participant 7 is saying is very true. Coming back to my--, to more activities being added (you know). I tried to start something 'cos now it's a growing need, students here are bored 'cos we don't have enough activities. If you don't play soccer, or netball or cricket which is not surviving you are doomed, there's nothing else. I am trying to--, I was trying to introduce more activities and more programs and the very same--, I even went beyond Humanities, they still--, the management itself still doesn't see that need, they don't see that need. They would bring in a celebrity speaker who probably doesn't have a degree himself, to come talk to students, how is that helping me listening to some guy from generations 'I don't wanna be an actor, how is he helping me?'. So they must come--, they must jot it down to relevancy when it comes to activities down at school which it comes to challenges, they must jot it down to relevancy (you know) thank you.

STAFF 5:

If we can start small then we'll end big, we can start by you participant 5. Like you said you've tried to have something but it's not working. Get more students to support you, get staff involved on campus to support you. And believe you me,

whatever that you wanted to be done it will be done and you know certain things--, it takes some people years to adapt to certain things but it does not mean that--, you won't be doing it for yourself but you would be helping other students that will become because you have experienced that while you are still on this campus. So other students--, I know there are so many students who are sitting with talents on this campus but they not doing anything about it because there's no one actually stepping forward and saying 'look, hey this can be done' we just know of one John Legend on this campus; there are so many---. [Everybody giggles...]

STUDENT 8:

Yes, adding on to what participant 5 and 7 have already said. The 16th, next week Saturday is our open day that's definitely--, that's a plat form for all these to be tackled for these--, 'cos we know we have a lot of students coming in that day from outside and within the campus. So I honestly--, I've been to the open day last year and I felt--, I was bored the whole day, I was bored because a lot of people just talking, speaking and--, but I didn't really feel like one--, I didn't really feel the purpose of being here because they would just say a whole lot of things on stage and dancing and all that but 'why am I really here?' that could be one of the best platforms to actually talk about such issues and to raise them so that's all I thought.

STAFF 5:

Lack of resources will always be a challenge. We cannot say that we want to advertise something that is happening whereas on campus we cannot even print in color [All laughs...].

STAFF 2:

I would also just like to add on the part of; we don't have the resources and chances are it will be a long while for us to have resources as long as we are still under the colonial masters. So what I would suggest is something that Humanities students themselves can do. We've seen early in the year the social worker's office have volunteer week, she has students flocking in because they want to volunteer because they think it will be in their CV's. And so it means there's a great need. When I was a student in the Humanities we had an organization that was started in

the very same year that I was doing my first year, it was called 'SASVO' the people from that organization came to advertise their organization and the students volunteered to participate in that organization. So every year in that organization we visit different areas (disadvantaged areas in South Africa), like we would go to Limpopo, build a school there or a clinic or A vegetable garden. And those organizations trained students for free to run the program, and there's more of those type of organizations that maybe the management in Humanities can contact or the students themselves can find information and say; 'okay let me start this organization in the Humanities' and then when you start that organization you get the certificate, you get the experience and you can use that to apply for a postgraduate degrees, you can use that to apply for a job because it shows that you have leadership skills, you have certain skills that you need in the employment sector. So that is one initiative that students don't say 'we don't have resources' because there are organizations out there with the resources. We have Thusanang advise Centre here in the community where they deal with issues of disadvantaged-

-, [uhm...] what not disadvantaged but women who are disempowered by rape, human trafficking and all of that. A student can choose to volunteer there and bring the project on campus there are students whom are part of--, not part but who are prostitutes [akere = right..] we have students who are participating in those illegal-- , not illegal but who are participating in things like that. So as a student in the Humanities, if you are empowered by what you learning you can actually (you know) work on that--, work on how can I take the skill that I am learning in Sociology and go out there in the community, find an organization and volunteer my services or what organization can I invite so that people that are light-minded like participant 5, and 12 and 2. They are light-minded, so let them have an organization and start it.

STUDENT 7:

[Laughs...] I think with the adding of activities, that's a good idea but there's a habit on campus of doing things when it's late. I live in Harrismith and I cannot do anything, whether it is a concert or it's sports itself. I will not participate in any of that because it happens late and it's for people--, it's usually for people that are residence students making me not part of the university yet I come here every day and I spend my time here and money [nogal...]. And then I think another thing that

can make [uhm...] kunje whats the question? [JA] that question--, if we--, I don't know how but if we decolonize from Bloemfontein because I feel that ways--, we have no power because of that--, because every time you try to do something, we go through Bloem--, this Bloem. And most of the things fail because of that, I don't know if it makes us people that lack vision or lack brains [mara nje = but just..] it makes us unfit, which I think we are all abled beings and we can think of a lot of things to do for ourselves, it's just that we are always put down and that alone sort of abuses us to becoming lazy to think because then you become used to saying [arg, ngeke ba vume vele = they won't say yes anyway...], (you know) so eventually even when you outside like in your work environment you will never come up with anything because you've been shut down so much that you've become used to it.

STUDENT 6:

One of the conditions, components and aspects: how bout Humanities itself let us the students and everybody else in other departments know what does it stand for like we discussed before I don't know what this Humanities stand for, there's no vision there's no mission statement, there's nothing. So how about we start there by Humanities as a department in itself as a faculty stand up for its own self. Rise above and just stand it's own two feet and stop accepting other graduates coming in as if we also like the dumping site of other people who cannot make it. Let's raise the credit level, let us put a stand in let's start there first, let's have a standard and lets maintain the standard let's stop cropping up students and pulling--, sorry 'dead weight' let me just put it like that. Because the level of turnover will affect the faculty 'cos we taking dead weight and then at the end it's a failure and it's not their students fail it's the faculty that has failed so let's set a standard, let's put--, lets display in fact let that be the first change I am sure this is not hard. Put a plug card on the notice board "HUMANITIES QWAQWA" this is the vision, this is the mission let me be proud of being part of that faculty at the entrance [participant 6 adds by saying: something that says we are the Humanities and we are proud of being Humanities...] thank you, I am not asking for breeze or some nice essence when I come in it's rich and then I smell how perfect---. A plug card, it doesn't even have to be in color black and white--, black and white is fine. It's a starting point those are one of the changes that we can create. The little things instead of going to the financials, the resources,

the infrastructure. Let's start at management build billboards on entrance it will create a major, major change for the student mentality itself.

STAFF 2:

Participant 5, you are on the money shame can't get more from that.

STAFF 4:

Ladies and gentleman do you have anything else that you would like to add? I know we will meet again when everything else is finalized and you would have to double check whether the things we are talking about are there and where else are we and we'll keep on meeting until everything we are talking about it's up to--, and we'll also if there are things that need to be done while we are in the process--, if they are done already then we'd also come back and 'have you seen the walls?' there are already plug cards that are there. Thank you ladies and gentleman, unless there is something else that you would like to add. We'll keep in contact and we hope the energy that we have here we'll have to touch just one soul so that at least it will pass to another soul. Thank you very much.

STAFF 5:

[Uhm...] I just have a question for participant number 5. Do you think putting up those things you talking about--, do you think it's gonna be easy or do you think it's easy?

STUDENT 6:

[Uhm...] recepicating your question participant 11. I don't know how difficult it can be for something like that to happen I don't know if 'do we have to go through Bloemfontein to write that?' So does it simply mean the faculty here doesn't have the vision, mission statement which is already on policy? Doesn't it have?

STAFF 5:

Well okay, but from making any poster or anything, design that will have the logo the UFS one, UFS there is a lady responsible in Bloemfontein who approves any design as long as you gonna put the UV-UFS there then it's gonna--, 'cos I know

with Humanities somehow, somewhere there has to be university of the Free State so there is someone--, but it's not a train smash you just send her an email. I have got her name and her number.

STAFF 2:

On the university website you find there's brand on--, in strategic management--, [uhm...] not strategic--, strategic communication and brand management; every faculty has a logo and I will take an example of the Education faculty here on this campus. They branded their water with the faculty logo so if they have an event or even during open day we'll see the students will have water that is branded from the faculty and they will have T/shirts that are faculty branded. So that can be done because already on the website it's there, all we have to do is to consult that person who deals with that so that you see that we need the brand specifications when you print them but it's there. There's a specific logo for each and every one of the faculties.

STAFF 6:

I think he was talking about the vision and mission for the Humanities faculty in Qwaqwa campus.

STAFF 5:

Still again because of the structure--, the reporting structure it still needs to go to Bloem because final decision does not lie here.

STUDENT 6:

Like you are asking me a question which can be passed on to management 'cos like participant 7 has said it's not a train smash to get it done and it's a small thing and I am sure you will not need more money than the usual just to print that in black and white. Even that logo for the faculty can still be in black and white but just having that [nje...] for a student to have we don't need special [participant 11 adds by asking: you need a special one for Qwaqwa?] even if, why not? The faculty--, I wanna leave each faculty even though they under one streamline must still cater to the individual students on their campus that is why this one must have that. 'Cos

now if--, even the management itself are not on the same page of the faculty. So how must students see the dream or the vision or whatever for the faculty if the management itself cannot even be in one room and see the same vision for students?

STAFF 5:

The only faculty that doesn't have a building is Economic Management and Sciences, but if you take a look at Education and Natural Science. Everything, their building it's--, you can feel that it's their building so why can't Humanities also take charge of that? The only thing that we know that Humanities is what's written on top of the building, that's the only thing. If the 'H' falls or something then it's a problem it's gonna be 'UMANITIES' [everybody laughs uncontrollably...]

RANDOM CONVERSATION without indicating their 'numbers as participants:

PARTICIPANT X:

We can have an informal conversation guys. No participation numbers [laughs]. I think those are the conversations that actually matters.

PARTICIPANT X:

I was saying what the problem is--, I think [uhm...] Qwaqwa campus management, after making decisions. Actually they not supposed to talk about things and then take them up with Bloemfontein. What they need to do from now on I think is to--, to have a discussion, come up with a decision and then go to Bloemfontein and say 'we are a brand [participant x adds by saying: "we are informing you"]', this is what we want, and this is what we have decided on and so we are gonna do it with or without your help, I think if [ba = they...] you know then---. [Participant X asks: "can they do that?"]

PARTICIPANT X:

You know the problem with that is we have--, with CTL we have younger managers; it's a new [uhm...] department so there are more visionaries, they are new, they are thinking innovatively but in Humanities we have old management. And even in management, now I am speaking off the record and I am participant slash slash.

Where you find the management of this university, we have people that have been here for over twenty years that have been students here, and then they graduated to be staff members. They have never been anywhere else since seeing what's happening and even if they have been out there, they don't see it happening here. That's why the campus is never on par with other campuses or other universities because they say 'wow when I was a student there was only three buildings therefore it's an improvement when we have the fourth building in five years. So for them they see the changes of when we have new residences but we need the library more than the residences, we need more lecture halls and we need better lecture halls because now we use resource based learning but we have lecture halls that don't accommodate that, we have lecture halls that are always dark because there is no proper electricity. So you see all those things, they don't see because it wasn't there before (you know) so eish---

PARTICIPANT X:

And they go out to say there are no resources.

PARTICIPANT X:

They build new residences and make them expensive, and what is the standard income for students who are here, what was the aim for that in the first place? I still not--, I am not the one to dictate how finances should be used here but this state of dictatorship is going to kill us, it's going to kill the university as a whole. Students--, we gonna have a low turnover at some point or quality students if I may say. We always gonna recruit from neighboring villages to come here. We never gonna get students of high quality there can, even if re-invest in the university itself for a change.

PARTICIPANT X:

And to add on that, we have the alumni office but we never have any alumni activities. If we had to go back and check how many people have graduated from Humanities and they are actually giving back to the university, there's none.

PARTICIPANT X:

What is this Alumni vele? I got a birthday message and I am like--.

PARTICIPANT X:

Maybe your student number talks, you should have graduated long time ago

PARTICIPANT X:

Sorry Alumni, okay not only the corporate world but at the end of the year when the budget is made for the following year even I don't know with UFS Qwaqwa but I know with CTL. When they allocate a certain amount, let's say five hundred thousand for AA to use, if you do not to use that amount it goes back and the following year it becomes less. So I would like to believe that there are funds available but they are going back.

PARTICIPANT X:

Because of mentalities as well. Change management to younger, visionary people. Get people from outside.

PARTICIPANT X:

But young is not always good hey.

PARTICIPANT X:

NSFAS needs restructuring shame, a serious one.

PARTICIPANT X:

I am afraid because now this year Bloemfontein reduced their admission points and students were not aware of that because management didn't even want to entertain it, they only entertained it after. That's where you'd find that automatically students they were taken into mainstream, if they had that option to go to Bloem this campus wouldn't have students.

PARTICIPANT X:

And why is it so difficult to move from there to Bloemfontein, what makes that so hard? That transition

PARTICIPANT X:

It's not difficult, it's just if a student is under NSFAS they say that the points are not the same. The Bloemfontein I think it's higher or something, I don't know anything about the points but I know if you studying with NSFAS it's really a problem but to get transferred that side like [uhm...] participant slash slash said [laughs...] that [uhm... clears throat...], [ka monana... = this side] we generalize, that side they specialize so it's very difficult. Obviously they are going to be--, if you doing second year, there are going to be first year modules that you still need to take so your--, half of your second year if you want to be transferred during the course of the year, half of those modules you won't be doing it you'll be starting first year. So they look at that, if maybe you are on extended program, you a first year here and then next year you want to go to Bloem, it's not a problem. But it's like you going to start for first year because what they look at is they--, you need to have sixty four credits that you passed all your developmental modules, you have to pass it and then you get those additional modules that you never did.

PARTICIPANT X:

So, like why are we treated differently and yet we are called under the same logo?

PARTICIPANT X:

That you have to ask JJ

PARTICIPANT X:

And that because when JJ comes here the students don't ask him those kind of questions.

PARTICIPANT X:

Thank you, they take pictures

PARTICIPANT X:

The students take pictures, they embrace this no racism campaign and their all there like--. These students when we have an event for wellness their wellness, didn't come. But when JJ is there, throwing free t/shirts, ice cream and hot dogs. But the point is students--, what is relevant to them, they never really take into consideration, if there's a residence life has an event where they call celebrities, the

student don't even need advertising. They won't say we didn't see it, but all of them will be there in the hall, but when you have an event and then you said 'here is a workshop', they will say 'we didn't see it on blackboard, we didn't see it on the notice board or was it on Facebook?' They want to tell you now that all those places where you put it, they didn't see it but when it's something irrelevant, they see it.

PARTICIPANT X:

I don't blame them, there is no entertainment on this campus I don't blame them.

PARTICIPANT X:

There isn't, [Mara he... = but then...] I didn't even know [hore di 16 ke eng = whats happening on the 16th] Open day? I didn't even know that myself.

PARTICIPANT X:

I saw it somewhere.

PARTICIPANT X:

On the entrance when you come to the university on the entrance there is a very big board written sixteen and Open day, when you enter the main gate it's there.

PARTICIPANT X:

But it's badly placed, who is--?

PARTICIPANT X:

The thing is on campus there is no office for events, so you need to understand that if I want to have my own event at a certain day I just set it, If Tumi also want to do it on that same day it's fine. As long as I have a venue I have a venue. So that will confuse students as well, so if you can check the--, is it the Billboard of or what? Not blackboard--, the Billboard, it's two events at once, it's graduations this side and it's open day on that side. So [mo meeting = at the meeting] it was actually a question [ya gore = to say] the open day on that side, who are they advertising for, people from Kestell? [All laugh...]

PARTICIPANT X:

And also when they removed that no racism one which was not really important to develop the whole big--, for they took a while before they put in those two the graduation and the open day, they put in that one [ya = of] excellence, you know this one exceeding excellence blah... blah... blah... they put that one for about two weeks so that was also a waste of resources because remember the company that puts in those billboards, it's a company from Jo'burg or Bloemfontein. So it's not even done here, so somebody comes and travels, spends petrol money and accommodation puts in a banner that---

PARTICIPANT X:

Who attended the no racism thing? I saw those people who are facilitating it, I saw the people of one color and I was like are they bringing racism or are they--, or were they people of mixed colors there? Those who were facilitating it.

PARTICIPANT X:

The ones who were different race where the one who were coming with T/shirt to the one--, to the other race. We are bringing the no racism we are whites, we are coming to the blacks with the T/shirts. There's no racism there.

PARTICIPANT X:

So it was no racism?

PARTICIPANT X:

You know they should really stop with this no racism bull.

PARTICIPANT X:

The frustration is not only on students if that will make you guys feel better, even as staff we have our own frustrations. It's even worse--, [Tumi o tla o jwetsa = Tumi will tell you] it's even worse if [otswa Bloem = you from Bloem]. Then [bo Tumi ha ba o rate when you coming here = Tumi and her company don't like you when you coming here].

PARTICIPANT X:

And you also come with an attitude [giggles...]

PARTICIPANT X:

This is not Bloem...

PARTICIPANT X:

You know [batho ba Bloem neh = people from Bloem] they have a different attitude [uhm...] but once they are here for a while they also get to understand [hore = that] things are really different from Bloemfontein. (you know) you order a simple thing as a T/shirt and it comes after three weeks, three months and communication is clearly different. (You know) and somebody on that side they always treats you like you--, but anyway it's not the same for all faculties or all departments [participant X ads by saying: JA I was just about to say]. What needs to happen is the minister of higher education 'Blade' needs to restructure this 'what do they call it?' this thing that they--, the law that they put into place when institutions were put together. We need to check 'is it working?' and the universities after ten years or fifteen years, 'has there been an improvement with the way things are happening?' I mean we have the high masters, three hundred kilometers from us who makes decisions about what T/shirts you need to buy. So we cannot decisions even about the smallest things, we have to travel three hundred kilometers for that and sleep over because obviously you cannot travel back on the same day [uyabona = you see]. So decision making needs to be made different and this campus can stand on its own--, it can and it can be a whole lot better on its own.

PARTICIPANT X:

Now the Bloemfontein campus, they make this campus as if it's some sort of a college. [Everybody agrees...]

PARTICIPANT X:

We allow that [kodwa = but] as much as...

PARTICIPANT X:

It's not us, remember there's management.

PARTICIPANT X:

[Hape re fitlhile ho le jwalo mara... = it's always been like this before we got here but...] things have to change.

PARTICIPANT X:

But I think it will take some time, [nna = I] there are certain things. [Ke fitlhile = I got here] 2013 it's already ending but I think I saw improvement there and there I am seeing that (not buildings) even with the attitude of students because [nna = I] when I arrive honestly I didn't see these students who can actually voice out and speak English [participant X adds by saying: And there are a lot, sometimes maybe the attitude as well]. For example when they go to workshops, she's a teaching assistant for example they go to workshops in Bloemfontein and they meet with other teaching assistants there. All Bloemfontein teaching assistants will go like--, but the Qwaqwa students will all be quiet (you know) but it's different now. It's different now we can voice out, speak---

PARTICIPANT X:

There I still say 'what does it take for a student to get paid here?' [Participants laughing loudly...] no not even that--, not even in that way. Like seriously, like somebody should literally like as we are seating here you should tell me [hore = that] what is that thing 'cos [ne ke le ho Mme???Daar = I was there by Ms.???) You know and clearly [enkare ke ena a leng incharge = looks like she is in charge] cut the names off.

PARTICIPANT X:

We cut all names if it's relevant

PARTICIPANT X:

Just put it off

PARTICIPANT X:

No there are information that is very relevant that we are talking about.

PARTICIPANTS X:

Naming and shaming here.

PARTICIPANT X:

There is no naming and shaming

PARTICIPANT X:

We cut names, even if you can mention a hospital 'Manapo' we cut Manapo. I will say in a certain hospital.

PARTICIPANT X:

What is the protocol for a student to start something here, what is the protocol, where do you start? Well [ke ile ho--, = I went to--,] then [ke qadile pele ka ho Sipho president wa lifestyle something = I went to Sipho first lifestyle president]. And [ke yona ntho eo ke neng ke bua ka yona hore = that's what I was talking about earlier that] nobody wants to take responsibility [o nshifetse, onshifetse somewhere = he referred me to someone else]. I have been to the SRC, I have been to [mang mang = so and so] all these people until [ke lander mo yena = I got to her] and still [le ena = She] still cannot do nothing.

PARTICIPANT X:

Send an email, have proof 'cos I wouldn't know you've been to the SD, I wouldn't know you've been to the SRC. Send them emails, follow up if a person still is not responding follow up so that you have backup. When you escalated because what's gonna happen [batlo kwata = they are going to be mad] if you take it up to Bloemfontein and Bloemfontein entertains whatever you want to do and implement it here and says it's been started by a student in Qwaqwa whereas nobody knows about you. So---

PARTICIPANT X:

Sometimes it's also help me when I send an email, lets I am sending an email to you and I want you to make a record I have send you an email I also BC that email or CC the email to somebody else. I send the CC email to somebody else, so the person who is reading the email knows that there's somebody else who's aware that I am sending this email. So if you don't do, you are not the only one who knows these things, somebody else--, but CC is better.

PARTICIPANT X:

Because when you start BC is like [vele = for real] you want to prove to somebody [hore = that] I have been doing this.

PARTICIPANT X:

So it also help to know that there is somebody else reading. I remember that other time I was sending an email to a dear friend--, to somebody else I did not get a respond. I resent the email and I CC it to my friend, I got a respond immediately [giggles...] just CC it then the person that's reading knew somebody else is also reading the same message.

PARTICIPANT X:

You know there was another student who wanted to start an organization on campus and I helped a student to start--, to write a constitution because you need to have all those things. A purpose for that clearly stated out why the organization, what purpose does it have for the students and all that. So when you go to maybe the SDO and you go with a very half cooked idea she doesn't hear [hore mare eintlik = to say exactly] what is she saying, what this guy say. So maybe that's why she might have dismissed you but she needs to also give you all the forms and all the core--, [uhm...] I think its policies and all of that and say 'this is what you need to go and read, and then come back to me with a proposal for the structure that you want to start'. But we--, there is actually allocation of money, there are funds for any structure that you want to start especially if it's different from all the other structures that are on campus [Participant X agrees by saying: "Oh it's very different"]. Then get all that information if she doesn't help you, we have the campus principal, don't go to Bloemfontein yet because it's also--, when you jump the head of the campus principal and go straight to Bloemfontein it also--, you know.

PARTICIPANT X:

You must get a petition.

PARTICIPANT X:

But it's so sad it has to be such a process before you actually get--. [Participant X adds: "to actually get something done"].

PARTICIPANT X:

But it means everyone can come up with everything.

PARTICIPANT X:

I like the process but I don't like when everybody--, nobody knows where to go [everybody agrees]. For example if I am a lecturing staff, if a student come to me and say 'I am hungry' I must know where to send a student. If the student say 'I've got a problem of this' I must know where to send a student, I must know who--, where to find what because I am--, sometimes students just come to you knock in your office and they say 'I am hungry then where to send the student? I can't say [e e = no] I don't have money with me, no refer, everybody must know. So don't like the time where people just shift until you don't know where to go to.

PARTICIPANT X:

If we can start within the faculties even when students are asking academic questions, they are being referred from one point to the other that's the problem.

PARTICIPANT X:

But they don't even know what you do, they would refer to you by name 'go to Ms. [mang mang = who and who] they don't what my job is because if they knew my job they wouldn't refer students to me.

PARTICIPANT X:

I don't even know what you do, [laughs...] I have no idea what you do. I know what you do but I don't know what they doing.

PARTICIPANT X:

[Le nna ngiya qala uk'bona today = I am also seeing you for the first time today] we seeing people for the first time. I know what you do.

PARTICIPANT X:

I have been advertising myself so much, even this whole week I have been advertising myself.

PARTICIPANT X:

[Mara yona = but it's] it's a very serious problem [leka = even with] lunch time, lunch time when you go to someone's office they will just tell you no it's lunch time. [Kana nako ya teng = that time] they are in the office, [participant X agrees by saying: "it's in between classes and when I get there they tell me it's lunch time"] why not help that student because not all of us--, not everyone is a fulltime student here. Some people are students and they working from somewhere and then they feel like using their lunch time to come and consult in the faculty (you know) it's so unfair in a way.

PARTICIPANT X:

It is 'cos--, when you want to go to home affairs you only get lunch time to run--, you won't be happy if [bathi haai ke = they say no] we on lunch. You also want assistance.

PARTICIPANT X:

[Mara rona = but we] have to understand, this is not government. We are in an institution [ankere = right] and then we said we wanna help students [ankere = right?], we wanna see change in the university but then if we fail to that then---.

PARTICIPANT X:

These students, they should run straight to Jansen.

PARTICIPANT X:

But there are certain offices where it's so difficult for them to actually have even time to go to the bathroom, so during that time from 08:00 to 13:00 they have been seating there helping students like for instance; Finance and student academic services. So when it's lunch time you really must understand [hore = that] those poor people that one hour is all they have in a day.

PARTICIPANT X:

The problem is if that is the only time I have got in a day to come to you--?

PARTICIPANT X:

If I am come in your office and you tell me yes I am on lunch, does the person really need to eat in secrecy? You don't need to eat in secrecy, I understand it's your lunch time and it's--, I am not gonna find it rude that you helping me while you still eating [ankere = right?] or do you need--? Do you need to eat in silence? No it's not rude.

PARTICIPANT X:

It's rude, what if you hungry?

PARTICIPANT X:

We have students that are hungry [ankere = right?], and they claim to be very poor [laughs...]

PARTICIPANT X:

Imagine you eating your muffin and they look at you like--!

PARTICIPANT X:

I remember one student said 'Ma'am I don't have accommodation, I have been travelling from Pietermaritzburg to campus [laughs...] my parents have just sent me here'. I was like 'uh! Is this for real?' I was chased away from where I was staying so I went back home, so my parents are taking me from Pietermaritzburg to campus and back to Pietermaritzburg again imagine.

PARTICIPANT X:

There are such stories during registration. [Nna = I] normally I am always playing this tough cookie but yhoo! There was just this one student during registration, you won't believe when I say I took her home, she slept at my place and then she came back for registration. That student unfortunately when she came here her things were captured incorrectly. She received the accepted letter and everything, when she went to the faculty the faculty said no, in fact the Humanities faculty said 'No you don't qualify' [participant X says jokingly: "name and shame"] then I had to go to extremes where I consulted with Andre van Zyl, Andre organized that student to go and write a test with the GENL lady because now it says she has two in English,

like really? No--, you can't get other--, like higher marks in other things and then get two in English, and the level two it was for standard grade and I don't think there are schools that do English in standard grade anymore. So it was a mistake of the student academic services now this student had to go back home which obviously is always KZN and she had no place. A friend--, she met someone in the hall who said she will accommodate her now when we were about to go home, she came back to my table and then I am like 'girl what's your problem?' She said 'I have got nowhere else to go' we tried to speak--, okay I don't wanna name to the lady in reses but she said it's not her problem. So I said 'okay fine I will make it my problem' so if we can just develop something like that 'Ubuntu' the caring thing you know.

PARTICIPANT X:

Some staff members are not into it, that's just it.

PARTICIPANT X:

Mara sometimes like the way SRC [e etsang ka teng = is doing things]. [Ho na le dintho tse ding tse tshwanetseng ba di lwanele tse tshwanetse--, I mean tse ba sa tshwanelang ho di lwanela ha ba di lwanele = there are some things they have to fight for some things--, I mean they fight for some things they shouldn't be fighting for but where it's necessary they don't] like during registration periods [ho na le = there is] like there's serious matters [tseo e leng hore = that] they have to [ba di lwanele = fight for] but they don't do that that [tseo e leng hore diya ba batla = those who need their involvement] then---.

PARTICIPANT X:

And then the student, the following day she went and wrote the test. Guess what! I don't know [uhm...] 'cos I asked her to asked her mother to email or fax me her certificate, when the certificate came I even went to the extent of calling department of Education to get the certificate--, her certificate. They captured her things wrong.

PARTICIPANT X:

From the department of Education or from here?

PARTICIPANT X:

No from here.

PARTICIPANT X:

I faced the same problems actually and, okay maybe I was too hard headed to do all of that (you know) and I pushed from as far as--, when I got there it's like you short of credits I am like 'what do you mean I am short of credits, then why did I get the flippin' acceptance letter if I was short on credits?' and it went as far as I went to the corner offices now. I was going up and going right going to the corner offices and when I got there it was like--, it wasn't like a unique problem if I may say it's like it happens quite a lot and people just kinda accepted it for the way it was. And only to find that it wasn't out--, tell me about those tests and stuff I am like 'I am not gonna waste my time with this' (you know) okay but then I had to pull some weight but you know--, and but the thing is it got done because it's not a unique problem, it's a common thing in [e le horeng = that] which it can be fixed--, it can be fixed you don't have to go through that whole surrounding and re-testing and all through that (you know) and that's another thing students should know. Always know how to get staff done around here, they will know.

PARTICIPANT X:

But it's time when we as the university if we made a mistake and take responsibility it won't--.

PARTICIPANT X:

But truth be told [ka nnete = honestly] I am sorry if I will be offending anyone, but these KZN people just need to set the record straight; you can't come from far and come here and expect that on the same day you will be registered everything will be smooth 'cos most of the time I know a person Thokozani that I work with in NATP, he came with a bag this big not knowing he will be registered or not [participant X adds: not knowing if whether they got NSFAS or what what] yes.

PARTICIPANT X:

But you know that comes from those days back where my brother, my brother's friend who was here when it was [uhm...] university of the North and then earlier on UFS they just came with a big bag, they've got accommodation because they could

stay there for a while without paying or even squad for the whole year (you know) without anybody noticing maybe [uyazihlalela nje = you staying there] without paying. So students tell each other that, your brother will tell you 'no just take your bag and go there, they will assist you [nom aka njani = no matter what] that's why students here have this sense of entitlement [ukuthi = to say] NSFAS I have to get it, they don't understand [hore = that] there are requirements. Poverty yes it's a pre-requisite but it's not an entrance as just because you are poor [uyangena ku NSFAS = you qualify to be on NSFAS] so they come with that mentality [noma kanjane ngifanele mina ngi ngene = no matter what I must be in] and another problem is they think university is the answer and there are so many other answers out there. Not everybody is cut out for university why not go to the FET there [enkandla = Zuma's home stead] or (you know) something else there. They just think [hore = that] the only solution is come here, do a BA degree but a BA degree does not take you to a straight career, it doesn't open a specific door.

PARTICIPANT X:

You see the problem students will apply to four different universities and they would hope to go to those UJ's (you know) Pretoria and you find that when they don't get anything Qwaqwa is the last option and it is the last day of registration.

PARTICIPANT X:

So poor Qwaqwa gets students that are also not dedicated, rejects [uyabona mara = you see?] dumping zone for some, not all student though but those that come here with that mentality [hore nna ke ya WITS = I am going to WITS] I am just spending a year or two here but I am going to WITS. So they never have any real commitment.

PARTICIPANT X:

But which other campus that opens up registration until forever--, so maybe we are creating--, saying 'go somewhere else you will still find us open' [giggles...].

PARTICIPANT X:

Are there programs running for disadvantaged students like we had spoken before or do we have those which---. [Participant X gives an answer: "Only in Bloem"] only

in Bloem? Okay that's one of the things that could be started (you know) because now [uhm...] for example it's the clothing one [participant X is asking: 'oh no student hungry?'] there's no student hungry yes but it only works for that and it still--, students are still--, they still find it unapproachable 'cos it still got that thing [ya hore = of] when you go there now you are very poor (you know) it's still unapproachable.

PARTICIPANT X:

But it's misinformation because with NSH there is no identification whatsoever, you just apply like any normal student. You take a form you apply and then money is loaded on your student card. Nobody knows when you swipe there what are you swiping, is it from NSFAS or is it from no student hungry? But students like to talk, to stigmatize things just like they stigmatize abo-VBL and what rather say it's the easy cause no that one [eng eng = what what] they stigmatize things and when you go to the social worker's office there's always food and clothes in the office. If [wena uya bona ukuthi mina ngiya hlupheka = you see that you are really poor] you can just go there and say no ma'am I haven't had lunch today, I don't have money for food [noma ka njani = no matter what] there's sugar there, there's what--, there's clothes but students don't want to go there.

PARTICIPANT X:

That's what we've been saying, exactly you wanna come out of the social worker carrying sugar? [Why don't you take a plastic, why don't you take a school bag with you?] They must make it approachable to some extent.

PARTICIPANT X:

And you know there's no shame in being poor but students want to pretend--, young people like to pretend as if (you know) [mina = I] have more money, I am wearing this expensive sneaker and what and what. If you don't have you don't have.

PARTICIPANT X:

[Watseba = you know] the other thing, I think I forgot to mention [ha ne re bua ka di = when we spoke about] challenges [ke gore = it's], [ankere = right] in university if you are a staff somehow somewhere you are--, there's money allocated (study benefit) for you to further your study. Now if [ke tswa = I am from] Humanities and

[ke batla ho etsa = I want to do] postgrad [ke tlo etsang? = what am I gonna do?] It means I am going to have to study via Bloem [ha ke ngola di tests = when I write my tests] I go to Bloem, I travel. So they need to understand [hore le rona = that we] even as staff we also want to become students [hona = here] on this campus because some people they live with their kids, the travelling and all of that it's too much.

PARTICIPANT X:

[Mare eno = But that one] it's a problem because previously they must have decided that we will--, we can study through UNISA but the other masters in HR would say 'no, no' it doesn't matter what JJ said I am telling you, you cannot go and study at UNISA so that means you have to go to Bloemfontein and you cannot study in Bloemfontein when on Friday you are here working and you have to be travelling and attending classes that side. And when are you going to have the time [vele? = exactly?]

PARTICIPANT X:

What I know [ke hore = is that] like you can only do [di courses tseo e leng hore = courses that] they are not available [mo nana le UNISA = here with UNISA] you can't do something [eo e leng hore re na le yona mo = that we already have here.

PARTICIPANT X:

[Mona ke kae? = where is here?]

PARTICIPANT X:

UFS as a whole [giggles...]

PARTICIPANT X:

So [ha se problem ya bona = it's not their problem] so [ba fila hore ba ka se nke chelete ba e isa kwa wa bona = they don't feel like taking the money and giving it to another institution].

PARTICIPANT X:

Why ba sa e tlise mo Qwaqwa because if they are saying let's say we don't have a postgraduate degree ya Political science but the other people, staff members and students who are doing Political science who would want to further their studies in Political science why not have the postgraduate degree here?

PARTICIPANT X:

Problem [hape etlo, is that, ka di number ya batho ba batlang ho studiya hape le disubject heads tsa rona enkare ba na le dinonyana ka mo, ba na le di geps ka mo ha ba kgone ho bua = Again the problem is going to start with the number of people who wants to study, but then again our subject heads are too light hearted, they have plasters on their throats they can't voice out their opinions or stand their ground].

PARTICIPANT X:

And [batho batlo o botsa = people will ask] everyday ha ba kopana le wena = when they see you], [ha le na di course tsa postgraduate--, = don't you have postgraduate courses--,] [ha le na eng? = don't you have this?] So we do have people on the community who can study here but they don't have the opportunity.

PARTICIPANT X:

Guys let's run, it's a got damn college that's dead.

PARTICIPANT X:

E tla ko this thing ya--, wa hopola na ho tshwanetse ho na le honase ya Industrial Psychology? E be e sa kgone---. = it comes to this thing of--, remember Honours in Industrial Psychology was to be introduced and wasn't? ---.

PARTICIPANT X:

I really enjoyed this, meet again next time.

PARTICIPANT X

We must see these transcripts.

[Participants laugh]

