

Exploring how career guidance influence job fulfilment in later years

by

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Bachelor of Education in Further Education and Training Phase

B Ed Honours

Submitted in fulfilment of the
requirements for the Degree:

Master of Education with Specialisation in Psychology of Education

in the

School of Education Studies

Faculty of Education

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UNIVERSITY OF THE FREE STATE

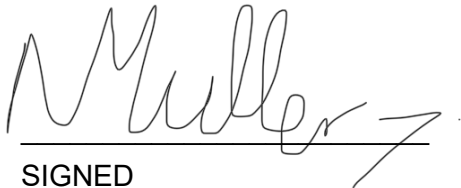
December 2023

Declaration

I, the undersigned, sincerely declare that the thesis, **Exploring how career guidance influence job fulfilment in later years**, submitted for the qualification of **Master of Education with Specialisation in Psychology of Education** at the University of the Free State is my own independent work, that I completed under the guidance of my supervisors.

All the references that I have used have been indicated and acknowledged by means of complete references.

I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification.


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Abstract

Through this study, I explored the influence of different levels of career guidance during secondary schooling and job fulfilment in later years. The literature review led to the developing of a theoretical framework highlighting important intrinsic factors and exploring career guidance that might influence the job fulfilment of young adults who participated in my study. I employed a qualitative approach and generated data through three phases of semi-structured interviews with each participant. The first interview focused on past experiences with career guidance, the second examined present job fulfilment, and the third explored participants' experiences on future job fulfilment influenced by career guidance. Participants were selected according to a purposive sampling approach. The participants and I also had the opportunity to use reflective journal notes that supported each interview. The interviews were transcribed, coded, and analysed using the NVivo software. Integrating this process with the theoretical framework developed during the literature review revealed themes such as belonging, feeling valued, a sense of meaning, and skilled operation. These findings contributed valuable insights to developing career guidance programmes in secondary schooling, particularly in the South African context.

Keywords

career guidance, job fulfilment, informal career guidance, formal career guidance, intrinsic factors

Acknowledgements

First, I would like to thank God for placing the right people on my path at the right time in pursuit of completing my master's degree.

Professor Jan Nieuwenhuis started the journey with me but, due to unforeseen circumstances, could not supervise me until the end. Thank you for being an incredibly humble human being. Your knowledge in the field of education knows no end, and one thing that I have learned from you that I will never forget for the rest of my educational career is that *the effect of education is never short-term but is a long-term investment*.

Dr Zettie Venter, a special thanks to you. You were thrown into deep waters at a difficult time and did great. Thanks for helping and guiding me to the best of your ability and for your assistance throughout the study. I will forever be grateful.

Professor Lynette Jacobs. Wow! This is the first word that comes to mind when I think of you and how you kept me on track and made everything understandable. I know you did not have to take part in this endeavour, but your selflessness made the world's difference. Thank you for listening to me, guiding and sharing your expertise. You are the definition of a good Samaritan.

Thank you so much, Jodie Teise, language editor, for being the reason people can understand what they read. Thank you for the hours and hours of work.

I appreciate every one of the nine participants who voluntarily gave up their time in their busy schedules to answer questions and take part in this study. Thank you.

My husband, Morne Muller, you are one-of-a-kind. Thank you for all your support during these tough few years. Thanks for never losing your temper with me and being willing to, in your way, take over the chores at home. Thank you for being a great academic example and for all the proofreading that you did. I am blessed.

Leonie Laubscher, my mother, you were the one who taught me, "what a waste of life if you are only living for yourself". This was my way of putting my agenda aside, and hopefully, in a very small way, I could give back to education with this study.

You are a brave woman and set a wonderful example for me, even if it is to get up and be a better version of yourself than yesterday.

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List of Acronyms

CA	Career Anchors
CAPS	Curriculum Assessment Policy Statement
CAS	Career Advice Services
CG	Career Guidance
DBE	Department Basic Education
DHET	Department of Higher Education and Training
LO	Life Orientation (school subject)
NCS	National Curriculum Statement
NQF	National Qualifications Framework
SAQA	South African Qualification Authority
SBST	School-based support team
SIAS	Screening, identification, assessment and support
TCA	Thematic Content Analysis
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VoIP	Voice over Internet Protocol

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CHAPTER 1: ORIENTATION OF THE STUDY

1.1 INTRODUCTION

My study explores whether a link exists between career guidance (CG) during secondary schooling and job fulfilment for young working adults. The CG process starts during secondary school for learners between 16 and 18. At this age, learners experience peer and developmental pressure, which can be stressful.

One learner told another the following, “Being 18 is hard. You are expected to make an immense decision, such as what you want to do for the rest of your life, and you need to make it fast”. Secondary school learners reach a point where they have to make important decisions regarding their desired career path. These decisions can become thought-provoking and challenging for them, which can result in increased anxiety.

Regardless of their cultural background and social and economic status, young adults will ask, “What am I going to do with my life after basic education?” (Jonck, 2015). To answer questions like this, career education/guidance is included as part of Life Orientation (LO), a compulsory subject in the Further Education and Training (FET) Phase of the South African Curriculum Assessment Policy Document (CAPS) (DBE, 2011). Including LO in the curriculum may not necessarily influence learners' career choices. Career choices in the LO curriculum of South Africa are, on average, limited to about 11% of the LO teaching time from Grades 10 to 12 (DBE, 2011).

The expectation is that learners will select a career of their choice and find meaning in their employment, but this is not necessarily true. Rosso, Dekas and Wrzesniewski (2010) describe the importance of finding meaning in your workplace. It might be that those who find meaning/purpose in their workplace could be more fulfilled. Correspondingly, the possible benefits for both the workforce and the employee when engaging in work that leaves a sense of purpose cannot be ignored. These benefits can include improved individual performance, actively engaged employees, reduced absenteeism, and overall positivity in the workplace (Gallup, 2013). Yet, guiding young adults through career programmes is important to assist in such decision-making processes (Ngoepe, Mojapelo, Ngoepe & Van der Walt, 2017). They may not always

consider job fulfilment and finding meaning as part of the standard criterion when engaging in career decision-making programmes. A Gallup (2013) review reported that only 30% of US employees are committed to their work and companies. According to Gallup (2013), the remaining 70% of American workers are either 'not engaged' or 'actively disengaged in their workplace. Unengaged workers put in time without much vitality or passion towards their companies (Gallup, 2013).

Should South Africans perhaps pay more attention to efficient access to CG programmes during secondary schooling? Can incorporating human intrinsic factors in such programmes possibly provide answers to how we can experience more fulfilment at work?

Perhaps more inclusive CG programmes could address the diversity of South Africa's workforce population, contributing to better engagement and more job fulfilment. According to Jonck and Swanepoel (2019), specific historical and contextual factors such as culture and language can burden the CG currently implemented in LO in South African secondary schools. This is because the lack of CG for a diverse population cannot be ignored (Jonck & Swanepoel, 2019) since the South African context is unique compared to the global one Gallup (2013). However, one might think that the only reason for choosing a specific career path might be to earn a living.

In contrast, Gallup (2013) implies the following: the average pool of the American workforce would be willing to go without 23% of their total future lifetime wages to have a job that was always meaningful. In South Africa, employees have declared that they feel more valuable and committed when financially rewarded (Muiruri, 2016). Therefore, it might be beneficial to explore whether a link exists between job fulfilment and CG received in secondary school. Concurrently, Swanepoel and Jonck (2019) emphasise that CG programmes often lack the exact intention to guide young adults towards job fulfilment.

1.2 RATIONALE AND STATEMENT OF THE PROBLEM

My occupation as a school-based support team coordinator (SBST) includes, but is not limited to, organising accommodation, nutrition programmes, career counselling and subject choices. I assist secondary school learners to make subject choices at the end

of Grade 9 and help them with their research regarding study choices towards the end of Grade 12. I questioned the effectiveness and practicality of the standardised tools I must use to support learners in this area. Personal experience led me to believe that some aspects involved in determining possible job fulfilment could benefit future career guidance. To prepare learners for a successful career, educators and parents should provide them with resources to ensure they make informed decisions. However, do we offer them with the appropriate resources?

As a holistic being, this derived from my passion and curiosity for considering the role or impact more holistic career interventions/approaches might have. Incorporating different backgrounds, cultures, and socio-economic circumstances is not a one-size-fits-all approach. For additional insight, the SBST coordinator works with learners who experience learning barriers and stressful situations such as choosing subjects. School-based support coordinators also assist learners with their overall health and well-being. They support learners through the screening, identification, assessment, and support (SIAS) policy. The Department of Basic Education (DBE) defines the SAIS policy to support schools in identifying learners with barriers to learning (DBE, 2014). The policy focuses on managing and supporting teaching and learning procedures for learners who experience barriers to learning within the framework of the National Curriculum Statement (NCS) (DBE, 2011). The above could assist in answering the following question, “Does career guidance in secondary schooling receive appropriate attention?”

Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, Soresi, Van Esbroeck and van Vianen (2009) argued that an individual's context and culture are often ignored when receiving career guidance. In their research, Cornelius and Diale (2017) emphasise that formal CG should go beyond traditional methods when it comes to career intervention. Hartzenberg (2002) emphasises the following critical aspect to keep in mind: In South African public services, career management and guidance are not receiving the attention they deserve.

1.3 RESEARCH QUESTION AND SUB-QUESTIONS

As a researcher, I noticed that the decision-making process in choosing a career and the world of work becomes more complex with time, and so does the decision-making

process for learners in secondary schooling in South Africa (Schein & Van Maanen, 2016). At 16 to 20 years old, secondary school learners and young adults may be pressured to make an important decision in a certain timeframe. Also, these career decisions are expected to develop into occupations that result in long-term job fulfilment. I noticed that numerous works of literature on CG and job fulfilment exist. However, the link between CG and job fulfilment has seldom been explored (Swanepoel & Jonck, 2019). There seems to be a gap, and relevant research has not been done. My concern is that institutions such as the DBE and secondary schools send millions of learners into the world of work regardless of paying attention to their holistic well-being (Schein & Van Maanen, 2016).

I observed that secondary school learners and young adults transitioning into the vocational environment might still need guidance and assistance wherever there is a lack of knowledge and life experience. For this reason, parents and the schooling community are the main role players who must provide financial support and the resources necessary for learners to make informed decisions (Davids, 2017). I was curious to know whether parents and/or school communities succeed in this area and if any of these mentioned are followed up after making career decisions.

I wondered which young adults chose the career path they were advised as secondary school learners and, if so, whether they experienced job fulfilment. Counsellors focus more on measuring instruments (informal and formal career guidance) than on the holistic being of the learner. Implementing the NSC (DBE, 2011) aims to orientate and assist secondary school learners to transition into society (Jonck & Swanepoel, 2019). Could the problem be that educators and all other parties involved in the CG process of young adults never go back and do follow-ups to see if the guidance given, whether formal or informal (cf. 2.3.1.1), was successful in helping young adults experience job fulfilment in later years? Based on the literature I consulted, I posed the following main research question, "How do young working adults describe the CG they received during secondary schooling in terms of job fulfilment experience in later years?"

To scaffold my research towards responding to the main research question, I formulated the following sub-questions:

1. What does job fulfilment mean for young adults participating in this study?

2. What does the term CG mean for young adults participating in this study?
3. How do the stories of young adults differ with regard to various experiences of career guidance?

1.4 RESEARCH AIM AND OBJECTIVES

As a result of the given research questions, my study aimed to explore how young working adults describe the CG they received during secondary schooling in terms of job fulfilment experience in later years. I pursued the following objectives on the stories of young working adults as they describe their job fulfilment in terms of differences in career guidance received:

- To obtain a conceptual understanding of the term job fulfilment for the participants engaging in this study.
- To explore the meaning that CG has for young working adults.
- To explore the stories of young adults in terms of various experiences regarding career guidance.

1.5 RESEARCH DESIGN

In explaining the main aspects of the framework for my research design, I discussed the paradigm, methodology, and methods to respond to the main research question (Davids, 2017). I understand methodology as the connection between my philosophical stance (how I view the world and the phenomenon within the world), my approach (how I believe I can know), and my methods (how I generate data) (Nieuwenhuis, 2015). This approach and the information I got from participants would assist me in exploring the possible link between CG and job fulfilment. I reviewed the literature and used it to draw up my interview schedule and questions. Participant selection was followed in a purposive sampling manner. Each participant was asked to keep a reflective journal throughout the interview process. The intention was to assist them in providing informative responses during the interviews. In reality, not all participants used reflective journals during data sampling. Lastly, data analysis was carried out for interpretation.

In this study, I explored the narratives of young working adults who were exposed to different experiences with regard to CG within a qualitative research design to bring my research project to fruition. I used semi-structured interviews as a way for participants' voices to be heard (Moodliar, 2021) and explored their experiences through in-depth interviews. The intention was to ensure that I fully grasped their experiences by subjecting each participant to three separate interviews. Each interview included three phases, focusing on the past, present, and future. Firstly, I asked questions about the CG they received or did not receive during secondary schooling. Secondly, we engaged with questions about their present career and job fulfilment, and lastly, I covered their future expectations and ambitions regarding their CG and job fulfilment.

1.5.1 Research paradigm

As Charles and Ahmed (2017) indicate, a paradigm is viewed as the lens through which you view the study. Therefore, I followed the interpretative approach, putting on the lens of interpreting the narratives of my participants. As an interpretivist, I intend to use semi-structured interviews to discover and make sense of participants' narrative responses to my interview questions (Moodliar, 2021).

I believe that people live storied lives and are inclined to assign meaning through their experience with certain phenomena (Clandinin & Connelly, 2000). To understand this, I listened to and deconstructed the stories as told by various individual participants (Given, 2008). The narrative research lens could include how I view the world (ontology) and think about knowledge (epistemology). I utilised conceptual theories to explore and understand the research phenomena, as Charles and Ahmed (2017) mentioned.

1.5.2 Research methodology

As Charles and Ahmed (2017) explains, methodology is a comprehensive term referring to the research design and methods used to study a certain phenomenon. In agreement with this statement, Nieuwenhuis (2007) wrote about methodology involving the understanding of the world, including various aspects such as paradigm

or theory, and would then involve all aspects of the research design, which will be discussed further under the heading 'Methods'.

I selected a qualitative research methodology, which promotes an in-depth understanding of narratives (Killam, 2013). The narrative interpretive paradigm supported my methods as I engaged with participants by listening to their life stories in a social setting and asking open-ended questions in a semi-structured interview (Clandinin & Connelly, 2000).

1.5.3 Research methods

During my research, I used literature based on three theories and merged that into a conceptual framework (Luft, Jeong, Idsardi & Gardner, 2022) to make sense of the information gathered. Two theories refer to job fulfilment, namely the four pillars of a meaningful life and Career Anchors (CA) and another, the Bull's Eye, to career guidance. Within an interpretative paradigm I aimed to contribute to our knowledge and consequently gain new knowledge by exploring the research question/s (Nieuwenhuis, 2015) about the influence that CG during secondary schooling may have on job fulfilment in later years.

I specifically chose the following methods: A reflective journal, a literature review, and semi-structured interviews. Since I accept it to be true that multiple realities can be constructed socially, I chose these methods to explore and correspondingly interpret the stories of nine young adults who are currently employed. My questionnaires entail questions about the CG they received and their experience in job fulfilment.

Semi-structured interviews provided social engagement between the participants and me in conjunction with notetaking (taken during and between interviews by participants). However, the purpose of keeping a journal was to ensure informative responses during interviews. It did not work as planned; only six participants engaged in the note-taking process, and the rest did not find it practical.

A literature review was carried out before data was generated for the analysis process. All of the mentioned forms are part of what is known as the research method for my study. For this purpose, it is vital to distinguish between terminology used in quantitative and qualitative research. I learned that jargon associated with qualitative

research typically is words such as data generation as opposed to data collection strategies. I will refer to individuals participating in my study as participants, not respondents. My initial idea is to build a relationship with participants in this study. Therefore, I see data generation strategies as the specific method/s used to generate data for qualitative research. One example is semi-structured interviews, which I applied to generate data for this study (Le Roux, 2021).

I intend to see the data generation strategies as specific methods to collect data during this research. These method/s were not only the most appropriate to contribute to answering the main research question but also aligned with my qualitative approach to this study. Thus, this contributes to the exploratory nature of this investigation, where I aim to explore the relationship between two phenomena, namely CG and job fulfilment, in later years.

1.5.3.1 Literature review

Numerous studies suggest that secondary school learners (16 to 18 years) need guidance when making choices regarding the world of work (Modiba & Sefotho, 2019). It might be necessary to highlight CG in the South African context, where schools, parents and/or guardians play an essential role in this decision-making process (Baglama & Uzunboylu, 2017). On the one hand, the DBE (2011) makes room for CG to be part of the LO curriculum. On the other hand, some researchers argue that secondary school learners need to define and explore a specific career path; however, time constraints and limited resources make this difficult to achieve (Modiba & Sefotho, 2019). Cornelius and Diale (2017) and Smith (2017) support the view that learners need time and resources to attend to their inner world and, as such, the implementation of career intervention. Attending to the inner world includes recognising an individual's talents, needs, and values during the career development phase (Schein & Van Maanen, 2016). Various approaches and psychological instruments evaluate these talents, needs, and values. Psychological instruments can be grouped and ordered to fit into batteries of tests that assist learners in career choices. Contemporarily, many shifts and changes occurred in the field of career guidance. One such change was using CAs as a theory that considers a more holistic approach to career guidance. This approach is not a formal assessment 'tool' but could be simply seen as a point of guidance acknowledging the internal world of individuals. Career Anchors consider an

individual's skills, needs, and values that might be important when receiving assistance regarding job fulfilment, especially in a country like South Africa, which has a rich, diverse culture (Schein & Van Maanen, 2016).

These alternative ways of understanding CG can assist learners from different backgrounds find the 'right fit' in career decisions and transitioning from secondary school to work outside of school. Moreover, CAs' primary focus is assisting individuals when making career decisions and assisting learners in reaching job fulfilment in their future careers. In contrast, if a person needs a specific CA, for example, in the area of skill wanting to improve and climb the organisational ladder, the individual might not experience fulfilment in the workplace if that specific CA of an individual's needs is unmet. This might lead to stress in the workplace, which could be a barrier for the individual to stay in that specific workplace/occupation for an extended time.

Moreover, Sokro et al. (2021) indicated that personal fulfilment in the workplace is important, which might lead to job fulfilment and motivate employees in their working environment. Therefore, it stresses the importance of exploring the relationship between job fulfilment and CG during secondary schooling. It also considers personal fulfilment vital, seeing that young working adults spend most of their time in the working environment.

1.5.3.2 *Semi-structured interviews*

According to Nieuwenhuis (2007), semi-structured interviews are more formal than unstructured interviews. This gave me room to follow up on clues about a specific topic, asking unplanned questions that might lead to more insight even though there would still be structure and planning questions. Since this method allows me to follow up on clues, it could fit the exploratory nature of this study, giving me free rein to explore certain phenomena mentioned during interviews until I notice that data is saturated (Glaser, 2017).

I conducted these semi-structured interviews via Zoom and got the opportunity to investigate participants' narratives (Adrew, Squire, & Tamboukou, 2012). Furthermore, the interviews would occur in three phases, meaning each participant was interviewed thrice. The first interview/phase focused on the past CG participants who had received it during their secondary school years. The second interview/phase entails details

about the participants' current job fulfilment and possible CG experiences. Lastly, the third interview/phase consists of narratives about the participants' plans regarding CG and job fulfilment. I found it practical to use the NVivo software application to assist me in creating themes, identifying patterns, and organising data accordingly (Maxwell et al., 2015). After coding, I referred to the literature, and a pattern became slightly visible as I was able to describe the experiences of participants concerning CG received during secondary school and job fulfilment.

1.5.3.3 Reflective journal and notes

During interviews, audio recordings and transcripts were generated, and the intention was for participants to make use of notes and journals (Davids, 2017). The purpose was to support the audio recordings and note-taking to generate additional verbal and non-verbal data. In other words, while conducting the interviews, the interviewer and the interviewee would be aware that they can take notes to reflect on the previous interview/s and write down anything they might want to ask or enclose during the next interview. I made notes informally about non-verbal communication, such as the sound of uncertainty when a participant sounded uncertain, using sounds like mmm... I also had the opportunity to ask alternative questions about a response I was unsure of. I wrote it down and asked the participant follow-up questions. Nieuwenhuis (2007) mentions that data saturation is of the utmost importance when generating data for qualitative research, as the semi-structured interviews had the capacity for open-ended discussions. My aim with the reflective journal and note-taking was to achieve data saturation. However, during my study, only six participants made notes and adhered to my suggestions of keeping a journal. The other three participants viewed making notes as a burden.

1.5.4 Participant selection

I selected my participants purposively, with a criterion indicating that they were born between 1981 and 2000 and are employed, since this technique seemed appropriate (Etikan, Abubakar & Alkassim, 2016). I posted invitations on the Facebook platform to different school alumni groups in the Gauteng Province of South Africa. It made sense to send an invitation on a social media platform as many individuals within my selected

criterion can be reached in this manner (cf. 3.4.1). Participants could contact me if they wanted to participate in the study.

I understood the benefit of using social media, which was that most users were young adults who may or may not have received any form of CG (formal or informal). Thus, I could purposefully sample participants from a diverse group of young adults between the ages of 23 and 35. I labelled Participant A-1 when I conducted the first interview, followed by participant two's first interview as Participant B-1. This process was repeated with all participants for their interviews.

All the participants were part of Generation Y, born between 1981 and 2000 (Kong, Wang & Fu, 2015). Nine participants responded and were willing to share their experiences for this study. Generation Y is known for their focus on career development and interest in balancing work and life and improving its quality of life. In contrast, money is a less important motivator for Generation Y participants (Kong et al., 2015). This might also explain my interest in such a study concerning CG and job fulfilment as a Generation Y researcher, questioning whether CG received or not may influence job fulfilment.

1.5.5 Data analysis

As Archibald, Ambagtsheer, Casey and Lawless (2019) suggest, following a qualitative research design, the data analysis process would entail (Urbanaviciute et al., 2019) writing the interviews into transcripts (written words), which are then organised into themes through a process of coding using the software NVivo (Godau, 2004). NVivo is a specialised and credible software program that qualitative researchers trust (Godau, 2004). NVivo made it possible for me to code the data without using an external coder.

My goal was to analyse data using thematic analysis, which implies finding patterns and determining certain themes to generate a more general picture of meaning at the end of my research process (Armat, 2018). During this process, I would conduct Zoom interviews and save the recordings on a secured 'cloud'. I also made use of a journal to make notes during the interviews to gather as much information as possible, verbal

and non-verbal. After each phase, I listened to the participants' responses and created a transcription of each interview (Du Plessis & Gerard, 2017).

The transcripts of my interviews were then loaded onto NVivo, which assisted in creating themes and codes and allocating different colours to each. In Chapter 2, I created a conceptual framework from theories such as CAs and the four pillars of a meaningful life. I then analysed themes that emerged from the data in the chapters to follow.

1.5.6 The final synthesis of the study

As acknowledged by Dixon-Woods (2006), the synthesis of the study is all data generated through numerous methods (as mentioned above) and placed together. This was done in the final chapter of my study.

1.6 TRUSTWORTHINESS OF THE STUDY

I assured quality and trustworthiness by reporting findings without manipulation or prejudice (Etikan et al., 2016). Moreover, data generated through the interviews will be available on Figshare at <https://figshare.com/s/7972c187ec89e3c367cb> – an online data repository maintained by the Digital Scholarship Centre of the University of the Free State, where my data can be accessed through a secure link.

In addition, participants would receive a copy of their transcriptions (recorded data) to verify what was said during the interviews, ensuring the reliability of the data. Participants also received a copy of the interview questions beforehand. Participants were allowed to request the interviews, which I would send via electronic mail.

1.7 ETHICAL CONSIDERATIONS

McMillan and Schumacher (2014) specify that the ethical considerations should minimise the risk of harm, provide informed consent and confidentiality, and avoid deceptive practices. I will address these issues in the following way: The risk of harm could be any harmful effect that can incidentally or directly harm the participant resulting from the research (State, 2014). I asked each participant to provide feedback regarding their experience after the interviews. Participants will be informed through a

letter indicating what the research entails and asked whether they would like to participate in the study (Mmako, 2018). During the research, each participant would be given a unique code (A, B, C, etc.). Participants had the opportunity to withdraw from participating at any time during the study should they feel uncomfortable.

Furthermore, I applied for ethical clearance, and my ethical clearance number is UFS-HSD2021/0036/21 (cf. Annexure A: Ethics Statement). I received a signed permission letter from the gatekeepers of the Facebook pages of the alumni groups of the different high schools in Gauteng, who allowed me to post on their pages. An example of one such gatekeeper's permission letter is included in Annexure H: Example of a gatekeeper's approval letter. I also included the advertisement I posted on these pages in Annexure D: Advertisement placed on the Alumni Facebook page of schools.

1.8 DEMARCATION OF THE STUDY

My understanding of demarcation is that it is regarded as a set of boundaries/limitations specifically related to the study (Ross & Bibler, 2019) and can be divided into scientific and geographical demarcation. This serves the purpose of directing the reader and study in terms of the theory and the physical location of the study. Scientific demarcation could be the border that determines whether the theory is scientific (Davids, 2017). Geographical demarcation represents the physical boundaries of the area in which the study was undertaken.

1.8.1 Scientific demarcation

This study was conducted within the field of psychology of education. This field of study could be understood as a sub-discipline in education. With the above-mentioned, it is proposed that policy is the principle and rule guiding a social system toward desired outcomes. A good example of such could be the Curriculum Assessment Policy Statement (CAPS) document, which for this study outlines explicitly if a topic such as CG is supposed to be implemented during secondary schooling in the further education and training phases of basic education (DBE, 2011). In other words, a policy can be regarded as a course of action/s that deals with a specific matter or concern in a certain societal environment (Anderson, 2013).

1.9 OUTLINE OF THE STUDY

Chapter 1: ORIENTATION OF THE STUDY

Chapter 2: THEORETICAL FRAMEWORK CAREER GUIDANCE AND JOB FULFILMENT

Chapter 3: RESEARCH DESIGN

Chapter 4: ANALYSING YOUNG ADULTS' DIFFERENT EXPERIENCES REGARDING CAREER GUIDANCE IN RELATION TO THEIR JOB FULFILMENT

Chapter 5: A POSSIBLE LINK BETWEEN CAREER GUIDANCE AND JOB FULFILMENT

1.10 CONCLUSION

Little research has been done regarding the value of CG for learners (Maree, 2018). Most research focuses on the immediate effect of CG and aligns knowledge of self and knowledge about the world of work to result in a sound career choice (Patton & McMhahon, 2006). In contrast, it fails to address the long-term effect of career intervention.

Career choices are more concerned with long-term effects. Thus, the value of this research lies in the fact that it could hint at the possible relationship between CG and job fulfilment later in life. For this reason, a further literature review was conducted, and details thereof will be provided in Chapter 2.

CHAPTER 2: THEORETICAL FRAMEWORKS OF CAREER GUIDANCE AND JOB FULFILMENT

2.1 INTRODUCTION

As argued in Chapter 1, Musset and Kurekova (2018) indicate that career choices are among the most important decisions young people make. Several studies suggest that learners need guidance when making choices regarding the world of work (Modiba & Sefotho, 2019). Regardless of their cultural, social, and economic stance, these learners are confronted with the following question: What will I do with my life after basic education?

In South Africa, schools, parents, and career counsellors play a vital role in shedding light on the career paths for young adults (Baglama & Uzunboylu, 2017). In the school context, the Department of Basic Education (DBE) aims to assist learners in making adequate career choices (DBE, 2011). Furthermore, career intervention/guidance programmes can support learners to make more informed decisions.

According to Maree (2018), we find ourselves in a fast-changing career environment with an overload of information daily, confusing secondary school learners. Secondary school learners are in a complex developmental stage, and vast choices such as career decisions often overwhelm them.

Making a living and finding meaning in the workplace might be two of the most popular reasons learners would consider engaging in programmes focusing on CG (Clifton, 2021). Also, career counsellors and teachers provide guidance programmes and relevant evaluations (formal/informal) to the best of their ability and with the available tools. However, when considering job fulfilment (linking to the main aim of this study), research shows that many people do not experience fulfilment in their careers even if they participated in career intervention programmes (Codaro, Tomei, Patricia, de Campos & Bernardo, 2017). This raises important questions such as, “What meaning does the term job fulfilment have for young adults participating in this study (Beukes, 2023)?” “What does the term CG mean for young adults participating in this study?” “Does a link exist between the two concepts?”

The literature review explores theory and links career guidance (CG) with job fulfilment. From the theory, I developed a conceptual framework (see Figure 1) comprising some aspects of CG and job fulfilment. Career guidance includes aspects about formal and informal CG and the Bull's Eye (c.f. 2.3.1). Job fulfilment includes Career Anchors (CA) and the four pillars of a meaningful life (c.f. 2.3.2).

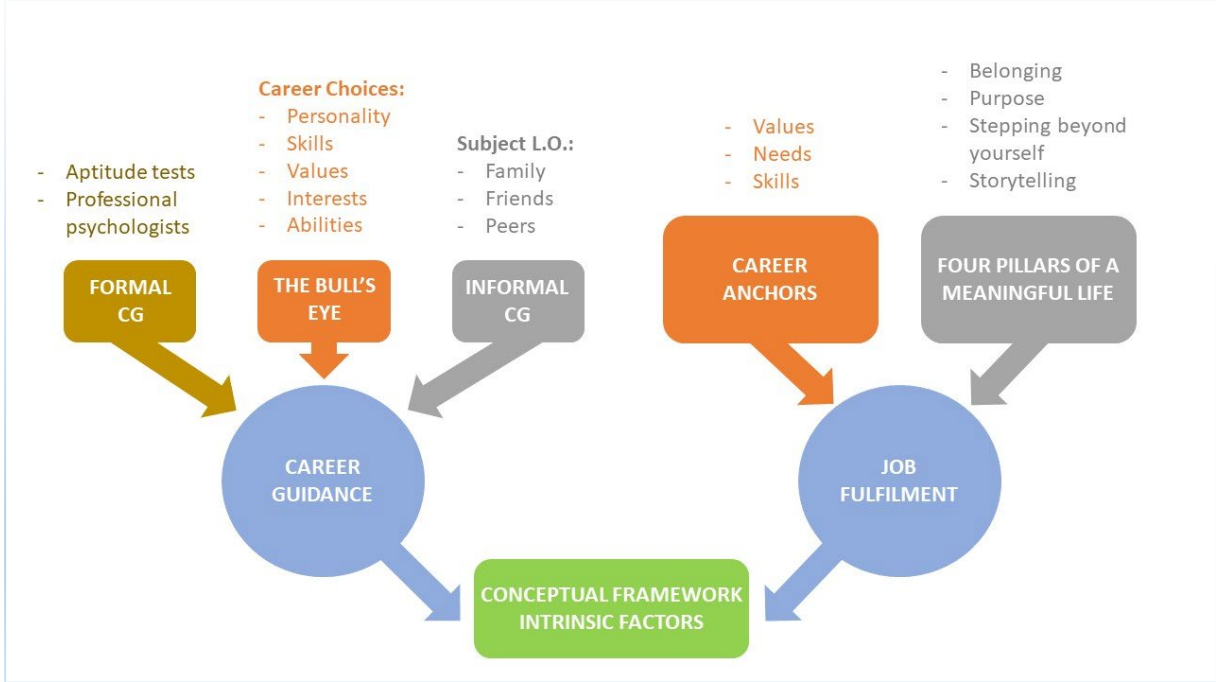


Figure 1: Construction of Conceptual Framework

This uses a wide range of terminology and would entail a brief discussion and definition of CG, job fulfilment, and other relevant expressions. I focus on the meaning of CG, job fulfilment, and other corresponding experiences for young adults.

Elaborating on two intervention programmes for career guidance, the focus then shifts to exploring the information available on the influence and connection of CG and job fulfilment. It soon becomes clear that little information (literature) was available to link CG to job fulfilment (Baglama & Uzunboylu, 2017). In this study, I aimed to explore further how CG may influence job fulfilment in later years. Nevertheless, one reason for limited literature on this topic could be that an adult's life is usually far removed from when they were basic education learners. Therefore, little attention was given to CG's influence on job fulfilment in later years. Exploring these two phenomena might broaden our understanding of common terminology used in this study.

2.2 TERMINOLOGY

The following section describes subject-relevant terminology such as CG, career decision-making, employability, and job fulfilment, as the affiliation between these terms needs to be understood.

2.2.1 Career decision-making

The National Qualification Framework of South Africa (NQF) (2012) clarifies that career decisions are to pursue a particular job, to grow or decline once involved in work, or to alternate occupational fields. This process of making career decisions does not overlook anyone. It needs to be made throughout the lives of individuals due to the immense influence career decisions might have on an individual's lifestyle (job security, available time spent with friends and family, and residence).

Alternatively, Stevens (1990) and the Department of Higher Education and Training (DHET) (2022) clarify that career choices are a social process, demonstrating that family members, close friends, socio-economic background, and the expectations of others are seen as the prime determinants of career decisions made by youth. With all these factors influencing career choices, young adults should not delay making a career decision, which often happens because of a lack of proper assistance and knowledge. The National Qualifications Framework (NQF) (2012) also cautions the youth that indecision about career paths leads to extended periods of unemployment, which could make them less desirable candidates for higher-skilled jobs.

Beukes (2009) concludes that career indecision is particularly thought-provoking for the secondary learner in school. As acknowledged previously, secondary school learners need to undergo a school-to-work transition with a lot of emotional and personality development (Miles, 2015). Since secondary learners do not have the work experience to develop career identities and interests, the NQF promotes career development in secondary school (SAQA, 2012). Young adults endure challenges as they face multiple demands to become independent and often do not have the resources to perform a required task. Thoughts that might relieve this anxiety for young adults could be to become proactive regarding their career choices. Additionally, organisations and the corporate world could assist and prepare the youth to enter the

world of work as they understand the decisions and procedures of the working environment. These organisations should not ignore the fact that the youth of today is the workforce of tomorrow, and they disparately need to develop and maintain their employability.

2.2.2 Career guidance

The literature regarding this study reveals that the term CG can be explained in two parts: First, we need to be clear on the concept of career, and second, shift the focus to CG as a whole.

Hartzenberg (2002) defines a career as an order of jobs or activities, planned or unplanned, involving commitment and personal development over a specific time. Beukes (2009) added to this, indicating that a career is the sequence of interaction between individuals, society, education, and particular organisations during their lives. It is also observable that the majority of responsibilities regarding career now rests on the individual to progress in their career. Therefore, it strengthens the need for CG.

Career guidance is developing knowledge, skills, and attitudes through a strategic programme that assists learners in making well-informed decisions regarding school and post-school options. According to Patton (2006), CG aims to enable learners to participate effectively in their work life after school. Additionally, making career choices could be complex, especially for young adults and learners in secondary schools. Young adults may need some guidance during this vital stage of their lives.

Baglama and Uzunboylu (2017) define CG as any intervention that guides and assists individuals in making important choices regarding their possible working roles in the near future and enhancing their employability. One may query whether CG only applies to secondary school learners when making career decisions and if CG could be equally significant throughout an individual's life until retirement.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2011) describes CG for youth as consisting of four elements:

1. Help individuals better understand personality, values, interests, and abilities.

2. Connect the youth to resources to become more familiar with current jobs and working opportunities.
3. Engage young adults in decision-making to choose a career path well-matched to their personality, values, interests, and abilities.
4. Support the youth to be active managers of their career paths (including dealing with career changes and balancing several life roles) together with becoming lifelong learners and professional development and learners' life skills such as handling difficult situations in the workplace such as conflict management strategies.

This study aims to explore the link between CG during secondary schooling and job fulfilment in later years. This is more so because the informal guidance CG learners receive is often the only guidance, they might receive to assist them on a career path that results in job fulfilment. This is especially true for learners in informal and rural areas (Ngoepe et al., 2017).

2.2.3 Employability

Beukes (2009) defines employability as the ongoing development of various skills throughout an individual's life. The development would enhance the individual's employment opportunities and the possibility of staying employed. Pool and Sewell (2007) strengthened this statement, indicating that increasing employability could be seen as developing skills, knowledge, and personal attributes that improve an individual's chances of choosing occupations they would be satisfied with. Also, developing specific skills and abilities required for a particular career could enhance employment prospects.

In conclusion, the focus on CG and making choices regarding one occupation during the 21st century has changed in that the focus is on the holistic person having an individualistic focus and less about sacrificing life goals for the sake of the organisation (Urbanaviciute, Leva, Udayar, Shagini, Rossier & Jérôme, 2019).

2.2.4 Job fulfilment

Job fulfilment is the degree to which individuals experience meaning and satisfaction in their daily career interactions (Rayle, 2006). Dias Ramalho Luz, de Paula, and de

Oliveira (2018) explain that fulfilment in the workplace might be interpreted as how much an individual enjoys their current organisational context. This fulfilment includes the desire that an individual cherishes the working environment and whether this requirement correlates with the reality of the outcomes of the current working situation (Codaro et al., 2017).

There are numerous studies on job fulfilment. Some literature indicates that job fulfilment relies only on the working environment and conditions external to an individual. In this context, job fulfilment also considers the individual's inner environment. The definition of job fulfilment, therefore, does not only lie in the characteristics of the work environment itself but also the individual's personality, skills, values, interests and the relationship between them (Schein & Van Maanen, 2016).

Job fulfilment is a symptom of positive working conditions and environment (Codaro et al., 2017). South African Qualifications Framework (SAQA) (2010), however, stated during a workshop that employees could restructure their work environment to fit an individual inner world, such as their personality, skills, and values. Reshaping working environments by assisting with performance feedback from supervisors and seeking social support could lead to a job that they find more meaningful – experiencing job fulfilment. Hence, Codaro et al. (2017) state that it is visible when young adults experience job fulfilment – they find it more meaningful.

Lastly, Codaro et al. (2017) state that the NQF indicates that in the 21st century, career success is not only about getting to the top of the corporate ladder. The focus is shifting to feeling fulfilled and achieving your most important goals, for example, quality time with family, inner peace and personal achievement (SAQA, 2012). This idea is also known as fulfilment on an intrinsic level, or respect revering to the inner world of any individual (Codaro et al., 2017).

When focusing on the modern working environment, job fulfilment refers to a feeling of meaning and fulfilment on an intrinsic level (inner world of an individual) and not only relying on extrinsic material (perfect working conditions of your workplace). The importance of intrinsic factors is a familiar topic when considering job fulfilment.

2.3 INTRINSIC FACTORS INFLUENCING JOB FULFILMENT: A CONCEPTUAL FRAMEWORK

As motivated by the modern working environment, the focus is not so much on the materialistic things (salary and perfect office space) but rather on the inner being (intrinsic factors) of the employer (Codaro et al., 2017).

As the framework of this study shifts between CG and job fulfilment, the conceptual frameworks will also be clarified. According to the NQF (2012), the Bull's Eye theory considers CG, whereas the four pillars of a meaningful life and CAs relate to job fulfilment (Smith, 2017; Schein & Van Maanen, 2016).

Based on the interviews, I could make sense of the stories participants shared about whether they received CG and their job fulfilment in later years. This was done by drawing on the theory of CG principles founded in the literature and the intrinsic factors related to job fulfilment. I created a conceptual framework to understand better intrinsic factors influencing the participants' job fulfilment. This conceptual framework could be used to better understand the link between CG and job fulfilment.

2.3.1 Career guidance and the Bull's Eye

These frameworks provide for possible assembly and understanding of data generated during the interviews. The following section will expand our understanding of possible intervention programmes currently used to assist young adults with this decision-making process concerning career paths.

During a workshop on Basic Career Development, the Department of Higher Education and Training (DHET) mentioned that the more young adults aligned their career choices with their personality, values, interests, and skills, the more it could be expected that they will be fulfilled and diligent in their working environment.

The following conceptual framework diagram provides a possible illustration of aligning what seems to be important aspects when considering career choices. This conceptual framework is known as the "Bull's Eye".

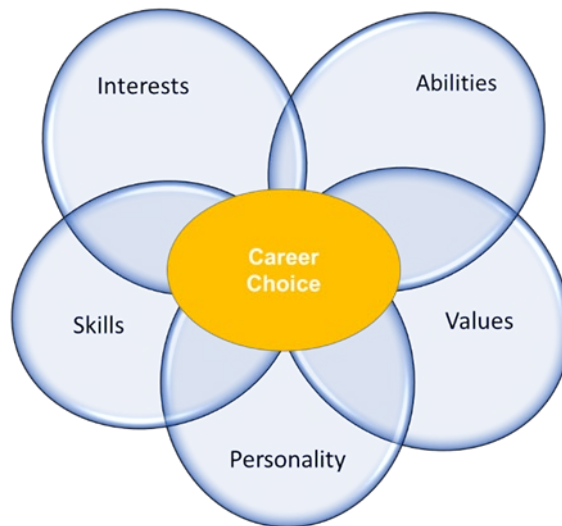


Figure 2: Career choice intersection: Bull's Eye (Department Higher Education and Training, 2010; The South African Qualifications Authority, 2012)

The Bull's Eye is a reliable model to refer to when an individual arrives at a career crossroads (see Figure 2). Various stakeholders, such as the Career Advice Services (CAS), the DHET, and SAQA, agreed to educate the youth on their quest to find and choose careers. This transpires through various workbooks, online tutorials, websites, etc.

Career intersection seems to be where the magic of career choices materialises (Savickas et al., 2009). Also, according to Savickas et al. (2009), crossroad/alignment of an individual's "soft skills" (personality, interests, values, skills and abilities) to career choices might result in job fulfilment and individuals being more productive. Therefore, as soon as young adults take note of these five important facets (see Figure 2) and position them with possible career choices, it will positively influence their job fulfilment and career choices in later years.

Informal and formal CG are other factors that aim to intervene and assist young adults in making sound career choices.

2.3.1.1 Informal and formal career guidance

The type of CG young adults receive during secondary school will be discussed from a literature perspective.

A South African study done by Miles (2015) shows that CG can be seen as any action or determination to enable an individual to make better-informed career decisions.

These interventions could include a broad range of activities: Workshops, school-related subjects, career training classes, and counselling conducted by a registered counselling psychologist. Cook (2016) believes that when individuals are actively engaging in the decision-making process of their careers rather than just going with the flow of events leading up to a specific career path, it tends to result in the following: Individuals are fulfilled with their careers, employers' costs decrease and employee's efficiency increases. Furthermore, Miles (2015) builds on this argument by adding that successful and fulfilling career paths are one of the key components of living a fulfilling and meaningful life, not to mention the benefits of contributing to a successful society.

A framework seen as a conceptual structure for planning Career Development Services (CDS) in South Africa brought to light that learners habitually follow one of two available options when considering CG in South Africa (SAQA, 2012). Firstly, informal and, secondly, formal CG (Modiba & Sefotho, 2019).

a) Informal career guidance

At present, the education system forms the main locus of career intervention and activities available to all school-going students (Miles, 2015). This form of CG in the school environment is accessible to all secondary learners in South Africa. One of the functions of education is to provide learners with opportunities to reach their full potential in various areas in which education and vocation are on the list (Lunenburg, 2010). Furthermore, Lunenburg (2010) also states that guidance and counselling prepare students to take accountability for their decisions. On the other hand, making such decisions about your career does not come involuntarily but must be learned and developed. Basic education addresses these needs for informal CG through LO (DBE, 2011).

b) Life Orientation as a school subject

The emphasis on developing skills is vital in the South African economy (Modiba & Sefotho, 2019). This could be the reason Ngoepe et al. (2017) suggest that a country's economy will only be cultivated if there are individuals with the right skills to manage all the sectors of the economy. Thus, skills development cannot be ignored, for it is needed in the local and global economy. Countries like South Africa need people who can acquire skills in demand to create a skilled labour force. Thus, the DBE desired to

equip learners of the 21st century with the necessary skills for the rapid advancement of technology in the modern world. Life Orientation (LO) was implemented as a compulsory subject in all South African schools. As part of implementing LO, CG became integrated into the school curriculum.

The focus of CG in LO can contribute to the improvement of human resources, skills development, and the effectiveness of the education system and correspondingly assist learners in the change from basic education to the labour market (Modiba & Sefotho, 2019). It is clear that from the perspective of the DBE, LO seems to be the solution for all CG matters in South Africa.

Sefotho (2017), however, argues that in this way, CG is usually delivered by teachers who are not up to date with changes in the workforce. Life Orientation is generally shadowed by subjects like Mathematics and Science, which can be perceived as more important by some. Another reason for concern about the effectiveness of CG offered in the LO curriculum is that LO as a subject is not examined externally like other school subjects, but rather assessments like portfolio work are moderated internally (Ngoepe, Mojapelo, Ngoepe, & Van der Walt, 2017). Furthermore, Fretwell and Kay (2003) disclosed that the LO curriculum only constitutes 5 to 7% of the total content that needs to be taught in the LO curriculum.

Lunenburg (2010) indicate that some schools have a full-time counsellor on-site. This is often true for private schools (Fretwell & Kay, 2003). One of the core responsibilities of such a counsellor is to provide individuals with CG programmes when needed. However, according to recent literature, this raises multiple concerns. Firstly, most schools that can afford counsellors are independent schools. Also, these counsellors spend much time engaging in non-counselling activities such as administrative tasks. Attached to this daily routine are ongoing expectations from other stakeholders, such as parents, teachers, the school system, and learners, pointing out demands in all directions (Rayle, 2006). Secondly, research in South African rural schools indicates that having an on-site school counsellor is an unknown phenomenon that only exists in more privileged schools (Ngoepe et al., 2017). Therefore, the communities cannot rely on full-time counsellors to help and guide learners in career decision-making processes. The problem extends when realising that all learners, irrespective of colour,

race, religious beliefs, and gender, need to gain knowledge about opportunities to develop and understand themselves to make sound career choices.

Learners from less privileged schools often do not have the time and money to waste, especially when choosing subjects and committing to a specific career path. Often, these learners are in great need and rely on the education system to provide career guidance. Their parents and/or guardian/s do not have the financial means to send them for private CG to compensate for the service they do not receive at school. This implies that most South African public schools and their learners are at a shortcoming because they lack effective guidance and career counselling, which may ultimately contribute to job fulfilment (Modiba & Sefotho, 2019).

In the South African context of public schools, there exists an enormous difference in schools regarding the socio-economic environment and inconsistent values. The Department of Education admitted that delivering effective career education in South African schools is not up to standard (DHET, 2014). Therefore, the department launched a career advice service called Khetha in 2010 (DHET, 2010). Nonetheless, concerns are still raised about the effective implementation of this policy on career education and the inequality from which the lower socio-economic class suffers (Miles, 2015).

In conclusion, it is noticeable that most learners in secondary schooling need effective assistance when making career decisions. They face numerous complexities regarding their developmental stage and might require assistance.

Adolescents entering the job market face a paradigm shift regarding the world of work – formed by technology and globalisation. Thus, the ability to change and adapt to uncertainty has become essential to survive the labour market during the 21st century (Maree, 2010).

c) Influence of family on career choices

Miles (2015) points out that the literature indicates the role of the family when secondary school learners make career decisions. Raising the idea that in Asian and African countries, career decisions are a matter of fitting into what the family wants and what the family recommends will look good and noble for the sake of the family name (Watson, 2010).

d) Formal career guidance

This brings us to the second part of the statement that learners have two options when considering career intervention programmes. Apart from LO in secondary schools, the next option is for learners to engage in formal CG programmes.

South African counsellors have depended on psychometric assessments to assist individuals with their career development (Miles, 2015). During this career guidance, professional and private assistance can be directed by counsellors/psychologists specialising in this field. This leads us to think that those who can afford to attend schools with on-site counsellors can often also afford private and alternative career intervention programmes (Lunenburg, 2010). In contrast, appointing on-site school counsellors might not be the only solution to the problem of implementing CG programmes in secondary schools. Career intervention programmes sometimes lack the intention to lead our learners towards job fulfilment. Cornelius & Diale (2017) and Smith (2017) support the view that learners need time and resources to attend to their inner world. As such, the implementation of career intervention supports this aspect. This phenomenon of acknowledging the inner world of an individual might move the scope of CG to that of a more holistic one. Much development has occurred in the past hundred years, and each generation of researchers has tried to find the Holy Grail to ensure that guidance sends people in the right direction. Today looks no different from the past, especially where developments in the 21st century change people's lives daily (Rayle, 2006). Therefore, Miles (2015) advises post-modern career theories to pursue a process of empowering and facilitating young adults in acquiring skills to cope with the 21st century world of work.

In contrast, Maree (2017) indicated that CG in secondary school might leave individuals feeling anxious and overwhelmed with an overload of career information and pressured to make choices without assistance and support. The problem, however, deepens if we note that many school-going children do not receive proper career guidance. This begs the following questions that will form the point of departure for my study: "Do those who have received career counselling (formal or informal) experience a greater degree of job fulfilment?" "What meaning do CG and job fulfilment have for young adults?"

Numerous learners from all socio-economic schools are not aware of the entrance

requirements to university programmes. Some do not know that planning a career after basic education is vital (Miles, 2015). Maree (2020) also suggests that South African psychologists have used interviewees and psychometric assessments to assist learners with their career decision-making process. In contrast, one-on-one interviews are not practical in all African countries. Instead, there is a need for a career development methodology that could assist a large number of people (Maree, 2018).

It is known that South Africa is a very complex and diverse country, considering the big difference in socio-economic status between people and their cultures (Watson, 2010). Therefore, researchers question the reliability and suitability of various psychological batteries for the diversity of South African cultures (Maree & Beck, 2004). Additionally, these batteries, generally used to measure skills, values, interests, and needs, were isolated from the contextual factors of South Africa. It is seen as a once-off occurrence and not a development process toward career fulfilment as it is supposed to be (Miles, 2015).

Several approaches and psychological instruments (batteries) measure these skills, needs, and values. Dating back to the era of Frank Parson, the approach used to advise learners on what career to pursue was known as a trait-factor approach (Leung, 2008). Since then, it has been hard to ignore the multitudes of shifts and changes in recent research in this field. One of these changes is to shift focus to a more holistic approach to the well-being of an individual when considering CG and intervention programmes. Additionally, recent evidence suggests that you should not only make use of psychometric tests but instead incorporate important factors such as CA and other empirical, theoretical frameworks to reach a state of job fulfilment and also to acknowledge individual unique context (Cook & Maree, 2016; Cornelius & Diale, 2017).

Stevens (1990) states two main perspectives on career decisions and career development. The first is the longest history and may be termed the matching of people with the content of jobs, also known as the trait and factor theory. On the other hand, Stevens (1990) explains that career theories are based on what can be termed a sociological perspective and that career choice and subsequent career progress is a social process. Therefore, initiating CG programmes within the school environment might be beneficial in preparing the individual for the transition from school to work (SAQA, 2012). It is suggested that the preparation of individuals for the world of work

through the education system should progress to effective organisational orientation programmes. Miles (2015) proposed that CG in schools might positively affect other aspects, such as helping learners set goals and stay focused. Maree (2018) supports this statement by emphasising that CG at an early stage in learners' school careers is vital because if learners do not have any reason or motivation to stay in school, difficult circumstances might prompt them to drop out of school.

Thus, from the intervention information, it is clear that South African young adults require an empirically systemic career intervention programme accessible to all young South Africans. Many young adults are still left to craft their career paths with limited resources (Maree, 2020).

2.3.2 Job fulfilment, Career Anchors, and pillars of a meaningful life

To explore job fulfilment, I included the following theory to contribute to a more comprehensive image of how we can understand intrinsic factors influencing an experience of job fulfilment. Firstly, I elaborated on CAs (Schein & Van Maanen, 2016), and secondly, I discussed the "four pillars of a meaningful life" (Smith, 2017) and how they relate to job fulfilment.

2.3.2.1 Career Anchors

In this section, I will unpack my understanding of CAs and how they may contribute to an individual's intrinsic factors. One way to understand the inner world of a person could be to incorporate a framework that offers a more holistic approach and accommodates a range of factors. This framework is called CAs (Schein & Van Maanen, 2016). Giving attention to the CAs of each young adult might expose the inner world of being an individual. Career Anchors represent individuals' inner definitions and experiences of their career needs, values, and skills. Codaro et al. (2017) also emphasised that individuals search for careers that match their unique skills, needs, and values. Furthermore, these needs, values, and skills could be divided into detailed CAs (see Table 1), which could be seen as expectations the employee might have when considering job fulfilment in the future.

The idea that a career must match individuals' skills, needs, and values may result from individuals who acknowledge these CAs. According to Table 1, it is clear that

different aspects of an individual should be considered when making career choices (Brown, 2002). In such a way, it acknowledges the holistic being of a young adult. When considering the holistic young adult, it might influence the fulfilment in the workplace, which in turn could benefit both the individual and the organisation. Schein and van Maanen's (2016) CA model demonstrate some of the most central CAs that people might have. These are inherently what an individual might expect to be formed in the company/working environment to feel fulfilled and motivated (see Table 1 for a brief description).

In contrast, it is vital to consider that not all young adults are aware of these anchors as revenue for contributing to career choices. Also, it is important to acknowledge that these anchors can differ from person to person. Figure 1 illustrates how CA fits into the needs, values, and skills of a holistic view of individuals' reflecting the 'inner world' as mentioned.

Understanding the terms of the three different components of the CA mode (Codaro et al., 2017, pp. 1-10):

- *Values* are seen as required goals individuals are eager to reach to satisfy their needs. It could almost be described as "guiding principles" that may impact individuals' attitudes and career choices.
- *Needs* in the working environment indicate not only what an employee understands as beneficial in the environment itself but also directs to the important factors internally that could contribute to meaning and job fulfilment at the end of your life.
- *Skills* could also be seen as an individual's skills that are often very exclusive and differ from individual to individual.

These components are illustrated in the following diagram:

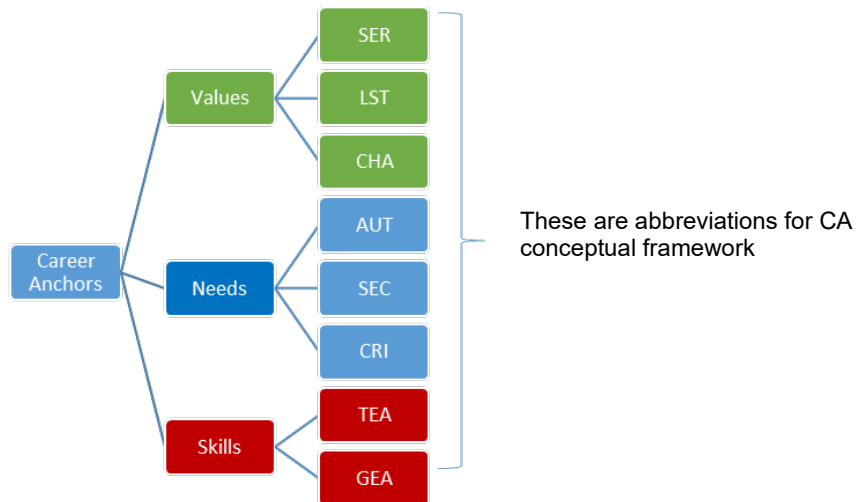


Figure 3: The different components of Career Anchors (CAs)

Table 1 illustrates the different CAs, breaking down what seems important during the career decision-making process.

Table 1: Schein and Van Maanen's career anchor model (2016)

Career anchor	Description <i>(Individuals with this as a central anchor)</i>
<i>Service/Enthusiasm to a cause (SER)</i>	Individuals are attracted to jobs that give them the opportunities to influence people (working with people) and improve the world around them.
<i>Lifestyle (LST)</i>	For these individuals, personal needs, values, and flexibility are very important. They measure success in a broader social life context.
<i>Pure Challenge (CHA)</i>	These individuals are driven by the willingness to overcome obstacles considered impossible. Solving problems is a must for them, and they are loyal to the specific organisation that offers them these conditions.
<i>Autonomy/Independence (AUT)</i>	Flexibility and autonomy are high on these individuals' lists for the perfect fit of an organisation – a prerequisite to doing things in their own way and on their own time.
<i>Security and Stability (SEC)</i>	Individuals prefer a predictable and stable working environment in terms of salary increases, reliable companies, and security in the workplace.

<i>Entrepreneurial Creativity (CRI)</i>	Individuals show curiosity to set up their own businesses and develop new services and products. They also reshape businesses according to their interest.
<i>Technical/Functional Ability (TEA)</i>	Individuals commit themselves to the enhancement of knowledge related to a specialist area or field of their choice.
<i>General Management Ability (GEA)</i>	Individuals lean toward the ambition to climb the organisational ladder and integrate the efforts of co-workers. They also feel responsible for the productivity of a specific area in the organisation.

a) The four pillars of finding a meaningful life

In a TED talk, Smith (2017) introduced the idea of the four pillars of finding a meaningful life. Authors mentioned that the alignment of a career choice with the four pillars of a meaningful life has the likelihood of resulting in job fulfilment in later years (Codaro et al., 2017). Therefore, the next few paragraphs will explain the four pillars of finding a meaningful life and what it entails.

A sense of unfulfillment may indicate a lack of meaning in an individual's working environment. Accordingly, Smith (2017) underlines that a life of meaning and fulfilment is not merely a state of travelling or searching for the next hype moment but rather recognising sources of meaning around us. One way to pursue this state of fulfilment and a life of meaning could be to include the four pillars of a meaningful life. They are:

1. Belonging
2. Purpose
3. Stepping beyond yourself
4. Storytelling

According to Smith (2017), *Belonging* in this context does not stem from something you can relate to, for example, the same economic status, race, language, or even family. Instead, it implies being in a relationship where an individual feels valued, originating from love.

Purpose could easily be misunderstood by many people, for example, finding a job that makes you happy and earning a wealthy living. Instead, it is more about what you give to others than what you want to gain personally. Smith (2017) made it clear that people

struggle to find meaning without *Purpose*. This implies that *Purpose* is the ability to give to others. Finding work that allows you to use your strengths to give back to others would automatically give you a sense of *Purpose*.

The third pillar, *Stepping beyond oneself*, might sound like an abnormal experience. Smith (2017) simply implies "wholeness" when an individual steps away from all the "buzz and demands" of the world and does something that makes them feel whole. For example, writing is a way to step beyond yourself and enjoy a sense of meaning. This leads to the following thought: If individuals can position their career choice with something unique that gives them a sense of wholeness in their working environment, it might positively influence their job fulfilment.

Lastly, *Storytelling* concerns the unique story of each individual's life. Smith (2017) suggests that telling and creating a narrative for your life helps extract meaning, which provides clarity on events that occurred during your lifetime. Furthermore, we are not always aware that we have control over the stories we are telling. Although we cannot change our story overnight, we can create a new narrative where the less pleasant times lead to new understandings and wisdom. This is the positive part of your narrative that can sustain you. Additionally, this brings a sense of hope for individuals who experience a sense of hopelessness regarding their career stories to date. This allows them to take control of their own career stories and create a new career narrative if needed, whether it be to change their career paths or investigate what they consider as important in their working environment or on a personal level, as discussed according to the Bull's Eye (cf. Figure 2).

These four pillars help us to explore how we can craft meaningful lives and fulfilment regarding different career paths. Considering this framework, I apply it to the working environment throughout this research and investigate if young adults who did or did not receive some sort of CG during secondary schooling experienced fulfilment to some extent. During the exploration of this phenomenon, the following questions may be useful:

- Does the person experience a sense of *Belonging* in his/her current occupation?
- Does the individual experience *Purpose* in their work (using their strengths to help others)?

- Do they step beyond themselves and experience a sense of *Transcendence* (*wholeness*) in what they do (working environment)?
- What is their *Story* regarding the career choices they have made so far? According to Smith (2017), everyone controls their own story and can edit and retell it.

This implies that those who are more likely to disregard the four pillars of meaning in their lives stand a chance to experience less job fulfilment, a lack of meaning, longevity in the organisation, and commitment to the quality of work and life (Bollmann, Rouzinov, Berchtold & Rossier, 2019). Comparable to what Codaro et al. (2017) mention, aligning a career choice with the four pillars of a meaningful life can result in job fulfilment later in life. Smith (2017) ended her TED talk with the following, "That's the power of meaning. Happiness comes and goes. But when life is really good and when things are really bad, having meaning gives you something to hold on to".

Therefore, when conditions in the work environment outside of your control (extrinsic) are not in your favour, it could be more bearable when the four pillars are present – indicating that you must experience meaning in your career.

In contrast, teachers may not be equipped to guide and inform learners during the transition from secondary school to certain career paths (Kutlu & Bedel, 2021). Likewise, following the traditional paths of CG could result in neglecting certain areas that may be of significance when seeking career paths. When choosing the job where you will be spending most of your time in your life, it might seem logical to invest in an informed decision-making process (Maree, 2015). This is not the case for many young learners, especially in South Africa. Learners repeatedly neglect certain important aspects, such as those mentioned in Table 1 and the four pillars of a meaningful life, when asked to choose subjects that might influence their career choices.

2.4 POSSIBLE LINK BETWEEN CAREER GUIDANCE AND JOB FULFILMENT

It is important to generate a clear picture of CG to guide learners when they make subject choices and later decide on a specific career path. It could also be of value to introduce theories such as the Bull's Eye (SAQA, 2012), which acknowledges values, needs, and skills. As a researcher, these theoretical frameworks helped me to form a

clear understanding of the probable connection between CG and job fulfilment. The importance of the link between CG and job fulfilment throughout my study might be valuable to include theories like the Bull's Eye, which is imagined as a bridge linking CG to CAs and the four pillars of a meaningful life.

This "bridge" between the theory describing CG and the theory describing job fulfilment introduces us to the possible link that could emerge from the details surrounding the research questions, as well as some questions posed earlier in this chapter. Therefore, a thorough review of the available literature regarding the possible link between CG and job fulfilment was investigated. Not only does theory play a role, but the experiences of young adults should also be considered.

Although Miles (2015) explains that the school environment is still the most important resource to expose learners to possible career choices, most young adults receive minimal or no form of career guidance. For them, it is merely a topic bound to LO that only includes 5 to 7% of the content of this subject (Miles, 2015). Should young adults recognise the importance of CG, they might see its potential to assist in making choices about their future. Many see it as a service mainly destined for the privileged and do not consider the need to engage in such interventions (Modiba & Sefotho, 2019). Most young adults' definition of CG seems to be thinking of a single event and not a process (Miles, 2015). Learners in secondary schools have a habit of believing that if they attend formal CG, they are set for the future. I notice in many ways that this is not the case. Career guidance is not a once-off event but a process that should be structured (Gyansah & Guantai, 2018).

Young adults know that career decisions might impact the rest of their lives. Therefore, they tend to get anxious when engaging in career decisions. Researchers have also shown that learners engaged in career exploration activities will have more motivation to stay in school and have higher levels of school engagement (Jonck & Swanepoel, 2019).

A lot of research in the past has been done on career guidance, intervention programmes, and job fulfilment, respectively. Unfortunately, little was done on the path that leads young adults from CG to job fulfilment. This could be because an adult's life is so widely removed from a learner's, especially in secondary school.

Sadly, not all CG interventions led to job fulfilment. Considering the two methods discussed earlier in this chapter, they are seen as the main sources young adults depend on for assistance during their career decision-making process. From the literature, it is clear that schools are the key role players in assisting young adults with their career decisions, especially those who cannot afford formal CG. The second method of formal CG has its barriers in terms of being practical and suitable for the diversity in the South African context. In contrast, these methods have positive sides as they could motivate young adults to perform academically and stay in school (Miles, 2015).

This section aimed to, by the use of literature, explore the link between job fulfilment and the experience regarding the level of CG received or not received. Understanding the meaning of job fulfilment and CG has formed young adults in the modern world. The focus of success might have shifted to a more personal level in terms of family and friends, together with a feeling of fulfilment and meaning in the working environment.

2.5 CONCLUSION

From the literature, it is evident that CG programmes are not restricted to secondary schools. Still, it is important to highlight that this study focuses on secondary schooling and career guidance. Career guidance in secondary schooling (especially in public institutions) often lacks the intention to lead learners towards job fulfilment (Maree & Beck, 2004). Thus, during this study, I aim to explore the possible link between job fulfilment and CG during secondary schooling. Although it might be explored separately in the literature, the link between the two concepts is seldom explored.

Through a workshop held by SAQA in 2012, it became evident that learners should be actively involved in making career decisions and formulating their plans. Furthermore, they must still be facilitated by an experienced specialist or trained teachers in this field. Thereafter, looking into the two intervention programmes that most secondary school learners engage in, namely formal and informal CG, I noticed that the two options available inherit some shortcomings. Some parents/guardian/s spend money on formal career guidance and go to great lengths for learners to attend programmes at private career specialists and institutions. Considering the costs (time and money) of private career specialists and institutions, exploring different intervention programmes made sense. I used theory from various sources to guide this research and hope to contribute to effective CG intervention programmes for learners to make informed choices and experience job fulfilment in later years.

Chapter 3 describes the methods used in this research to generate the data and ultimately analyse it, describing the role parents/guardian/s play in learners' career choices and decision-making process. Also, by using theory to link CG to job fulfilment, I recognise that early adult life is currently widely removed from any form of CG during schooling years.

CHAPTER 3: RESEARCH DESIGN

3.1 INTRODUCTION

In Chapter 2, I explored the literature and reviewed the definitions of career guidance (CG), job fulfilment, and other relevant concepts such as career decision-making and employability. The possible link between CG and job fulfilment was also explored. Career guidance drives an all-inclusive developmental process (Miles, 2015). Maree and Beck (2004) emphasise the importance of focusing on multicultural approaches to CG, including previously disadvantaged learners. The theory offers researchers insights and indicates possible structures on how to go about research in an understandable, systematic, and logical manner. Moreover, the structure provides opportunities to explore potential gaps in the literature.

In Chapter 3, I discuss my research design, which aims to explore how young working adults describe the CG they received during their secondary schooling career and job fulfilment experienced in later years. Nieuwenhuis (2015) and Dougherty (2002) explain that qualitative research design aims to improve practice rather than give recommendations. Therefore, it is vital to distinguish between the ontology and epistemology of the study, as my ontological and epistemological stance would inform my methodologies and how I planned my methods for this study (Leavy, 2017).

For this study, the ontological stance (our worldview) is interpretivism. In contrast, epistemology (how we acquire knowledge) could be termed constructivism (Dougherty, 2002) and allows for subjective interpretations (Nieuwenhuis, 2007). Simply, this implies that this study entails individuals' subjective experiences of the world. Furthermore, I accepted that reality is socially constructed (ontology). This point of departure enabled me to explore the participants' in-depth meaning of the phenomena of career interventions received during their schooling career and job fulfilment in later years of employment by using data generation through semi-structured interviews:

Firstly, it presents the research paradigm with philosophical assumptions. Secondly, it outlines the methodology and a detailed description of the methods used during my research. Thirdly, techniques were used to select participants and generate data and analysis strategies.

3.2 RESEARCH PARADIGM

I accepted the ontological stance that reality is not fixed but that there are multiple versions of reality. Additionally, it supports that this reality is shaped by individuals' experiences of the world (Le Roux, 2021). As the researcher, I acknowledge peoples' stories and that they create meaning through their personal experiences, also known as their narratives (Squire, 2008). In alignment with this ontological assumption, I devoted my study to the epistemological stance that knowledge is socially constructed, and that human life is understood from within. This implies that the human mind originates meaning and creates new knowledge influenced by the social world. Considering that knowledge of the world is on no occasion independent from human context and neither from human connectedness, one or the other does not exist on its own. Through social interaction, new knowledge about the world could be constructed.

Thus, I acknowledged the interpretivist ontology and constructivist epistemology during this study (Leavy, 2017), which directed me towards a qualitative methodology. Therefore, I chose interviews to generate data as interaction based on the questions in my study to understand what I studied. These methods helped me frame my thinking and guided my argument. I remained conscious of the subjectivity of the meaning that each participant made and how they responded to my questions during the interview phases.

Correspondingly, I remained sensitive about my view on how reality is constructed, what I assume to be real (Killam, 2013) and how individuals discover and understand the 'truth'. As Le Roux (2021) indicates, although the ontological belief for this research would be a relativist ontology, accepting that multiple realities are socially constructed, it does not stop there. Still, it considers the structures of dominance and values that will play an important role when realities are being constructed.

Epistemology sheds light on knowledge during qualitative studies (Savin-Baden & Van Niekerk, 2007), how we acquire knowledge and what it entails (Griffiths, 1998). A subjective epistemology is where the apprehender and respondent co-create understanding (Hay & Joubert, 2022). The statement reality is subjective and established in the interpretive paradigm (Davids, 2017) can be implemented. The stance of interpretivism refers to knowledge or knowledge systems representing how

knowledge is constructed on this view of reality (Le Roux, 2021). Expanding on this, Nieuwenhuis (2007) clarifies that interpretivism accepts that the human mind and social interaction form the origin of meaning. In other words, human actions are also affected by knowledge of the social world (Cohen & Crabtree, 2006).

Considering axiology as an assumption refers to values, not only that of the researcher, but also includes the values of dominant structures such as gender, race, sexuality, and culture. This implies that values are continuously involved, as Le Roux (2021) mentioned.

The methodology would dictate the research methods (Le Roux, 2021). Nieuwenhuis (2015) agrees that the methodology is understood as the approach you use to construct knowledge (epistemology) about what humans expect to be real (ontology). In other words, discovering new knowledge and analysing it state the research methodology (Le Roux, 2021). Therefore, the methodology could be a bridge that joins philosophical assumptions and methods (Leavy, 2017).

This research was, therefore, preceded by the philosophical assumptions derived from an interpretive paradigm. Interpretivist is an umbrella term under which many different paradigms exist. These paradigms share similar characteristics when concerned with data generation and analysis approaches, including interviewing and textual analysis, which aim to understand certain phenomena (Nieuwenhuis, 2015).

As mentioned, this belief system (the paradigms) established itself in social science and perceived people's subjective experience as the focus point (Hesse-Biber & Leavy, 2011). Therefore, this worldview recommends that we as individuals actively construct, reconstruct, and make sense of the world around us through our daily interactions (Leavy, 2017). As the researcher, I valued the participants' subjective interpretations and experiences in life.

The mentioned interpretations (information gathered through the interviews) are based on the individual's experiences. I made sense of their experiences by interpreting the interviews and making sense of the findings.

Bordered within the setting of my study, I analysed participants' stories (narratives). These narratives were socially constructed throughout their lives and created within

them during social interactions they might have had. This approach requires interacting with people to explore what truth means to them regarding this phenomenon (Squire, 2008). Collaborating with the participants was necessary for an interpretive approach to gather an in-depth understanding of their worlds and experiences (Gillett-Swan, 2018). The in-depth understanding is of participants' lives, their current experience, and their understanding of job fulfilment and CG received in secondary school. Informed by my epistemological orientation, knowledge regarding the relationship between job fulfilment and CG received during secondary schooling was explored and constructed through interpreting the meaning embedded in the written text (transcribes). This construction and exploration were reinforced by the social interaction between humans and the world they live in. Ngoepe et al. (2017) argued that an individual's culture, context, and values might influence how they view and understand CG and job fulfilment. Accordingly, I believed the participants' values could not be ignored (cf. Figure 2).

The methodology can be seen as the bridge that connects our philosophical assumptions and methods. It is important to keep in mind that methods should not lead to a specific methodology but rather point out the methods that would be most appropriate for your study (Nieuwenhuis, 2015). Methods can be seen as the specific techniques/ways used for generating data throughout the study (Killam, 2013). These techniques should align with the methodology and paradigm of the study. Hence, the following section briefly describes the methodology applied in this study.

3.3 QUALITATIVE METHODOLOGY

The methodology could be viewed as the approach for generating data that would support new knowledge about a specific phenomenon and be determined to answer the research question accordingly (Killam, 2013).

Informed by the definitions concerning the research paradigms and the philosophical assumptions of my research, I adopted the assumption that a qualitative methodology is most appropriate to answer my primary research question, "How do young working adults describe their job fulfilment in terms of CG received or not received during secondary schooling?" (cf. 1.3). Modiba and Sefotho (2019) argue that the orientation of qualitative research is subjective by nature. Therefore, the goal is to uncover

observations of reality. The qualitative methodology intends to understand and make sense of how people interpret their life stories or experiences and the meanings that are attributed to these experiences.

As Dougherty (2002) puts it, qualitative research aims to untie the complex webs of contexts and individuals' perspectives of the world around them and how they make meaning and experience this "world" in practice. Nieuwenhuis (2015) supports the idea that qualitative research aims to add to existing knowledge and presents hypotheses for further research and exploration.

During my study, I interacted with participants through semi-structured interviews. Listening to and analysing participants' answers to questions led me to a better understanding of their interpretations and experiences regarding CG and job fulfilment. Empathising with participants' stories enabled me to reach a point of knowledge in such a manner that the in-depth data could reach saturation. The above-mentioned fit the criteria of this study's interpretivism paradigm.

Although data saturation is an important facet of qualitative research (Gillett-Swan, 2018; Nieuwenhuis, 2015), it is not intended to give final answers about a specific phenomenon or create solutions to problems. It provides a deeper understanding of a phenomenon in its specific context (Nieuwenhuis, 2015).

Furthermore, qualitative exploratory research aims to collect sufficient data about a specific phenomenon utilising a small sample nominated to explain the understanding of a particular phenomenon that is very important in its contextual environment. Suppose the data generated is saturated, and the qualitative exploratory research is worth it. In that case, it might lead to the design of a new hypothesis that requires and provides opportunities for further research (Fouchè, Kepe, & Abongdia, 2011). Everything mentioned provides an opening to explore a specific relationship between two phenomena, as the title of this study presents. As it turns out, very little research has been done about a possible link between CG and job fulfilment (Musset & Kurekova, 2018).

The social interaction with the participants throughout three interviews (focusing on the past, present, and future) provided me with a glimpse of understanding of their world

and their understanding regarding possible past, present, and future links they experience concerning CG received during their secondary schooling years and job fulfilment as young adults.

3.4 RESEARCH METHODS

Killam (2013) emphasises that methods differ from the study's methodology but are driven by it. The methods are the procedures and resources I used to generate data (Cohen & Crabtree, 2006). These methods would also consist of specific techniques for data analysis. In alignment with a qualitative approach, Davids (2017) considers qualitative data a multi-method approach to conducting research. The multi-method for my study would entail the following methods of data generation: A literature review, semi-structured interviews, reflective journals/notes, and lastly, drawing a synthesis at the end of the research. These methods would best address my research objectives (cf. Table 2).

Table 2: Summary of research objectives and the methods that would address research objectives

		Research Objectives	Method(s)	Chapter
Research Questions		To explore the current body of knowledge on the influence of career guidance on job fulfilment.	Literature review	2
Subsidiary questions	What meaning does the term job fulfilment have for young adults participating in this study?	To obtain a conceptual understanding of job fulfilment from the perspective of participants engaging in this study.	Data collection (semi-structured interviews).	3
	What does the term career guidance have for young adults participating in this study?	To obtain a conceptual understanding of career guidance from the perspective of young working adults participating in this study.		
	How do the stories of young adults	To explore the stories of young adults in terms of	Data analysis (using NVivo).	4

	differ with regard to various experiences of career guidance?	various experiences regarding career guidance.		
Main research question	How do young working adults describe the career guidance they received during secondary schooling in terms of job fulfilment experience in later years?	To comment on the stories of young working adults as they describe their job fulfilment in terms of differences in career guidance received.	Synthesis of the study.	5

3.4.1 Selection of participants

A further point of consideration is the population chosen to participate in my study. This research focuses on a specific age group (Generation Y) from specific regions traceable through WhatsApp and Facebook.

Interviewing participants helped me obtain a better, in-depth understanding of the phenomenon being researched. Moreover, Nieuwenhuis (2007) reinforced this statement by adding that qualitative research does not aim to generalise to a certain generation but rather to develop an in-depth exploration of the central phenomenon.

Using Generation Y participants to explore CG and job fulfilment made sense. These participants were a diverse group of 12 to 15 young adults between the ages of 23 and 42. Generation Y individuals born between 1981 and 2000 are known to be active on social media and computer literate. They were identified on Facebook alumni pages of secondary schools that did or did not provide CG as part of their curriculum.

Non-probability purposive sampling was used (Squire, 2008). This allowed me to choose a sample that best suits the study's needs (Etikan, Abubakar & Alkassim, 2016). I 'posted' an invitation on various schools' Facebook pages, inviting people who fit the criteria to participate in the study. As mentioned, this criterion included employed individuals who received either formal or informal CG or none during their secondary schooling years. The non-probability purposive sampling resulted in a range of useful

responses because of its subjective nature that complements the research design of my study (Le Roux, 2021).

3.4.1.1 Participant selection

I posted an invitation on various schools' Facebook pages (cf. Annexure D) inviting individuals willing to participate in this study to leave a message so that I could contact them directly. Adhering to the Protection of Personal Information (Popi) Act 4 of 2013, six out of the nine participants communicated with me. Afterwards, they suggested other individuals who would also be interested in participating in the study. Participants were young working adults between the ages of 27 and 37. Non-probability purposive sampling was used (Etikan et al., 2016; Nieuwenhuis, 2007).

3.4.1.2 Demographic information of participants that were interviewed

I provide some details about the participants without compromising their identities. Such information links with the concept of an audit trail (Merriam & Tisdell, 2016) and enhances reliability.

Table 3: Participant information as coded by NVivo

Demographic information	Age	Gender	Employment	Formal and/or Informal guidance
Participant A1	29	Female	YES	Formal
Participant B1	33	Male	YES	NO career guidance
Participant C1	31	Female	YES	Formal
Participant D1	30	Male	YES	Formal
Participant E1	27	Female	YES	Formal
Participant F1	27	Female	YES	Informal
Participant G1	37	Female	YES	Formal
Participant H1	30	Female	YES	Informal
Participant I1	28	Male	YES	Informal

3.4.2 Data generation strategies

Semi-structured interviews with young adults who are currently employed were conducted.

While exploring the meaning of CG for young working adults, I refer to Davids (2017), who suggests a summary of how data can be generated. Firstly, a reflective journal would be used during the interview to make notes to allow them to share recalled information that might be helpful during the data collection stage. Secondly, the semi-structured interviews will be conducted over Zoom and recorded. Thirdly, coding will be applied after the interviews have been transcribed. When transcribing was applied to all audio, interviews were translated to text so that coding could continue. According to Nieuwenhuis (2007), coding is generated during qualitative research and occurs when the researcher constructs their data into meaningful, organised units. More details about data analysis are discussed in Chapter 4.

The details of these techniques are discussed, considering the different methods for data generation. Due to the study's exploratory nature, the belief is that reality is socially constructed. Therefore, conducting semi-structured interviews via Zoom as a means of data generation aligns with the qualitative research approach and offers the opportunity to investigate participants' narratives, in other words, their stories (Adrew et al., 2012). I examined how participants structured their stories, who produced them and by what means. In other words, their narratives were either questioned, accepted, or rejected (Squire, 2008).

The interviews consist of three phases focusing on each participant's past, present, and future narratives. The interviews are generated on a one-on-one basis and under different time schedules. The first interview regarding the participant's past attempted to answer the third sub-question – investigating the different paths to get a comprehensive picture of the career stories of each participant. As mentioned, interviews were conducted via Zoom (to adhere to the COVID-19 protocols). See the detailed discussion about Zoom interviews in the following section.

3.4.2.1 *Semi-structured interviews*

Questions asked (cf Annexure E) assisted me in obtaining a conceptual understanding of the term job fulfilment for the participants, and a measuring instrument was

designed. This instrument was used to collect relevant data from the participants. The instrument is known as a semi-structured interview, which uses pre-determined open-ended questions as a guide to lead the interviews. Each participant engaged in three interviews focusing on past, present, and future life stories. Participants (cf. Table 3) assembled twenty-seven interviews in total. Davids (2017) defines a research interview as a social interaction between me (interviewer) and the participant (interviewee). Additionally, Nieuwenhuis (2007) clarifies that semi-structured interviews are more formal than unstructured interviews and allow researchers to follow up on certain ideas and concepts if they need to.

This process explores the relationship between job fulfilment and CG received during secondary schooling, which aligns with the qualitative research design.

The decision to make use of the semi-structured interviews was motivated by the following:

- It enables the researcher to explore how participants interpret their world and construct their experiences.
- Provides the ability for personal focus on the individual (participant).
- The interviewer was able to make a personal connection with the participant.
- The data collection provided a rich, descriptive, and in-depth understanding of the participants' narratives.
- This research required understanding participants' narratives that are responses to a complex social system.
- The opportunity to ask open and direct questions led to more detailed narratives and rich data regarding the participants' experiences concerning job fulfilment and CG received.

All the ideas mentioned concerning the methods are useful as they demonstrate the arrangement with the interpretivism paradigm (Davids, 2017; Modiba & Sefotho, 2019).

a) Zoom interviews

This platform is a cloud-based video conferencing service that is often used for online meetings, group or individual interviews, and secure recording of sessions (Archibald, Ambagtsheer, Rachel, Mavourneen & Lawless, 2019). The cloud-based function allowed me to save backup recordings to local drives or online remote server networks.

Zoom forms part of Voice over Internet Protocol (VoIP) and is often associated with other platforms such as Skype (Archibald et al., 2019).

In addition, all interviews were video, and audio recorded. Also, the semi-structured interviews were scheduled and communicated beforehand to support and guide the interview process. Even though Zoom served as an excellent method of generating interviews for qualitative research, there were several challenges. Most participants experienced some degree of struggle when they wanted to join sessions. The researcher needed to reconnect and restart the session when the internet connection was poor. Each interview lasted for about 55 to 60 minutes. Participants who did not have a WiFi connection had to use their mobile data during the interview. Not all participants were familiar with the Zoom application. However, Archibald (2019) suggested that 56% of participants experience Zoom as more user-friendly than other VoIPs. Therefore, I have decided to use this platform for my interviews.

The Zoom interviews are beneficial for several reasons: Young adults who participated in the research (Generation Y) would be highly computer-literate and active on social media (Kong et al., 2015). Kong (2015) also advises that providing this specific generation with creative activities such as technology is vital to keep their attention. Secondly, interviews were conducted at the convenience of each participant's home and at a time suitable for everyone, indicating flexibility. Thirdly, this strategy was cost-effective compared to in-person interviews. Lastly, interviews were video recorded, allowing the ability to see facial expressions and possible non-verbal communication. This allowed for real-time integration that involved sound, video, and written text (Archibald et al., 2019). Securely recording Zoom interviews is a key advantage for researchers utilising a qualitative research approach. This made room for more sufficient data generation and security.

Kings, Nigel, Horrocks, Christine and Brooks (2019) state that a single interview design is the most popular method for generating data using interviews. More researchers see the value of generating two or more interviews with participants. Therefore, I included three interviews per participant, each with a single design, which allowed for adequate data collection. The questions of these interviews focused on the (1) present, (2) past, and (3) future. These numbers were also used to number the participants to keep the coding process organised. For example, participant A1 would be the first participant,

and the first interview would focus on the present. As a result, twenty-seven interviews were conducted (nine participants times three). As mentioned, these Zoom interviews were semi-structured.

3.4.2.2 Reflective Journal and notes

The participants and I made notes in a journal during and in between the interview phases. This benefited my study in two ways: 1. It served as a reminder for me to follow up on issues raised by the participants during the interview without interrupting them. 2. I kept a written record of non-verbal actions that promoted accurate and in-depth transcripts (Kings et al. 2019). Furthermore, Davids (2017) approves that using audio recording and note-taking helps generate verbal and non-verbal data to return to the transcribed data at a later stage.

The notes participants took were in a journal. Instead, I preferred taking notes on a copy of the interview guide itself. This action assisted me in locating the information within a certain timeframe during the interview. Also, when certain questions were asked, I noticed particular non-verbal communication with certain questions (Squire, 2008). Note-taking assisted participants in terms of reflection and ensuring they mentioned everything they wished to mention without the pressure of doing so within a certain timeframe.

3.4.3 Data analysis

Qualitative studies end in some form of content (thematic) analysis. This type of content analysis is determined by the methodology employed (Nieuwenhuis, 2007). Therefore, it is vital to ensure that the methods and methodology of the research are appropriate, and the analysis process is applied (Jonck & Swanepoel, 2019).

The term analysis could be described as breaking down all data (interview transcripts) into their smallest fragments (codes) and grouping these codes into themes. The concept of thematic analysis would best describe the process used to explore data and find relationships between CG and job fulfilment.

This approach is seen as a thematic analysis approach and is naturally inductive. This implies that the researcher would start with broad and rich data (individuals' narratives), working towards a certain idea that would also be able to answer the research question

accordingly (Squire, 2008). All data generated throughout the study using various methods were combined to interpret the possible relationship between job fulfilment and CG received during secondary schooling. The analysis was possible when the researcher generated data on the difference in experience regarding young adults' CG received during secondary education and their current job fulfilment.

Thematic content analysis (TCA) was used as a qualitative method of analysing data. Field notes were taken the same day the individual semi-structured interviews took place over Zoom (Merriam & Tisdell, 2016). Each interview was transcribed, and key quotes were identified and summarised. Key themes, sub-themes, and categories were identified using the NVivo software. These themes later become what is known as the thematic framework of the study that serves as a basis for data to be analysed.

3.4.3.1 Coding

According to Nieuwenhuis (2007), this part of data analysis requires the researcher to create codes of the data generated during the interview.

When generating qualitative data in the form of interviews and then converting it to transcripts, the next step is analysis. During this phase, I created codes using NVivo. This software assisted in developing meaningful segments from the transcript and codes, which enabled me to construct themes and sub-themes that, in turn, became my thematic framework.

I did the following for data analysis of qualitative research: I arranged and prepared my notes and transcripts, which assisted me in giving meaning to each interview. This meant that at the end of the data generation process, twenty-seven readable transcripts of all the interviews were conducted. Each transcript was loaded onto NVivo to initiate the analysis process's coding.

These codes were allocated to participants' responses, which I found prominent and related to the research question/s. I also made use of the journal and took into account notes that were gathered during data generation. These notes ensured that the codes were allocated correctly and assisted with further investigations into certain phenomena that stood out, allowing me to allocate themes and sub-themes.

3.5 ETHICAL CONSIDERATION

Ethical consideration was the next process once participants volunteered and were selected. In this study, I sought an in-depth description of the phenomena of CG and job fulfilment, which required specific attention regarding the ethical aspects of the study.

As a researcher, it was my responsibility, during the research process, to ensure that my research brings no harm to the participants. McMillan and Schumacher (2014) remind us that the ethical considerations should be minimising the risk of harm, providing informed consent and confidentiality, and avoiding deceptive practices. I will address these issues by discussing nine ethical considerations that usually form part of any qualitative interview study (Kings et al., 2019).

1. *Informed consent*: I ensured that the participants were fully informed about the research and its procedure and consented to participate before data collection (Kings et al., 2019). See attached Annexure G for an example of the consent letters sent to participants.
2. *Confidentiality* was maintained regarding any information and data generated during the research process.
3. *Right to withdraw*: All participants had the opportunity to withdraw from participating in this study without the fear of being discriminated against or penalised. This entailed withdrawing data after interviews or withdrawing from the interview process.
4. *Assessing risk of harm*: The risk of harm relates not only to the participants but to others as well, including the researcher. Therefore, potential harm and risk during the study must be considered before the study.
5. *Deception*: Being dishonest with the participants and stakeholders during the research process was avoided. Participants knew what the research entailed, and transparency was a top priority.
6. *Debriefing*: After data was generated, debriefing took place, and the participants were talked to, making sure that they had a good understanding of the research, its aims, and how data would be used afterwards. Most of this was communicated before the data collection, but participants were reminded during the interview process.

7. *Use of incentives:* Participants were not forced to participate in this study. Participants needed to choose to participate and not do anything they would feel uncomfortable doing.
8. *Limitations to the researcher's role:* Participants were reminded of the role of the researcher. Being friendly but professional was important and something I explained to all participants. Participants understood their role in the study and the role of the researcher.
9. *Honesty and integrity in the research process:* I obtained the responsibility that I have as a researcher to the participants, the wider research community, and the wider society to carry out research reasonably and truthfully. Knowing that conscious misconception of findings, failure to acknowledge the involvement of others in research, and failure to disclose conflict of interest contribute to neglecting integrity and honesty in the research (Kings et al., 2019).

Linked to the steps mentioned above, I considered the following ethical issues to improve ultimate credibility by generating data (Kings et al., 2019).

Confidentiality of data: Participants were assured that the data generated during interviews was dealt with respect and would not be available for general or public use. Using pseudonyms during transcription, giving each participant a number and not using their actual names also played a role. This ensured that the names of participants were never mentioned.

Ownership of the data: according to McMillan and Schumacher (2014), data is always the property of its interviewee. They had the right to communicate what information could be made public. Participants were given a copy of their transcripts to read and confirm what had been said. Participants could choose whether they wanted the transcript to be a hard copy or emailed to them.

3.6 CONCLUSION

Chapter 3 began with an outline of the research paradigm, followed by the research methodology and methods, a comprehensive clarification of the participant selection procedure, and data generation strategies. A description of the ethical considerations was discussed, emphasising the nine principles that form part of any qualitative interview study.

This chapter aims to clarify the methodology and methods, as it is a distinct aspect of social research. Moreover, it suggests how to explore CG and its influence on job fulfilment in later years.

Accordingly, semi-structured interviews were used to generate data during the qualitative approach. The researcher gained a more in-depth understanding of participants' narratives and the meaning they assign through their life experiences (Clandinin & Connelly, 2000). Introducing the research paradigm and different philosophical assumptions also contributes to understanding my study's research design. Following the interpretive paradigm, this exploratory study believes that there are multiple realities, and that reality is socially constructed. Thus, social interaction between the researcher and the participants was formed during the interviews. Participants were allowed to make notes in a journal during and between the interview phases to refer to previously mentioned information.

Furthermore, the participants were a diverse group of nine known as Generation Y (Kong et al., 2015). The subjective, non-probability sampling method was used, and Facebook formed part of the selection method to accommodate participants in a high-technology era.

CHAPTER 4: ANALYSING YOUNG ADULTS' DIFFERENT EXPERIENCES REGARDING CAREER GUIDANCE IN RELATION TO THEIR JOB FULFILMENT

4.1 INTRODUCTION

Chapter 3 focuses on the analysis process in more detail (cf. Annexure E).

While analysing the stories of the participants, three main phases came to mind. Phase 1 was on the stories of the different experiences of participants regarding career guidance (CG). Phase 2 answers questions about the stories of these participants and their current job fulfilment. Phase 3 explores the influence CG had on the future job fulfilment of the participants. These themes are assembled into what is known as the thematic framework. In the following section, each theme will be discussed in detail.

The purpose of this chapter is to explore the relationship between job fulfilment and CG received during secondary schooling, using data generated from semi-structured interviews and plotting it in a logical matter.

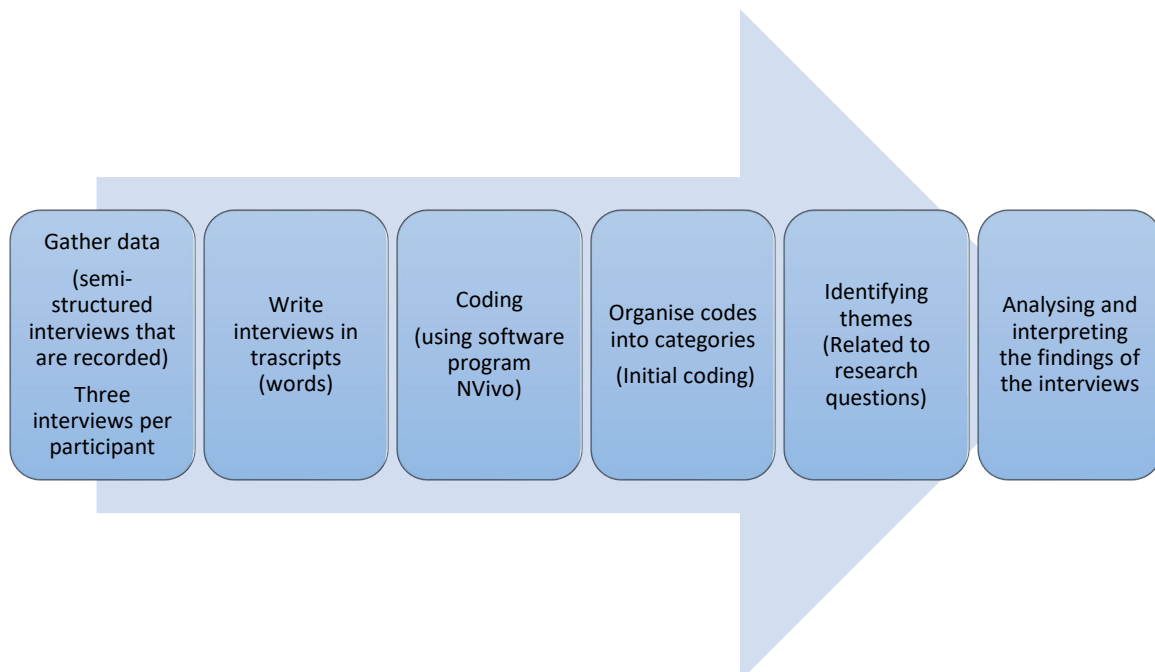


Figure 4: An illustration of an inductive process during qualitative data analysis

4.2 THEMATIC FRAMEWORK (Findings)

After data generation, transcripts of each interview were created, and relevant codes surfaced. After that, these codes were categorised into related themes. Definitions and evidence will be provided. All this together formed what is known as the thematic framework.

This framework describes stories of young adults who attempt to explore the relationship between CG and their current job fulfilment. Subsequently, it looks at how young adults define the connection between CG and job fulfilment.

Throughout this qualitative content analysis, several categories were distributed into two main themes (also known as the thematic framework), namely CG and job fulfilment. While writing this chapter, I used direct quotes of participants that originated from the interview transcripts, but for a detailed description of the thematic framework, see Annexure F, which was created with the assistance of NVivo.

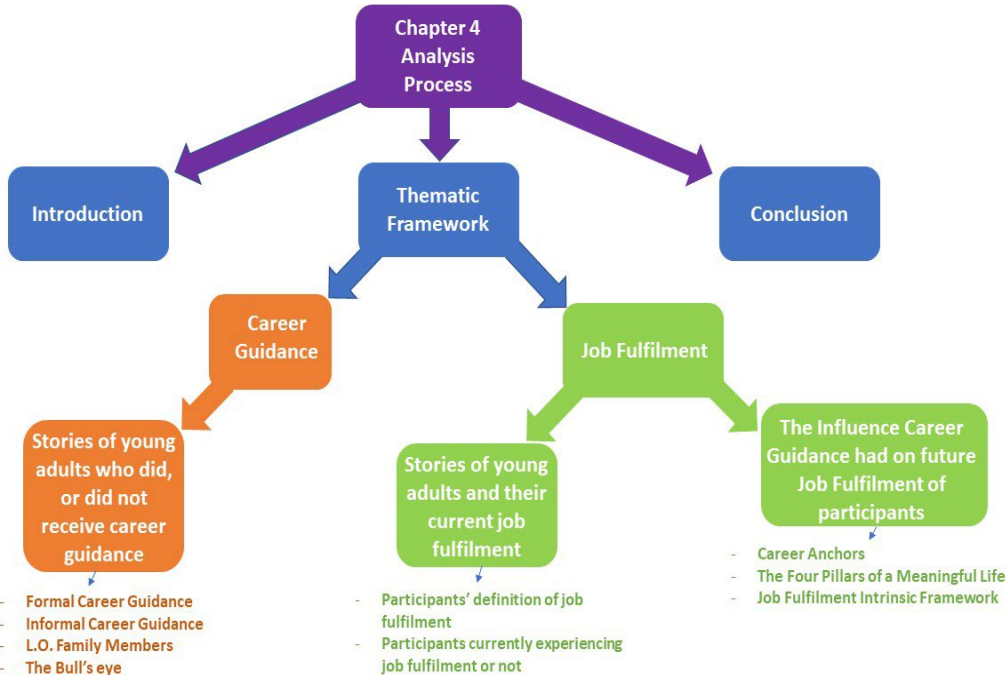


Figure 5: Findings and Layout of the Thematic Framework

4.2.1 Career guidance: The experience of participants regarding career guidance (Phase 1 of interviews)

Career guidance in this study indicates any possible interventions that individuals receive to assist and guide them in making career choices for the future. For this study, CG can be divided into two groups, namely formal and informal. From data generated during the interviews, the following are the participants' stories of those who received some kind of CG during secondary schooling. Although it is clear that some participants received some form of CG during their secondary schooling, each participant had their own views. Therefore, it might be vital to distinguish between informal CG and formal CG and explore the different types.

4.2.1.1 Informal career guidance

Some participants pointed out that they experienced a different form of CG, which did not include formal tests but was more informal. This included advice from, in particular, LO teachers, family members, and tertiary institutions. This form of CG will be identified as informal CG for this study.

4.2.1.2 Life Orientation as a school subject

During these informal sessions, most participants mentioned that they experienced the following: As part of the LO curriculum, some LO teachers arrange career days at school with a specific focus on Grade 12 (Modiba & Sefotho, 2019). These days, various tertiary education institutions get the chance to market the different courses they offer. In return, the group will be assisted with enrolling in university and some informal guidance on possible careers (Kutlu & Bedel, 2021). This information and contact sessions seem important to one or more of the participants (Miles 2015).

A minority of the participants recalled that LO as a subject was helpful in some way. Committing to her experience as an LO student during secondary schooling, Participant A, a medical doctor, recalled the following. "..., which I also found helpful, was the information sessions that the separate universities came to do at our school when I was in matric. They gave extra information about the application process and everything that we were required to do like in those national benchmark tests, and all those stuff that I wouldn't have known if those universities didn't come to speak to us. Participant A also stated the valuable role her LO teacher played during this time. I

remember my LO teacher in matric was very helpful and very supportive. Even after school she checked up on me to hear how I am doing. Furthermore, *Participant I* agreed that the information he received was enough to get him going. "It did give me an idea what is expected of me, what subjects I need to take, what requirements I need to have to get admitted to university, what subjects I will be taking there. It even helped me with finding a bursary, which really helped. So, it was really helpful that task we have done".

In contrast, more of the participants reported their disbelief in LO. *Participant B1*, who is a LO teacher, felt that not enough is being done to support learners during secondary school in terms of careers. "Okay, in the LO workbooks and all of that, they give learners a very basic idea of what it means to go to university or being able to get the funds to go to the university or college or stuff in tertiary institution...but they don't inform the learners what it's going to take to perform at this next level. I don't think personally there is enough done to help these learners. They need people just to sit them down and speak to them and make them understand".

Literature also reveals that many LO teachers did not receive adequate training and guidance to do what is expected from the education department, which is to be specialists in their subjects (Modiba & Sefotho, 2019). In agreement with the above, *Participant D* explained that secondary schools should contribute much more to learners' career guidance. Even though they had career days during secondary school, it still leaves them confused about which career path to follow after a few months in matric. *Participant C* mentioned that this could be the extreme inclination in terms of different career paths in the job market, where many new careers have been created over the past decade. "...I can recall that there was like a job day where various industries would come and like almost set up shop where we could walk through and see, but as in the previous question, I think that was a bit vague, you know? I think schools can do much more to expose young adults to what the work life really offers you, especially in a corporate environment where it's much more than just accounting and IT, you know? There's regulatory affairs, there's quality assurance, there's so much more that we could have been exposed to. Participants felt that the CG attempts from the secondary school failed them. *Participants might have felt disengaged from the outside world while in secondary school. Participant E:* "So, I don't think really that the school helped me that much in determining my career path. Even the subjects

didn't help. Like LO didn't help me that much. I think they should add more information in the subject to assist learners and to guide them. So, [...]" *Participant E*: "...the career guidance that I received wasn't that great anyways".

Even though participants felt that their school had failed them, there were instances where teachers engaged with them to assist them in making sound career choices. One example is a popular event where Grade 12 learners had to do a task in the form of a research project in LO as part of the Curriculum Assessment Policy Statement Policy (CAPS). This required information about their possible career choices. However, it becomes clear that not much attention was given to the CG of this "task". Participants recall that it was done "quickly" and because it was compulsory. *Participant F*: "Well, not really a lot of information. It was more a task that we had to do. So, he just quickly spoke about all the faculties and then he said okay, here is a prospectus for everybody. Here is the website now with whatever you had to do go and do some research and make a task for 100 marks and then you must give it in in two weeks' time, and that is it". *Participant H* mentioned that they were left on their own to figure it out on the "website". "Not enough. If I can recall, we just- if it was for a specific project, we would get information to say what you will need to do for that project. If it is for a specific career that you want to go into, just give a background of that said career. But as mentioned before, nobody was there to give guidance on what types of careers available for students to go and study after school or anything like that". *Participant I* agreed that no one guided them. "Only in matric. We were asked to do a Life Orientation research project on careers but before that, none at all. There wasn't a person that helped us. There was no school visits or trips or anything to expose us to careers or anything. So, I really didn't know what I would want to do until we were asked to do this Life Orientation task and up until then, I even didn't know. So, I just picked education, so I went with that. Did my research and handed in the project. Afterwards and before that, none at all."

This research project helped some participants, but others were left in the "dark".

Although some reported that they were confused about all the possibilities and pressured to make a career choice in a short time, literature revealed that choosing a career path should be seen as a lifelong process and the adolescent years as a developmental face of this process (Kutlu & Bedel, 2021), instead of the modern belief

system that it should happen at a certain time, which might increase anxiety and pressure to make big decisions. This could lead to individuals making the wrong subject or career choices. *Participant E*: "No. As I said, when I started studying, it was completely different to what I'm doing now, and I actually changed my course in the middle of my first year. So, no I don't think that the information that I got at school helped me at all".

If more time is allocated in a relaxed environment with assistance, for example, exposing learners to the world of work in a more practical manner, this might contribute to better career choices during the career developmental stage. *Participant D*: "...where I went to school to maybe expose me to more. That would've helped me tremendously. You know, maybe like during June holidays or so- have a- I'm digressing from the question now, but an idea is maybe for schools to partner up with multinationals like Tiger Brands or one of these big multinationals to maybe place students into the businesses, you know, during school holidays so they can see the supply chain sector, they can see all the different areas and all the jobs that actually exist outside of the basic things you get exposed to".

Where it is much more than just accounting, and IT, exposure to practical career opportunities is important for young adults to get a personal feel of what is expected of them after secondary schooling. *Participant I*: "All the management, all the committees, all the extra stuff that is not being showed or taught to you. It's something that you have to know when you get there. So [...], I don't think the career guidance accommodates for that."

Participants also emphasised that practical exposure would have benefited them best at a very young age (during secondary school). *Participant D*: "So, if I was exposed to much more at a younger age, I could've made a much wiser decision, especially if I was exposed to the hierarchy of different industries, for example, if I started as a picker packer in a warehouse, I could've become a supervisor, I could've become a manager and after that I could've become an operations director in fifteen years. So, I could've set a very detailed plan for myself if I was exposed to that at the age of sixteen or eighteen, but unfortunately, we kind of had to figure it out as we went along....". They unfortunately didn't make those choices but not due to fault of their own, it's due to a lack of exposure'. Regarding more emphasis on practical exposure, another participant

stated that being more exposed to the world of work outside of the school setting would have helped them make better career choices, especially in the new age of technology and the job market that is growing every day. *Participant D*: “[...], tremendously. If I was exposed to what the work environment really looks like- and today even more so 'cause I mean we left school ten years ago and it was a very traditional job market today with social media and everything else and there is massive opportunities. So, if we were exposed to entrepreneurs and started up our businesses- if we were exposed to big multinationals, we could've at a younger age maybe made a better decision.”

Participants acknowledged that talking to an individual in a particular field would have assisted them in making the right choices. *Participant B*: “But, if they could've brought somebody that said, hey, listen here, if you don't know, here are so many choices, here's the opportunities, go...go experience this. Go out and experience this and hopefully it can give you a little bit more information. Unfortunately, I only understood that a little bit later. So, [...]” *Participant A*: “...when I spoke to the actuary it actually became very clear that I am more of a peoples person so I wouldn't have fit in with working with numbers the whole day...” In accordance with aforesaid; getting exposure when it comes to CG seems like a popular phenomenon for young adults that participated in this study, *Participant D*: “I believe that if you can expose a young individual to everything that the job market offers as much as possible, and that's why I keep on hammering on multinationals, big multinationals, Coca-Cola, Tiger Brands, you know, the Aspens the Adcock Ingrams of the world to do like young internships where children shadow actual employees just to see what different departments or industries the businesses offer. That will help the youngster tremendously make up his mind, you know? 'Cause then a person like that would see, oh geez, IT isn't actually what I had...what I thought it was, you know...or actually when I go into the IT field, it's much more than just laying wires or setting up a network...wow, geez programming sounds very cool. So, exposure help is a very big thing.”

One participant stated that although she commenced on a practical excursion, it provided limited information. *Participant G*: “We weren't expected to report on it or whatever. They just told us listen you have to go shadow someone at their work for a day and gave us the day off and trusted that everybody would go shadow someone. And I think at the age of 14, you have a very romanticised idea of the career world and so, just experiencing the best part of a career doesn't help you make an informed

choice. *Participant G*: "I think if I had more information, I might have considered other careers. Because the only thing people ever told me was like you know you not going to make money doing that and I was very biased at that stage of my life". This could be especially valuable due to the limited exposure of most secondary school learners.

Although it is seen as the LO teacher's responsibility to give learners relevant information regarding their careers, this is one of the roles simulated from the Teacher Education Qualifications, Department of Higher Education and Training (DHET). Literature exposes teachers' many roles and an overload of administrative duties and responsibilities. It, therefore, seems understandable that somewhere, something will be negatively affected (Jonck & Swanepoel, 2019).

Lastly, these interviews revealed that some participants indicated that they did not receive CG of any kind. *Participant C*: "...No career guidance was given to us via the subject LO during secondary schooling". *Participant B*: "I matriculated in 2007. So, LO or Life Orientation stopped at basically at the end of Grade 9. So, we didn't continue up until matric. So, we never actually focused on career choices or anything. We did, at the end of Grade 9, aptitude tests to see what subject choices we should have, but we never had the subject LO up until matric. So, no- no we didn't. I didn't have that specialised psychologist coming and just talking to me about what I want to become one day".

4.2.1.3 Family members and friends

During the interviews, another part of informal CG was exposed. You could not talk about CG and not mention the role of the family and parents or if they have a role (Miles, 2015). Back in the day, in most instances, men would follow in their father's profession and take over. This was mainly non-negotiable. Although times have changed in terms of career paths, the effect of parents and culture remains evident in the interviews. Participants agreed that family influenced their career choices in a way. *Participant A*: "My mom is a nurse. So, I would say that she had the big impact on my career choice as well. *Participant B*: Those are actually the majority of them- majority friends and their parents spoke a lot to them about- because some of them were lawyers and educators. *Participant B*: My specific career path is actually I think hereditary. My grandmother was an educator. My mother was an educator, and my brother is an educator. So, it's something in our blood, I think. Also, *Participant F*

recalled: "My family members, I think was most important because I asked all of them about their careers they were in and they helped me. My cousins were actually the most helpful because they were a few years ahead of me and they went to university. So, they had more knowledge on what was going and subjects".

Participants also declared that they received support from parents and family members and frequently felt pressured not to disappoint them. *Participant E*: "... and you get pressure from your parents and everything, so they want you to do something and study something. So, with all this pressure I think, me as a learner, a couple of years ago, I just wanted to do something because I have to go and study... it's the pressure from my parents and everything, so I don't really think it helped me. It did push me into a direction, but I think, [...], it wasn't really the direction that I wanted to go into.

When thinking of family members, parents in particular, it seems to be important to acknowledge that some parents might want (force their children) their children to become something they wanted but could never be. Furthermore, another participant also felt that if she had been more informed, it would have benefitted her to differ from her parents' opinion. *Participant G*: "My dad wanted to be a Reverend and that I found out while I was busy studying. Maybe he was living through me, so just letting me go into a career no matter what might have been good for me, but I must say that". In addition, the latter speaker indicated being more informed might assist her (participant G) in understanding that she (a secondary school learner) is still a novice when considering career choices, that she is still very young and needs advice though "she knew everything as she claimed"; *Participant G* "...and for some reason they (*parents*) were just like yes okay you go do that. Nobody ever discouraged me". Saying that it might benefit her if someone just question her decisions on a specific career that she thought was the right career for her. In conclusion, this participant was left without help. Nobody wanted to question her beliefs and, in the end, she changed her career completely having a doctoral in theology, and to date found herself in an Afrikaans class in the education system.

4.2.1.4 Formal career guidance

The second form of CG depends on a standardised/aptitude test known as a psychometric assessment to guide young individuals in their career decision-making process. The professionals conducting these one-on-one tests are also expected to be

registered with the Health Professions Council of South Africa (HPCSA) (Miles, 2015). These one-on-one counselling procedures could not always be applied to the African context, and herein a desperate need for innovative tests that could assist different individuals from different cultures in a diverse country like South Africa (Maree, 2010).

When participants were asked about their formal CG experience in secondary schooling, four matters became apparent: 1. They could become anything they wanted to. 2. Most of them indicated that they never received feedback from the aptitude tests. 3. Very few choose the career they were guided to choose. 4. Participants indicated that the information they received, if they received any, was not appropriate.

Expanding on the above, participants agreed that most formal CG practitioners told them they could be anything they wanted to be or choose any career path they wanted. *Participant A*: "They told me basically everything would work equally for me and I'm not sure at that stage". Moreover, *Participant B* echoed: "No. So, when we did the aptitude test the 'thing' (formal/aptitude test) actually said like mostly no you can choose anything. Supporting the above-mentioned, *Participant G* recalled: "The information that I got from my aptitude test was very inconclusive as well as the one with the brain test because the aptitude test said you know what I'm equally equipped for any kind of job I can either go into something more technical or academic or I can do something more practical". For *Participants A, B, G, and F*, their formal CG left them more confused as they were told they could become anything they wanted. *Participant E* recalled that secondary school did not provide her support but that her parents took accountability for her future and got her assistance in their private capacity. *Participant E* also recalled following the advice that was given to her. "I think she gave me different- I think three options or something, and I chose one of them. So, I did follow the guidance that the lady there gave me". This seemed to have left the participants confused.

In attempts to clarify their career decisions through formal CG, two participants mentioned that they were confused and uncertain about what to study and what school subjects to take – choosing the subjects that would open the *most doors* for them, regardless of whether they feel passionate about the profession. *Participant E*: "So, uncertain about what I want to do one day, I chose subjects that gave me a wide variety of fields to go into one day". This appears to be a situation most secondary school

learners find themselves in. They feel relieved and secure if they choose subjects that would allow them to study anything after school (for example, mathematics, science, life science, etc.), regardless of whether or not they have a passion for it. After formal CG, participants identified the role that strengths and weaknesses might play that could help them slightly. *Participant D*: "... and kind off guided me into a vague-like direction what I should study and where I should potentially end up based on my strengths and weaknesses". This could be the reason why most secondary schools at the end of Grade 9 get a specialist (Formal CG) to evaluate learners' strengths and weaknesses to assist with subject choices. Some have done this formal test in Grade 12.

Secondly, some participants specified that the school got a specialist to conduct the aptitude tests, but they never received their results. *Participant H*: "I can remember when we were in Grade 12, everybody had to complete tests. However, I can't remember that we received the results of those tests to see, you know, what type of career would be the best fit for either your personality or your skills. The results were never shared with us, so what's the point?" Additionally, some participants who took the formal test in their private capacity also proclaimed that they never received feedback on their formal test. *Participant I* did the test in his own capacity but never received feedback. "...to see in which direction, you are inclined to, but I did the test but I never, up to this day, didn't even receive feedback from that test. So, I did go out of my own, but it didn't help at all.

Thirdly, one more thing that emerged from the interviews was that when participants were given feedback on possible career opportunities, they stated that they did not pursue the career they were advised to pursue. *Participant E*: "... because I went for an aptitude test in Grade 9 to choose subjects and then I went for one in Grade 11 to determine my career path and as I said, they told me to do this career path but at the end of the day, I did something completely different."

Lastly, during Participant A's aptitude test (done in private), the following became clear: She felt that the information given after the aptitude test was not sufficient "...I actually had a problem with the second aptitude test that I wrote because they didn't give me much more information.

4.2.1.5 In which way does career guidance, received or not, influence the participants' current job fulfilment?

Not receiving any CG during secondary school motivated Participant B to help others understand the importance of meaningful assistance when making career-based decisions in secondary school. *Participant B*: "I didn't receive a lot when it comes to career guidance during my secondary years because I didn't experience that. I make a point of it to help learners. To explain to them, listen here, plan A is not always going to work, make sure you understand where you want to go. Go out and experience things, maybe one day in life, like if you experienced something at an apprenticeship, you will be like yes, this is what I want to do for my life. So, I love talking to the kids about this, because I've experienced it as a person that never had that motivation or never had a clue of what I wanted to do". Schein and Van Maanen (2016) mention that this contributes to the job fulfilment experienced by Participant B. He feels valuable and contributes to his current society. Also influencing their current job fulfilment, *Participant A* indicated that the informal CG in her industry encouraged her to be patient about climbing the corporate ladder. *Participant A*: "The career guidance also taught me that you not always going to be the main peanut. Not everybody is going to regard you as the highest person in the department even though you are not the highest person in the department, you also have an important role regardless of what level of expertise or whatever you are- there's still people that is needed. So, I think that is what the guidance taught me".

More than half of the participants felt that the CG they received did not contribute at all to their current feeling of job fulfilment. They all verified the following observed during the interviews: 1. *Participant C* highlighted: "No. It has no influence". 2. *Participant D*: "I wouldn't say. I think that the career guidance is limited as it was as explained in Phase 1 merely put me in the right direction. In my circumstances, it was very, very vague as I said, I did an undergrad in business management and I was fortunate enough to, at varsity level, find a major that I enjoyed, which was Human Resources, but I don't think that the career guidance that I got has anything to do with my current job fulfilment". 3. *Participant E*: "No, I don't think so. As I said in the previous interview that it didn't- the career guidance that I received wasn't that great anyways". 4. *Participant F*: "No. Because if I listened to my career guidance in school, I wouldn't have become a teacher. *Participant G* commented, "No, I don't think so. I think because

nobody ever gave me any career guidance on the career of teaching. Like every day- at least once a week there's something new I'm supposed to do that nobody ever told me that teachers was supposed to do that. So, as my responsibility at school increases, the tasks that are expected of me increases and its often times things that I'm like I'm supposed to do this?

What becomes evident is the importance of ongoing CG (Miles, 2015). There is a need for CG even after secondary schooling and while employed. This was reinforced by the following participant, who stated: "One still needs someone who has the knowledge and experience in certain areas of the working environment to guide and assist young employees. So, even now, being employed in this career, I still actually need guidance that I am often not getting". Although this is not the focus of the study, its importance cannot be ignored.

5. Several participants felt that the CG they received did not contribute to their current feeling of job fulfilment. *Participant H*: "I feel that if there was proper career guidance provided and offered, it might've changed just the general course of things happening. I might not have even got this specific job. I might have done something completely different. So, it's difficult to say but I would like to think it could've contributed, yes". The same was true for the last participant, who felt that the CG he received did not contribute to his current job fulfilment. *Participant I*: "Definitely not. I think it pushes you in a direction, but it doesn't give you the full picture. I think career guidance is setup in a way to bait you to get to it, but when you get actually to it, you will see that it's so much different then what was like advertised. So, for example, nowhere in school, nowhere in university was I taught or exposed to even all the admin aspects of teaching, which is really a big part of it actually. All the management, all the committees, all the extra stuff that is not being showed or taught to you. It's something that you have to know when you get there. You are in charge of that, and you have to do it. So, I don't think the career guidance accommodates for that".

In conclusion, during Phase 1 of the interviews, the following became clear regarding informal CG: Most participants did a research project as a form of CG in LO. Most participants felt this was not sufficient to make a sound career choice and, therefore, felt that secondary schools failed to educate learners in this matter. Participants also agreed that family played an important role in their career choice and that the informal

CG they received in school did not contribute to appropriate career choices. According to participants, the popular solution was to give secondary school learners a chance to explore CG practically and talk to individuals involved in that area of interest 'on ground level'.

Moreover, the outcomes of formal CG (standardised tests) advised participants that they could become anything they wanted to become. However, some participants did not receive feedback and claimed that when feedback was received, they did not choose the career they were advised to choose. This left them more confused.

Looking at the general picture, it was apparent that all participants received some sort of CG during their secondary schooling years, even if it occurred very informally, through a task or the guidance of parents and/or experts in the field.

A smaller group of participants specified that the CG they received promoted their current feeling of job fulfilment at their workplace. Having an idea of the CG participant's experience, their current feeling of job fulfilment becomes the focus of Phase 2 of interviews. Career guidance should be viewed as a process, not an event (Miles, 2015).

4.2.2 Stories of young adults and their current job fulfilment (Phase 2 of interviews)

I conducted one-on-one interviews with young adults who are currently employed. The following section focuses on **their current** job fulfilment in their workplace.

4.2.2.1 Participants' definition of job fulfilment

Most participants see job fulfilment as "being happy" despite difficult circumstances. This sheds light on the intrinsic factors in the working environment. *Participant A:* "...basically you experience job fulfilment if you are happy to be in the job where you are regardless of the challenges that that job offers you. The why you enjoy your job even though there are obviously things that irritate you or things that bother you, but you can overlook that and still feel the positive, then I think that you have job fulfilment.

Participants made it clear that experiencing job fulfilment at work is not only the condition when the circumstances are perfect, but rather being 'happy' at work assists

in overcoming challenges at work. *Participant E*: "I do think so because I'm actually quite happy with the job I'm doing now and I do feel like I do make a difference in learners' lives and everything". *Participant D*: "I think the ideal picture of job fulfilment is not going to work and coming home and collecting a salary. It is supposed to be much more than that. In my circumstances, as a group HR manager, for me it is seeing- physically seeing the result of my efforts. In other departments, a good example of this would be somebody who works in manufacturing, who could actually see them in project or physical finished goods. For me, it is that tangible result, seeing that at the end of the day, not just going to work and coming home and collecting a salary on the 25th. Job fulfilment for me is much more than that". *Participant D*: For me, in our current environment, the current workplace environment as I see it today, job fulfilment would be seeing a physical result of my efforts. Having a positive influence on other people's lives and contributing to individuals seems to be an important factor for these participants.

How does "being happy" look? *Participant B*: "And I think that is what I believe is job fulfilment in my life, making an impact in somebody's life. So, maybe in ten, twenty years' time they'll look back and say, hey listen here, thank you for everything you've done". *Participant C*: "I think that is when you are fully satisfied with your working circumstances and that you learn new things every day and that your- your working environment is more beneficial to you than negative". *Participant G*: "To me job fulfilment is wanting to continue with what I'm doing and wanting to do it even better. Finding joy in what I do even in the most mundane admin tasks or whatever and being energised by what I do instead of being dragged down or being made negative". *Participant H*: "When I can wake up in the morning excited to go to work. When I'm done working for the day and I can be satisfied with how the day went. Being positive or being able to be positive about your work. Either before or after the workday. That for me is job fulfilment". *Participant A experiences job fulfilment and appreciates her colleagues*: "Yes, I do. I am enjoying my work. I am enjoying the people that I work with. The type of work that I do, and I am aspiring to actually go forward in my career and not only stagnate where I am currently.

Participants feel that feeling a sense of meaning in your working environment is vital. *Participant F2*: "Oh, definitely. If you don't feel like you mean something, then, are you going to do a 100% in your job? I don't think so. Nobody will. If you don't feel valued,

or if you don't feel like a valued employed person, you will definitely not give 100%. Participants said that feeling meaningful also let them experience a sense of job fulfilment. *Participant B*: "Yes, most definitely. If you wake up in the morning and you don't think you have any influence in your job, then the motivation to continue isn't there. You have to wake up in the morning and know you're going to make an impact. You're going to make a difference. Doesn't matter how big. Just making that impact, making that difference. Yes, that's everything and that is a motivation, but it cannot be from outside. Extrinsic motivation does not work. It must come from within. *Participant B* mentioned the following: "Because I think job fulfilment is that whole experience of are you making an impact? Are you making a difference? Are you, and to whom are you making an impact and difference? Are you changing somebody's life for the better?"

During the first part of Phase 2 of the interview, participants understood job fulfilment as being happy with their career choice. This implies that if you are happy, you will positively impact someone's life and make a difference in their lives. Also, learning new things at the workplace and being satisfied with their working environment is vital. Job fulfilment is also when you are excited to go to work. Most participants revealed that having a boss who sets reasonable expectations also contributes to job fulfilment.

Experiencing job fulfilment in your career forms a foundation for a fulfilling personal life, which is an important factor for a successful society and may result in economic growth at the end of the career development cycle (Miles, 2015).

4.2.2.2 Participants' current experience of job fulfilment

In the following section, the current job fulfilment of individuals was explored. Some participants highlighted reasons that lead to experiencing a sense of job fulfilment where they are currently employed. *Participant A*: "Yes, I think I am and I'm also in an environment where I can grow as well- my talents." *Participant B*: "Sometimes. Feeling job fulfilment". *Participant C*: "Definitely, yes. I am my own boss. I manage my own time. I manage my own diary. I have a very open schedule to fit in personal responsibilities in between the working hours. So, I have a very laid back but still strict schedule". *Participant D*: "To a large extent, yes. I was lucky enough to find myself in an industry or- a department or industry that I really enjoy and I was lucky enough to be coupled with a good mentor who taught me everything that I need to know or who

geared me correctly so that I can fulfil my job to the best of my abilities and by doing so, get satisfaction out of it, full job satisfaction". *Participant E*: "I actually do feel happy when I go to work. In my previous career, I'm being honest, there were actually mornings that I actually cried when I went to work because I wasn't happy there. So, one of the main things is, you have to be happy with what you do. I do enjoy going to work and everything and I have told people before that when I go to work, it doesn't feel like I'm working, I'm doing a job. I enjoy what I'm doing, and then for me it is- even if it is only one or two education learners, if you can see you can make a difference in the day, in their lives. Be happy with what you do. There are days that you not going to be happy, or things are happening at school or something that you don't like, but that is also a part of your job." *Participant F*: "On the teaching aspect, yes, I do feel that I actually am valuable, but on the management leadership interpersonal relationships, no. I do not feel that I- I feel kind of worthless sometimes, actually". *Participant G*: "I'd say 80% of the time, yes. That 80% is the child whose marks increased with 30% from last term. You know the one that tells me can I come see you at break time, I just need to speak to someone, and I feel like you would understand. That's the satisfaction".

Participants who did not experience job fulfilment mentioned that they do not feel appreciated and valued in their work environment. *Participant H* did not receive feedback when she took an aptitude test at school. Therefore, you can argue that Participant H did not receive any form of CG during secondary schooling. *Participant H*: "No. It's definitely not the kind of job I saw myself in. Even though I might be busy during the day, I do have satisfaction in certain aspects of it, but overall, no, it's definitely not what I would've done or thought of doing.

Being appreciated in a working environment might contribute to job fulfilment. The following are stories of participants who shared their experiences when asked the following question: Would you say you are currently appreciated in your work environment? *Participant H*: It doesn't feel like that, no". *Participant I*: "I'm really struggling with that at the moment. The reason for that is that I am working at a rural farm school. I was happy for a while, but I don't know if you've listened to the news or follow the education news or something, we were appointed with an allowance of about R 2 300 per month to compensate for the travelling we have to do and with the conditions of the road that we actually have to travel because it's, I don't know, it's

really bad. Anyway [...] we are literally working on a farm, so we have to travel on the dirt roads 100% of the time. So, it's really very bad for our vehicles. We cannot drive a normal car. I did drive a normal car when I just started, but I could only drive it for three months then I had to sell it or not sell it, but get another, a bakkie because the damage was just too great. So- but recently the minister of education took away that incentive. So, we are getting the same amount of money as other teachers, which is fair, but we were baited to that area with the knowledge that we will be getting that incentive, otherwise I would have never taken that position. I would've rather stayed unemployed [...]. But that is where I am now. *Participant A*: "I think my hard work is at least noticed and, if I work in a department where there is a lot of people. I'm actually the lowest chain of person that's in my department, so it's not always easy to notice the- or well to be noticed by the higher-up people, but I do- they do take trouble to basically to give you feedback and to congratulate you if you did something well [...]."

It becomes clear that the feeling of appreciation might influence job fulfilment. Additionally, all participants who mentioned feeling valued/appreciated experienced some fulfilment. Moreover, Participants A, C, D, and E are currently experiencing job fulfilment, and all of them had formal CG, even though they recall that the formal CG did not help them much when considering career choices. Participant A talked to a professional in the field she was interested in to clear her mind. Participant C works for a family business as her own boss. Also, Participant D credited a mentor who crossed his path as a young working individual, giving him the necessary guidance to excel in his career in Human Resources. Lastly, Participant E had formal CG and ended up in a different career than was initially proposed to her. *Participants B, F, G, H, and I* had informal CG at secondary schooling and experienced job fulfilment partly or not in their working environment.

A great concern from the interviews is that participants thought they knew what a certain career was about until they started working at that job and realised that it was not for them. You could argue that it would be more so if learners did not get a realistic experience of the particular occupation. In such circumstances, you depend on a "picture" someone else painted for you, maybe through a quick career day or open day at an institution. Then, the expectation and reality might lead to somewhat of a disappointment. This is especially true for teachers who tend to underestimate/not be aware of the administration part of teaching. *Participant I*: "it's so much different then

what was advertised. So, for example, nowhere in school, nowhere in university was I taught or exposed to even all the admin aspects of teaching, which is really a big part of it actually”.

Exposure to a certain career might have assisted in avoiding certain decisions. *Participant 1* mentioned that although he received CG, there were practical aspects that no one mentioned to him that could influence his job fulfilment. “It’s the admin part that really gets me down that nobody told me about. So, I didn’t know that I had to do all these other things”.

It also becomes evident that management of a particular job/corporation plays a vital role in employees experiencing job fulfilment. Two more questions surfaced, “Would it benefit learners if there were subjects on CG? “How can you handle conflict positively in the work environment?”

Participant 1: “...it’s the management of the school especially the principal. Actually, it’s very unenjoyable to work with her. For example, she will come in the morning like a crazy person and shout at us and she wants this and she wants that and what, what, what. So, that has an effect and then after that you have to go into the class knowing what has just happened to you and then you have to put on a smile for the learners, which is really difficult”. Could it be that the values of a company or colleagues influence individuals' job fulfilment? For example, it could be in the same industry (education), but the values of each school (company) fluctuate, which might influence job fulfilment.

Most participants agreed that being happy in their working environment means earning a basic salary and making a difference in people's lives. Motivating other people and bringing out the best in them leaves a feeling of meaning and value that could contribute to job fulfilment.

Other factors that contribute to the job fulfilment of participants:

1. Wanting to grow in the working environment and use skills and improve if possible: “I’m also in an environment where I can grow”.
2. The need to feel trusted and free. Being their own boss: “I am my own boss”.

3. Acquiring mentors to guide and assist them in their working environment, a form of ongoing CG: “I was lucky enough to be coupled with a good mentor so that I can fulfil my job to the best of my abilities and by doing so, it results in job satisfaction”.
4. Feeling meaningful and valued when making a difference in the lives of others. “This making a difference in others’ lives could be seen as having a positive influence on others through doing your work “On the teaching aspect, yes, I do feel that I actually am valuable, I do not feel that, I can see the difference that myself and other teachers at the school are making”. “If you can see you can make a difference in the day, in their lives- like they learn something today, then that for me is job fulfilment”.
5. Not feeling job fulfilment if the leadership is negative: ...“but on the management leadership interpersonal relationships, no. It doesn’t feel like that, no. It’s definitely not the kind of job I saw myself in, even though I might be busy during the day, I do have satisfaction in certain aspects of it, but overall, no”.

It is noticeable that all these aspects form intrinsic factors of the conceptual framework.

Participants were clear on their definition of job fulfilment and their experience thereof, stating that it is merely grossing a living but that it goes far beyond currency. Job fulfilment is also growing as an individual, setting your schedule, interacting with good mentors, and influencing others' lives. On the other hand, participants who did not experience job fulfilment indicated that they simply work to pay bills and, in some instances, the organisation manages them in such a way that it hampers their experience of job fulfilment.

4.2.3 The influence career guidance had on the future job fulfilment of participants (Phase 3 interviews)

Intrinsic factors were used to describe job fulfilment. This section will shed light on the influence CG had on the future job fulfilment of participants. Factors became visible during the previous (Phase 2) interviews and are supported by literature (Schein & Van Maanen, 2016). It also sheds light on how young adults would describe the relationship between CG and job fulfilment in the future.

The frameworks comprise Career Anchors (CA) and the four pillars of a meaningful life, with the themes identified during the coding process to make sense of the

relationship between CG and job fulfilment. Intrinsic factors are considered important when embarking on the career decision-making process. A brief description of the CA conceptual framework and the four pillars of finding a meaningful life follows. For a detailed description, see Chapter 2.

4.2.3.1 Job fulfilment conceptual frameworks Career Anchors

Literature reveals that CAs represent individuals' inner definitions and experiences of career needs, values, and skills (Schein & Van Maanen, 2016). Participants agreed to not only elaborate on their working environment but also consider the inner fulfilment. *Participant B3*: “But there must be a part that answers to the inner you. That part that you can connect with your job because if there is no connection, you’re going to hate every minute and you’re just going to pray for Friday afternoon”.

According to Codaro (2017), individuals are pursuing careers that match their unique anchors. In addition, these needs, values, and skills could be seen as prospects the employee might have when considering job fulfilment in the future. The idea that a career matches individuals' skills, needs, and values may be a consequence of those who acknowledge their CA. In addition, when individuals can make career choices that include their needs, values, and skills, it could be seen as the Bull’s Eye (see Chapter 2) regarding their career choice. The following is evidence of participants' career narratives and CA.

Values: Personal needs, family, flexibility, and social life. Secondly, influencing people through their work. Lastly, solving problems is essential, making them loyal to the organisations that offer them these opportunities. More than one participant mentioned the importance of values in their working environment. *Participant C2*: “I am my own boss. I manage my own time. I manage my own diary. I have a very open schedule to fit in personal responsibilities in between the working hours. So, I have a very laid back but still strict schedule”. *Participant D*: “Being able to work flexi hours and accommodate my family as well. Not be a slave, work weekends and overtime only, and then also being remunerated against the market-related fair salary. I think that the workplace environment has changed dramatically over the last two or three years, and [...], definitely being able to work from home, flexi hours. That has a big impact, not the old traditional way of going to work every day”. Another important value is influencing people's lives through their work. *Participant I*: “Because you are in education, I think

when you make the biggest difference in a child, and I chose this job not to get money, if you understand. I chose this job because I want to educate the future of the country, the future of the world. So, when a child comes to you and say thank you, sir, I really understand this and thank you this was so nice. That is job fulfilment. When you get that acknowledgement that you did a good job from a child or from their parents. I really don't care what other staff members or colleagues of me think. So, when I see a difference in my job, which is teaching, then I'm happy". Being independent and having a stable working environment is also an important need.

Needs: Independence prefers a stable working environment regarding salary and is curious about developing the company, new products, or services. Although not the most important factor in this study, many participants mentioned having an income is vital to surviving. *Participant A:* "...and then obviously also income. Will the career generate at least a good enough income to live comfortably and also opportunities where- is there opportunities in South Africa or is there opportunities overseas? [...] I think that would be the three main things that will influence my choice". It is not the most important aspect, but is in the top three when considering a career. *Participant B:* "Well, one of the most important things, unfortunately, is the monetary side of all of it. The financial part because your joy is important. You have to enjoy what you are doing, but you also have to have a responsibility to take care of family and all of that".

Earning a salary is vital to take care of your responsibilities. "I think it would currently be income, yes. I think when you are young, it will be more about the job fulfilment but once you mature and you have more responsibilities and bigger liabilities to take care of, I would definitely say that salary plays a bigger role.

What role responsibilities might you have when you are getting older? *Participant G:* "Well, speaking as an adult now, I think there's a lot of things to consider like how much does this particular career- how does it influence your personal life? What are the office hours for this? Are you going to be sitting most of the day? Will you be traveling a lot? This is maybe a stupid example, but how complicated is it to do taxes if this is the career you are in? [...] there's so many practical things. Is it going to be hard raising a child having this career?"

Preferring a stable working environment in a not-so-stable economy. *Participant D*: “I think a big thing due to our country’s economic climate- a big thing for me would be job security and safety, and then obviously secondly would be not as important, remuneration obviously and also just the industry. Knowing what I know now, not all industries are capable at offering similar job satisfaction. So, I’ll be very cognisant of the industry I choose, how secure that job would be, and then, lastly, how well it remunerates”.

In contrast, although a vital decision, it does not give the impression that participants would want money over job fulfilment. *Participant I*: “That’s a very difficult one. I’m not sure, I think both definitely play a very big role. It doesn’t help if you get paid thousands and thousands of rands in a month and you are unhappy for- I am only 28. How long am I going to be able to keep that level until I am retired? So, I think job fulfilment is actually more important”. *Participant B* indicated the following when asked about finances: “So, that is one part of it, but there must be a part that answers to the inner you. That part that you can connect with your job because if there is no connection, you’re going to hate every minute and you’re just going to pray for Friday afternoon.

Participant D indicated that job security should be considered. “Job security for me can be defined as- well it’s actually self-explanatory but it is being able to know that I can wake up and I will still have my job tomorrow, being in a department where I have retrenched 100s of people in the last seven or eight years. I know what psychological, also physical aspects it has on an individual and that individual’s family if job security is missing. So, [...] to answer your question, it is just to wake up in the morning and to know that I can plan for the future based on my current job or career, to know that it will be there tomorrow”.

Signifying a sense of job fulfilment, participants indicated that they, within themselves, always want to know if some new opportunities and developments could contribute to the organisation. *Participant E*: “I am fulfilled at the moment, but I always want to, you want to achieve more in life”. Thus, for some people, being a specialist in a certain field might be an important need when considering a career to have the skill or opportunity to improve themselves.

Skills: Commit to a specialist field or area. Personal improvement is important in terms

of climbing the organisational ladder and feeling responsible for a specific area. *Participant I*: “Obviously, is there a way to be promoted? I wouldn’t enter a career where you would stay on the same level for the rest of your life. I think we would like to move forward- what benefits you are getting?” *Participant I*: “Yes, I think so. I am actually, currently an acting HoD at our school. I’ve been that from [...]nuary this year.

Being a medical doctor, *Participant A* indicated that being able to develop as a professional is an important CA for her and specifies a sense of job fulfilment. “I think the fact that I am planning on staying in my career and even doing further studies and basically going deeper into my work. This indicates that she is experiencing job fulfilment. *Participant A* also mentioned that ongoing learning became a lifestyle for her: “Even still then- even though I don’t need to teach or to learn anything for marks anymore at that stage, there’s always new developments that needed to be explored and you always need to stay up to date”. In addition, *Participant D* agreed by stating: “Yes, so every year I do a short course through the University of Cape Town. A 12-week online short course. I make sure I do one every year.

Considering better career decision-making, most agreed that they would have made the same choices as they did several years ago in secondary school. *Participant C*: I still would’ve made the same choice because at that time that is exactly what I wanted to do, but in the career where I find myself today- I literally built the knowledge that I require for my job, today. Yes, the knowledge and skills in every single environment where I work, I learned something new and something else, pertaining and relating to every single industry and I can use those skills combined today to do the job that I am currently working in”.

Different aspects of an individual should be considered when considering career choices (Brown 2002). As observed during the data generation phase, this might result in job fulfilment in later years, bearing in mind that a fulfilled individual might also positively influence their affiliated organisation. Schein and van Maanen’s (2013) CA model demonstrate some of the most central CA people might consider important when making career decisions. These CA are fundamentally what an individual could look for in a specific working environment to feel fulfilled and motivated.

Not all young adults are aware of what they are searching for until they find themselves unhappy in a certain working environment or enrolled in tertiary education, not feeling fulfilled with their current course/studies (Miles, 2015).

Figure 1 in Chapter 2 illustrates how CA fits into the needs, values, and skills of a holistic view of individuals' reflecting their 'inner world' (intrinsic). Although CA adds value to the exploration of the inner world of an employee, combining it with the four pillars of a meaningful life would be more beneficial for this study and further strengthen the conceptual framework of intrinsic factors of individuals.

4.2.3.2 The four pillars of a meaningful life

Participants who did not experience any form of job fulfilment also mentioned that they did not feel appreciated in their working environments, leaving them with a feeling of no meaning. In the well-known talk show TED Talks, Smith (2017) introduced the idea of the four pillars of finding a meaningful life. Codaro (2017) mentioned that the alignment of a career choice with the four pillars of a meaningful life has the likelihood of resulting in job fulfilment in later years.

1. Belonging refers to being in a relationship where an individual feels valued, originating from love. *Participant H*: "So, one of the major talents would be creativity part where I'm not able to do in my current role. However, the organising and the leading and management that I can do". *Participant H* also mentioned that being treated unfairly by management also made him feel unvalued. *Participant A*: "Yes, I think if you don't feel appreciated and you don't feel like you have a specific purpose in your job then I think it will not be nice for you to go to work or wherever every day if you don't feel appreciated- and to feel appreciated, yes. *Participant A*, who is currently experiencing job fulfilment, stated the following regarding her work ethic and management: "I received very good feedback. We have a very successful financial department, which is very beneficial for the industry that we are working in".

When participants are able to make use of their talents in their working environment, it contributes to their sense of belonging. *Participant D*: "Yes, I am. A very simple example of that is that I have, since childhood, been a very good public speaker and in my current position, I often have to address [...]". Another example of utilising my talent would be a good writer. I am tasked to write all business

communication. So [...], that's just examples of answering your question. I get to use my talents". *Participant D* is also currently experiencing job fulfilment, although he gives credit to several reasons for experiencing this. A reason for this is a sense of purpose, which brings us to the second pillar of a meaningful life.

- 2. Purpose** is about what you give to others rather than what you want to gain personally. Participants who felt they had meaning in their workplace recalled that they felt they were making a difference in the lives of others. *Participant E2*: "I do feel like I do make a difference in learners' lives and everything. So, I do feel fulfilled. I do feel like I do make a difference in learners' lives and everything. So, I do feel fulfilled". Although *Participant E* experiences job fulfilment to some extent, she mentioned that management makes it difficult to feel that you have a purpose in the specific working environment. She also indicated that: "...even if it is only one or two education learners, if you can see you can make a difference in the day, in their lives- like they learn something today then that for me is job fulfilment and as I said, the main thing is actually to be happy". One participant also mentioned that feeling appreciated and meaningful in your workplace could inspire you to do even better at your current work. Employees are more willing to go the extra mile when they feel valued and appreciated. "Even if it's just someone who says thank you for something small. You have to feel appreciated in what you do and [...], I usually get support to feel meaningful in the job that you do because it motivates you". *Participant F*: "Oh, definitely. If you don't feel valued, or a [...], if you don't feel like a valued employed person, you will definitely not give 100%. *Participant F* also mentioned that she experiences job fulfilment while teaching, but management in her work environment makes her feel that her job fulfilment is fading away. "On the teaching aspect, yes, I do feel that I actually am valuable, but on the management leadership interpersonal relationships, no. I do not feel that I- I feel kind of worthless sometimes, actually". Additionally, *participant G* also mentioned the significant purpose of motivation from feeling a sense of purpose influencing meaning. "[...] I think so because without meaning you got very little motivation but I suppose it depends because for some people the salary or the recognition and all those things might act as a motivator was a form of meaning but personally, I just can't see myself doing a job just for the money. *Participant E* changed her career path because she wanted to feel she had a purpose in making positive changes in other

individuals' lives. "So, I think the desire to make a change was what made me go into a career that I always said I would never do and finding it to be the career I think I should've always been in the first place.

Not experiencing job fulfilment 100% of the time, *Participant G* mentioned that she does not always feel appreciated at work. Likewise, *Participant H*, who does not feel job fulfilment, mentioned that she does not feel appreciated. "It doesn't feel like that, no". In contrast, *Participant I* feels appreciated but does not currently experience job fulfilment. As he said, this only happens in certain aspects of his work. "I do think I am appreciated in my workplace. I am getting good results with the learners. I'm getting much better than previous teachers that I know off. So, I think I am appreciated". One participant also cited, "Yes, that's everything and that is a motivation, but it cannot be from outside. Extrinsic motivation does not work. It must come from within".

Lastly, *Participant B* mentioned that having a purpose in the workplace is a major motivation that comes from within (*intrinsic motivation*). "So, you have to focus on the three major forms of motivation. Purpose. What is your purpose? Mastery? Autonomy? Can you do it on your own? That whole motivation that come from within".

Also, participants mentioned 'things' they were good at and dreamed of when they were younger. This brings us to the third pillar of a meaningful life: stepping beyond yourself.

- 3. Stepping beyond yourself:** If individuals can position their career choice with something unique that gives them a sense of "wholeness" in their working environment, this might positively influence their job fulfilment. In other words, stepping beyond yourself indicates if individuals have visions or dreams about a certain career or strengths/talents (something they were good at and dreamed of when they were younger).

When talents are utilised in their working environment, participants mentioned feeling a sense of meaning. *Participant D*: "Yes, I am. A very simple example of that is that I have since childhood been a very good public speaker and in my current position, I often have to address a group of people. I also need to write a lot

of reports and since I was young, I had a talent for good writing”. *Participant H*, who is not experiencing job fulfilment, mentioned that she was very creative from a young age. In her current working environment, she does not get to be very creative as it is office-based work. “So, one of the major talents would be the creativity part where I’m not able to do in my current role. However, the organising and the leading and management that I can do”.

Although *Participant I* did not experience job fulfilment, he can still use some of his talents. From a young age, he had a natural feeling of working with new technology in different areas of his life “Definitely, even though we are a farm school, we do use the best technology. We didn’t even have this when I was in school. So, at the moment I’m having full internet access in my classroom. I have a projector. I have an interactive whiteboard. I’m using a computer that’s from the school. We are using eLearning programmes in all the classes. So, yes. That is very nice and that is something that I am very familiar with and comfortable with.

- 4. Storytelling:** Individuals could take control of their own career narrative and create new career stories if needed. Some individuals find themselves in an uncomfortable situation regarding career choices.

A life of meaning and fulfilment is not travelling, searching for the next hype, or earning a lot of money but recognising the source of meaning.

Would it be possible for an individual to change the working environment if they feel unfulfilled? Would it assist young adults in making sounder career decisions when conceptual frameworks are included in CG? It seems to be possible to change career paths at a later stage in your life.

Participant G indicated that she was advised by the CG counsellor and motivated by her family to become a reverend, but after being very unhappy, she took charge of her own career and applied for a teaching job. “I’m not even in the ministry at all anymore. I’m now teaching. I’m not sure that I would’ve been the teacher I am today had I not spend 12 years studying theology and try to work in the church, but I think it’s really hard at the moment because I do not have a teaching qualification and the Department of Education expects me to get one. Now I have to study while I’m

working with a family and everything. So, I feel like I could've avoided a lot of unnecessary stress in my life had I made a different choice earlier". Also, *Participant B*, who is not experiencing job fulfilment, mentioned that it is vital to have alternative plans regarding career choice. "A plan B in terms of career choices in case plan A doesn't work out the way you wish it would".

Considering whether CG received or contributed towards job fulfilment, I asked participants: Did the CG you received contribute to your current job fulfilment?

Participant A: "I think so, yes, the career guidance also taught me that you not always going to be the main peanut. Not everybody is going to regard you as the highest person in the department even though you are not the highest person in the department, you also have an important role regardless of what level of expertise or whatever you are- there's still people that is needed. So [...], I think that is what the guidance taught me.

In contrast, *Participant I* specified that the CG he received did not contribute to her feeling of job fulfilment. "Definitely not. I think it pushes you in a direction, but it doesn't give you the full picture. I think career guidance is setup in a way to bait you to get to it, but when you get actually to it, you will see that it's so much different then what was, like, advertised. So, for example, nowhere in school, nowhere in university was I taught or exposed to even all the admin aspects of teaching, which is really a big part of it actually. All the management, all the committees, all the extra stuff that is not being showed or taught to you. It's something that you have to know when you get there. You are in charge of that, and you have to do it. So [...]. I don't think the career guidance accommodates for that".

Most participants felt that more could have been done considering career guidance in secondary schools.

The *intrinsic theoretical framework* (the four pillars of a meaningful life with CA) and making use thereof determine participants' narratives during the data collection phase.

4.2.3.3 Job Fulfilment Intrinsic Framework

Belonging → Values, the first pillar of a meaningful life, refers to being in a relationship where you feel valued. Considering the CAs, individuals are attracted to job opportunities *where they have a chance to influence and improve the world around them*. This usually makes them feel valued as if they belong somewhere.

Purpose → Skills purpose is about what you give to others rather than what you want to gain personally. Career Anchors shed light on the fact that employees *find purpose/meaning when they can utilise their skills and knowledge to enhance and improve a specific area* in the organisation or specialist areas or career of their choice. For example, climbing the organisational ladder and integrating the efforts of co-workers.

Storytelling → Needs. According to Smith (2017), everyone is in *control of their own story (career narrative)* and can edit and retell their story. For example, some participants mentioned being very “unhappy” in their current working environment. Participants can take control of their own career stories and start a new story with their CA in mind. An example of a career anchor (CA) is the *need for flexibility by being your boss, as one participant mentioned, but still having a stable working environment regarding salary and security*. If individuals need a CA and do not find themselves in such a position, they can create a new narrative.

Stepping beyond yourself → Skills. This includes individuals who had visions or dreams about a certain career or strengths/talents (something they were good at and dreamed of when they were younger). For example, writing, “dreaming”, or having a “vision” is a way to step beyond oneself and enjoy a sense of meaning. Participants mentioned that they were good in certain areas when they were younger.

4.3 CONCLUSION

Chapter 4 aims to disclose the analysis process in more detail and the steps applied during this study. The objectives of this chapter were to explore the relationship between job fulfilment and CG received during secondary schooling, using data generated from semi-structured interviews and presenting it in a logical manner.

During Phase 1, I observed the stories of young adults, analysing their views and narratives on CG and whether they received any (Phase 1 interviews). Participants mentioned that family members and friends also played a part when they had to make their career choices.

Aptitude tests seem prevalent to all Grade 9 learners in secondary schooling for subject choices. Additionally, batteries and tests to be done by professionals registered at the HPCSA are most likely to be the responsibility of parents. These test results were questioned by most of the participants, although a few were satisfied with theirs.

During Phase 2, job fulfilment was discussed. Firstly, defining what the participants experience as job fulfilment and the meaning thereof. Secondly, they explain their current experience of job fulfilment in their workplace. Thirdly, seeking understanding and exploring the conceptual frameworks of job fulfilment's intrinsic concepts (four pillars of meaningful life with the CAs). The themes were identified during the analysis process, where codes were created, and themes emerged and resulted in the headings of the thematic framework.

During this chapter's third and last part, the emphasis is on how young adults describe the relationship between CG and job fulfilment. The themes used to describe the questions are illustrated in Annexure F (created from codes), which is called the thematic framework. These themes were generated after coding the three-phased interviews with the nine participants using NVivo.

CHAPTER 5: A POSSIBLE LINK BETWEEN CAREER GUIDANCE AND JOB FULFILMENT

5.1 INTRODUCTION

The main aim of this study was to explore if a possible link exists between career guidance (CG) during secondary schooling and job fulfilment experienced by young adults later in their career path. Since I am a School-based support team (SBST) coordinator (cf. 1.5) at a secondary school, I was determined to do this study because I interact with young learners from various backgrounds daily (cf. 1.2). The struggle to find job fulfilment is a challenge for some people irrespective of their backgrounds. All the chapters contributed towards the main goal, which is to ultimately respond to the main question of this study (cf. 1.3).

Chapter 5 aims to comment on how young working adults describe the CG they received or did not receive in secondary school regarding job fulfilment experience. In the sections to follow, a summary of how this research unfolded will be given, followed by my findings (sub-research questions). My reflections in terms of limitations, recommendations and suggestions will also be explored.

5.2 OVERVIEW OF THE STUDY

Chapter 1 is an overview (research proposal) of the study (cf. CHAPTER 1: .13) with a brief introduction for each of the following: literature review CHAPTER 1: 2.1); research methodology (cf. 3.1); data analysis (3.1); and the synthesis of the study.

The literature review in Chapter 2, together with conceptual frameworks, provides an understanding of research already done (available literature). I used conceptual frameworks from said literature to create a theoretical framework to analyse the data generated for this study (cf. 2.1).

In Chapter 3, the research methodology was explained in detail. Researched methods were discussed (cf. 3.4) as to the choice of qualitative research, and data was generated through semi-structured interviews in three different phases (cf. 3.4.2.1). Participants were selected using non-probability purposive sampling (cf. 1.5.4).

In Chapter 4, I explain how I used NVivo to code (cf. 4.2) information to assist and create a thematic framework in semi-structured interviews (VoIP). The generated data was analysed, and the findings are discussed in detail throughout Chapter 4. The aim was to understand the stories of young adults regarding CG in their past secondary schooling years, as well as their current job fulfilment and their response to the question about the influence they think CG might have had on their future job fulfilment (cf. 4.2.3).

The interconnectedness between Chapters 1, 2, 3, and 4 concludes with Chapter 5, the final chapter where attention is given to the sub-questions and answering the question, "How do young working adults describe their CG received during secondary schooling in terms of job fulfilment in later years?"

5.3 SYNTHESIS OF THE STUDY

As mentioned previously, my role as the researcher was to be an active interpretive agent, being inductive by nature and aligning with the inductive process of data analysis (Dixon-Woods, 2006). Consequently, this indicates that the various research methods mentioned were drawn together to create new knowledge interpreted inductively. Three sub-questions were created to answer the main research question at the end.

5.3.1 The meaning of the term career guidance for young adults participating in this study

The literature revealed that the term CG should never be seen as a "quick" decision-making process to get to the next phase of your life but should rather be acknowledged as a long-term ongoing developmental process (cf.1.1) – involving personal, "inner" commitment (Figure 1). In contrast, young adults see CG as an event and decision they must make in their lives (cf. 2.4). Literature also recommended that this process be structured according to informal CG. Participants stated the following about informal and formal CG:

5.3.1.1 Informal CG

Participants see informal CG as a simple task that needs to be done for marks in the Life Orientation (LO) curriculum in Grade 12 (cf. 4.2.1.1). However, LO does not

receive the same amount of attention that other "more important" subjects do (cf. 2.3.1.1b). This is a sad reality, seeing that for most learners (especially in less privileged areas), this would be the only form of CG they would receive (cf. 2.3.1.1a). In some cases, not all learners realise this in secondary school because educators do not teach LO passionately and are not trained accordingly (cf. 1.2).

As suggested, studies indicate that secondary school learners require guidance at a crucial time in their lives (cf. 1.5.3.1). After experiencing the world of work after secondary education, young adults emphasise that they see CG as something that should have a practical side. They want to experience the "real world of work" outside of the school fences (cf. 4.2.1.3). Participants feel that CG available should take place even when they are already employed (cf. 4.2.1). These participants felt the education system failed in providing effective CG during their secondary schooling years (cf. 4.2.1.5). While in secondary school, learners may be confused, and lack informative guidance. In this instance, some learners who could afford acquired CG in their private capacity (2.3.1.1d).

5.3.1.2 Formal CG

Some participants acquired formal CG and proclaimed their connection. The definition they formed was not always positive (cf. 4.2.1.4). Apart from the reports that mostly said they could become anything they wanted to be (cf. 4.2.1.4), participants often pointed out that a lack of feedback made them feel confused. This, in turn, left them with a delay in other areas where they need the information to make subject choices and career choices (cf. 4.2.1.4).

Literature also defines formal CG as not often serving a culturally diverse country like South Africa. What happens to all those learners when they must make career decisions and are uncertain about what choices to make about their future (cf. 2.3.1.1d)?

5.3.2 The meaning of the term Job fulfilment for young adults participating in this study

The young adults who participated in this study stated that job fulfilment in the 21st century is not like "back in the day" when earning a living was the only motivation for

working and enjoying work (cf. 4.2.2.1). The focus shifted to a more intrinsic level of happiness and is no longer about the context of the working environment (cf. 2.3.2). In more detail, the intrinsic environment of an employee could be referred to as the CAs of an individual (cf. 2.3.2), which, in some way, anchor the career for individual fulfilment. This could be because of the ability of the career anchor (CA) to emphasise the uniqueness of an individual (cf. 2.3.2.1). The focus, therefore, is not so much on the measuring instruments (cf.1.2) but on the individual's unique anchors (Figure 6). Subsequently, theory (CA and the four pillars of a meaningful life) implies the following to be very important if employees want to experience job fulfilment (cf. 4.2.2.2):

- Having a meaningful life impacts others around you positively (cf. 1.1).
- Learn new things and be able to grow – expanding your current skill set (cf. 4.2.2).
- Waking up and being excited to go to work (cf. 2.2.4).
- Having time to spend with family and friends (cf. 4.2.2.1).
- Feeling valued at work (cf. 4.2.2.2).

Thus, intrinsic factors could be seen as the personality, skills, values, and interests of the individual who is hoping to make sound career choices (cf. 2.3.2.1). A sound career choice is a career decision that leads to job fulfilment (cf. 2.3.2.1a). Additionally, these intrinsic factors seemed inevitable when experiencing a life of meaning that results in job fulfilment (cf. 4.2.2.1). To understand the above-mentioned, different conceptual frameworks are used to form one theoretical framework (Figure 5.1).

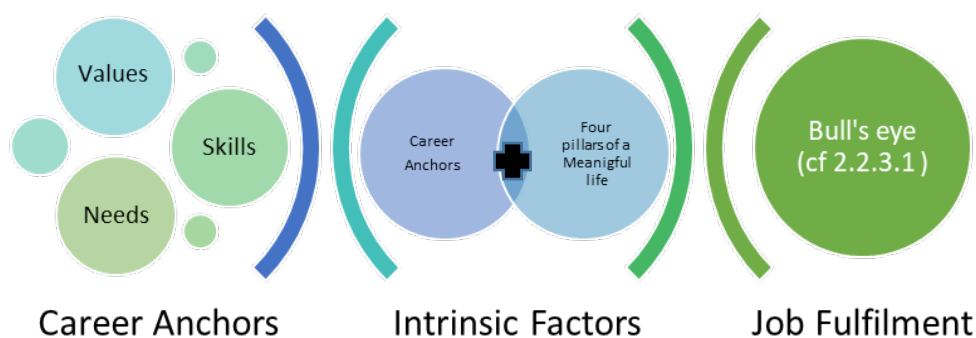


Figure 6: Theory flowing into creating the Conceptual framework for the study

5.3.3 The various experiences of young adults regarding their career guidance in secondary schooling

When participants shared their stories regarding their experiences with CG during secondary schooling and the impact thereof on their future job fulfilment, the following were the outcomes. Considering the synthesis of these experiences, some participants received CG and are currently experiencing job fulfilment. Others received CG but no job fulfilment. Lastly, it became clear that some participants who did not receive CG are currently also not experiencing job fulfilment.

a) Participants who received career guidance and who are currently experiencing job fulfilment

The majority of participants received some form of career intervention, informal or formal (cf. 4.2.1). These participants report that they could become anything they wanted to when they wrote an aptitude test (cf. 4.2.1.4). Teachers in secondary schools and representatives from tertiary education institutions helped and assisted these participants in choosing career paths (cf. 4.2.2.2). Also, one of the participants who was experiencing current job fulfilment, mentioned that she has a working environment where she can grow and use her skills and talents. Moreover, she has a mentor who assists her with further career decisions (cf. 5.2.1). This could be seen as CG in a holistic approach, adhering to the conceptual frameworks of CA and meaningful life (cf. 2.3.2.1a). In addition, the feeling of appreciation in the working environment can contribute to job fulfilment, although nothing in the intervention programmes (CG) at this stage addresses this issue (cf. 4.2.2.2).

Furthermore, from the interviews, it was clear that participants choose careers and do not necessarily know what they entail until they experience it (cf.4.2.2).

b) Participants who received career guidance and do not experience job fulfilment

Most participants were advised to choose a certain career path but did not experience fulfilment when they chose the career they were advised and ended up changing their career path to something completely different (cf. 4.2.2.2). This is an indication that these career intervention programmes often lack the intention to lead people to job fulfilment (cf. 1.1). What was also evident from the interviews was that one participant

who does not experience current job fulfilment mentioned that he does not feel appreciated at work (cf. 4.2.2.2).

c) Participants who did not receive career guidance and are currently not experiencing job fulfilment

Two participants mentioned that they received no CG (cf. 4.2.2) but did experience job fulfilment. One participant indicated that this is because he, as a teacher, assists learners in making career choices. He mentioned noticing how important these decisions are (cf. 4.2.3).

5.3.4 Participant's understanding of the link between career guidance and job fulfilment

According to the results of this study, most participants do not currently experience job fulfilment. However, they have received formal and/or informal CG (cf. 4.2.2.2). When making career decisions, you must understand your unique CA and intrinsic factors and align them with possible career options (cf. 2.3.1). This implies that the search for the right career path is seen as a developmental process and getting to know yourself better rather than a once off choice to be made (cf. 2.3.1).

Most participants agreed that the informal CG they received from school failed them (cf. 4.2.1.2) for several reasons. For example, a teacher who is not adequately trained to provide CG (cf. 2.3.1.1b). Also, secondary schools should expose learners to the world of work outside of the school more. For example, introduce them to big companies and industry leaders such as Tiger Brands (cf. 4.2.1.1).

As for formal career guidance, participants who chose careers they were advised to do not have job fulfilment. Moreover, they were advised to become anything they wanted, leaving them more puzzled than before (cf. 2.3.1.1d). Unfortunately, there is no career title as "any career". These one-on-one interviews were mostly conducted in the more privileged areas, and even so, they were still not context-friendly in the sense that these aptitude tests did not leave much room for diversity (cf. 4.2.1.4).

Therefore, it is understandable that the current CG provided in secondary school and private capacity has no link to job fulfilment (cf. 4.2.3).

With all said, in terms of CG, much more attention is needed on intrinsic factors than the exocentric factors of a working environment (cf. 2.3). To reach the "sweet spot" of job fulfilment (Figure 5.2), in terms of career choices, it is clear that CG intervention programmes should not just rely on one concept thoroughly (cf. 4.2.3.2), but consider a number of different concepts and factors (cf. 4.2.3.3).

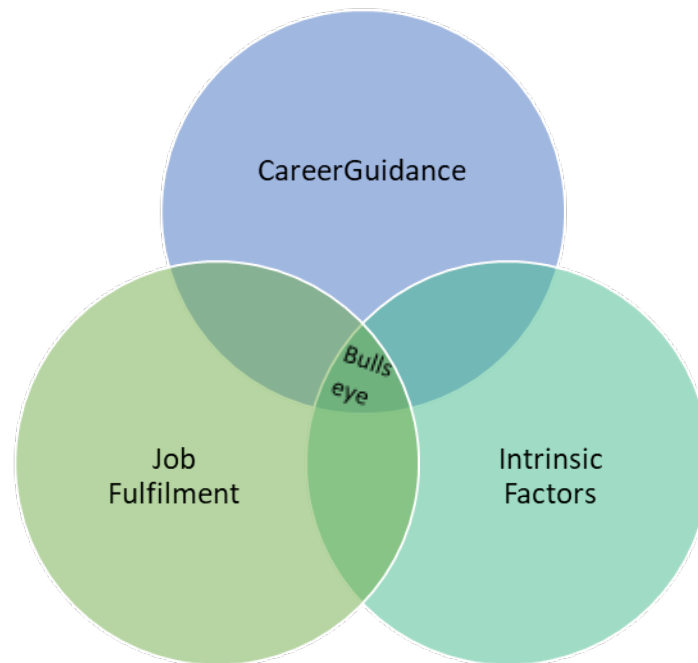


Figure 7: Factors to reach the bull's eye in terms of job fulfilment

Thus, including and paying more attention to the intrinsic factors of learners when considering career choices is more likely to result in job fulfilment in later years (cf. 4.2.3.3). Also, see the outline of intrinsic factors, drawn up from different conceptual frameworks (cf. 4.2.3.3). During my study, I explored and made meaning of participants' narratives through using data generation strategies and analysis. I will reflect on my understanding, outline limitations, and give recommendations and suggestions for future studies.

5.4 REFLECTION

While reflecting on my study, the following limitations surfaced. This is followed by recommendations and suggestions for further studies.

5.4.1 Limitations of the study

As with all research, it is vital to acknowledge the limitations a study might bring forward. The first limitation was that a limited number of potential participants responded to my invitation to participate in the study. Although I intended to reach data saturation, I cannot claim I did. Furthermore, when interviewing participants whose first language is not English, language could have served as a barrier; this could have been restricted by allowing participants to converse in their mother tongue if needed.

5.4.2 Recommendations

Institutions like the Department of Basic Education (DBE) and secondary schools might think of alternative interventions regarding career and career choices to assist learners more in this manner (cf. 1.5.3.1). Exploring what participants said (data analysis), together with literature, the following recommendations could be made from the findings of this study:

- Secondary schools can consider introducing learners to the world of work in a more practical way. For example, visit careers they are interested in during school – "shadowing" someone at their work (cf. 4.2.1.2). This could form part of the LO curriculum (cf. 1.2).
- The DBE can consider training LO teachers to understand intrinsic factors better when considering CG (cf. 2.3.1.1b).
- Tasks outlined in the CAPS document for CG could be revised to include intrinsic factors and be more context-friendly (cf. 2.3.1.1b).
- Employers can consider allocating experienced mentors for young employees to acquire CG and advice in terms of lifelong career development (cf. 4.2.2.2).

5.4.3 Suggestion for further studies

In education, it could benefit the industry if further studies are done to see how LO could be improved to be more suitable for a diverse country (cf. 1.4), specifically a country where there might be fewer formal job opportunities than elsewhere in the world. Aligning the CG with the job market might be valuable.

5.4.4 My own experiences as a student

From my experience throughout this study, the importance of an in-depth literature review stood out as something that should not be taken lightly because previous research might indicate the gap one is looking for in research. Moreover, I now know the importance of proper preparation and asking well-thought-out open-ended questions. This will lead to adequate data generation (cf. 1.5.3.2) since exploring answers to those questions will be the core of your data and results (cf. 3.4.2).

5.5 CONCLUSION

The fundamental aim of this study was to explore the possible link between CG in secondary schooling and job fulfilment in later years. I could not find previous research exploring this link, and as a SBST coordinator, this was important to me. In my experience, CG is a phenomenon that needs urgent attention in secondary schools.

The interview results with participants suggested that CG intervention programmes, as they are currently implemented on an informal and formal basis, are useful on some occasions because participants indicated that there is currently no link between CG programmes and job fulfilment. Thus, attention could be drawn to intrinsic factors (personality, skills, values and having a meaningful life) together with practical exposure when implementing CG. During current CG, little attention is given to the holistic and unique individual and their personal CA. During secondary schooling, the importance of life-long career development should be emphasised.

To conclude, the modern employee is not only concerned about a large salary but is rather in search of a life of meaning and reaching job fulfilment.

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ANNEXURES

Annexure A: Ethics Statement



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

08-Dec-2021

Dear Mrs Natasia Muller

Application Approved

Research Project Title:

Exploring how career guidance influence job fulfilment in later years.

Ethical Clearance number:

UFS-HSD2021/0036/21

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

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Annexure B: Language editing

0716721813

iteise@yahoo.co.uk

14 December 2023

TO WHOM IT MAY CONCERN,

I, Jodie Teise, hereby declare that I have language edited the thesis titled **Exploring how career guidance influence job fulfilment in later years** by N Muller.

Please note I strive to consistently maintain the highest quality in respect of document editing, proofreading and translation. However, as I have no way of ensuring that the source documents are indeed replaced with my edited version and have no control over changes subsequently made to documents, the final responsibility for documents always rests with the commissioning author.

I am a qualified language practitioner with many years of experience in editing and translating in the higher education, legal and public sector, amongst others.

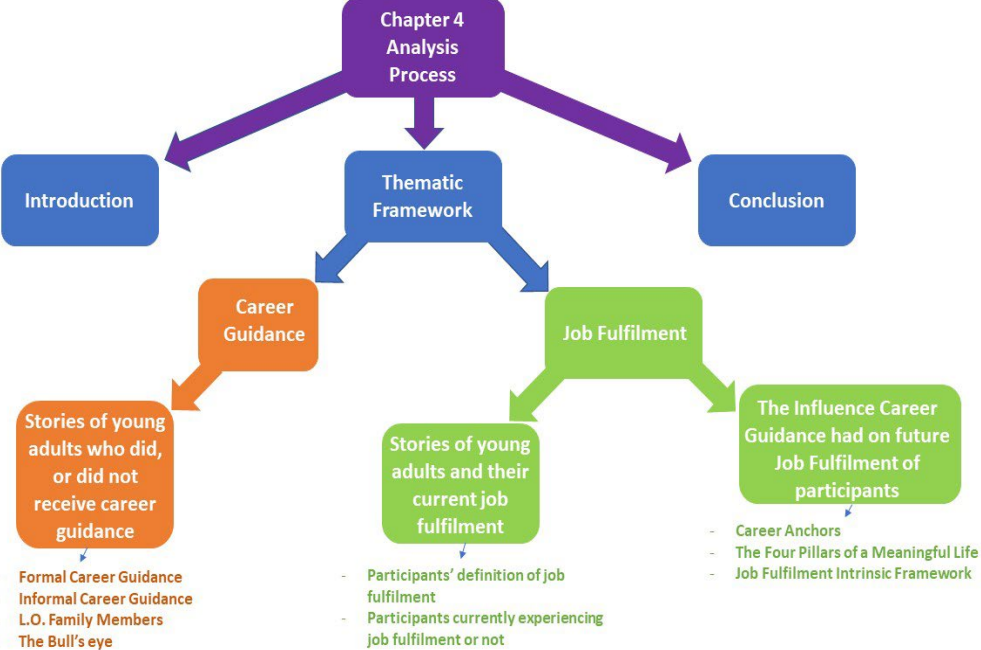
Yours sincerely,



Jodie Teise

BA Honours in Language Practice (2012),
University of the Free State
SATI membership no. 100032

Annexure C: Description of the data analysis process in chapter four.



Annexure D: Advertisement placed on the Alumni Facebook page of schools.



CAREER GUIDANCE vs JOB FULFILMENT

Are you between the ages of , and regard yourself a young working individual?

Have you received any form of career guidance (formal or informal) during your secondary schooling years?

Would you like to participate in a current study regarding job fulfilment and career guidance? **We need you!**

Please leave your email address or DM it to me.



Annexure E: Semi-structured questions. Phase 1-3 (past, present and future)

Questionnaires for semi-structured interviews

These questionnaires were administered in three phases (Past, Present, and Future).

Participant code: _____

Age: 23-42

Phase 1 Questions (Past):

Did you receive any form of guidance on your future career choices during Life Orientation sessions?	
No, I did not.	Yes, I did. What type of information was shared with you during these lessons? How helpful was the information that you received in terms of planning your career? Did it have any influence on the choices that you have made?
Did you receive any form of (specialised) career guidance (formal or informal) during secondary school?	
Did not receive specialised career guidance?	Did you receive career guidance?
What information did you have at your disposal to make a career choice?	Tell me more about the career guidance that you received at school.
No information	Indicate the type of information available. How useful was the information? Did the information influence the career choice that you made?
	Did they use any type of career questionnaires or tests to determine your interest or ability? How well did the advice that you received fit with your own perception of what your interests and career goals were
What other sources were available to help you make a career choice? (Such as parents, teachers, or family members). How helpful was the information that they had provided?	
Not helpful	Helpful To what extent did the information that you received help you in making a career choice?

<p>If you now look back at the career choice that you had in mind when you were at school, how do you feel about the support that you received? Did you choose/follow the career that you were advised to follow?</p>	
<p>If you did not follow the career that you had in mind, what was the reason for that?</p>	<p>If you did follow the career that you had in mind, how do you feel about it if you look back?</p>
<p>Do you think that you could have made a better choice at school?</p>	
<p>No</p>	<p>Yes If you think that you could have made a better choice at school, what would have helped you to make a better choice?</p>
<p>If you look at where you are today, how do you feel about the choices that you have made and what you are doing today?</p>	
<p>Thank you for today. In our next interview, we will talk more about what you are currently doing and how satisfied you are with what you are doing.</p>	

Phase 2 Questions (Present):

1. Do you think you are currently experiencing job fulfilment? Motivate your answer.
2. Explain what you see as “experiencing job fulfilment”.
3. Who/what motivated you to choose this career path?
4. Do you think it is important to feel meaningful in the workplace?
5. Would you say that you are currently experiencing job fulfilment at the workplace?
6. Are you able to make use of your talents in your work?
7. In which way would you say your hard work is currently appreciated or not?
8. Do you think the career guidance you received or did not contribute to your current experience in your world of work?

Thank you so much. In your next and final interview, we will talk about your future aspirations, career path, and future job fulfilment.

Phase 3 Questions (Future):

1. What role do you think the career guidance you received/not receive has on your overall ‘happiness’ at work in the future?
2. Do you think your skills would improve at the current work in the future?
3. What factors would you consider when choosing careers in the future?
4. Which one of the following would be a criterion for looking at future job opportunities? Job fulfilment or income?
5. What role do you imagine career guidance can play in your future?
6. How do you imagine yourself experiencing job fulfilment in future?
7. Would you say you can experience job fulfilment?
8. Do you have anything else that you would like to add to your interview?

Your participation in this study is highly appreciated and would benefit the future of career guidance programmes working towards job fulfilment.

Questionnaires for semi-structured interviews

These questionnaires would occur in three different phases (Past, Present and Future).

Participant code: _____ Age: 23-35

Phase 1 Questions (Past):

Did you receive any form of guidance on your future career choices during Life Orientation sessions?					
NO, I Did not.	<p>Yes, did.</p> <p>What type of information was shared with you during these lessons?</p> <p>How helpful was the information that you had received in terms of planning your career?</p> <p>Did it had any influence on the choices that you have made?</p>				
Did you receive any form of (specialised) career guidance (formal or informal) during secondary school?					
Did not receive specialised career guidance?	Did receive career guidance?				
What information did you have at your disposal to make a career choice?	Tell me more about the career guidance that you had received at school				
<table border="1"> <tr> <td>No information</td> <td>Indicate the type of information available</td> </tr> <tr> <td></td> <td>How useful was the information?</td> </tr> </table>	No information	Indicate the type of information available		How useful was the information?	Did they use any type of career questionnaires or tests to determine your interest or ability?
No information	Indicate the type of information available				
	How useful was the information?				

Annexure F: Codes made for the Thematic Framework

Codes made for the Thematic Framework

Name	Description
Career Guidance	The intervention in any way that guides and assists individuals in making important choices when it comes to their possible working roles in the near future.
Formal Career Guidance	During this formal career guidance, professional and private assistance can be directed by counselors/psychologists specialising in this field of study.
Support	Any form of support that the participant received which may helped them to make career choices.
Tests for subject choices	Aptitude tests arranged by schools specifically aimed to assist learners in Gr 9 subject choices
Informal Career Guidance	This form of career guidance is often known to appear in the education and school environment and is accessible for all secondary learners in South Africa. Also the influence family memembers might have on the individuals choices.
No Career Guidance	Individuals whom did not had any form of career guidance during secondary schooling
Job fulfilment	the degree to which individuals are experiencing meaning and are satisfied with their daily career interactions (Rayle, 2006).
Career Anchors (2)	Career anchors (CA) represent individuals' inner definitions and experiences of their career needs, values, and skills. It could also be seen as expectations the employee might have when considering job fulfilment in the future. These career anchors are inherently what an individual might expect to form the company/working environment to feel fufiled and motivated
Meaningful life	Authors mentioned that the alignment of a career choice with the four pillars of a meaningful life has the likelihood of resulting in job fulfilment in later years (Codaro, et al., 2017).

Annexure G: Sample of consent form sent to participants



RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE

To be confirmed.

TITLE OF THE RESEARCH PROJECT

Exploring how career guidance influence job fulfillment in later years.

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Natasia Muller

2010056443

082 678 5125

FACULTY AND DEPARTMENT:

Faculty of Education.

School of Education Studies

STUDY LEADER(S) NAME AND CONTACT NUMBER:

Prof Jan Nieuwenhuis.

051 401 7550.

WHAT IS THE AIM / PURPOSE OF THE STUDY?

Little research has been done regarding the value of career guidance to learners. Most of the research focuses on the immediate effect of career guidance, aligning knowledge of self and knowledge about the world of work to result in a sound career choice. In contrast, it fails to address the long-term effect of career intervention. Career choices are more concerned with long-term effects. Thus, the value of this research lies in the fact that it could offer us a hint of the possible relationship between job fulfillment and career guidance later in life.

Annexure H: Example of a gatekeeper's approval letter



REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Hoërskool Bastion alumni administrator

We are doing research and would like to request permission to conduct our research by accessing contact information of alumni group members on your social media platform facebook page. Group members are made up of the 2008 to 2009 Hoërskool Bastion alumni.

DATE

November 2021

TITLE OF THE RESEARCH PROJECT

Exploring how career guidance influence job fulfilment in later years.

RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Natasia Muller (082 678 5123 / natasia.muller23@gmail.com)

FACULTY AND DEPARTMENT:

Faculty of Education

School of Psychology of Education

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Prof. F. J. Nieuwenhuis (051 401 7550 / nieuwenhuisF.J@ufs.ac.za)

Ms. Zettie Venter (082 566 8232 / venterEP@ufs.ac.za)

GATEKEEPER APPROVAL

I, the undersigned,

Marilee Jankar (gatekeeper's full names to be included), (the "Gatekeeper") confirm that I voluntarily agree to provide access to information such as contact details of members of the Hoërskool Bastion alumni facebook page for the purpose of the study "Exploring how career guidance influence job fulfilment in later years", as mentioned above.



Gatekeeper signature

17/11/2021

Date