

**Life design counselling with a learner from a
vocational school setting**

by

Samantha-Ella Ruiters

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Supervisor:

Prof J.G Maree

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DEDICATION

Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to Him, and He will make your paths straight. - Proverbs 3:5

First and foremost, I dedicate this body of work to The Great Almighty. Then, to Mr Martin Ruiters and Mrs Ideelia M. E. Ruiters, my dearly loved parents. I thank God for blessing me with you. My belief in myself and my abilities are the product of your unfaltering encouragement of me. Your value for reading and proper communication instilled my appreciation of the value of lifelong learning. Your stories of wanting more for me than what you had been afforded, and those that came before you, propels me to be the best version of myself. I am proud of what you have achieved. Your hearts are full of love and your hands are always ready to give. I fail to find the words to express how grateful I am for your sacrifices over the years, which got me to where I am today. Thank you for not just bringing me up, but for raising me with intent. Above all, thank you for the example of what it means to place everything at the feet of our Lord first, before anything else. I am grounded in my faith and that is because of your unfailing faith. I am because you are. You have been my biggest and best cheerleaders. Thank you.

DECLARATION OF ORIGINALITY

I, Samantha-Ella Ruiters, declare that the mini dissertation titled “**Life design counselling with a learner from a vocational school setting**” which I hereby submit for the degree Magister Educationis in the Department of Educational Psychology, Faculty of Education at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

.....

Samantha-Ella Ruiters

December 2020

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CHAIRPERSON OF ETHICS COMMITTEE:	Prof Funke Omidire 
CC	Ms Bronwynne Swarts Prof Jacobus Gideon Maree

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Isabel M Claassen (APSTrans (SATI)),

full-time freelance translator, editor and language consultant

of

1367 Lawson Avenue, Waverley, Pretoria
(cell 082 701 7922)

and

accredited member (No. 1000583) of the South African Translators' Institute (SATI)

completed the language editing* of a Master's dissertation entitled

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SETTING**

which had been submitted to me by

Ms Samantha-Ella Ruiters

E-mail: samantha-e.ruiters@outlook.com

Date completed: 10-12-2020

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To my Lord God Almighty – way maker, promise keeper, comforter and light in the darkness – I give you all the praise and honour. Your promise is true – through You, all things are possible (Proverbs 4:13).

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ABSTRACT

Worldwide, the estimated prevalence of intellectual disability in developed countries is between 2% and 3% (Foskett, 2014). As a developing country, the South African Government show signs of taking the necessary steps in including persons with disabilities in the general workforce (Department of Social Development of the Republic of South Africa, 2015).

Forthrightly, post school options for learners from special schools are limited (DSD, DWCPD & Unicef, 2012) and, historically, they have been encouraged to pursue work encompassing basic skills, with little or no autonomy – and denied opportunities in the formal sector.

The study is constructed by a Qualitative-quantitative approach, explored by means of a single, purposively sampled, instrumental case study. The aim is to explore the value of implementing life design counselling as a means to educate and prepare learners from the vocational school setting (learners with intellectual/mental disability) for opportunities after the completion of their formal schooling; and encourage debate around the training of the relevant role players. Moreover, to counter the adverse thinking the learners – and teachers and parents – may be participating in. Through the comparison of the value the learners ascribe to their current career guidance/counselling and when supplementing life design counselling to the already implemented model; the learners are introduced to innovative/novel options and guided through the process with support.

The quantitative findings of the study did not confirm nor refute the assumption of the intervention resulting in an increased career adaptability for the participant. Even so, the qualitative findings supported the aims of the intervention. The participant was able to, and expressed wanting to continue to, construct his concept of self within his systems of functioning, while also actively pursuing his vocational choices and the means to attaining them. Overall, the researcher found the life-design approach used in the study highly applicable to the participant and the context in which the study was conducted.

The possibilities and limitations from this study could promote further research in the vocational schooling sector, equipping the role players to better service the demarcated category of learners (learners with intellectual disability).

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CHAPTER 1: INTRODUCTION AND ORIENTATION

“The future lies before you, like a field of fallen snow; Be careful how you tread it, for every step will show.”

- **DORIS A. WRIGHT**

1.1 INTRODUCTION

The primary purpose of my study was to explore the use of life-design counselling with a learner from a vocational school. The typical learner referred to in my study was one who is traditionally classified as having an intellectual/mental disability. People with severe mental disabilities are particularly vulnerable to exclusion from society, and their being identified as ‘ill’ and different from their ‘non-disabled’ counterparts often results in severe isolation (Office of Deputy President, 1997) and “often not enjoying the same opportunities as others” (Department of Social Development, 2015, p. 13).

Life-design counselling is theorised as an intervention strategy that focuses not only on an individual’s personality characteristics, but also on their developmental processes and individual stories (Di Fabio & Maree, 2012). Through my work as a Learning Support Specialist at a community high school, I realised the importance of academic achievement when deciding on or considering career prospects. It is my understanding that in the context of vocational school settings the emphasis is on gaining knowledge and skills, despite acknowledging that marks are not always an accurate indication of progress (Suleymanov, 2014). Post-school options for learners from special schools are limited due to the narrow choice of subjects available to them (Department of Social Development/Department of Women, Children and People with Disabilities & UNICEF (DSD, DWCPD & UNICEF), 2012). This results in the youth not typically exploring (or even considering) the further education sector, and thus they often end up in unskilled, semi-skilled or temporary employment, with little or no autonomy. Comparatively, in 2011/12, “more than 60% of employees with disabilities (not only intellectual disability) occupied semi-skilled, unskilled or temporary positions”, with only “approximately 0,8% of the total number of employees” in the private sector being persons with disabilities (Foskett, 2014, p. 12).

That said, in exploring the use of life-design counselling with a learner from a vocational school setting, the possibilities and limitations identified in this study could promote further research in this sector, and thus enrich the Educational Psychology field and equip role players

to better service the demarcated category of learners. In the text to follow, I will explore the policies governing best practice in the workplace, as well as education and training pertaining to the needs and rights of people with disabilities.

1.2 PRELIMINARY LITERATURE REVIEW

1.2.1 The world of work

It has become a common saying that the world of work is constantly changing. Individuals are no longer required to choose an occupation or career path/trajectory and stick to it until age of retirement. It has become the norm for individuals to have multiple careers and jobs – to “move between careers and jobs several times, and [...] to navigate many work-related transitions” (Maree, 2018a, n.p.). Furthermore, numerous assumptions regarding the world of work have been proven true and the current reality for both the employed and unemployed is as follows: the work climate is rapidly changing; job security and security in the work environment as previously defined is waning; employers are no longer searching for the ideal candidate to stay for the entirety of their work life; employee contracts are now negotiated on short- to medium-term agreements; to manage the need for dynamic transitioning, employees are encouraged to focus on lifelong learning and becoming employable (Maree, 2017a).

In 2013, the South African Board for People Practices (SABPP, 2016) projected the unlikelihood of the unemployment rate reducing considerably by 2030. According to a report of the National Economic Development and Labour Council (NEDLAC) titled *The future of work, Scope: South Africa, Horizon: 2030* (Business Unity South Africa, International Labour Organisation, Institute for Future Research (BUSA, ILO, IFR), 2016), South Africa’s unique work context is faced with an interplay between the global trends of automation, artificial intelligence and productions systems, versus our local realities of high unemployment numbers, economic growth challenges, high inequality ratios and regulation challenges (BUSA, ILO, IFR, 2016). The report further defines decent work as encompassing fair income, social protection, personal development, social integration, equal treatment of sexes and the freedom of association,; while also including a “balanced life, in which work is only one part of a meaningful existence” (BUSA, ILO, IFR , 2016, p. 16).

In an optimistic projection, Colagrossi (2019) for the World Economic Forum forecasts that up to 47% of jobs would be automated; however a more realistic estimation would be around 9%. What this implies, is that more emphasis will be placed on skills such as computer literacy, problem solving and critical thinking. Furthermore, a target of 1.6 million (25%)

students at university and 2.5 million (39%) students in TVET colleges by 2030 has been set in the *White Paper for Post-school Education and Training: Building an Expanded, Effective and Integrated Post-School System* (2014) by the Department of Higher Education and Training (DHET). That being said, one of the questions to be answered in this research is whether – presuming education geared for the postulated revolutionised workplace happens with learners from traditional school settings –learners from remedial/vocational school settings are provided the same or similar opportunities, bearing their needs in mind?

1.2.2 Preparation of learners with intellectual impairment for the world of work

1.2.2.1 Curriculum matters relating to special needs schools

At the Department of Basic Education’s Lekgotla held on 21 January 2019, President Ramaphosa called on the basic education sector to promote flexible learning pathways that will ease the transition between all educational levels. The options of learners in special needs schools with regard to subject choice and opportunities for further education and training are restricted – due to the inadequate resources available as well as the limited number of subjects offered (Foskett, 2014). Thus, learners from special schools very rarely pursue further education options or even enter the labour market. They often drop out or finish school without successfully completing their basic education, and therefore they are not able to pursue a career or vocation post-school (Human Rights Watch, 2015). In South Africa, the promotion of education and skills development for the advancement of persons with disabilities is especially important (Department of Social Development, 2015).

1.2.2.2 Career counselling of people with (intellectual) disability

My personal experience and training made me mindful of a need for specialised career counselling for individuals with disabilities, especially those with intellectual impairment and/or barriers to learning. It has become evident that in order to understand the career path and considerations of the person with intellectual disability, one needs to take into account society’s view on disability, as well as the influence of potential employers on the person with a disability (Bishop et al., 2010). Understanding and being aware of the views and beliefs in respect of disability are essential to fostering an effective career counselling process (Bishop et al., 2010) that shows respect to and acknowledges the dignity of persons with a disability. In addition, counsellors should work with these persons to aid them in planning pathways beyond high school (Gibbons & Hughes, 2016).

Since there is little research in the proposed field of study, I intend to supplement the existing body of knowledge and be guided by international literature, seeing that “a proper understanding of career counselling in South Africa first requires an understanding of global developments in the field” (Maree, 2013b, p. 411).

1.2.2.3 Vocational and career guidance versus life-design counselling

South African schools traditionally approach career counselling from vocational guidance and/or career education perspectives. Individuals are encouraged to engage in self-exploration, while simultaneously acquiring knowledge on various vocational options available to them. They also take their grades and access to resources into consideration (Savickas, 2012).

As a psychometrist, I realised the career counselling process relies heavily on quantitative measures such as psychometric tests, which measure individuals’ scores on aspects such as abilities, interests and personality traits. Considering the changes that society as a whole has undergone (locally and internationally), the traditional approach to career counselling has become outdated and does no longer meet the needs of individuals adequately (Maree & Molepo, 2007). People seeking career counselling require an approach to this kind of service that is as dynamic as the career climate they find themselves in. Among other requirements, postmodern career counselling should have a narrative focus, identify and activate resources meaningfully, identify and link themes and life stories, and aim to facilitate the process of empowering individuals to navigate through periods of transition (Maree & Molepo, 2007). During my work as the Learner Support Specialist, I have been challenged to find alternatives to supplement the assessment instrument(s) that are traditionally used. Career counselling needs to adopt a more subjective approach than is currently used (Maree, 2013a) and as the career counsellors we need to serve the needs of the 21st century learner and move from being deemed ‘experts’ to being ‘collaborators’ with the learners in the career counselling process (Maree, 2012a).

Career construction and decision making constitute a personal journey that should be owned by the learner. They should find personal meaning that will empower them to reflect on their life stories and to identify main life themes on which they can construct their careers (Maree, 2013b). More recently, Savickas (2015a, p. 5) explained life-design counselling as presenting a subjective ‘principle-driven intervention’ that counsellors may use to assist clients to make career transitions, with the focus on their narrative. Life-design counselling positions both the client and the counsellor as participants and uses stories that show clients’ uniqueness.

1.2.3 Contribution of intellectually impaired school graduates to the world of work

1.2.3.1 Legislation governing equality in the workplace

Every individual has a fundamental right to work (Department of Social Development, 2016). Discrimination in employment is combated through constitutional provisions or specific legislation prohibiting discrimination on the grounds of disability. The aim of such legislation is to increase the contribution and inclusion of persons with disabilities in employment and other sectors of society (Department of Social Development, 2016). In the South African context, discrimination in the workplace is eliminated through affirmative action and through the implementation of the Employment Equity Act (1998). It is important for individuals to receive the necessary education and training that will equip them for the workplace.

1.2.3.2 Disability in the workplace

As noted above, the South African government has made provision for the regulation of equal employment opportunities and fair treatment for persons with disabilities; however, suitable job opportunities are still a rarity.

According to Morris (Western Cape Department of Health, 2017), people with intellectual disabilities can make valued contributions in the workplace and to our country's economy if they have the correct training, necessary support and an appropriate occupation. In an online article titled *Employment Accessibility for Persons with Intellectual Disabilities a Necessity* on the Western Cape Government's website (westerncape.gov.za), Morris (Western Cape Department of Health, 2017) argues that having individuals with intellectual disability contribute and participate actively in the workforce has positively benefited the South African economy (Western Cape Department of Health, 2017). Morris (Western Cape Department of Health, 2017, para. 4) is quoted saying: "Employment for people with intellectual disabilities is about something far more important than money. Equal employment opportunities enable people with intellectual disabilities to participate socially in the workplace, improves their independence and self-worth, stimulates their mental and physical capabilities and provides them with an opportunity to use their skills and talents".

1.3 RATIONALE FOR CONDUCTING THIS STUDY

1.3.1 Personal interest

The daughter of my parents' friends (whom I will call 'Anna' for ease of reference and for the sake of confidentiality) has become my lifelong friend. Anna has limited intellectual

functioning and is labelled mentally retarded (nowadays known as having intellectual disability). Anna attended a local remedial vocational school where she completed her educational career. Growing up, I had no knowledge as to what this meant for her and others in her position, as well as what her prospects would be upon completion of her school career. The only information I had, was that she attended a special school where she was taught basic skills and was given some vocational training in a trade of her choice, as prescribed by the school. Anna completed her education much sooner than I expected and graduated in the year of her 18th birthday. She did not necessarily complete her high school education in the traditional sense. I recall her telling me she was now a hairdresser and her mother was going to open a hairdressing salon where she would be employed – which subsequently happened. My recollection is that she was very weak in all other aspects of the trade, apart from in the practical component – doing the hair. Understandably, she had little knowledge of administration and neither had any financial literacy. This experience with Anna gave me a very brief and limited glimpse into what is traditionally expected of learners with (intellectual) disability. Later in life, through my experiences and interactions with others, I became even more interested in the process and journey of (intellectually) impaired learners when considering post-school options. Upon reflection, I found that a sense of advocacy for these disadvantaged learners had been instilled in me.

Years later, as an adult employed as the Learner Support Specialist in a community high school, I found myself being asked to provide career counselling/guidance on various occasions. The youths I interacted with came from various backgrounds and had various educational needs and abilities. This experience awakened and piqued my interest further as to how career guidance or counselling could be beneficial and/or customised for learners from remedial vocational school settings. Upon commencement of my Educational Psychology master's studies, my supervisor introduced me to the concept of life-design counselling and I started reading up and researching the theory in the hope of linking it to my job and assisting learners from remedial vocational school settings with career education.

In view of the above, the profound words “actively master what [you] passively suffered” (Savickas, 2001, p. 55) increasingly rang true for me. My own narrative identified a theme of wanting to assist individuals in understanding their journey and discover their purpose – in other words, helping clients to “turn their pain or hurt into hope and social contributions” (Maree in de Bruin, 2016, p. 3). With this in mind as a start, I attempted to find existing information related to and consequential to career guidance/counselling for learners from the remedial vocational schooling environment in South Africa. I then looked into any research on

life-design counselling in the same context but found that little research has been done in this field.

Upon inquiry and research, I found that the classification ‘remedial vocational school’ had been replaced by ‘vocational school’ and ‘remedial school’ respectively, as a school for learners with special education needs (LSEN). The two concepts were no longer synonymous and catered to dissimilar group of learners.

1.3.2 Why I believed the topic was worth pursuing

Life-design counselling is theorised as an intervention strategy that focuses not only on an individual’s personality characteristics, but also on their developmental processes and individual stories (Di Fabio & Maree, 2012). Through my work as a Learning Support Specialist at the high school, I realised the importance of academic achievement when deciding on or considering career prospects. As indicated earlier, I understood that in the context of vocational school settings the emphasis is on gaining knowledge and acquiring skills, and I came to realise that marks are not always an accurate indication of progress (Suleymanov, 2014).

As noted in par. 1.1, due to the limited subject choice options available to learners from special and/or vocational education institutions, the post-school options are scarce (DSD, DWCPD & UNICEF, 2012). This results in them settling for menial labour with little to no autonomy.

In offering life-design counselling, I aimed to utilise a process that would integrate both qualitative and quantitative instruments to assist learners from vocational school settings to elicit life themes from their narrative. This did not only facilitate the process of career construction, but also enhanced learners’ accountability and becoming employable – thus enriching and enabling the whole person. I was eager to explore the use of life-design counselling with a learner from a vocational school setting and now feel that further research should be encouraged in this sector to enrich the Educational Psychology field and equip its role players to better service the demarcated category of learners.

1.4 PURPOSE OF THE STUDY

By making use of a qualitative case study and quantitative instruments, I aimed to explore the possibility and potential limits of utilising life-design counselling to better equip senior and/or school-leaving learners from a South African vocational school setting with the necessary knowledge and insight to make informed decisions about their future vocational prospects.

1.5 RESEARCH QUESTIONS

1.5.1 Primary research question

What use does life-design counselling have for the career adaptability and career decision-making process of a learner from a vocational school setting?

A number of secondary research questions were also formulated to further direct my studies.

1.5.2 Secondary research questions

In an attempt to understand and facilitate research on the main question, the following sub-questions were explored:

❖ **Descriptive question:** *What is the nature of existing programmes aimed at assisting learners from vocational school settings in making career choice decisions?*

❖ **Exploratory questions:**

- *How does life-design counselling influence the career adaptability of the participant?*
- *What use does the intervention have for the participant's decision-making process?*

1.5.3 Working assumptions

My general assumptions with regard to this study were as follows:

- a. Career education and career counselling are limited in the vocational school setting and result in learners not having adequate access to vocational education to further and sustain their career paths after graduation.
- b. Life-design counselling can provide an ideal strategy for facilitating career counselling and education to learners from a vocational school environment.
- c. The vocational choice (or lack thereof) of learners from a vocational school setting is based predominantly on the information provided by their primary caregivers, and thus their career decision is taken out of their hands.
- d. Life-design counselling has the potential to promote and instil a sense of autonomy in these learners.

Career counsellors and/or guidance teachers would be better equipped to provide effective career counselling services for learners from vocational schools if they were to implement life-design counselling as a career facilitation/education approach and associated strategy.

1.6 METATHEORETICAL CONCEPTUAL FRAMEWORK

This study implemented the Critical Systems Theory (CST), complementary to the Career Construction Theory (CCT), to illuminate the usefulness of life-design counselling for learners from vocational school settings.

Systems theory involves the components that make up a system and aims to understand relationships among them, as well as how the components reciprocally impact the larger system, external systems and supra-systems (and vice versa) (Watson & Watson, 2011). Rooted in Systems Theory, Critical Systems Theory provides practical methods for understanding and changing systems with inequalities, as “incorporating a critical systems view can be helpful in identifying stakeholders and their roles within the system, while facilitating collaboration between them in understanding and working to change the system” (Watson & Watson, 2011, p. 70). Hence, CST seeks to emancipate and empower the oppressed and vulnerable to eradicate injustice and inequality and transform society’s systems. For the intents and purposes of the study, Critical systems theory was adopted because it considers the environment as interlinking systems that influence the individuals’ decision-making process (Watson & Watson, 2011).

The study was furthermore approached from the perspective of the Career Construction Theory. Savickas (2017, p. 1) describes CCT as “a way of thinking about how individuals choose and use work” by surveying how individuals construct their careers. It was my understanding that CCT focused on how individuals were using what they knew and had at their disposal to make informed decisions that would shape their career construction process. Contradictory to traditional career/vocational counselling processes, scores are replaced with stories through focusing on a joint action process of meaning making (Savickas, 2017). CCT uses social constructionism, promoting personal meaning making of “past memories, present experiences, and future aspirations; weaving them into a pattern that portrays a life theme” (Savickas, 2017, p. 3).

By integrating these two frameworks into a single conceptual model¹, I aimed to highlight the injustices that exist in society regarding persons with disability and correlated them with my investigation into the phenomenon of life-design counselling with intellectually impaired

¹ See Figure 2.1, p. 36.

learners. In addition, I hoped to encourage the emancipation of these learners from the shackles imposed on them through the systems in society as a whole. I also assisted the learners in finding meaning from their behaviour and actions through narration (Savickas, 2015a). In so doing, I aimed to encourage a sense of self, as well as of a social identity unbound of prejudices, where the process is steered and owned by the participants.

1.7 CONCEPT CLARIFICATION

The following key concepts that guided my research report and now feature in it are discussed and clarified next.

1.7.1 Persons with disability

The South African Human Rights Commission (2005, p. 12) defined disability as the “consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these”. Comparatively, the Department of Labour (1998, p. 10) defined disabled people as “people who have a long-term or recurring physical or mental impairment, which substantially limits their prospects of entry into, or advancement in, employment”.

1.7.2 Intellectual disability

Intellectual disability is defined as deficits in the various social and practical domains of everyday functioning that have a lasting effect on development (World Health Organization, 2019). The child, before the chronological age of 18 years, presents with substantial limitations in intellectual functioning (e.g. learning, problem solving, judgement) and adaptive behaviour (e.g. communication and independent living) (Parekh, 2017; American Association on Intellectual & Developmental Disabilities, 2019).

For the purposes of this study, the terms ‘intellectual disability’ and ‘impairment’ were used interchangeably.

1.7.3 Remedial and special schools

Remedial and special schools cater to those “learners requiring access to highly intensive educational support” (Khumalo and Hodgson, 2017, p. 110).

1.7.4 Vocational education

Stumpf (2012) suggested that the aim of vocational training is to prepare the learner to potentially enter the labour market equipped with enough knowledge and the ‘know-how’ of an entry-level employee in a particular occupation, so as to be immediately productive in the workplace. Additionally, the Centre for Development and Enterprise (Stumpf, 2012, p. 2) defined vocational education as aiming to “produce someone who can ‘hit the ground running’ in a particular occupation. The intention here is that the school leaver is productive in the workplace immediately.

1.7.5 Learner

According to the online Collins Online English Dictionary (2020), a learner is “...someone who is learning about a particular subject or how to do something – a school pupil”. The South African Schools Act (Act 84 of 1996) defines a learner as “any person receiving education or obliged to receive education” (Department of Education, 1996, p. 4). The definition includes any person, whether a child or an adult, who receives education or must receive education in terms of the South African Schools Act (Department of Basic Education, 2011).

1.7.6 Career guidance

The Organisation for Economic Co-operation and Development (OECD) (2004, p. 19) defined career guidance as a reflective, collaborative process in which individuals “of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers”. The aim of career guidance is to assist individuals in understanding how to find their niche within the labour market with respect to their distinctive interests, qualifications and abilities; and to make this information accessible to these individuals (OECD).

1.7.7 Career counselling

Herr (1997, p. 88) defined career counselling as the “broad exploration of options and the crystallisation and choice of a job”. More recently, career counselling has been seen as a specialised process aimed at assisting clients in identifying areas in their lives “in which they can realize their aspirations, interests, competencies, personal traits, qualifications and abilities” (Prelovský, 2015, p. 3). Based on their specific identified needs and capabilities, the

counsellor links clients to obtainable training and employment options, through the “creation of information on labour market, educational options” (Prelovský, 2015, p. 3). Even more recently, Savickas defined career counselling by adopting Super’s (1951) original definition of “helping people to develop and accept an integrated and adequate picture of themselves and of their role in the work world, to test this concept against reality, and to convert it into reality with satisfaction to themselves and benefit to society” (Savickas, 2018, p. 8). The career counselling discourse originates from individuals’ innate interests, motivated by the pursuit of career satisfaction. Consistent with the fourth industrial revolution, postmodern constructivist career counselling posits meaning making, individual interests, and the significance of cultural impressions as its guiding intent (Savickas, 2019).

1.7.8 Life-design counselling

Life-design counselling is described as a collaborative, “principle-driven intervention that counselors may use to assist clients make career transitions” (Savickas, 2015b, p. 5). This intervention uses clients’ narrative to inform change and/or the next step in their career journey. The framework is based on the theories of self-construction and career construction, which are both based on social constructivism. The theories view an individual’s knowledge and identity as products of social interaction that was co-constructed through dialogue (Savickas et al., 2009).

1.8 GOAL OF THE STUDY

The goal of my research was to investigate the merit (or lack thereof) of using the life-design counselling process as supplementary to the established career guidance practices with a learner from a vocational school. By investigating its influence on and contribution to the career guidance process, I aimed to identify strengths within the life-design counselling process that could possibly lead to the improvement of career guidance with learners from vocational schools.

1.9 ANTICIPATED PROBLEMS

The learners selected for the study would be classified as vulnerable persons and this would require informed consent from their parents/guardians; as well as informed assent from each learner. The learners’ parents/guardians could also choose to withdraw from the study at any point, and so too could the learners. This would mean that as the researcher I would have to

repeat the process of participant selection and data generation. Additionally, a challenge might exist in terms of the learners understanding what it was I was asking of them. Most standardised, semi-structured or structured interviews require a standardised level of English language proficiency, which could well be challenging for the learners to fully understand. I consequently planned to probe for understanding and decided to attempt to convey the question to the learner in a manner that would be easy to comprehend.

1.10 PARADIGMATIC PERSPECTIVE

Sumpi and Amukugo (2016, p. 96) describe a paradigmatic perspective as “a collection of logically linked concepts and propositions that provide a theoretical perspective or orientation that tends to guide the research approach to a specific topic”. I approached my study from a social constructivist epistemology and adopted a mixed method approach in order to best explore my posed research question and working assumptions. In addition, the study participant would be selected based on specific characteristics that made them appropriate for investigating such assumptions. The aforementioned are discussed briefly next, and will be expounded further in Chapter 3.

1.10.1 Overview of research methodology and design

The use of life-design counselling with a learner from a vocational school setting was explored through an explorative, descriptive, single-instrument case study. The case study was an in-depth probe of the participant’s real-life experiences, expectations, evaluations and reflections – expressed through their subjective narrative.

According to Thomas (2017, p. 254), a case study is a “design frame that may incorporate a number of methods”. I chose the instrumental case study design as it was useful for examining a pattern of behaviour (Zainal, 2007) through its in-depth investigation of real-life situations (Rosenberg & Yates, 2007). A QUALITATIVE+quantitative, mixed-methods or multi-method research design was used by means of the instrumental case study, with some aspects of the quantitative research design method in the form of questionnaires (i.e. the *Career Construction Interview (CCI)*; the *Career Adapt-Abilities Scale – South African form (CAAS)*; and the *Career Interest Profile – Version 6 (CIP)* (Maree, 2017b)). The quantitative aspect of the structured questionnaires introduced a sense of organisation as it aimed to identify themes that were important for the construction of career and furthered the process of life designing.

Qualitative research is based on understanding the way in which people view and experience their circumstances, as well as on promoting meaning making of phenomena within their context (Ravitch & Carl, 2016). Through the qualitative process of identifying themes, the research had direction and promoted a structured study for both the researcher and the participants. We sought to gain insight into personal experiences and promoted introspection by the participants during the meaning-making process. Combining qualitative with quantitative designs allowed for the objective statistical measures to aid in the meaning-making process and added value to the identification of themes generated by the qualitative inquiry. “Overall, combined quantitative and qualitative methods enable exploring more complex aspects and relations of the human and social world” (Malina, Nørreklit, & Selto, 2011, p. 61).

1.10.2 Research site

The research was conducted at a local vocational public school, situated in the Johannesburg North Education District of Gauteng. The research participant and the Life Orientation teacher were both employed at the school, making the site easily accessible to the participant and parent(s)/guardian(s) as well as the Life Orientation teacher. As the researcher, I commuted to the school at the scheduled appointment times. The school had the necessary infrastructure in place for data generation to be done in a responsible and trustworthy manner.

1.10.3 Selection of participant

Non-probability sampling techniques (convenience and purposive sampling) were used to explore life-design counselling with a learner from a vocational school setting. “The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable you to answer your research questions” (Rai & Thapa, 2004, p. 6). Non-probability sampling makes use of subjective methods so that not all the participants had equal chances of being included in the research study (Etikan, Musa, & Alkassim, 2016). Purposive sampling relied on the researcher’s judgement in selecting participants from the population based on all pre-selected consequential characteristics that were representative of the phenomenon being studied (Tuckman & Harper, 2012). Through purposive sampling, the researcher chose the participants/cases based on their appropriateness as participants for answering the research question. This technique of sampling was beneficial to my study, as it highlighted the need for the selected participants to meet specific criteria, such as

- ❖ being in the FET phase at a vocational school,
- ❖ voluntarily consenting and assenting to participation,
- ❖ having the desire to further their education for vocational purposes, and
- ❖ being able to communicate comprehensibly in English.

Meeting these criteria enabled the participants to easily answer the research question and give insight into the particular phenomenon of interest.

1.10.4 Data generation and documentation

Data generation methods and documentation were central and important to the study as a means of gathering and, ultimately, interpreting information. I investigated the use of life-design counselling with learners with intellectual disabilities by conducting qualitative semi-structured interviews and administering structured questionnaires.

Ravitch and Carl (2016, p. 146) state that qualitative interviews “provide deep, rich, individualized, and contextualized data”. Interviews were advantageous to my study as their use enabled me to gain subjective knowledge from the participant and/or relevant parties, such as their views on the phenomena being studied. Semi-structured interviews were used to guide the process. The interviewer/researcher not only tailored the process to the participant, but also prepared questions and suggested follow-up or probing questions (Ravitch & Carl, 2016). Although the questions were the same going into the interview, each participant’s experience would be varied and subjective.

For the purpose of answering the posed research question, I planned to conduct a series of semi-structured interviews with one learner, his/her parents/guardians and the Life Orientation teacher, so as to gather information on any career preparation being done at the school. The interviews were audio recorded, transcribed and manually documented during the interview. In addition, structured questionnaires were useful for triangulation and were easy to interpret, analyse and quantify. Questionnaires could also be anonymised quite easily (Ravitch & Carl, 2016). With this in mind, I made use of qualitative semi-structured interviews, combined with questionnaires, to not only gain rich descriptive information, but to highlight specific characteristics and themes relevant to the criteria and phenomena being studied.

1.10.5 Data analysis and interpretation

Data analysis and interpretation were used to make sense of the data constructed/gathered and to generate results and findings. Qualitative data analysis is “the intentional, systematic scrutiny of data at various stages and moments throughout the research process”, while data interpretation is “how a researcher explains, understands, and/or represents study participants and their lives” (Ravitch & Carl, 2016, pp. 217, 219). The distinction between the two lies in knowing that analysis happens continually at various points throughout the study and interpretation is in the meaning making by the researcher.

My study examined the participants’ narratives to find themes and answer the main and secondary research questions. For this reason, aspects of narrative and thematic analysis were applied. The recorded data, which is “a representation of spoken data, as verbatim as possible” (Ravitch & Carl, 2016, p. 241), was transcribed by converting the recorded spoken word into written word, which, along with the other text-based data, went through the process of coding, meaning making and yielding “codes to chunks of data” (Ravitch & Carl, 2016, p. 250).

The process of interpreting and analysing the recorded and other text-based data through transcribing and coding had the advantage that it considered the participant’s narratives while extracting themes to help me answer my research questions and supporting subsequent claims. Through an intentional process (Ravitch & Carl, 2016), all the data gathered was read and re-read at various stages, advocating for varied interpretations and a deeper insight into the phenomena being studied from the participants’ perspective.

1.11 ETHICAL CONSIDERATIONS

The Health Professions Council of South Africa (HPCSA) (2016, p. 2) state that researchers “need to consider the possible adverse impacts of their research on vulnerable groups and thus have a duty to observe the highest possible standards to protect the rights of research participants”.

When conducting qualitative research – especially research dealing with vulnerable populations such as persons with disability – the researcher should be cognisant of the ethical obligations and requirements for fair and just treatment throughout the research process. In this regard, I was granted ethical approval from the University of Pretoria, along with approval from the Gauteng Department of Education (GDE) to conduct research in a school. The regulations to be adhered to for conducting research as stated by the HPCSA included voluntary informed consent, voluntary informed assent, fidelity, confidentiality and anonymity, non-

maleficence, beneficence, justice and debriefing (HPCSA, 2016). For purposes of this study, it was important for participants and other parties invested in the study to be treated with dignity and respect. The data gathered had to be impartially representative of what was seen and heard during the research process (Lichtman, 2014).

Of note, when agreeing to confidentiality, the participants needed to be cognisant that they too were required not to disclose any information learned through the research process, so as to protect all parties concerned. As the researcher, I had to act in the best interests of the participants and could not subject them to any form of judgement or victimisation. Moreover, since I was an active part of the research process, I had to be conscious of my influence on the process – whether during sampling, data gathering and/or interpretation of the findings. I had to be cognisant of and alert to the power that my position held over the participants and their contributions. I had to be accountable to present and publish my findings in this dissertation for others to decide on the plausibility of my interpretation (Lichtman, 2014).

1.12 RIGOUR OF DATA GENERATION

For purposes of quality assurance, the interviews were audio recorded, after informed consent (from the parents/guardians and teacher) along with informed assent (from the learner) had been received. The assent form was designed with the user in mind, making it easy for the learner to understand. The recordings were transcribed by converting the audio recordings into text form and the interviews were manually documented by means of interview transcripts and interview notes.

1.13 LIMITATIONS OF THE STUDY

Case study research is very intricate in itself. My study involved a single case and could therefore be considered mainly circumstantial. According to Ratner (2002, p. 1), “the investigator’s values ... define the world that is studied”, and the researcher’s ability to objectively understand the participant’s reality may be impeded. As a researcher, I had to be cognisant of how I make sense of the world. The manner in which I negotiated my meaning-making process was shaped by my values, belief systems, and ultimately by my subjective shaping of reality. Furthermore, the information gained from this study was affected by the availability of participant(s) and the information gained from them.

1.14 SUMMARY

This chapter served to provide the context of the study. I concisely explored the rationale and motivation and will explore how it relates to the South African context in the next chapter in more detail. I provided a very brief literature review, which aims to theoretically situate the study. Further, I focused on specific research questions which the study would aim to provide answers to. The conceptual framework as outlined would be the inquiring lens through which the study is explored. I clarified pertinent constructs related to my study (i.e. research site and participant selection; and data generation, documentation, analysis and interpretation), and outlined the ethical considerations to be taken into account for the ethical execution of my study in accordance with good practice requirements for a study of this nature.

1.15 DISSERTATION OUTLINE

Chapter 1: Introduction and orientation

Chapter 2: Literature study

Chapter 3: Research design and methodology

Chapter 4: Results and discussion of findings

Chapter 5: Findings, conclusions and recommendations

CHAPTER 2: LITERATURE STUDY

“...Each model for helping students and clients choose, enter, and succeed in an educational or vocational role must be used flexibly; view them as invitations and possibilities not recipes”

- Maree, 2013a, p. 11

2.1 INTRODUCTION

In the current climate of work and the fluctuating economy, employees are required to be adaptable and accommodating to change. It has become essential for employees to subscribe to job transitions and to develop skills and competencies throughout their life span – with career adaptability being central to modern career counselling (Savickas et al., 2009). Career counselling should be useful to individuals in how it effects change in their life stories through the promotion of adaptability, narratability, activity and intentionality – which in turn contribute to an individual’s overall well-being (Savickas et al., 2009; Schreuder & Coetzee, 2006).

The purpose of this chapter is to provide a systematic and broad overview of the literature which underpinned and guided this study. First, a theoretical overview of narrative career counselling and life-design counselling is discussed. An overview is given of self-construction, career construction and career adaptability – with a focus on the reciprocal relationship between individuals and their environment. In addition, the goals and interventions of life-design counselling are reviewed and the identity development of adolescents in South Africa is discussed. The chapter concludes with a summary of research on learners from vocational school settings, current findings, gaps in the literature and studies on career construction interventions/constructivist counselling. Career resilience is considered, as well as how it relates to learners from a vocational school setting and factors that may influence their career resilience.

2.2 THEORETICAL OVERVIEW OF LIFE-DESIGN COUNSELLING

2.2.1 Career construction theory

As the basis of life design, Mark Savickas (2017, p. 1) conceptualises Career Construction Theory (CCT) as “a way of thinking about how individuals choose and use work” by encouraging critical thinking, creative problem solving and skilled decision making (Maree &

Morgan, 2012) throughout their life cycles (Savickas, 2017). In essence, CCT is the process of devising a plan of action that involves individuals' "recounting their biographies and creating life portraits", and thereafter undertaking the process of "self-reflection, reflexivity and self-making" (Maree, 2015, p. 336). CCT encompasses three perspectives on vocational performance:

- ❖ The **differential (individual) perspective** views personality types in relation to work; more specifically considering what individuals prefer to do.
- ❖ The **developmental (developmental psychology) perspective** studies how individuals adapt and manage work-specific developmental tasks, transitions and traumas.
- ❖ The **dynamic (narrative psychology) perspective** investigates the undercurrents of the individuals' vocational choices and preferences through identifying and exploring inherent life themes and the meaning that these have on their work performance. It also investigates why they chose to appropriate work in their lives the way they had (Savickas, 2017, p. 1).

CCT is the socially constructed practice of subjective meaning making of "past memories, present experiences, and future aspirations; weaving them into a pattern that portrays a life theme" (Savickas, 2017, p. 3), and "exploiting change and its effects" (Maree, 2013a, p. 4).

Incorporating the narrative approach, CCT emphasises four fundamental conceptions as outlined by Hartung (2007) and Savickas (2005) as cited in Maree & Morgan (2012):

- a. Life structure: A person's life is made up of work and other roles.
- b. Career adaptability strategies: Negotiating developmental tasks and navigating environmental changes by means of coping mechanisms – throughout the life cycle.
- c. Thematic life stories: What motivates and inspires individuals in shaping their lives.
- d. Personality style: The personality traits such as abilities, needs, values, interests and other traits that characterise an individual's self-concept (Maree & Morgan, 2012, p. 317).

The aforementioned conceptions are incorporated into career construction counselling practice by employing the narrative approach. This cumulative process facilitates the (re)authoring of clients' lives and career stories and, in turn, enriches the meaningful conceptualisation and personal experience of work as a social contribution (Maree & Morgan, 2012).

2.2.1.1 Career Construction Counselling (CCC)

This kind of intervention involves an inquiry into how individuals use what they know and have readily available to make informed decisions that shape their career construction process. Individuals draw meaning and relevance from the Career Construction Counselling (CCC) process since it draws meaning from the significant role that work/career plays in their overall lives, and whether or not they consequently choose to adjust according to these specific role requirements. Savickas (2017, pp. 1-2) aptly refers to it as “how individuals can negotiate a lifetime of job changes without losing their sense of self and social identity”. Compared to the more widely used traditional career/vocational counselling processes, CCC is a collaborative meaning-making process where scores are replaced by intrinsic stories/narratives.

The aims of CCC are to create a safe holding environment and a sacred space, to facilitate clients’ narrative of their journey thus far, and to encourage (auto-)biographicity (Maree, 2014). It is “facilitated by asking clients to write and enact their career-life stories to help them regain a sense of emotional security and stability through building biographical bridges and reconstructing their (often severely impaired) sense of self” (Maree, 2015, p. 2).

It is argued that “[n]umerous changes have occurred in the workplace and are fast changing the theory and practice of career counselling worldwide” (Maree, 2015, p. 332). Prompted by the ever-changing and progressing global economy, people’s general and work lifestyles have been affected, warranting “changes in the facilitation of career counselling”. There is also a need for career counsellors to remain relevant and make meaningful contributions to the process of facilitating career decisions with their clients. Career counselling is a continuously evolving, present-day approach, which is beneficial and relevant to a diverse community who is deserving of service: “irrespective of gender, socioeconomic situation, sexual preference, age or creed, including the most disadvantaged” (Maree, 2013a, p. 3). In contrast with the past, there has been a paradigm shift and career counselling is being directed towards a storied approach where clients co-construct their careers and future journeys. They realise that people now rarely remain in the same occupation/career/vocation for their entire lifetime, as was previously the case (Maree & Morgan, 2012).

2.2.2 Self-construction theory

Baumeister (1987) as well as Hartung and Subich (2011) argue that individuals have challenged and endeavoured to overcome problems with selfhood in the following spheres:

- ❖ Self-knowledge, or how individuals understand themselves.
- ❖ Self-fulfilment, or how individuals construct meaningful and purposeful lives.
- ❖ Self-definition, or how individuals construct an identity that both distinguishes them from and connects them with others.
- ❖ Self-in-relation, or how individuals interact and cope with the social contexts and conditions in which they live.

Linking to this (and more recently), self-construction is seen as assisting individuals in assembling their experiences across all domains of life and contextualising such experiences for themselves in a meaningful and socially relevant personal narrative. Individuals' self-construction is dependent on their self-relation to society at any particular time and context – thus they are cyclically engaged in self-reflection (Guichard & Lenz, 2005).

Within self-construction theory, individuals organise themselves and initiate the process of sustaining their career permanence and constancy (Maree & Twigge, 2016). The individual is a proactive participant who narrates their unique understanding of their positioning in relation to work and/or career (Patton, 2005). Individuals enter the workforce or start careers at varying points in their lives, and these are structured according to diverse societal and contextual norms and forecasts.

2.3 LIFE DESIGN

2.3.1 Aims

Life-design counselling aims to effect a transformation in the individual's career life, vis-à-vis their adaptability, narratability, intentionality, and ultimately their action orientation. In addition, the relationship between the individual, their environment and the inter-systemic interaction is contextually meaningful (Maree & Twigge, 2016).

Life design is a recurrent, holistic and contextual lifelong process of self-construction with the aim of fostering and encouraging skills and competences, not only in the traditional life planning, but also in respect of the rational, emotional, relational, social and societal elements (Vanhalakka-Ruoho, 2010; Maree, 2013b). The skills and competencies that are encouraged include adaptability or change, narratability or continuity, activity or the process of learning about the abilities and interests that are preferred, and the intentionality of or meaning given to one's actions (Savickas et al., 2009).

Life-design counselling is discerned from the traditional positivistic approach to career construction and counselling since it acknowledges and incorporates subjectivity, personal

growth, discovery and self-improvement of the individual (Maree, 2013b). Moreover, the individual and the counsellor work together in a process of co-construction and meaning making of identity – where the counsellor may assist with expanding the individual’s descriptions of self, the world, their experiences and work (Campbell & Ungar, 2004a; 2004b).

2.3.2 Intervention model

Life-design counselling as an intervention “moves from scores to stages to stories” – with the emphasis on taking action and moving away from the traditional positivistic approach to career counselling (Savickas, 2015b, p.5). Savickas et al. (2009) identified six general steps to be followed in the life-designing intervention model (see Table 2.1).

Table 2.1: The life-design intervention outline

STEPS	INTERVENTION GOALS (AS SET OUT BY SAVICKAS ET AL., 2009)	ACTIVITIES AND TECHNIQUES DRAWN ON IN THE CURRENT STUDY TO EXPLORE THE USE OF LIFE-DESIGN COUNSELLING WITH A LEARNER FROM A VOCATIONAL SCHOOL SETTING
GENERAL	Assisting the participant to achieve psychological growth and enhanced well-being.	Facilitating the process of identifying and focusing on the themes and patterns within the participant’s life stories and beliefs.
STEP 1	Establishing a therapeutic alliance/working relationship (a context-based collaborative relationship) between the researcher and participant. Here, the shared knowledge (from the researcher and participant respectively) is integrated and synthesised (Bordin, 1979; Horvath & Greenberg, 1989).	General discussion to get to know the participant and introduce the process. Completion of Part 1 (biographical details) of the CIP, Version 6 (Maree, 2017b).
STEP 2	Exploration of the participant’s subjective sense of self – how they view themselves and function in their roles and domains.	Completion of Parts 2 and 3 of the CIP, followed by a focused discussion of participants’ responses to questions on their strengths, areas for growth, etc.

STEP 2 (Continue)	Self-reflection and self-reflexivity are facilitated –participants are prompted to reflect and shape their story based on their experiences, expectations, actions, interactions and relationships with others.	Reflection on the participants’ responses.
STEP 3	Objectifying stories to open up new perspectives – turning the implicit into the explicit and allowing a review of own stories.	Recounting of the participants’ identity statements, life story titles and headings. (Re)construction of life stories in terms of past and present chapters.
STEP 4	Contextualising challenging areas in new stories – forming a new perspective.	“Problems” reviewed and revisited, followed by the researcher facilitating the process of seeing them as opportunities.
	Reconfirming the participant’s ability to construct identities – conceptualising and promoting a new reality and identity.	Strengths, problem-solving capabilities and abilities are identified and defined/established.
STEP 5	Constructing identities – hypothesise steps to actualise the newly conceptualised identity.	Identity statements are revisited and affirmed.
	Crafting plans that will help the participant overcome barriers – planning and action phase. Facilitating the process of moving from the current situation/state to the future self/reality, and suggesting how to deal with the current and potential barriers.	Putting past (‘hurtful’) and future (‘hopeful’) stories as well as ‘faulty’ beliefs (cognitions) and inspiring decisions side by side and comparing them.
	Sharing ‘new’ stories with empathetic audience – parents, teachers, colleagues, partners, etc.	Facilitating the process of prompting the participant to provide advice to and for themselves by revisiting favourite quotations.
STEP 6	Short- and long-term follow-up – quality assurance.	Regular follow-ups and further intervention as needed.

The life-design intervention plan – taken and revised from Maree (2018b, p. 208) in Cohen-Scali et al. (2018)

It is important to have the intervention fit the clients and for the counsellors to facilitate the process in the best interest of and according to the needs of the clients. The counsellors must adapt the intervention to what would have the greatest impact on clients and would move them toward their respective goals (Savickas, 2015b).

2.4 IDENTITY DEVELOPMENT OF SOUTH AFRICAN ADOLESCENTS WITH INTELLECTUAL IMPAIRMENT

Identity can be seen as “a self-structure – an internal, self-constructed, dynamic organization of drives, abilities, beliefs, and individual history” (Marcia, 1980, p. 159) and based on Erikson’s theory (1950) adolescence is known as the period of developing a sense of self while aiming to successfully overcome identity confusion (Block, 2011). Identity development is usually initiated by children’s awareness of their capacity to be autonomous individuals. Through the negotiation of identity-relevant issues (Jacobs & Collair, 2017), adolescents’ positive identity development is dependent on the successful completion of two stages. First, the adolescents embark on a journey of discovering and exploring their identities as they move closer to adulthood. Secondly, they commit to their journey towards self-actualisation of their chosen identities (Marcia, 1991). In brief, “identity development is ultimately the result of a lifelong journey” (Clarke & Justice, 2020), as is the case with life-design counselling, where the individual is helped to make meaning of the self.

Between the ages of 18 and 25 years – the period characterised as emerging adulthood – individuals are traditionally still in the active process of identity exploration and formation (Cox & McAdams, 2012). These individuals compare themselves with their “recollected past selves and idealized future selves”, and their identity formation and development “precede[...] and predict[...] future behaviour” (Cox & McAdams, 2012, p. 39). Modern-day individuals have also become more self-reflexive in terms of their identity formation and development, and they give closer consideration to the traits/aspects they wish to keep and those that they wish to reject (Jacobs & Collair, 2017).

According to Chapter 2 of the Constitution of the Republic of South Africa, Act 108 of 1996, all children have the right to access quality basic education. Analogously, learners who experience learning and/or developmental barriers require appropriate support services (depending on the type of disability) for equal access to basic education and training (Department of Basic Education, 2014). Learners who attend special needs and/or remedial and/or vocational schools are often characterised as having an imperfect sense of self, which can be attributed to their exclusion from the mainstream schooling system due to their academic disadvantages (Jacobs & Collair, 2017). More often than not, learners with intellectual impairment have difficulty, both in regulating their affect and in trusting in their own ability. This impedes the development of their autonomy (Jooste & Jooste, 2016).

Comparatively, schools as social agents play an integral role in the development of adolescents' sense of self and identity. This has been found to be especially true in terms of learners with intellectual impairment (Jacobs & Collair, 2017). Learners who attend vocationally oriented and/or special needs schools usually experience a more positive identity formation process. This may result from the fact that they experience a sense of belonging, and they are in an environment catered to their specific academic needs as well as among peers of a similar ability level. The learners are thus integrated and not segregated (Wong, 2016). They have the freedom and security to explore alternative ways of thinking about themselves (which clearly supports their process of identity formation) (Jacobs & Collair, 2017). Within these vocationally oriented and/or special needs schools – through skills acquisition and development – learners with an intellectual impairment are encouraged to see themselves positively in terms of what they are able to do and with regard to the skills they are able to master and potentially hone as a vocation. As a result, they can potentially contribute meaningfully to society and to the economy as a whole (Jacobs & Collair, 2017).

Teachers also play an instrumental role in supporting learners with intellectual impairment and in fostering adaptive and positive identity development. These teachers are responsible for identifying and assessing the assets and support needs of their learners, for developing meaningful and effective individual support plans, and for implementing and evaluating the individual support plans (Jooste & Jooste, 2016). What is more, the interpersonal relationship between learners and teachers is found to have an influential impact on self-image, self-identity development and the development of a positive sense of self (Pfeifer, Lacobini, Mazziotta, & Dapretto, 2008). Much like life-design counselling, the learners from vocationally oriented schools make meaning of their sense of self and their paralleled identity by “becoming more self-reflexive in deciding which aspects of their identity they wish to keep and which to reject” (Jacobs & Collair, 2017, p. 8).

2.5 RESEARCH ON LEARNERS FROM VOCATIONAL SCHOOL SETTINGS CONTRIBUTING TO THE WORLD OF WORK

2.5.1 Education, training, work preparation and maintenance for individuals with intellectual impairment

“... what we do in life has at least as much influence on who we become and the quality of our lives ...” (Sayer, 2009, p. 2).

The opportunities afforded us, our innate and/or trained capabilities together with our abilities, co-determine what we choose as an occupation/vocation to ultimately contribute to the formal economy. They allow us to exercise our liberty to be meaningfully instrumental (Sayer, 2009). Work is central to most individuals' lives, as it affects individuals' physical and personal status and identity, cultivates and advances social networks and interactions, and establishes and supports everyday structure and routine (Arvidsson, Widén, Staland-Nyman, & Tideman, 2016). The roles and occupations/vocations chosen are developmentally meaningful and of purpose, not only because of the individuals' interest in them, but also due to their connection to the larger communal project/goal/ purpose. The process of the individuals' work and other roles moulding their overall self-development and character, forms the heart of career construction theory and practice. In choosing a career/vocational path, individuals endeavour to enhance their abilities, reconcile inefficacies and strive to extend their career/vocational span (Sayer, 2009).

Persons with intellectual impairment/disability often present with difficulties in verbal reasoning and short-term memory, which are pragmatically and pedagogically challenging when teaching these individuals various skills and competencies (Kang & Chang, 2019). What happens to learners with (intellectual) impairment upon graduation is an imminent and growing concern not only for the graduates, but for their educators, support staff and caregivers alike. Individuals (more specifically learners) with (intellectual) impairment experience varying degrees of difficulty pertaining to their disability and/or its level of severity. On a more optimistic note, McDonnell, McLaughlin and Morison (1997) found that some learners with (intellectual) disability may have parents and/or guardians who are genuinely interested in attending Individualised Education Programme (IEP) meetings for their children and/or wards, and they are actively involved in advocating for and planning individualised programmes for these children.

Several learners with disability are able to successfully navigate a full academic course load and they subsequently graduate to attend college, whereas others drop out of the schooling system altogether, and few receive special diplomas or certificates of attendance. Unfortunately, many learners with (intellectual) disability have parents and/or guardians who never attend IEP meetings and show scant interest in their children's education and training. Learners presenting with mild symptoms that are only observable in school settings may at no time enter a 'regular' school building, and should they attend school, many remain in general classrooms that are not equipped to successfully accommodate their specific needs. Those learners presenting with more severe and/or multiple disabilities may spend only a few minutes

a week (or a day, depending on the severity of their disability, their need and their ability to physically and/or economically access the resources) with a specially trained educator and/or counsellor (McDonnell et al., 1997).

Nowadays there are too many learners trapped in a system that was not built for them and is not equipped to accommodate their (dis)abilities. Many individuals with intellectual impairment and presenting with other forms of impairment/disability are often left with few other vocational and/or post-scholastic options (Wong, 2016). This being said, with the relevant support and opportunity, individuals with (mild intellectual) disability are generally able to embark on a productive employment journey (Yusof, Ali, & Salleh, 2014).

Internationally, it was found that learners with intellectual impairment had the lowest levels of education, work and/or work preparation, when compared to their peers from other disability groups (Wong, 2016). Nevertheless, individuals with intellectual impairment are accepted and afforded the opportunity to contribute meaningfully to the open labour market (Klepikova & World Health Organisation (WHO), 2017). Vocational education serves as preparation for the world of work and for possible autonomous employment security, as it allows individuals with disability the opportunity to gain skills and competitive competency. Those individuals with (intellectual) disability who received vocational/technical education and training are more likely to be employed than their peers who are not similarly accomplished (Yusof et al., 2014). Should these intellectually impaired individuals be employed, it is more often than not in positions and/or environments together with other individuals with disabilities where they are practically segregated from their non-disabled counterparts (Wong, 2016). In fact, according to Lysaght, Petner-Arrey, Howell-Moneta and Cobigo (2016), individuals with intellectual impairment experience the workplace as both physically and socially segregated – which may be attributed to others attitudinal preconceptions, among other factors (Lysaght et al., 2016).

Zwane and Malale (2018) found that when teaching learners with learning difficulties (including those with intellectual impairment) in Africa, teachers are usually not adequately trained. This places these learners at a deficit when compared to their peers without learning difficulties and/or impairment. They are often left feeling inferior or are disadvantaged in that they may be left out of the schooling system and/or be excluded from general learning experiences and processes (Zwane & Malale, 2018). On the face of it, globally and locally, vocational education and training is disparaged as being inferior to mainstream education.

In the South African context, vocational and vocationally oriented schooling are seen as inferior and stigmatised, due to their 1994 legacy (Stumpf, 2012). In an attempt to remedy this

disparity, learning support teachers (LSTs) have been introduced as a means to support learners with learning difficulties, impairment and/or disabilities (Zwane & Malale, 2018). Where an accepting and integrated environment was created through skilled facilitation and increased contact, individuals with intellectual impairment flourished and were able to experience a sense of competency and contribution (Lysaght et al., 2016).

2.5.2 Career construction interventions and constructivist counselling for learners with intellectual impairment

Dean, Shogren, Wehmeyer, Almiré and Mellenbruch (2019) argue that many individuals with intellectual disability want to work. Equipping these individuals with not only education but training focussed on daily living skills will empower them, while too promoting autonomy and instilling a sense of self-confidence in independent living (Kang & Chang, 2020). Lack of access to employment prospects is cited as a leading reason why the employment rate of individuals with intellectual impairment remains substantially lower than that of the general population (Lysaght et al., 2016). Article 27 of the Convention on the Rights of Persons with Disabilities [CRPD] supports the right of individuals with disability to work on an equal basis with others, safe and free from discrimination, and to do freely chosen, remunerated work in an inclusive and easily accessible environment. Individuals with disabilities have the right to access general technical and vocational guidance programmes, placement services, vocational continuing training, and work experiences in the open labour market (UN General Assembly, 2007).

International literature reporting on the employment of individuals with intellectual impairment suggests that the chances of individuals with intellectual impairment attaining remunerative employment were greater after graduation from specifically designed programmes than from vocational training programmes. Moreover, their chances were increased when the time that passed between graduation and seeking employment was minimal (Arvidsson et al., 2016). Objectively seen, individuals with (intellectual) disability should be afforded equal opportunities to partake in society and to secure their place in the labour world and the world of work at large.

Countless individuals with intellectual impairment find it challenging and somewhat grim to enter the conventional world of work. This marginalised group of individuals need to cope with a different set of conditions when facing the transition from school to work (Arvidsson et al., 2016). Nonetheless, the question remains whether these conditions are

equitable within reason. The limitations of individuals with intellectual impairment are increasingly seen as the result of their environment failing to adjust to and accommodate their specific needs (Klepikova & WHO, 2017). Counselling enriches clients' lives through guidance, development, and life and career construction, and it precipitates the meaning making process of vocational behaviour, which then assists them to construct their individual careers (Savickas, 2019). Career/guidance counsellors working with individuals with intellectual impairment should primarily assist clients in finding, securing and maintaining just and equal general employment. They could also encourage them to consider self-employment and entrepreneurship opportunities in the private and public sectors (UN General Assembly, 2007).

The workplace enables individuals with intellectual impairment to develop their whole self (self-esteem, self-image, working self, family self) and find their place in society (Santilli, Nota, Ginevra, & Soresi, 2014). Currently, a systematic approach is adopted, where individuals with intellectual impairment are integrated into the community by means of being employed and/or prepared for environments where the focus is on their strengths and interests. While a systematic approach has proven successful, there is a need to substitute it with a focus on career. Research has found that graduates with intellectual impairment participate more positively in the postmodern workforce and they experience a higher level of self-enactment (Dean et al., 2019), which is enhanced through the life design or career design process. Their ability to adapt to changing work environments and needs (i.e. their career adaptability) was increased when they were encouraged to think about the future, and it served as motivation for their pursuit of post-school (vocational) training and/or employment.

The more traditional models of career development fail to cater to the specific needs of graduates with intellectual impairment. Through life design or career design approaches, a positive interest, strengths and ability-related employment outcomes are established and enhanced. It is essential for individuals with intellectual impairment to experience feelings of life satisfaction through honing their ability to cope with career, vocational or workplace transitions and difficult work situations (Dean et al., 2019; Santilli et al., 2014).

2.5.3 Gaps in the research

Locally, very little research has been done on the topic of learners with intellectual impairment attending vocational and/or remedial schools, and the post-school options of these learners. In our postmodern society, post-secondary education is an important factor that has a huge impact

on individuals' lives after graduation (Arvidsson et al., 2016). This is especially true for those individuals with intellectual impairment. Comparatively, the Human Rights Watch (2019) reported there to be approximately 600 000 learners with disability out of school, which the Government has not accounted for and formally reported on and/or published any official data on. Studies have shown that the percentage of individuals with (intellectual) disability employed in the labour market is still considerably disproportionate compared to those without (intellectual) disability (Yusof et al., 2014). There is a conceivable gap in the process of information dissemination regarding the usefulness of the qualification or the skills taught at vocational/remedial schools. Furthermore, there seems to be a need for applied real-life guidance and support regarding the ability of graduates from vocational institutions and training centres to apply and feasibly further develop their acquired skills going forward (Jacobs & Collair, 2017).

Greater consideration should be given to preparing, coordinating, supporting and accommodating individuals with intellectual impairment prior to and on entering the world of work (Arvidsson et al., 2016). More research should be conducted and academic reporting be done on how education and training perpetuate the differences between the 'normal' population and individuals with (intellectual) disability. These differences ultimately influence how (well) individuals with (intellectual) disability are equipped for the world of work.

Researchers and/or practitioners should not only theorise on what works in career counselling (more specifically for learners with intellectual impairment attending vocational and/or remedial schools and/or institutions of training); they should also explore and report on pragmatic and applied means to successfully assist these learners with useful skills after graduation (or in the world of work, should they be employed). In terms of motivation to work and related obstacles, a gap in the research exists in respect of literature and dialogue on matters concerning the occupational success and permanence of employment of learners with intellectual impairment. Furthermore, more attention should be given to the type of employment that individuals with intellectual impairment can attain successfully in parallel to their achieved qualifications, training and competencies (Yusof et al., 2014). The National Research Council (McDonnell et al., 1997) reported that more research and reporting should be done on matters concerning the "varied characteristics" (McDonnell et al., 1997, p. 68) of children with disabilities. More recently, the World Health Organization (2020) expressed the need for local governments to invest in conducting more research on the needs, barriers, and health outcomes for people with disability.

Attention should also be given to how these diversities obscure the design and subsequent implementation of educational policies and strategies that have been tailored to this distinctive portion of the population. That being said, explicit and unambiguous research and reporting should be undertaken on the value and limits of both individual and group narrative career counselling within broader and more diverse contexts (Di Fabio & Maree, 2012; Niles, 2003; Savickas, 2011a, 2011b; Skovholt, Morgan, & Negron-Cunningham, 1989) and especially in “non-traditional contexts” (Maree, 2013a, p. 6). Meaningful discussion of standards, curriculum, assessment and outcomes cannot occur without some attention to the varied characteristics of these large numbers of children. Chapter 2 examines how their extraordinary diversity complicates efforts to identify and categorise children with disabilities and to design effective educational policies for them (McDonnell et al., 1997).

2.6 CONCEPTUAL FRAMEWORK

2.6.1 Theoretical reference frame

Theory as a frame of reference states the objective of the phenomenon under investigation. It also aims to broaden understanding with new insights and to make sense of what is observed and/or researched (Maxwell, 2005). Theoretical frameworks aim to plot the study and its various moving parts, and they attempt to provide a base guide for conducting and informing research (Grant & Osanloo, 2016). As a framework, theory is designed to structure our observation, understanding and explanation of the world. It aims to describe and/or guide the shift from research to practice, to understand and/or explain what impacts practice outcomes, and to evaluate application (Nilsen, 2015).

As a researcher, it is important to examine and reflect on one’s own preconceived epistemological beliefs, assumptions, values and ethical bearing when selecting a theoretical framework. These presuppositions influence how one examines and explores your study hypothesis/hypotheses and aims to answer the formulated research questions (Grant & Osanloo, 2016). The theory used in investigating this study is the life-design counselling theory/model, which is considered an innovative and encompassing career counselling theory (Maree, 2013a). The life-design counselling model incorporates both positivist and postmodern approaches to career counselling. The former aims to objectively match the individual to an environment through quantification and measurement of personal traits relative to a potential work environment fit. The latter utilises a qualitative, narrative and/or storied approach together with quantitative measures to investigate future work prospects that incorporate

historical, cultural and personal contexts (Maree, 2013a). The theoretical framework and the literature review are integrally related, with the theoretical framework purposing to illustrate the various interconnected parts of the literature review (Grant & Osanloo, 2016).

2.6.2 Conceptual framework

A conceptual framework integrates numerous concepts from diverse theories, which guide and better explain the research (Green, 2014; Adom, Hussein, & Agyem, 2018). The framework is presented narratively and/or diagrammatically as a conceptual construct. A conceptual construct logically represents the connected concepts and how the theoretical ideas in the proposed study relate to one another. It also defines the concepts within the study, how they should be approached, and how they inform the study (Grant & Osanloo, 2016; Maxwell, 2005).

Figure 2.1 illustrates the manner in which the concepts in the study are related. Through environmental and/or situational adversity, a negative milieu is created for the learner with intellectual impairment. Learners with intellectual impairment very often have various interpersonal and intrapersonal adversities to overcome, such as the following (Hall & Theron, 2016; Hart et al., 2014):

- ❖ Risks associated with their intellectual impairment (lacking social skills and having poor language development and communication abilities)
- ❖ Comorbid and/or associated psychological symptoms
- ❖ Repeated academic failure and poor performance
- ❖ Being discriminated against and being victimised
- ❖ Experiencing bullying and other forms of social exclusion
- ❖ Abuse, poor self-image and poor self-worth
- ❖ Higher risk for substance misuse
- ❖ Potential breaks in their support system that increase their vulnerability and the need for continued support

These compounded adversities are detrimental to the educational, career and/or employment trajectory of learners with intellectual impairment. Research shows that training and employment opportunities for these learners (more specifically for girls with intellectual impairment) have dwindled (Hart et al., 2014).

Historically, South African individuals with disability (whether physical or intellectual) have been discriminated against and they have been excluded from the education system and the world of work (Foskett, 2014). Efforts to correct this involved the adoption of the Constitution of South Africa in 1996 and the subsequent Bill of Rights. Also included were the Employment Equity Act and the Labour Relations Act – which (among other) aim to promote and protect the rights of individuals, especially marginalised persons such as individuals with disability (Foskett, 2014). Nicole Breen (2019), the project leader on information and awareness of the South African Federation for Mental Health (SAFMH), believes that individuals with intellectual impairment are not granted opportunities to thrive. Moreover, they are being failed by their environment and the systems and structures at play around them (Breen, 2019).

Despite the promulgation of legislation and policies such as the Mental Health Policy Framework and the Strategic Action Plan 2013-2020, many individuals with intellectual impairment hanker for better but are largely disregarded. It is only through education, the provision of employment opportunities and inclusive advocacy that any substantive change is possible. “People with intellectual disabilities are quite capable of living lives that are meaningful, happy and fulfilling, but it is only through implementation, education and activism that this can take place” (Breen, 2019, “Mental health considered a luxury”, para. 9). In contrast, the individual with intellectual impairment is empowered to seek out opportunities for employment and career and/or vocational counselling, and so they are inspired and motivated and able to adapt to career and life roles.

In aiming to understand the level of support and intervention needed by the individual with intellectual impairment, we need to understand their strengths, weaknesses, aspirations and motivations (Rodgers, 2014). My exploration of life-design counselling with a learner from a vocational school setting was illuminated by career construction and self-construction theories. My study stemmed from the notion that transformation was sought when the individual experienced adversity – disability, uncertainty about the future, and environmental and/or systemic disadvantage and/or change. Through life-design counselling, learners with intellectual impairment were encouraged to practise career adaptability and to further their self- and identity formation and establishment. Once these were actualised, the learner with intellectual impairment could achieve resiliency and gain hope, agency and optimism for the future.

Resilience is achieved when the individual makes use of the available resources to reach a positive and adaptive outcome (Ungar, 2008). Fundamentally, resilience may be appreciated as optimistic development in the face of adversity (Hart et al., 2014). It is a dynamic reciprocal process between the individual and their intra- and inter-personal environments. Exchanges take place between distinct intrinsic and extrinsic risk factors and protective transactions can change and evolve over time (Ungar, 2008; Raghu & Griffin, 2017; Rodgers, 2014).

In many cases, individuals with intellectual impairment are hindered in their pursuit of gainful and meaningful employment due to a lack of support (Capri et al., 2018). Individuals with intellectual impairment may be socially, psychologically, physically and emotionally adversely affected when resilience is not fostered to deal with their actual and/or perceived limitations (Rodgers, 2014). These individuals are motivated to achieve positive outcomes despite scarce assets, limited resources and disadvantages when compared to individuals in other contexts. Positive outcomes include improved confidence, coping and self-esteem, which is of particular significance to individuals with intellectual impairment (Hart et al., 2014). Through applicable and appropriate intervention – such as life-design counselling – the researcher can attempt to eliminate the stigmatisation of and discrimination against individuals with intellectual impairment. This may subsequently encourage inclusive practices and opportunities for vocational skills development, along with job coaching (Capri et al., 2018).

Figure 2.1 below is a diagrammatic representation of a conceptual construct for career guidance/support by means of life-design counselling. It is suggested that when learners with intellectual impairment experience adversity (such as uncertainty about the future; environmental and/or developmental disadvantage and/or changes; questioning their place in the world of work), they seek and/or are prompted to seek guidance in the form of life-design counselling as an intervention. As an intervention, the individuals are assisted through the process of self- and career construction to de-construct, re-construct, and co-construct their narrative. Upon successful completion, the learners will hopefully have been equipped with the skills needed to attain and/or work towards attaining career adaptability and self/personal identity formation (should they find themselves in a position of uncertainty again). Subsequently, by being equipped with the skills and an awareness of internal and external resources and how to access them, the learner would be empowered to meet the criteria for resilience more satisfactorily.

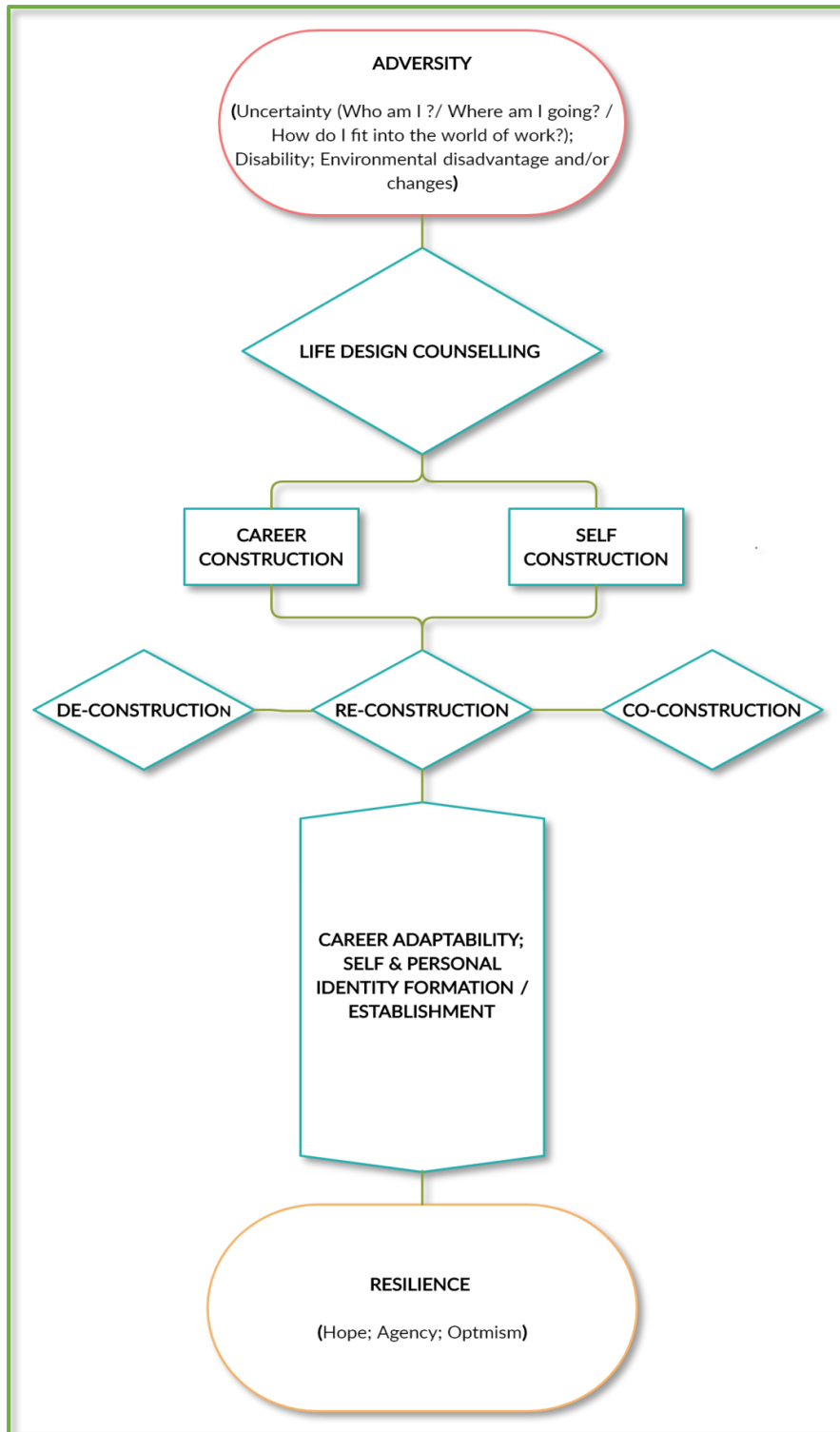


Figure 2.1: Conceptual construct for career guidance/support provided by life-design counselling for a learner with intellectual impairment

2.7 SUMMARY

This chapter was started off with a synopsis of published research. A theoretical overview of life-design counselling was presented, with a brief outline of career construction counselling and self-construction theory. In like manner, life design was defined in terms of its aims and as an intervention model, after which the specific needs of South African adolescents with intellectual impairment in respect of identity development were briefly explored. Next, the researcher considered published research on learners with intellectual impairment from vocational school settings contributing to the world of work by means of education, training, work preparation and maintenance, as well as career construction interventions/constructivist counselling. The chapter was concluded with a declaration of the theoretical reference framework and conceptual construct on which the investigation into the use of life-design counselling with a learner with intellectual impairment from a vocational school setting would be based.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

“Language shapes the way we think, and determines what we can think about”

- **Benjamin Lee Whorf**

3.1 INTRODUCTION

This chapter aims to discuss the methods utilised – what was done and how it was done – in exploring life-design counselling with a learner from a vocational school. The research questions were addressed by exploring the type of research done, the data collection and analysis, and the rationale for choosing the specific research methods. The paradigm used for this research is discussed first, followed by the research design, criteria for selecting the research participant and methods that were employed to collect and analyse data.

3.2 PARADIGMATIC PERSPECTIVE

As the researcher, I conducted this study from the combined perspective of an interpretive and social constructivist paradigm. As stated in Par. 1.10, my paradigmatic approach was primarily based on social constructivism, augmented by interpretivism. The two are often combined in qualitative research studies. Importantly, since the researcher constituted a social entity within this paradigm, I was a participant through observation. My interpretation was therefore subjective due to my lived experiences (Creswell, 2014), which supports the notion that “we never know what universal true or false is, what is good or bad, right or wrong; we know only stories about true, false, good, bad, right or wrong” (Galbin, 2014, p. 82).

3.2.1 Metatheoretical paradigm

Dervin (2003, p. 136) defined metatheory through its five dimensions as “presuppositions which provide general perspectives or ways of looking, based on assumptions about the nature of reality and human beings (ontology), the nature of knowing (epistemology), the purposes of theory and research (teleology); values and ethics (axiology); and the nature of power (ideology)”. Thus, metatheory is constructed from the assumptions that reinforced the researcher’s choice of methods and design. It was based on my assumptions pertaining to their point of reference, the goal and purpose of the research, the choice of participant, and how data is generated, analysed and interpreted (Lor, 2019).

3.2.3 Interpretive/Constructivist paradigm

Career counselling is theoretically derived from the interpretive paradigm and based on career construction theory (Maree, 2009). Social constructivism argues that individuals seek to understand the meaning of the world in which they work and live. The goal of social constructivist research is to assist the participant in constructing meaning from their subjective views and within their specific contexts with respect to the phenomenon being studied (Creswell, 2014). Moreover, and fundamental to career construction as a foundation to life-design counselling, constructivist and interpretivist approaches emphasise the need to explore meaning and perceptions of truth – from the participant’s perspective (Reid, 2006).

3.3 RESEARCH DESIGN

The research design is the proposed framework used for a study. It involves the plans and procedures to be employed, is focused on the production of knowledge required to answer to the ‘what’ of the specified study, and defines how relevant information for the study will be generated (Tobi & Kampen, 2018; Sileyew, 2019; Creswell, 2014). The choice of a research design depends on the research problem, the researcher’s training and experience, the researcher’s willingness and level of comfort working with the chosen mode of inquiry, and the focus of the study (Nasser, 2001). These factors all had an impact on how the data in my study was generated and subsequently interpreted, and I therefore adopted a qualitative dominant (Qual + quan) mixed methods research design.

3.3.1 Mixed methods approach

This form of inquiry is based on the salient assumption that the combination of qualitative and quantitative approaches provides a more comprehensive understanding and representation of the research problem than would be possible should either approach be used alone. The mixed methods approach, which is found on a continuum between the qualitative and quantitative approaches, also incorporates elements (viewpoints, perspectives, positions and standpoints) from the other main research paradigms (Denscombe, 2008; Johnson, Onwuegbuzie, & Turner, 2007). This approach to knowledge requires the process of generating both quantitative and qualitative data, integrating both forms of data, and using research designs prescribed by distinct philosophical assumptions and theoretical frameworks (Creswell, 2014). In employing a qualitative-dominant mixed methods approach, the addition of quantitative data and

approaches is beneficial to the research process (Johnson et al., 2007). The research design that I employed in this study is depicted in Figure 3.1:

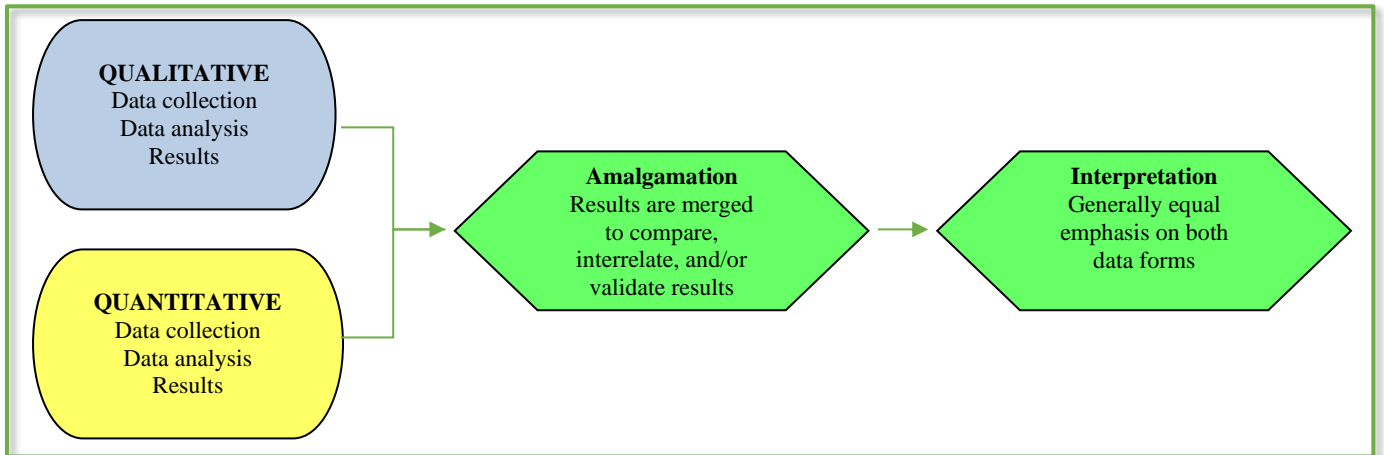


Figure 3.1: Qualitative+quantitative concurrent research design
(adapted from Creswell, 2014)

3.3.2 Case study research

A case study is especially relevant when certain social phenomena are to be explained in depth and “a holistic and real-world perspective” must be maintained (Yin, 2018, p. 5). It is the comprehensive description, analysis and investigation of a single case within its context. A case study is conducted to understand the phenomenon being studied from the perspective of the participant(s) in their natural setting. In generating data, the researcher’s perceptions and interpretations become part of the research and the interaction between the researcher and the participant(s) emphasises the exploratory and/or explanatory aim of co-constructing data (Harrison, Birks, Franklin, & Mills, 2017). An (internal) intrinsic, single, descriptive intervention case study approach was adopted for this academic investigation. The implication is that the focus was on a single case and the findings were only used to inform the specific case under inquiry. It also described the intervention and/or phenomenon from the lived experience context of the participant(s) (Roller & Lavrakas, 2015; Yin, 2003). A single (internal) intrinsic case study allowed me to explore in depth the participant’s context and the phenomenon being studied.

3.4 RESEARCH SITE

The data for this study was collected at a vocational public school in the Johannesburg North Education District of Gauteng. Data collection, which was done in a responsible and

trustworthy manner, took place in one of the classrooms and in the staffroom. The venues alternated depending on their availability. This site was proximally convenient and conducive, both for the participants and for me as the researcher.

3.5 DATA GENERATION

The generation of data is dependent on the type, nature and purpose of a specific study. According to Etikan et al. (2016), study-specific data generation is fundamental as it contributes to a better understanding of the theoretical framework of the study. As indicated in Figure 3.1, the current study made use of a QUALITATIVE+quantitative (QUAL+quan) and concurrent mixed methods approach towards data generation. Precedence was given to qualitative (QUAL) data, supported and supplemented by quantitative (quan) data. The two data sets were generated and analysed simultaneously, since the implication was that the limitations of one kind of data set are counterbalanced by the merits of the other (Harwell, 2011). Consequently, triangulation was facilitated when using the mixed methods approach. Triangulation confirmed, cross-validated and corroborated the findings from my study (Harwell, 2011). The final interpretation of the data was the result of the convergence and integration of the qualitative and quantitative data generated, which was done through comparing and synthesising the two traditions (Wium, & Louw, 2018).

The selection of participants and of the various instruments used is discussed next, and the reasoning behind the choice of instruments is also provided. Furthermore, the discussion covers the manner in which the qualitative and quantitative study-specific data was generated through assessment, life-design counselling and intervention, according to the steps outlined by Savickas et al. (2009). Lastly, a brief description is given of the participant's characteristics and the instruments used.

The above introduction does not seem to cover the content in 3.5.1 to 3.5.3.

3.5.1 Selection of the participant

The participant in my study was selected by means of convenient and purposive non-probability sampling. Used for selection, non-probability sampling is subjective but advantageous when the researcher has limited resources, time and human capital (Etikan et al., 2016). The selection of participants for this study had to be convenient in terms of ease of access for me as the researcher; the proximity of the participants and/or research site; the availability of the participants; and their willingness to participate. When I considered suitable

participants for the purpose of the study, I had certain characteristics in mind, which required the use of purposive sampling. This implied the intentional choice of one or more participants due to the characteristics and attributes they possess, their meeting of the criteria for inclusion in the study and their willingness to participate (Etikan et al., 2016).

When I selected study participants, I considered their eligibility based on their ability to answer the research question and give information-rich insight into the phenomenon being studied, while making proper and efficient use of the available resources. The participants had to be able to communicate their experiences, thoughts, and sentiments in a coherent, colourful, meaningful and reflective manner. The selection of participants for the current study was based on the following requirements:

- ❖ Proficient in communicating in English
- ❖ Under the age of 18 years
- ❖ A learner with intellectual impairment
- ❖ Enrolled in and attending a vocational school
- ❖ In the FET phase
- ❖ Having the desire to go on to further study and/or vocational training after having completed formal education
- ❖ Motivated to engage in life-design counselling as a means for personal enrichment
- ❖ Willing to provide voluntary informed participation and consent/assent

3.5.2 Qualitative data generation

In answering the research questions, a number of client-and-facilitator modes of qualitative data generation were employed, namely structured questionnaires and semi-structured interviews; observation of the participant's body language; and explorative/reflective dialogue. As the researcher, I also took field notes that provided important context when I interpreted the audio-taped data and later analysed the data. The field notes served to remind me of important situational factors (Sutton & Austin, 2015).

The qualitative data generation was achieved through use of the *Career Interest Profile – Version 6 (CIP V6)* (Maree, 2017b) (used to elicit the participant's career interest profile and narratives (Di Fabio, & Maree, 2013)), as well as the *Career Construction Interview (CCI)* and the *Career Adapt-Abilities Scale – South African form (CAAS)*. In addition, various other qualitative post-modern techniques were used to generate qualitative data for this study. In the

section that follows, the various postmodern qualitative and positivist quantitative data generation techniques are presented and briefly explained.

3.5.2.1 The life-design counselling process

As noted in Table 2.1, the life-design intervention process utilised in this study involved six steps, namely defining the problem; exploring subjective identity forms; opening up perspectives; placing the problem in a new story; actualising a new identity; and performing a follow-up (Savickas, 2009).

3.5.2.2 Collage

A collage is a meaning-making instrument that offers a creative and hands-on technique to facilitate the counselling process. It also provides an opportunity for the participant(s) to depict what they value and desire in life, and in doing so, to gain self-awareness (Burton & Lent, 2016; Barclay, 2019). When discussing the content of the collage, the participant(s) had the opportunity to explore their uniqueness and illuminate their life story. The collage thus served as a visual complement to the life-design discourse.

3.5.2.3 Lifeline

The lifeline is a qualitative visual measure that can be used in career assessment to elicit themes that may influence future career decisions (Fritz & Van Zyl, 2015). The lifeline as an autobiographical storied approach chronologically orders individuals' life events and allows for family patterns and interpersonal relationships. Together, the participant(s) and researcher were able to explore if and to what extent the depicted life events influenced their career journey and/or choices. Thus, they were active co-constructors of this lifeline (Maree, Bester, Lubbe, & Beck, 2001).

3.5.2.4 Genogram

McGoldrick, Gerson and Petry (2008, p. 3) defined genograms as allowing you to "... map the family structure clearly and to note and update the map of family patterns of relationships and functioning as they emerge". The genogram is a visual representation of the individuals who form part of what the participant considers their family, and of the relationships between them (Fritz & Van Zyl, 2015). Using the genogram supplementary to the lifeline is useful as it

provides valuable insight into the family dynamic, which is important in terms of possible trans-generational themes pertinent to the individual's development (Fritz & Van Zyl, 2015).

3.5.2.5 Career Construction Interview (CCI)

The CCI was developed as a practitioner-to-client measure that is used to facilitate a synergistic life-design discourse with the participant(s) (Savickas, 2013; Barclay, 2019). It further aims to elicit the participant's narrative by asking five questions designed for the client to construct life stories attributed to the following: their role models; favourite magazines, television programmes and websites; favourite story from a book or movie or a book turned into a movie; favourite quotations; and earliest recollections. The earliest recollections technique, as a component of the CCI, facilitates the process of constructing the participant's narrative by structuring a medley of small stories that author a life portrait (Maree, 2019; Savickas, 2011a). The questions incite storytelling that delineates who the participant is and who they aspire to become, in their own words.

3.5.2.6 Early Recollections Technique (ERT)

An individual's earliest memories are the foundational building blocks of their life stories. The individual implements present and future solutions based on already tested and established schemas from their past experiences – in other words a prototype of sorts (Maree, 2013a). Early recollections (ERs) are never coincidental; they appear to recur as dominant themes/tendencies in the individual's life (Canel, 2016). The Earliest Recollections Technique (ERT) assists participants to understand their distinct approach to work through identifying their strengths and adaptability capabilities, and to develop the self and promote overall meaning making (Stoltz & Apodaca, 2017). In supplementing the CCI, the ERT is used only once a safe holding space has been created for the participant. This facilitative and cooperative process is meant to be a co-constructive conversation with the participant (Maree, 2019).

3.5.2.7 The Career Interest Profile

The *Career Interest Profile – Version 6 (CIP)* (Maree, 2017b) is a qualitative, South African-developed, career story questionnaire. By using the questionnaire, the counsellor/researcher facilitates the process where individuals identify their central career-life themes, main career-related interests, issues and concerns, and where they use their self-advice to reshape their issues and concerns into themes of hope for the future. The individuals are empowered to

design a career plan or life plan through the interpretation of their identified and expressed interests, potential, and career and life values (Maree, 2017b). The career choices that the individuals indicate allow for a space where a comprehensive discussion around relevant and feasible career profiles for them can be initiated. The individuals narrate their career stories, listen to their stories, and refine and define the details – thus becoming active participants in their self- and career construction. Further, in pursuit of “advancing their unfinished stories” (Maree, 2013a, p. 45), they are guided and encouraged to reflect and meta-reflect (Maree, 2017b). The CIP assumes that both objective and subjective information is required to make well-informed and appropriated career decisions. This dynamic, multi-modal instrument marries and incorporates various modes of standard assessment techniques of career counselling, namely testing by means of formal questions; interviewing and asking about their interests; observing verbal and non-verbal cues; and administering informal narrative theory-based questioning (Di Fabio & Maree, 2013; Maree, 2017b). It comprises four parts, which are to be completed in succession (Di Fabio & Maree, 2013):

- a. Biographical details, family influences, working information
- b. Career category preferences/dislikes
- c. Career choice related questions
- d. Career-story narratives

From a list of 19 career categories, the questionnaire guides individuals to identify five areas of interest and indifference, respectively. Additionally, the questions and incomplete sentences aim to invoke self-reflection and introspection (Maree, 2017b). The 19 career categories are “based on Holland’s (1985, 1997) 6-fold conceptualisation of the world of interests and the world of careers; the 18-fold distinction drawn in the *South African Vocational Interest Inventory* (SAVII); Kuder’s (1977) 10-fold conceptualisation of distinguishable stereotype career interest categories; and Rothwell and Miller’s (Miller, 1968) conceptualisation of 12 stereotypical career preferences” (Maree, 2017b, p. 21). Being such a flexible and open-minded approach, the questionnaire promotes career counselling practice based on the postmodern approach that values the analysis of autobiographies and meaning-making procedures over the sole use of positivist aptitude-testing questionnaires. The CIP is based on the premise that the more varied and appropriate the data generation modes (both objective and subjective), the more purposeful the process (Maree, 2017b). In essence, the overarching aim is to find the best ways of serving and empowering individuals to take on their journey towards self-expression and to design the best version of themselves. Later, they are able to make social contributions,

having the confidence that they are in fact able to give themselves career advice and design their whole lives.

3.5.2.8 *In-depth semi-structured interviewing*

This form of interview is a guided conversation that aims to understand how participants make sense of their social worlds. The interview is based on a set of themes/research assumptions/secondary questions meant to answer a specific research question. It is open-ended, encourages dialogue and promotes the co-construction of knowledge (Barrick, 2019). The participants are encouraged to share their innate attitudes as well as the beliefs and values that are central to their lives and to the choices they make.

3.5.3 **Quantitative data generation with the Career Adapt-abilities Scale (CAAS) – South African Form**

Internationally, the *Career Adapt-abilities Scale (CAAS)* is reported to be of good use as a career intervention tool and for career development research (Savickas & Porfeli, 2012). Four adapt-abilities are identified in adapting to the expectations of their social environment, their developmental tasks (more specifically the world of work) to develop and maintain relationships, the transitions between occupational roles and environments; and occupational trauma. These adapt-abilities are **Concern** about the future, taking **Control** of and preparing for the future, **Curiosity** for and exploring possible future selves and scenarios, and reinforcing **Confidence** to pursue their aspirations (Savickas & Porfeli, 2012; Maree, 2012b). Career confident and adaptive individuals are able to successfully employ their internal and external resources. They do this by collecting and analysing sources of information to overcome challenges and/or adversity and to make sound decisions for the future. Career adaptability has become paramount for workers/employees in the 21st century and the fourth industrial revolution, but it is deplorable and of concern that “very few disadvantaged students ever receive adequate career counselling” (Maree, 2012b, p. 733).

Being a psychometric measure, the CAAS aims to conceptualise, measure and evaluate career adaptability (Savickas & Porfeli, 2012). Research across thirteen countries demonstrated that the CAAS International Form was successful in measuring individuals’ adaptability across the four adapt-abilities and in demonstrating intercontinental reliability and validity. As measurable sub-scales, the four adaptabilities were found to meet the internal consistency requirements, with estimates ranging between acceptable and excellent (Savickas & Porfeli,

2012). In the first South African study, Maree (2012b) carried out an empirical analysis of the reliability and validity of the *CAAS – South African Form (CAAS-SA)*. The instrument was found to demonstrate internal consistency estimates ranging from good to excellent, and resulting from factor, item, and reliability analysis (Maree, 2015). The *CAAS-SA* consists of 24 items in total – six items (equally) for each construct, measuring the adaptability resources of concern, curiosity, control and confidence (Maree, 2012b). Career adaptability is determined from the totalled mean scores obtained from the subscale scores (Albien Kidd, Naidoo, & Maree, 2020). According to Maree (2012b) South Africans needed a career assessment instrument that could assist them in making viable career choices. Likewise, it was crucial for this instrument to cater to and be reliably administered on the diverse South African population, and Maree (2012b) concluded that the *CAAS-SA* was indeed able to assess individuals' career adaptability. It was also applicable for use with individuals from diverse and/or low-income, low-resourced and/or constrained career development backgrounds (Albien et al., 2020). Following adept facilitation, the *CAAS-South Africa* was ideal for assisting individuals to acquire the skills needed to adapt to changing learning, studying and work/vocational contexts. What is more, the *CAAS-South Africa* was found to be useful in furthering research into the measuring of the adaptability resources among students (Maree, 2012b).

3.6 DATA ANALYSIS AND INTERPRETATION

Data analysis and interpretation constitute a deeply subjective meaning-making endeavour. LeCompte and Schensul (2012, p. 12) assert that “analysis reduces data to a story ... and interpretation tells readers what that story means and why or how it is important”. Trent and Cho (2014, p. 369) suggested that “knowledge is constructed both individually (constructivism) and socially (constructionism)”. Subsequently, the production of knowledge through the interpretation of data should produce both an emic (meaningful to the participant(s)) and an etic (meaningful for the reader) explanation. The etic descriptions aim to embed the findings in theory through logical reasoning and the researcher's persuasive rhetoric (Sutton & Austin, 2015). Researchers' innate characteristics, feelings, opinions and experiential backgrounds undoubtedly impact not only their choice of phenomenon to investigate, but their observations, analysis of said observations, and the resultant construction on knowledge (Trent & Cho, 2014). It is as the result of researcher reflexivity that readers are able to better understand the filters through which the questions were formulated and asked, data was generated and analysed, and the findings were reported (Sutton & Austin, 2015).

Traditionally, it is believed that the data analysis process begins after all the data has been generated (Suter, 2012). However, Saldaña (2014) postulates that data analysis is in fact initiated even before data generation, during the design process when the researcher considers the types of data needed to advance investigation. The cyclical nature of data analysis asks of the researcher to be flexible as they are required to switch between tasks and processes as they progress (Silver & Lewins, 2014). The purpose of data analysis and interpretation is to produce descriptively rich and fresh insights by means of investigation about the phenomenon (phenomena) under study (Saldaña, 2014). Plainly put, the researcher relays the significance of what the findings mean for the participant(s) and/or for future research, and how they inform the understanding of similar phenomena (Sutton & Austin, 2015).

Through the interpretation of data, meaning making of the results is promoted. This process is informed by relevant and applicable theories. In addition to the methods and processes discussed below, the researcher (in parts) employed computer-assisted data analysis techniques by using the ATLAS.ti 8 Windows (atlasti.com, 2019). Computer-assisted data analysis reinforces data organisation, management and tracking of ideas, as well as easy retrieval of code(s) and it also promotes ease of data cross-examination. Postmodern research requires of researchers to consistently reflect – before, during and after the research process – and to provide descriptively rich context and understanding for readers. The needs of the study and the story to be told determine the schedule for analysing the data. Modes of qualitative and quantitative data analysis and interpretation used by the researcher are explained next.

3.7 QUALITATIVE DATA ANALYSIS

According to Patton (2002), there is no one-fits-all-formula for transforming data into findings. Research provides inquirers with guidance, but the final product remains unique for each analysis and will only be clear if and when it is achieved. Maree (2013b) believes that the analysis of qualitative data should precede the analysis of quantitative data. He suggests that in doing so, the researcher minimises or avoids the risk of the process becoming deductive. The different processes for analysing qualitative data are discussed below.

3.7.1 Thematic data analysis

Thematic analysis aims to identify, analyse and report on patterns (themes) derived from the data generated through the study. More simply put, it is the process of finding repeated patterns (themes) of meaning across the entire generated data set (Braun & Clarke, 2006). It should be

noted that this technique does not necessitate the use of a specific theoretical framework, seeing that it is highly flexible and does not rely on pre-existing themes (Alhojailan, 2012). Braun and Clarke (2006) argue that thematic analysis can be representative of lived experience and serve to delve deeper into what lies beneath what is presented and/or observed as true. The descriptive data delivered from thematic analysis is characterised as being rich, meticulous and complex. This process of data analysis relies only on the participants' clarification and understanding of the phenomenon under study. In other words, the analytic process aims to discover meaning by using interpretations (Alhojailan, 2012). The process of thematic data analysis as described by Braun and Clarke (2006) was followed in order to interpret the qualitative data generated by this study. Figure 3 graphically depicts the process that was followed.

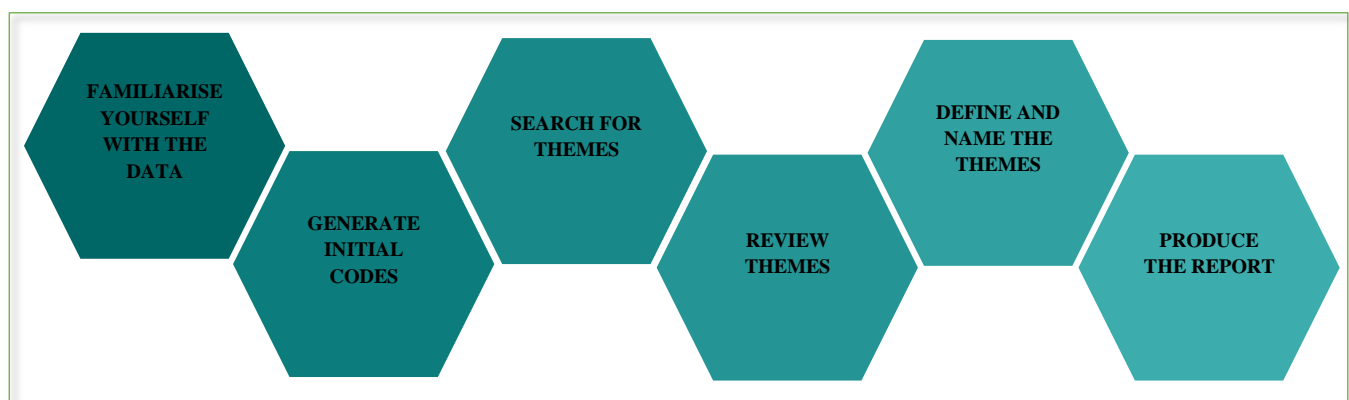


Figure 3.2: Thematic analysis process design (adapted from Braun & Clarke, 2006)

In my study I prepared and organised the data by transcribing all generated data and making a clear distinction between the researcher/interviewer's questions and/or comments, and the participant's responses. It was imperative that the transcript would retain the information needed in the context it was relayed (Braun & Clarke, 2006), and I adhered to the thematic data analysis process as indicated in Figure 3.2:

- a. I immersed myself in the generated data to familiarise myself with it. This involved repeated active reading of the data and searching for meanings and patterns.
- b. I produced the initial coding by organising the generated data into meaningful groups and allowing the phenomenon to be assessed in a meaningful way, based on the information produced.
- c. Next the various codes were sorted into potential themes. This was the first step in analysing the codes, and different codes (and code relationships) started to combine to form a central theme.

- d. The codes and collated data were reviewed to ascertain whether they fit the suggested theme(s). Additionally, any codes or patterns missed and/or set aside were reviewed for theme setting. It was important to assess whether the themes produced accurately reflected the meanings expressed by the data set.
- e. I named the themes to fit and express the narrative of the study and/or phenomenon being researched and to ensure that they would answer the research question(s). Moreover, I confirmed that there was not too much overlap between the themes.
- f. The final step in the analysis process was the write-up. This provided a concise, coherent, logical, non-repetitive and interesting account of the narrative communicated – including data extracts.

3.7.2 Narrative data analysis

Narrative research produces a researcher-generated story narrated by the participant(s). The preceding section on qualitative data analysis (par 3.7.1) outlines the researcher's task of defining the elements of the raw data (the participant's narrative) and to identify important and recurring themes that provided insight into the participant(s). In the case of narrative data analysis and interpretation, a better understanding of human existence is pursued by attempting to associate and meaningfully (re)present events, chosen actions and consequences. This is done in the same rich metaphoric manner the participant(s) did, and by presenting the significance of the participants' lived experiences (Kim, 2015). Narrative data analysis and interpretation do not differ much from the thematic approach. It is for this reason that the researcher only used elements from the narrative approach to supplement the thematic approach. Through interpreting faith and suspicion, I endeavoured to represent the participant's narrative in a coherent, engaging and interesting manner.

The technique of narrative smoothing, which was incorporated too, involved “brushing off the raw edges of disconnected raw data” (Kim, 2015, p. 192). Interpretation of faith implied accepting the story that the participant(s) tells as it is. As the researcher, I assumed that the story as relayed was true and meaningful to what they believed themselves as living – their subjective lived experience. Moreover, used in tandem with the aforementioned approach, interpretation of suspicion aimed to find the hidden meanings in the participant's narrative. That is, the researcher did not take the participant's account at face value, but aimed to decode what had been said in an attempt to uncover themes that may have gone unnoticed. This process is a fundamental element in eliciting metaphorically rich narratives and descriptions.

3.7.3 Quantitative data analysis

The quantitative data analysis was performed according to the standardised methods prescribed for use of the questionnaires (Byrne, 2016). Much like with the qualitative data analysis, themes were identified, defined and described. These themes were derived from the specific results that emerged from the profiles of the quantitative data sets. These newly defined and named themes were subsequently compared to those generated from the qualitative data analysis process to check whether the data correlated (Maree & Van der Westhuizen, 2009).

3.8 USING CRYSTALLISATION TO ENSURE QUALITY

Trent and Cho (2014, p. 369) suggest that “all knowledge is mediated and constructed”. Crystallisation aims to meaningfully blend the positivist and post-modern approaches in making sense of the research data, as well as its interpretation and representation (Ellingson, 2009). Integrated crystallisation involves the production of a single representation in which multiple genres are woven into or patched along the qualitative continuum (Larrinaga-Gonzalez, 2011, p. 423). The approach allows the researcher to approach the phenomenon being studied with an ingenuousness that allows the findings and insights to unfold and reveal the representation of the study from various angles (Larrinaga-Gonzalez, 2011). These findings and insights are presented as rich descriptions, in a credible and trustworthy way (Stewart, Gapp, & Harwood, 2017).

3.8.1 Quality assurance criteria

Lincoln and Guba (1985) named four criteria for enhancing the trustworthiness and soundness of postmodern research. The image in Figure 3.3 is a quick reference and diagrammatic representation of the appraisal of postmodern research.

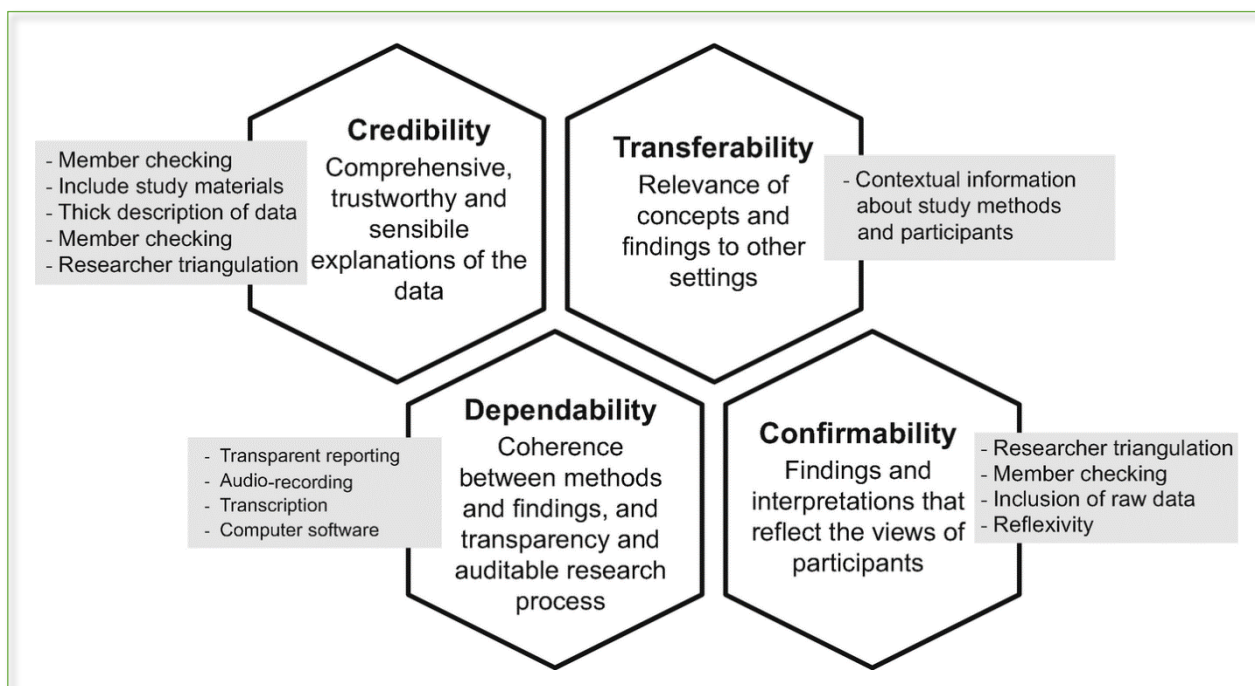


Figure 3.3: Diagrammatic representation of the appraisal of qualitative research
(Hanson, Ju, & Tong, 2018, p. 10)

Credibility, also referred to as the ‘truth value’ (Lincoln & Guba, 1985), is the degree to which the research represents the actual meanings that participant(s) ascribe to the information they provide. As seen in the diagram, strategies that demonstrate credibility involve the use of multiple sources and/or methods of data generation (data and method triangulation); obtaining peer insight and additional perspectives on the research process, findings, analysis and/or interpretation (researcher triangulation); and discussing findings with participants to ensure they do in fact reflect their experiences (also referred to as member checking) (Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016).

As a type of external validity, *transferability* is the degree to which the findings can be contextualised and are applicable or useful to theory, practice and future research (Lincoln & Guba, 1985). For this reason, it was imperative for the researcher to state the extent to which the research findings were generalisable, considering that qualitative research is often not as readily and universally applicable as quantitative research (Moon et al., 2016). For transferability to be achieved, the researcher had to demonstrate extensively how and why the phenomenon under study related to established theory and/or conceptualisations.

Dependability is the degree to which transparent reporting occurs. Are independent and objective individuals able to audit and critique the detailed documented research procedures (Moon et al., 2016)? Where reflexivity is demonstrated and accessible (audio recording,

transcription, software coding), bias is reduced and transparency of the research process is increased.

Confirmability is achieved when the results/findings are clearly linked to the conclusions drawn. It is increased in instances when reproduction of the process and procedures is possible owing to the transparency, self-explanatory status and ease of recreating the research process and documentation. It was my responsibility as the researcher to ensure and unambiguously present how the findings/results were based on the experiences and preferences of the research participant(s) (Moon et al., 2016). The researcher reported on their bias, predisposition, beliefs and assumptions. Furthermore, researcher reflexivity enhanced confirmability of the study findings, as the reader was able to follow the process and decide and/or endorse confirmability.

3.8.2 Quantitative component: Validity and reliability

Validity refers to whether conclusions are justified by diverse yet comparative sources of evidence, and whether they endorse the projected interpretations (Kaplan & Saccuzzo, 2009; Gitomer, Martínez, Battey, & Hyland, 2019). It exists on a continuum and specifically refers to the ability and extent of an instrument to accurately measure what it declared to measure (Colton & Covert, 2007; Heale & Twycross, 2015). By way of speaking, an instrument that managed to garner the intended information is evidence of instrument validity (Colton & Covert, 2007).

Reliability refers to the consistency of a measure (Heale & Twycross, 2015). More specifically, it is the extent to which the same information can be repeated and the degree of constancy and trustworthiness of the findings over time, using the same methods (Colton & Covert, 2007; Vakili & Jahangiri, 2018). Reliability yields information about the soundness and stability of the deduced outcomes and is largely free from measurement error (Colton & Covert, 2007; Kaplan & Saccuzzo, 2009).

Table 3.1 describes how the various quality assurance techniques were applied in the current study.

Table 3.1: Strategies to facilitate the study’s quality assurance

STRATEGY	APPLICATION IN THE RESEARCH PROCESS
Crystallisation (and triangulation)	Crystallisation of the findings was achieved through reflecting on the data analysis process through which the themes and subthemes had been elicited. The current study involved various persons and considered their influence on the primary participant. The findings from various sources and methods were compared (and triangulation was achieved).
Credibility	Research is deemed credible when it accurately identifies and describes the phenomenon being studied (Brown, 2005). The current study achieved this through the identification of themes and subthemes generated from the various modes of data generation, namely questionnaires, interviews, drawings and diagrams, and the participant’s narratives.
Transferability	At the start and/or end of each session, the researcher recapped and paraphrased the participant’s contribution to ensure what they meant to say was being captured. Any inferences drawn were verified. The participant was also allowed to correct errors and/or challenge the interpretations – thus, co-constructing the narrative sketch in as much detail as possible.
Dependability	As noted before, information was generated from many sources: verbatim transcriptions, post-modern and positivist instruments. The results of the study were consistent with the modes of data generation. The data and findings were recorded and reported, so that other researchers would be able to follow and critique the study.
Confirmability	The generated data was meticulously documented and recorded by means of transcribing the sessions. This allowed for confirmability and ensured that the findings were consistent with the generated data.
Validity and reliability	The instruments were chosen based on their appropriateness for administration with the population group being investigated in the current study.

Next, the ethical considerations that were applicable to the study are discussed.

3.9 ETHICAL CONSIDERATIONS

When conducting research, especially with vulnerable populations, it is imperative that ethical and/or moral principles be strictly adhered to (Gavidia-Payne & Jackson, 2019). Research

should always be conducted in a responsible manner. The ethical principles relevant to this study included confidentiality, privacy and anonymity, informed consent, informed assent, voluntary participation, as well as protection from harm. Throughout the process, the participant(s) were reminded of their voluntary participation and of their right to withdraw from the study at any time.

3.9.1 Informed consent

To ensure that the participant(s) fully understood the nature, duration and purpose of the study and what to expect, they were informed both in writing and verbally. The researcher read and then explained the details of the informed consent letter to the participant(s). They were allowed ample time to ask clarifying questions or to request further explanation. The informed consent was (re)confirmed verbally and affirmed in written form.

3.9.2 Informed assent

Research (Horner-Johnson & Bailey, 2013) indicates that many individuals with intellectual impairment can reasonably provide their own consent/assent to participate in low-risk studies. Due to the nature of this study and the vulnerability of the participant, informed assent was obtained in addition to the informed consent from their parent(s) and/or legal guardian(s). The details of the study were verbally explained to the participant and they were given ample time to ask clarifying questions. This was then corroborated in written form and (re)confirmed at the start of each session.

3.9.3 Privacy, anonymity and confidentiality

Privacy refers to the participant's ability to control when and under what conditions others have access to their information and/or the data provided. The protection of their anonymity means that no one, including the researcher, is able to link the data to the individual participant(s), thus according them their confidentiality. The data generated would never be made public in such a way that their identity would be unconcealed (Hilton, Fawson, Sullivan, & DeJong, 2019). In presenting the data generated and the subsequent findings of the proposed study, the researcher was responsible for protecting and respecting the privacy, right to confidentiality, and the identity of the participant(s).

3.9.4 Protection from harm

The researcher had to protect the participant(s) from unnecessary physical and/or psychological harm – especially the vulnerable populations. It was agreed that, should there be any risk, the participant would be informed and given the opportunity to make an unprescribed decision about withdrawal from the study. In such cases, measures would be put in place to ensure that counselling and/or debriefing would be provided and/or possible referrals be made to the appropriate professionals (Leedy & Ormrod, 2020). In addition to information on the nature and details of the study, the impact that the study and participation might have for the participant(s) was relayed in a manner comprehensible to the participant(s).

Fortunately, no physical and/or psychological harm befell the participant who took part in my study.

3.10 SUMMARY

This chapter provided a discussion on the paradigmatic perspective – interpretivist/constructivist – that guided the study. The research design and data generation techniques were outlined, after which the postmodern and positivist data analysis and interpretation techniques applied to the generated data were discussed. Next followed a discussion on how quality had been assured within this study, the manner in which ethical considerations were observed, and the role of the researcher.

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

CHAPTER 4: RESULTS AND DISCUSSION OF FINDINGS²

“Every experience in life, everything with which we have come in contact in life, is a chisel which has been cutting away at our life statue, molding, modifying, shaping it. We are part of all we have met. Everything we have seen, heard, felt, or thought has had its hand in molding us, shaping us.”

- Orison Swett Marden

4.1 INTRODUCTION

In Chapter 1, I formulated the primary research question as follows: *What use does life-design counselling have for the career adaptability and career decision-making process of a learner from a vocational school setting?*

Mindful of the aforesaid question, this chapter aims to present and discuss the findings of the investigation. First, a brief overview is provided of the data analysis process. Then follows an introduction of the participant(s) by means of an abridged background and personal sketch. The themes and subthemes identified are expounded and summarised with excerpts from the generated data. The chapter is concluded with a summary of the findings, and the conclusions reached and recommendations made appear in Chapter 5.

4.2 DATA ANALYSIS METHODS

As indicated in Chapters 1 and 3, a Qual+ quan, mixed-methods or multi-method approach was employed to explore the research questions. This approach is characterised by the parallel collection of data, but the qualitative evidence takes priority (Armitage, 2007). A mixed-method or multi-method approach aims to promote and enhance the quality assurance of the research findings (Lewis-Beck, Bryman, & Futing Liao, 2004). The interpretation of the results is based on a QUAL(quan) approach (Creswell & Plano, 2006). The qualitative data obtained

² I am aware that it is more customary to separate the Results and Discussion sections of a research report, but for reasons of space, and after discussing the matter with my supervisor, I decided to include the Discussion section in the current chapter (after the presentation of the Results). My aim was to relate the views/findings in my study with the findings of others by using the following four-fold lens:

- * Do the findings of my research support previous findings? Are there any results that surprised me?
- * Which of the findings of the present study do not concur with or support previous findings?
- * Have some of the findings from the present study never been reported on before? Did I learn something novel from the research?
- * Did specific trends emerge from the findings of my study?

in my study was thematically and narratively analysed, as was described in Chapter 3. This process involved transcribing the audio recordings, getting familiar with the data, coding of the data, identifying themes and subthemes, reviewing themes, defining themes and reporting the findings (Braun & Clarke, 2006). Furthermore, the quantitative data was interpreted according to the standard prescribed methods (Byrne, 2016) which were used to cross-validate and corroborate the qualitative findings within the study. The themes were compared for integration by means of the process of crystallisation. Importantly, to ensure confidentiality, no identifying information was used, and pseudonyms were assigned to the participant(s) for anonymity purposes.

4.2.1 The referencing system

Table 4.1 illustrates the three-digit coding system that was used to reference the transcribed data.

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

TRANSCRIPTION BUNDLE NUMBER AND DATA SOURCE	PAGE NUMBER	NUMBER OF LINES³
1 Participant interview schedule	1-10	1-303
2 Career Interest Profile	10-54	1-1327
3 Collage	54-76	1-517
4 Career Construction Interview	76-93	1-307
5 Genogram and Lifeline	93-106	1-413
6 Career Adapt-Abilities Scale (Pre-test)	106-107	1-52
7 Narratives	107-109	1-35
8 Parent interview schedule	109-116	1-190
9 Teacher interview schedule	116-124	1-368
10 Career Adapt-Abilities Scale (Post-test)	129-131	1-19

³ Line numbers in Table 4.1 indicate the total number of transcribed lines for the particular source.

4.2.1.1 Using the referencing system

In the referencing system (x;x;x) that was used in my study, the first number refers to the session; the second number refers to the page number; and the third number refers to the line on which the response starts.

For example, (4;208;89): “Catching word of God. You can listen to sermons of, of what’s that thing. The sermons of bishops, TD Jakes, Joyce Meyer. You can listen to anything that the teachings of (*inaudible name*). Yes you can listen to many things”.

4.2.1.2 Categorisation of the themes and subthemes

A table of the themes and subthemes that were identified is included in Annexure A. Inclusion and exclusion criteria for the selected subthemes and corresponding themes can be found in Annexure B.

The next section discusses the relevant background information of the single participant that was identified and selected for use in my research.

4.3 BACKGROUND INFORMATION OF PARTICIPANT

The primary participant was an 18-year-old male youth from a South African minority population group, with mild intellectual impairment. He will be referred to as Moreri. His mother and Life Orientation teacher (Mrs Y) took part in this investigation. At the time of the data generation stage, Moreri’s mother had gone through phases of employment and unemployment. The sessions were conducted at Moreri’s school, in a secure environment, and at an agreed-upon time that was mutually favourable. The data generation sessions were conducted in English, a language in which he demonstrated conversational proficiency. Moreri’s primary languages are Setswana and IsiZulu.

Moreri was transferred to the vocational school when he reached Grade 6 level in the mainstream education system. It was reported that he had difficulty mastering the necessary reading and writing skills. On enrolment in the vocational school, he commenced with Grade 4, the first phase/level as indicated by Mrs Y. At the time of sessions, he was in his final year at the school, Grade 9. Moreri resides with his mother, grandmother and brother.

According to Moreri, he had failed and repeated Grade 4 in a mainstream school. His mother confirmed that they had told her he was identified as a learner with a learning disability in reading and writing. He was consequently enrolled in the vocational school and completed

his education there. Purportedly, Moreri had struggled to adjust to the new school. He had also experienced some bullying from his peers and friends who attended mainstream schools and with whom he had been in his previous school. He indicated that he enjoyed Mathematics, English and Panel Beating, but disliked Technology, Natural Sciences and Social Sciences. According to him, and confirmed by his mother and Life Orientation teacher, he was a good student and achieved high marks. Moreri enjoyed athletics as an extracurricular activity and participated in interschool sports and, reportedly, also in provincial competitions.

During his primary school career, Moreri had wanted to be an astronaut, but indicated that he now knows he would not have been able to cope with the academic load. Thereafter, as a student in the vocational school, he decided on being a panel beater. He enjoys this technical elective and does well in it. However, ultimately, Moreri stated that he wants to be a pastor. This came up repeatedly during the sessions and he had taken the steps to make it a reality. With regard to his future, Moreri is highly driven and dedicated to being a pastor and an entrepreneurial businessman. His mother supported his aspirations, but would like him to get a formal qualification as a backup plan.

I selected Moreri as study participant because he met the criteria for the study. As required, and after explaining the scope and nature of the study, he, his mother and Life Orientation teacher gave informed assent and consent respectively for his participation. When asked why he was interested in taking part, Moreri indicated he was interested in knowing more about himself, his options and resources, and if he was able to pursue his intended career/vocation. He reported to being inspired and driven to achieve his goals, but admitted that, at times, he needed some external motivation. Both Moreri and his mother were aware that his prospects on completion of his education at his current school were limited. Mrs Y confirmed this and outlined the strategies and resources made available to the students in making their post-school decisions. However, Moreri had already considered his options, done the research and made a decision as to what he would do after completing his formal education.

The life-design counselling process, as experienced and reflected on by Moreri, is discussed next.

4.3.1 Introductory interview with Moreri (Participant Interview Schedule)

Upon introduction, Moreri presented as an open, polite and enthusiastic participant. He wore a smile and made good eye contact. Moreri gladly engaged in the discussions, but his responses initially required much probing. He spoke fast, with few breaks between sentences and

thoughts, and at times it was difficult to make out what he was saying. He seemed comfortable with our interaction and started to volunteer more information and detail. This being said, Moreri was also easily distracted, which was understandable as there were quite a number of interruptions during the session. In these instances, the session briefly stopped until privacy was established again.

The following subthemes were identified from the analysis of the first session’s⁴ transcribed data. The subthemes were colour-coded – a different colour for each subtheme – and subsequently categorised under the main themes (Braun & Clarke, 2006).

Table 4.2: Session 1 Subthemes⁵ – Learner Interview Schedule

THEME	RELATED SUBTHEMES
Career adapt-ability	Concern about the future
	Taking control of and preparing for the future
	Curiosity about and exploring possible selves
	Confidence to pursue aspirations
Vocational personality	Career-related abilities
	Career-related needs
	Career-related interests
Perceived self-efficacy	Perceived self-efficacy for academic achievement
	Fulfilling expectations (of parents, teachers, peers)
	Ability to resist peer pressure and negative influence
	Self-directedness and/or autonomy

⁴ Each session is discussed separately according to its identified subthemes. Thereafter, a table summarises the subthemes linked to their themes.

⁵ A table presenting the themes and linked subthemes can be found in Annexure A.

THEME	RELATED SUBTHEMES
Self-construction	Self as expert
	Sociological and/or sociocultural factors and their influence on achievement
	Influence of personal and social relationships
Life themes	Present experiences
	Future aspirations
Growth / Resilience	Agency
	Positive feelings
	Feelings of support

The Learner Interview Schedule was aimed at initiating and establishing rapport. The interview served as an introduction for Moreri to the phenomenon and themes to be explored. He was made aware of what to expect and the researcher gained some understanding of his thought processes, how he made meaning and his communication patterns. The interview also informed the researcher about Moreri’s views, perceptions and insights into his career and/or vocational education, as well as about the support he had received up to this point. Furthermore, the interview briefly touched on Moreri’s awareness of available and accessible resources at his disposal in making the transition in the world of work. The narrative presentation of the transcribed data, grouped thematically, reflects the verbatim responses that were given by Moreri.

Without real vocational and/or career guidance and support, the risk of children with disability slipping between the cracks of education and employment is consequential (Sefotho, 2015). The career and/or vocational choices made by individuals with intellectual impairment are often the result of coincidence, influence of others and/or the availability of socio-educational assistance (Valaikiene, Kaffemaniene, & Baranauskiene, 2016). Moreri said that he believes “... it all depends on you” (1;8;234) and “on what type of person are you like” (1;8;236) when it comes to making career and/or vocational choices. By giving examples, he elaborated, “You cannot say just you wanna be a nurse and that you know that you cannot cope

with people” (1;8;236). He spoke of being a source of motivation for his peers, giving them advice such as: “So I used to tell them, if you wanna become a soccer player, go to gym. Do this every day, you will be best at it” (1;8;238). At times, he took it on himself to get involved, not only in motivating and encouraging his peers, but actually doing tasks (maybe related to his leadership role) such as handing out “letters to all the learners” (1;4;120) for the career day – “... it’s a special day ... for us seniors” (1;5;144). Moreri also prided himself on leading by example, doing what was “required from me” (1;5;130) and modelling “self-discipline” (1;5;134). In terms of perceived support and access to information regarding his career and vocational education, Moreri said “I go around with teachers asking them to give me” (1;1;2) – “they do help us” (1;4;116), while he also took the initiative to ... “do research myself” (1;2;34), “I go at home ... take my phone” (1;2;38). He further stated that some of the teachers are a resource, especially his Life Orientation teacher – “it was classwork, it was indicating on which career you choose like mind, everything that” (1;1;10). Through the curriculum, this teacher facilitated career and vocational education by “talking about career field, like realistics ...” (1;1;16), “which field that you as a person, you are able to go to” (1;1;18).

Research found that having an individual plan for the transition from school to the world of work was beneficial for learners with intellectual impairment, as it helped them understand what was possible and the to understand the realities of their particular choice of vocation (Valaikiene et al., 2016). When asked if he thought there were any challenges to him and his peers pursuing their post-school aspirations, he admitted, “... financial, maybe if like they can get them bursaries, things like that. It will help a lot” (1;6;162). His parents were unemployed and he would benefit from financial aid – “when it comes to financial, ja they unemployed” (1;7;220). Overall, Moreri felt well supported by the school and concerned teachers. He said they did a lot for him, and “... if you can’t appreciate that, there’s something wrong” (1;9;252). Outside of school, Moreri experienced support from his pastor and relatives: “Pastor Lizo, my mum, my father firstly. My family” (1;1;26). “They support me, they tell me that, Moreri, we can’t force you to do anything. It your life, so we’ll support you in every decision that you take ...” (1;6;170), and “... they tell me things that which field I must go to ... some of the things that I must look at” (1;2;58). However, “... if it is the bad decision, we won’t support you. We will try to correct you” (1;6;170). Moreri indicated that he consulted his parents when making his subject choices. He said, “I told them. I told that mum and dad I wanna do things like this. They said no my child is fine you can” (1;7;210).

According to Valaikiene et al. (2016) active parental involvement is positively constructive. Being involved in and guiding the learner with intellectual impairment when

planning and choosing a vocation, and giving advice on how to achieve these goals, can only serve to enhance the learner's self-efficacy, growth and resilience.

Moreri stated that when he was younger, "I wanted to become an astronaut. I wanted to go to space" (1;6;178). After doing some research, he "... realised when I'm in a school like this ..." (1;6;180), "in some of the areas I can't cope very well" (1;6;184). To be an astronaut, "... you must do Grade 10, 11, 12 ... and go to university" (1;6;182). After coming to this realisation, accepting his capabilities and abilities, and where he found himself, he shifted his focus to wanting "... to be a panel beater" (1;7;190), "... because I know me ... I love to fix things. So now panel beating also it's all about fixing" (1;7;198). However, at this stage in his life, Moreri had set his mind on and started pursuing his aspirations of being a pastor, with a career in panel beating – his technical subject – as his second choice. When asked when he had made up his mind on what he wanted to be, he replied, "Last year, around June. During this time" (1;4;100). When asked what had made him decide, he said that he had gotten his "calling to be a pastor but I didn't actually like believe it" (1;4;104). He indicated that he had gone "... through a lot of stuff ..." (1;4;104). Moreri indicated panel beating as his "... favourite" (1;2;66) and wanting to pursue it as a vocation, but "I wanna be a pastor" (1;2;58), and now, panel beating "... it's my second job" (1;3;68). Moreover, he had done the research and knew what was expected of him in pursuing his dream of being a pastor. He was aware that it required him to achieve a level of post-school education and "go to a college" (1;3;80), for "three years" (1;3;76), but "... it depends" (1;3;78). Not only had he looked into educational institutions, but he also considered informal options such as his church. He said, "even at my church they supply ... this kind of things also" (1;3;80).

Even though he felt supported by various members of his inter- and intra-personal circle, Moreri admitted that "... some other people are not open, I won't lie. Because when you tell them that you wanna be a pastor, they say to be pastor doesn't pay" (1;3;86). He still remained determined and motivated by his lived experiences, his perception of his world and the systems at play around him. "As the head boy ... I can see there are many challenges here in school. And I was alone at home thinking, if there are many challenges like this at school" (1;3;96) – "drugs. Kids here, they don't have confidence ..., low self-esteem ..." (1;4;110), "and peer pressure also" (1;4;112). "What about outside school?" (1;3;96). "Which means there are people who are down, who need couragment. So, that's where I saw to be a pastor it will be a good thing, 'cause I'll be motivating people in different ways" (1;3;98).

Moreri's narrative affirms research findings that learners with learning disability (more specifically learners with intellectual impairment) benefit considerably from customised

training and approaches that aim to enhance their awareness of self and careers and/or vocations; interview skills; problem solving on the job; and anger management (Hutchinson, 1995; Schneider, 2006). Concrete vocational readiness strategies are more likely to enrich the transitioning process into the world of work for learners with intellectual impairment. These strategies involve task-specific demonstrations, clear explanations, self-talk, interaction and feedback, using prompting and/or modelling that aim to generalise and apply these learners’ knowledge across diverse settings and conditions of interest to them (Hutchinson, 1995).

The next section addresses the Career Interest Profile and Moreri’s specific career interest themes.

4.3.2 Career Interest Profile (CIP)

A table summarising the themes and linked subthemes can be found in Annexure A.

Table 4.3: Session 2 Subthemes – The Career Interest Profile (CIP)

THEME	RELATED SUBTHEMES
Career adapt-ability	Confidence to pursue aspirations
Vocational personality	Career-related interests
	Career-related needs
	Career-related values
Perceived self-efficacy	Perceived self-efficacy for academic achievement
	Fulfilling expectations (of parents, teachers, peers)
	Ability to resist peer pressure and negative influence
	Self-directedness and/or autonomy
Self-construction	Self-efficacy
	Self-identity
	Self-awareness

THEME	RELATED SUBTHEMES
Self-construction (Continued)	Self as expert
	Values, beliefs
	Sociocultural and/or sociological factors and their influence on achievement
	Influence of personal and social relationships
Life themes	Past memories
	Present experiences
	Future aspirations
Growth / Resilience	Agency

Moreri chose to have the researcher read the CIP to him and write out his responses on his behalf. He listened attentively and asked clarifying questions when he did not understand. Moreri gave descriptively rich, comprehensive answers, and due to time constraints the administration of the CIP ran over multiple sessions. The subthemes elicited from the CIP are next expounded on according to the various parts making up the instrument.

a. *CIP – Part 1*

Moreri indicated that both his parents had achieved a Grade 12 level formal education. At the time, his father was unemployed, and his mother had started a construction business. He further stated that she had many jobs. Moreri communicated to sometimes making wood tables and ran a company that provided tents, tables and chairs for events over weekends. He indicated that his parents encouraged him to become a motivational speaker because he is good at motivating people.

Moreri indicated Mathematics, English, and Panel Beating as his three favourite subjects at school, with Technology, Natural Sciences and Social Science as his least preferred subjects.

b. *CIP – Part 2: Career-choice-related questions*

In this section, career choice categories are arranged as preferences and dislikes, and they are ranked from most to least preferred. Moreri’s career choice preferences, including the reasons for his choices, were ranked as follows – from most (1) to (5) least preferred:

Table 4.4: Moreri’s career choice preferences

	CAREER CHOICE	MORERI’S MOTIVATION
1	Pastor	“ ... I can see that most the people, most people they don’t have they don’t have that love for God. It’s like they are neglecting God. So that’s when I draw them close to God” (2;13;112).
2	Businessman (banker/banking)	“Uh because I love, I love ma, I love maths. And my mind’s always busy so, always busy with new things” (2;13;118).
3	Entrepreneur	“I can see that there is a lot of unemployment rate here in South Africa. So I believe if I can, open a job, many people I can hire them and work.” (2;14;126).
4	Motivational speaker	“ ... I’m good when it comes to encouraging someone. When someone is down. Ja I’m good at encouraging someone. Ja mm I’m good at that” (2;14;132) ... “Especially with the words from the Bible ...” (2;14;138).
5	Lawyer	“ ... I believe that many people they have, they have been treated unfairly. So, me being a lawy, being a, being as a lawyer, I’ll help a lot of people. Many people I will help” (2;14;142).

Moreri’s career choice dislikes were ranked as follows – from most disliked (1) to (3) least disliked:

Table 4.5: Moreri’s career choice dislikes

	CAREER CHOICE	MORERI’S MOTIVATION
1	Taxi driver	“ ... that thing it has to do maybe like speaking to someone. Ah, ‘cause some people can be rude eish” (2;15;154), “I can’t

	CAREER CHOICE	MORERI'S MOTIVATION
		tolerate that" (2;15;156) "... I don't talk too much. When you are a taxi driver, joh. You'll have to talk a lot" (2;15;164).
2	Hairdresser	" ... I have to touch someone and I feel comfortable, uncomfortable touching someone's hair ..." (2;15;158)
3	Soccer player	" ... that one eish, it's because like, I don't feel like I'll be good at playing that thing and for me it doesn't make any sense chasing the ball going there. It's like a headless chicken you see" (2;15;162).

c. *CIP – Part 3: Career category preferences / dislikes*

Moreri's career choice in Part 3 of the *CIP* corresponded with his preferred career choices in Part 2. He indicated that his first career category preference was social, caregiving and community services, "cause has to do with pastor and all that stuff" (2;25;378). More specifically, he chose the careers of "A worker in a religious. Which like in church like" (2;26;425), and "... maybe healing and caregiving" (2;26;429). Moreri chose all the careers specified under his second preferred category of entrepreneurship, running and maintaining a personal business, because "Ja, I good in that" (2;27;437). His third career preference was practical-technical, possibly working as a "... carpenter" (2;27;451), in "transport, maybe truck driver" (2;27;453) and "even vehicles, ships" (2;27;455). Marketing was his fourth career preference, and he indicated he had found all the specific careers in this category desirable. Moreri chose legal practice and security services as his fifth preferred career category. He wanted to "be able to defend the clients in court" (2;28;467), but stated that "prosecuting people uh it will be tough for me" (2;28;469), "cause I have a very soft heart. So I wouldn't, I wouldn't." (2;28;471).

The career categories that Moreri liked least were practical-creative and consumer science; musical; office-based (administrative, clerical and organisational) activities; information and communication technology; and medical and/or paramedical services – in that order. Moreri indicated he disliked all the careers from his first least preferred category – "Ma'am all that stuff, (chuckles) because I hate them all" (2;28;479), "... I don't see myself doing that." (2;28;481). Moreri stated, "Joh I can't. Information and communication" (2;26;402), "... I'm not good in that anyway" (2;26;404). "I don't like computers. Anything

that has to do with comp, technology...” (2;29;503). Moreri disliked all the medical and/or paramedical services, “... because its do with people just seeing blood. Eh yey yey I won’t survive” (2;30;519).

Determining individuals’ career and/or vocational interests is a principal feature of career counselling. Moreover, the above narrative evidences that individuals’ self-awareness of their interests advances their career and/or vocational choice and ultimately their career and/or vocational development (DiFabio, & Maree, 2013). The findings on Moreri’s career preferences and dislikes correspond with research which puts forward that self-determination and career and/or vocational perseverance is demonstrated when individuals present as having faith in themselves and understanding their strengths and limitations. According to Valaikiene et al. (2016), these individuals are able to better control their lives and become successful adults as perceived by society.

d. *CIP – Part 4: Career-story narratives*

Part 4 of the *CIP* covers career stories or narratives. The first question asked of Moreri was to clarify how the researcher could be of help or use to him. He responded with “...in many ways. First of all, like supporting me. Through talk, through talking to me, ma’am ...” (2;30;539), “... Through talking to me. Like motivating me.” (2;30;561), “Because sometimes I can be lazy, but when someone tell me, he Moreri (*claps hands*), time to get up. Ja” (2;30;563). Moreri identified his strengths as running; being creative with his mind; making pots out of clay; motivating others; telling jokes; feeling sorry for people; helping people and giving them hugs. He wanted to give to help others and enjoyed going to the gym because it relieved his mind. Moreri indicated that he needed help in communicating with others. He demonstrated a sense of self-awareness and indicated that “... when I’m speaking to someone and when if don’t get along, I just leave silent, uh I just leave.” (2;31;571), and “That’s wrong of me. That’s being rude actually ...” (2;32;573). He further indicated that “... sometimes I feel like ... I am not capable to do certain things. That is really bad.” (2;39;824). “I’m a man of goals, now ... if I didn’t reach my goals I feel like I’m a loser. Or I didn’t plan right. uh is things like that.” (2;39;826) - “...emotional damage (2;52;1254). I’ve been through a lot ... I feel like I didn’t do my best in certain areas ... I get confused and depressed” (2;52;1258). Overcome by “meditating on the Word” (2;52;1264). “Fear of facing people” (2;52;1266).

Oddly, Moreri believed that others saw him both as a monster and a good person. “... People see me in many ways. Some see me and this monster. Some see as this ...” (2;32;589) ... “...as this good person. Helping person...” (2;32;593). When asked to elaborate on why his

peers saw him as a monster, Moreri said “I don’t like to mingle. If something’s wrong, I just tell you or make it rude. Ey, I don’t love to stand and say ah you don’t love to take it jokes (talks fast). I’m like no we can talk about something else. If it’s serious, it can’t be a joke” (2;32;595). He then relayed a story where he helped a girl who commented after the incident that she had thought he would not help her, because she thought he was monster. He then responded “...I’m not that monster that you think I am” (2;32;599).

Moreri seemed to enjoy activities that are enriching and future oriented, such as reading, going to the gym, watching religious television programmes, doing research on religious topics, and thinking of ideas to improve his businesses. He did not enjoy being in crowds (his peers), because “...I feel like these people they are not, I don’t know how to say this, they are not in the same standard that I am...” (2;34;641). When asked “What do you value most?”, Moreri answered “... when you seeing someone ah ja neh coming to Christ. And even achievements also. Mm. Seeing someone getting born again. That’s good.” (2;34;643). He believed he was especially talented in “... fixing things” (2;34;645), “... repairing ... especially metal...” (2;34;647).

In response to the statement “I admired the following three people when I was young”, he named his grandmother, “Cause she was a go getter. A hustler” (2;35;683); Usain Bolt, “... because I’m an athlete so... I would watch him, so every time when I watch him, like I was so amped, I wanna be like him. hm, that’s an inspiration” (2;35;697); and his mother, because “She raising me, and even in tough times... we would get through...” (2;35;705), “...So she taught me that nothing, everything thats comes your way, you can beat it” (2;36;707). Moreri’s current role models were his bishop, because of “...the way like he’s ... like inspiring the youth...” (2;36;715); his technical teacher, because he “... tells more about the business world” and “... gives me information” (2;36;723); and Jesus, because “His ways are pure. ... His teaches can be straight. His laws they make me can become who I am today.” (2;36;733). Moreri said an event held at Grace Bible Church had an influence on him. The speakers were addressing topics pertaining to making your dreams come true and dealing with depression and anxiety.

Moreri had held leadership positions within the school since Grade 7, and expressed that he “... like[s] to be a harsh leader” (2;37;766), because “when I’m harsh, is more people they will know that this person means business ...” (2;37;768). Other questions asked were:

- ❖ My three favourite mottos or quotations are ...?: “...in Habakkuk 2”; “work smart and not hard”; and “let the money do the talking”

- ❖ My favourite magazine is ...?: “Forbes magazine, because it mostly talks about business and I’ into business ideas”
- ❖ My favourite tv programme is ...?: “TBN Africa”, because “Uh that person that talk is Bishop X, so now he inspires me whenever he talks about the Word. Whenever he preaches, ja is something that I can get easily in my mind” (2;42;934), ... “He speaks easy. He doesn’t talk about topics that are hard. Usually topics that are happening around us” (2;42;940)
- ❖ My favourite website is ...?: “Grace Bible Church”, because “I wanna know ma’am what’s happening into church things” (2;42;948)
- ❖ My favourite app is ...?: “MT4 Trading because it give me money”

Moreri’s favourite book turned into a movie was the Bible. He listed marriage, honesty and law of God as the main themes, and named Jesus, Peter, Samuel and Job as four of the main characters. Moreri told of the challenges they faced (their strengths; and areas for growth and development) by telling of them as he understood from reading his Bible. Moreri’s three biggest successes were being able to get on stage and talk in the hall, qualifying to run for the SA athletics team, and just sharing his time with others. Distinctively, Moreri was uncomfortable with the word ‘failures’. He said “... I’m not used to the word failure, now I wanna think about it” (2;45;1026). The researcher then told him to rather think of it as “things that you wish you could have done better”. He then mentioned his business not actualising; not being there for his friend – “I wish I could have opened up myself because he’s going through a lot” (2;45;1032); and his marks declining – “... like in January I’ve been doing well and now all of a sudden my last term everything was going bad” (2;45;1042). Moreri stated that people usually ask him for help with their finances, general advice, and their schoolwork. He also admitted that no one helps him, “... I have to do everything by myself... I don’t like getting help” (2;47;1082), “I believe like when someone is helping me, I’m going to get spoiled. I know that if someone just do small favour for me, I’ll get used to it. Now I don’t wanna make I get used to that” (2;47;1086). Even though Moreri perceived himself as helpful, he found it difficult to accept help from others.

When asked “If I were asked to write my life story, the following would be the title of my book?”, Moreri replied that he had already started writing a life story. He commenced to show the researcher and said that he had not thought of a title yet. However, when prompted to think of one, he responded with “From zero to something”. The subsequent chapter titles would be: “Introduction of myself”; “How my problems began”; “How I dealt with it”; “People who

advised me”; and “My happy ending”. The main themes or patterns Moreri identified (these were repeated throughout the entire process) were: “... when they told me that I’m going to an LSEN school. Ja that thing really rocked me. Uh, it teared me apart” (2;48;1138); his peers not understanding why he changed schools and what it meant – “... But I don’t let that break me down because I was like hawu such people they don’t know that (school’s name) is not for mad people. It is just only for children with the lack of disability when it comes to learning” (2;49;1173); and exceeding others’ expectations of him – “But now, those ones they come to me looking for advice” (2;50;1175). Moreri did not want others to experience what he did when his parents separated; being in debt – “... it gets people in a difficult place because people get depressed when it comes month end...” (2;50;1197); and “... having someone ... calling you by names like slow learner, stupid” (2;51;1207), “That’s the **worst** thing” (2;51;1209).

Burns, Garcia, Smith and Goodman (2016) found the practice of constructing career narratives invaluable in identifying common themes, action verbs, career- and/or vocation-related values, the pros and cons of individuals’ preferred occupations and/or vocations; and work environments. Furthermore, research shows that individuals are able to identify how their work lives could fit into their overall lives and enhance meaning making. Taveira, Cardoso, Silva and Ribeiro (2017) suggest that individuals interpret their life narratives and define their life themes for constructing their career/vocational narrative through reflection, interpretation, confrontation and support.

4.3.3 Collage

At the beginning of this activity, Moreri was more at ease and comfortable with the researcher and the process. He asked clarifying questions and was eager to get started. Moreri enthusiastically explained his collage and the choices he made.

The subthemes in the collage (listed in Table 4.6) were identified in Session 3.

Table 4.6: Session 3 Subthemes – Collage

THEME	RELATED SUBTHEMES
Life themes	Future aspirations
Self-construction	Self-efficacy

THEME	RELATED SUBTHEMES
	Self-identity
	Meaning making
	Influence of personal and social relationships
	Sociocultural and/or sociological factors and their influence on achievement
	Values, beliefs
Perceived self-efficacy	Self-directedness and/or autonomy
Growth / Resilience	Hope and optimism

Moreri made two collages (two sheets of A3 paper) which were meant to be interpreted as one. He stated that his collage was representative of who he was and wanted to be. “This is about myself. I see myself in this picture because it all talks about me” (3;70;415). He aspired to have “[a] house, wife, family” (3;70;415). Moreri saw himself as being “creative, ... adventurous, and ... reading books” (3;71;417). However, he elaborated and said the books he read “... will fill my mind with inspiration, not with filth” (3;71;419). This was indicative of his aspirations of self-improvement and self-actualisation – a result of subjective satisfaction with an activity of interest – which in turn served to reduce the negative impact of challenging life circumstances and enhanced his overall quality of life (Shcherbakova, 2012).

Furthermore, Moreri identified two state presidents as role models – President Ramaphosa and President Trump. He reasoned, “They never wanted the seat jus to gain uh money out of it. They wanted the seat to make a change in the country ...” (3;71;421). Moreri relates to President Ramaphosa, especially with regard to his foundation. He too wanted to make a change, a difference in the lives of others. “... Ramaposa he has his own foundation Thuma Mina, ja. And I believe in this foundation that many things are happening. Many youth. There are many youth are getting jobs through this foundation” (3;71;423). Like President Ramaphosa, Moreri too started thinking about a foundation which “... is based on helping the youth, inspiring them and empowering them through the word of God” (3;74;491), and

“...when this foundation of mine is going well one day, by the grace of God. I want people to go to school. Those who can’t afford fees, they must go to varsity, provide for them and they mustn’t be as beggar. I don’t want that. ... When they go to school its more when the economy, the economy of the country is going to rise up...” (3;73;469). Moreri saw his foundation aimed at uplifting the vulnerable in the community – women and children and the poor and destitute: “... is based on helping the youth, inspiring them and empowering them through the word of God. Yes like, like I said, there are those who are oppressed. Who are living ... I don’t know how to say it. Under a curse or a spell ... under a er cloud...” (3;74;491). In particular, “... girls are the most important things because, if you look at a human trafficking, girls are always the victim...” (3;73;473) ... “human trafficking, in drugs, they are always the victim” (3;73;475). Moreri suggested that “... this cloud, it is making them to feel so miserable, and ... it leads them to do suicide, most of them. Because if you can look at the suicide rate, it’s going up every year it is going up, ‘cause of people that’s depressed. So, in this foundation we can’t allow like youth, the youth to be depressed while there is the saviour of saviours, Jesus” (3;74;493). Through his foundation, Moreri wanted to “...show love to them because ... I’m not lying to you if even right now you can go out to some girls in the school, you you can tell that they don’t have that fatherly that father figure love” (3;73;475). Moreri’s foundation was based on religion, “... founded in for Luke 4:18. When Jesus said, when He first preached He said, that the spirit of the Lord it’s upon me. To set free the captives. To release the oppressed. No, to set free the oppressed, and to release the captives.” (3;74;479). Moreri experienced a world where “many people are oppressed. Many people are captive, in captivity ... not putting those who are in prisons but a person who is free, but things that are going through is like they are in prison” (3;74;479). He wished to “... release them through the power of God” (3;74;481).

Moreri’s other role model, Richard Branson, inspired him to not let others’ opinion of you and/or your appearance influence your drive and/or distract you from reaching your goals. “... I love him because, when they, when he first uh, what you call this. When he first started Virgin Active, he walked in there wearing all pink...” (3;71;427), “... so now they asked him so what’s up with you? So he said it’s not about my looks it’s about what what I can do. Ja, so this thing ja, also go with me. You can look at me but you don’t know what I’m carry inside” (3;71;429). Linked to this, Moreri was driven to make a positive impact in others’ lives through his endeavours. His business(es) and/or organisation should be about “... inspiring other people.” (3;71;429). Moreover, he believed in doing what you love, and finding the balance between work and play, “... they go hand in hand” (3;72;453). He believed that “... if you

always serious and are always working, you end up getting stress, anxiety. So now if you are working and are playing, ah, I'm telling you, you even forget that you are working" (3;72;453).

Moreri valued family and appreciated the dynamics thereof. He viewed the family system as "... the most important thing in my life because without family you are lost. You are nothing without family because you know ... in this world, many people can treat you do bad things to you. Even your family can treat you bad but it is easy to forgive them ..." (3;71;431). He wanted to get married and believed that for "... a man of my calibre..." (3;72;459), it should happen "... around the age of 21..." (3;72;459). Moreri presented as having an elevated sense of self. He expected more for himself and aimed to make it happen. "... I love putting myself up there. Not because I have pride or something but, I believe why must I settle for less, when there is more to achieve" (3;72;463). Furthermore, he seemed to be aware of the world beyond himself, like the economy and money. He aimed to support himself and learn "... how to manage my money, and how to save. When to spend a lot and when not to spend" (3;75;506).

Overall, it was evident that Moreri was driven to make an impact through his interest in "... helping the world" (3;72;465). As evidenced by his narrative, he aimed to do this guided by his religion, as the "... Bible is part of my life" (3;75;497), and "... religion is the most important part of a human being, because if you are not under a certain religion, you are lost" (3;75;499). Notably, Moreri presented as already having made meaning of some of his experiences. He is quoted saying, "You know ... life without the pain is no life. It's not a life for you because in order for you to achieve anything, you must go through certain things, and those things they are the ones that which to become the person you are" (3;75;510). He was hopeful and optimistic about overcoming the pain, "... Because where there is pain, is the more I feel like ja you know what, I did it" (3;76;511). Moreri suggested that he believed the pain had shaped him, and was part of his journey. "That's why I'm here today. A lot of pain, because without pain you are nothing (chuckles) I don't know... I love it ..." (3;76;514). He argued, "... a man without the pain, is like an island. Ja because an island they are alone." (3;76;514). Moreri had faith in pain drawing people closer, and nearer to who and what they were destined to be.

Moreri's narrative as expounded above, speaks about him shaping his career-life project. He had already begun sketching his life portrait in terms of central life themes, as well as the role he played in helping others who experienced and/or lived through pain. He was taking the necessary action to assist them in turning their pain into hope (Maree, 2020), while making a social contribution (Maree, 2013). His narrative affirmed research showing that when

individuals reflect on their past experiences, feelings and actions, they are able to make and attach meaning to their lives, as well as advance their sense of self-awareness (Maree, 2020).

4.3.4 Career Construction Interview (CCI)

The *Career Construction Interview* (CCI) session with Moreri was guided by the CCI interview questions and corresponding worksheet (Savickas & Hartung, 2012). The themes portrayed here, were also identified in the CIP, and served as an opportunity for Moreri to reflect more and advise himself. The theme outcomes from the CCI session presented in Table 4.7 were prompted by the interview questions (Savickas & Hartung, 2012, p. 1). The second set of questions (in square brackets) are as they were presented to Moreri in a manner that he could easily comprehend:

- ❖ **How can I be useful to you as you construct your career?** [“How can I be useful to you in constructing your career?”] (4;80;23)
- ❖ **Who did you admire when you were growing up? Tell me about her or him.** [“Name three individuals, they can be real people, or cartoons or fake people, or imaginary people that you admired while you were growing up.”] (4;82;55-59)
- ❖ **Do you read any magazines or watch any television shows regularly? Which ones? What do you like about these magazines or television shows?** [“Name three magazines, or media, or television shows, or websites that you read or visit. On the regular.”] (4;90;199)
- ❖ **What is your current favourite book or movie? Tell me the story.** [“Tell me about your current favourite story or book.”] (4;92;237)
- ❖ **Tell me your favourite saying or motto.** [“What is your favourite motto or saying?”] (4;95;257)
- ❖ **What are your earliest recollections? I am interested in hearing three stories about things you recall happening to you when you were three to six years old.** [“The earliest memory that you have. The earliest three memories that you have. What is it and what would you name it. What title would you give it?”] (4;95;261)

Table 4.7: Career Construction Interview – Summary of Moreri’s career portrait⁶

<p>PREOCCUPATION</p> <p>Early recollections</p>	<p>I am concerned about (combined observations and inferences made from Moreri’s narrative, and direct themed quotes):</p> <ul style="list-style-type: none"> • Being viewed as a “bad” person by others – you are making me to be like a thief now. • Being independent and autonomous . • Being true to my word, truthful – so now her mother knows that I’ll speak a truth. • Determined to achieve goals – I’m gonna prove you wrong. You will see.
<p>SELF</p> <p>Role models</p>	<p>I am/I am becoming (observations and inferences made from Moreri’s narrative):</p> <ul style="list-style-type: none"> • I am a focused, courageous, true and open man of prayer. • I don’t give up; I persevere and keep pushing through the difficult times. • By the grace of God, I will start my ministry and preach.
<p>SETTING</p> <p>Magazines Television shows Websites</p>	<p>I like being in places where people do activities such as (observations and inferences made from Moreri’s narrative):</p> <ul style="list-style-type: none"> • Where it is all about God. Catching the word of God. • Christian, faith-based and influential activities, within a diverse environment.
<p>SCRIPT</p> <p>Favourite story from book or movie</p>	<p>The plot of my favourite book or movie is (combined observations and inferences made from Moreri’s narrative, and direct themed quotes):</p> <ul style="list-style-type: none"> • ... many people can just close the door for you but that one person can just come and open the door for you • Self-preservation • Betrayal • Perseverance and overcoming failure • There are certain things that you mustn’t do • I found it very unloving because she’s my wife so I would go and she’ll be safe. Ja rather beat me ... she should be safe • At first didn’t work. At second didn’t work. At third time, ja <p>Therefore, in these places I want to:</p> <ul style="list-style-type: none"> • Help people to persist and keep going through their difficult times • Protect the vulnerable

⁶ Copyright on format (Savickas & Hartung, 2012)

<p>SUCCESS FORMULA</p> <p>Use your SELF, SETTING and SCRIPT to write a one-sentence mission statement (combined observations and inferences made from Moreri's narrative, and direct themed quotes)</p>	<p>I will be most happy and successful when I am able to serve God and my community, especially the vulnerable. in places where various people come together serve and/or worship so that I can preach and lead (shepherd).</p>
<p>SELF-ADVICE</p> <p>Motto</p>	<p>My motto contains my best advice to myself for dealing with my career concerns. To apply my success formula now, the best advice I can give myself is:</p> <p>Uh Jeremiah 1:4. Where the Lord told Jeremiah I knew you from your mother's womb. I love it because everything that I do, God knows me. He knows me for who I am.</p>

Retrieved from www.vocopher.com

From the above, it seems as though Moreri had successfully begun to create meaning and purpose while striving for overall life fulfilment. Moreri relied strongly on his faith and religion as means to get him unstuck and assist him in finding alternative ways to functioning in his life and work life (Savickas, 2015a). Using the different parts of his life story, Moreri was able to reconstruct it in a meaningful way – like a puzzle. He was self-aware and aimed to make meaning of his experiences in purposeful manner. This corresponded to research that found that the *CCI* assisted individuals in breaking through any career- and/or vocation-related dilemmas, envisioning their future, and ultimately putting their plan into action (Barclay, 2019).

The subthemes listed in Table 4.8 were identified from the Career Construction Interview.

Table 4.8: Subthemes identified from administering the CCI

THEME	RELATED SUBTHEMES
Life themes	Past memories
Perceived self-efficacy	Fulfilling expectations (of parents, teachers, peers)

THEME	RELATED SUBTHEMES
	Ability to resist peer pressure and negative influence
	Self-directedness and/or autonomy
Self-construction	Self-efficacy
	Self-identity
	Self-awareness
	Values, beliefs
	Sociocultural and/or sociological factors and their influence on achievement
Growth / Resilience	Feelings of support
	Hope, optimism, positive feelings
	Impairment / Adversity

4.3.5 Genogram and lifeline

The genogram and lifeline were done in the same session. Research found that combining the lifeline and genogram was useful to provide information on the family constellation and identify themes (which influenced development) from within the family and across generations (Fritz & Van Zyl, 2015).

4.3.5.1 Genogram

The genogram indicates the individual people Moreri considered dear, and their relationships with each other and him (Fritz, & Van Zyl, 2015). Starting off with the genogram, Moreri presented as enthusiastic and recalled the information with ease. He proudly identified his extended family and stated that he had a paternal sister and a maternal brother. However, he did not mention them in other parts of this process. Moreri valued the opinions of his parents

and significant others when making career and/or vocational choices. This finding correlates closely with research stating that youths make occupational choices influenced by their need to honour parental and societal expectations (Akosah-Twumasi, Emeto, Lindsay, Tsey, & Malau-Aduli, 2018). Moreri’s beliefs and the value he placed on parental input and advice corresponded positively with research findings that career and/or vocational decision making is based on the interpersonal relationships that serve as models of comparison and reference (Almeida & Melo-Silva, 2011).

4.3.5.2 *Lifeline*

Table 4.9: Identified subthemes from the lifeline

THEME	RELATED SUBTHEMES
Life themes	Past memories
Perceived self-efficacy	Fulfilling expectations (of parents, teachers, peers)
	Perceived self-efficacy for academic achievement
	Self-directedness and/or autonomy
Self-construction	Self-efficacy
	Self-identity
	Self-awareness
	Values, beliefs
Self-construction (Continued)	Influence of personal and social relationships
Growth / Resilience	Hope, optimism, positive feelings

Moreri’s lifeline was quite scanty, and at first he was intimidated by having to recall past events going as far back as he could. He took his time, but felt uncertain, “Hm this thing, uh ja ja ja“

(5:99;318) "... requires a lot..." (5;99;320). From the lifeline, it appeared that Moreri had eagerly anticipated starting his schooling career. He seemed to view it as the start of his journey to success, "...I was happy. I did it. Finally finally I'm going to become that next someone" (5;100;334). Furthermore, he described the transfer to the vocational school as being a positive and faith-affirming experience in his journey, "... 'cause when I came here to (school's name), joh! It was like everything was going plan according to God's will ..." (5;100;338). Moreri also found having a friend and someone whom he could relate with as beneficial, "Ja because T was with me at L at primary. So me thinking here at (school's name), I was like wow at least I met that only one friend from that side ..." (5;100;342).

He was also very proud of having been chosen to be part of the RCL (Representative Council of Learners) at his new school, and reportedly for qualifying for the Gauteng championships for his running – "... It was really tough. To win race to be in because joh, those people hayi ..." (5;101;368). Moreri was especially proud of his academic achievements, "...Hayi there is something about that boy ..." (5;100;360), a sentiment that relates back to his feeling that he would be "that next someone" when starting school. Furthermore, Moreri seemed to thrive from competition, and this pushed him to do better, "...Which means I have challenges here" (5;100;362) and "...that's where ja I started to be popular in school" (5;101;364). One of Moreri's proudest achievements seemed to be being chosen to lead his peers as the head boy of the school – "...I were not head boy, by now I think I wouldn't have got here. By the grace of God" (5;101;386).

Moreri reported his parents' separation when he was five years old, as a negative, but was not overly affected by it. He recalled, "Actually it wasn't a big thing because ..." he still got to spend time with his parents. "... I also have my mother and father. I will see them. But not at the same time, because my father didn't use to stay near to the station so I used to walk sometimes to see him" (5;102;392). Moreri presented as very aware and self-motivating. He stated that he did not allow his parents' separation to get him down. He "cleared [his] mind ..., [it] doesn't mean that uh your mother and your father are not together that you must also be confused" (5;102;394), "... no matter what's happening in my life I must still be a child. I must still enjoy my childhood" (5;102;396). Moreri was initially more affected by being placed in a LSEN (Learners with Special Education Needs) class. "...I knew LSEN class is for kids with disabilities. I'm like okay hayi. Me, I can't go there ..." (5;102;402).

When he had to move schools, he came to realise it was not a bad thing as perceived by others. He met a teacher whom he admired, and who made him believe in his abilities, even though he thought he could not. "...I'm like maybe this sir made a mistake by choosing me..."

and I made it very clear speaking that, I made it very clear to him that you know what, I came here because I didn't know how to read so what do you mean saying I must read this for you" (4;102;404). He mentioned that this teacher changed his perception of self and his belief in what he could do when he were to set his mind to it. "So now, he said to me read. I said I don't know how to read, he says read. I was angry that day" (5;103;408). This was one of Moreri's first experiences of practising self-directedness and achieving against the odds what he had been told he could and could not do. "So I went home and I started to teach myself how to read. After a couple of months. He called me, M come here and read, and I went there and read. So he said to me, can you see that you are lazy." (5;103;408). In the end, Moreri realised his power and ability to achieve, "I'm like wow this guy actually open my eyes to the other level. Because nna in my mind I thought I don't know how to read." (5;103;408). Moreri remained steadfast in his faith and confirmed the role this played in his life and in his journey thus far and going forward, "It was like God knew from the start when they got me, when he chose me for his class. It was like ja just, everything is going according to God's plan" (5;103;410).

According to Fritz and Van Zyl (2015), lifelines enable the individual to structure their life events and explore how these influenced their career journey and/or choices thus far and going forward. Moreri's narrative is consistent with this finding. He started his scholastic journey wanting to be someone important and carried this sentiment with him throughout. He was chosen for leadership roles and aspired to lead his community going forward. Lifelines aim to uncover meaning that the individual derives from past events, and how these contribute to their current life and future goals. The individual is ultimately empowered to become an active co-creator of their life and career story (Fritz & Van Zyl, 2015). This was equally true for Moreri in instances where he had been facilitated by some of the role-players in his narrative to change his perception of self from victim to conqueror. His lifeline revealed a pattern seen throughout his narrative – his belief in God and his faith, on which he relied to carry him through tough and challenging times.

4.3.6 The Career Adapt-Abilities Scale (CAAS)

4.3.6.1 Quantitative results – results from the Career Adapt-Abilities Scale (CAAS)

Moreri completed the pencil-and-paper CAAS. Figure 4.1 presents his scores to the left and his adapt-ability profile to the right.

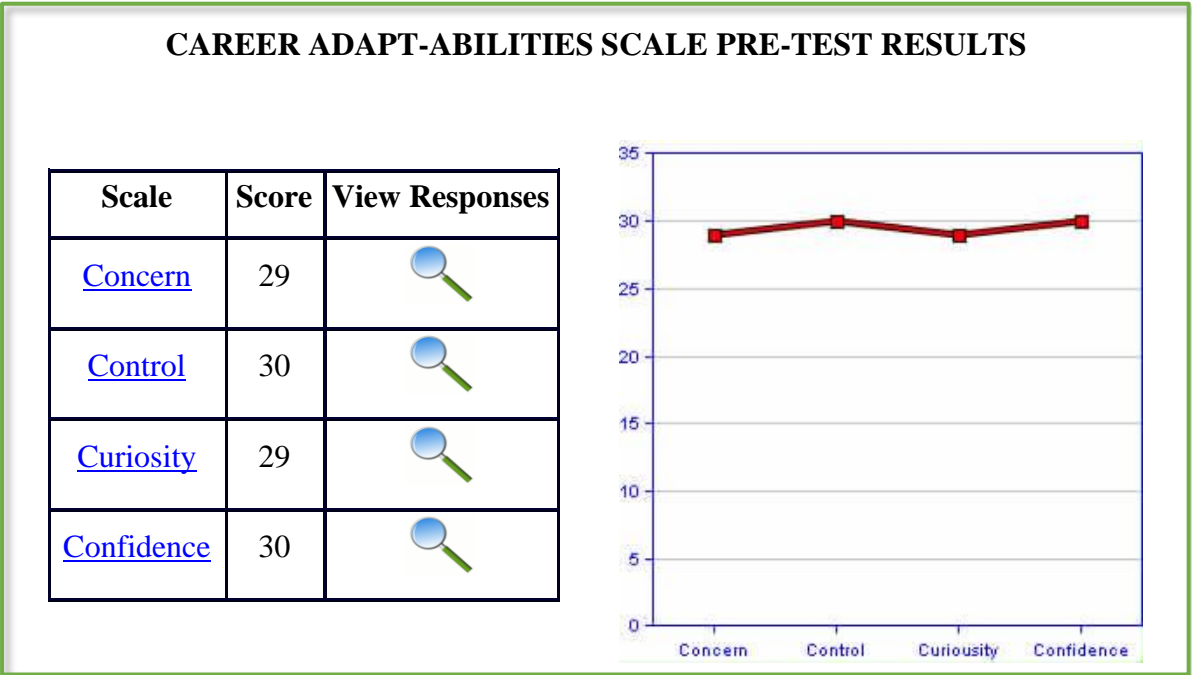


Figure 4.1: Moreri’s career adapt-abilities profile on first administration of the CAAS

Moreri’s results with the description are given in Table 4.10 (denoted on a 5-point scale with 1=not strong and 5=strongest).

Table 4.10: Moreri’s CAAS subscale and description

SUBSCALE	DESCRIPTION
Concern	Strongest
Control	Strongest
Curiosity	Strongest
Confidence	Strongest

Moreri’s results were surprisingly high across the range of adaptive behaviours. Since the adaptability scores were based on his self-perceived ratings, his rating profile could not be taken at face value. It may well have decreased as self-awareness increased, which may have led to misleading results if interpreted on its own (Wright, & Figerio, 2015). Moreri’s high scores were also noteworthy, especially since he had very few opportunities and resources available and known to him. These findings corresponded with research that identified a similar phenomenon among learners from previously disadvantaged backgrounds (Maree, Cook, & Fletcher, 2018). Moreri’s expression of adaptive behaviours seemed to be aligned with what

he had been exposed to. He came from a relatively focused environment, where his subjects had been aligned to a specific vocation. It is often found that in these instances that career curiosity and career adaptability are proportionate, as learners are made aware of opportunities in line with their scholastic and/or academic choices.

Moreri previously told of wanting to pursue work as a panel beater, his elected vocation subject. He spoke positively of this prospect, seemed highly motivated and presented as feeling skilled and competent to achieve this goal. This corresponds to research which found that career and/or vocation goals linked to academics had a positive effect on learners’ motivation to fulfil their career and/or vocational aspirations (Maree et al., 2018). In becoming career adaptable, individuals were able to proficiently adjust to changing work environments, and in so doing, enhancing their employability (Kwon, 2019). In line with Kwon’s (2019) findings, Moreri’s pre-test CAAS results presented him as meeting career adapt-ability requirements and being securely confident in his ability to smoothly transition from school to work, search for suitable work, and build a meaningful career. Moreover, Moreri presented as being highly satisfied with his life and the choices he had had to make thus far. This corresponds with research that found overall quality of life to be positively associated with career adaptability (Wang, Shelley Tien, & Wu, 2018).

4.3.7 Participant narratives

The subthemes listed in Table 4.11 were identified in Session 7

Table 4.11: Subthemes identified in Session 7

THEME	RELATED SUBTHEMES
Life themes	Past memories
Self-construction	Self-efficacy
	Self-identity
	Self-awareness

THEME	RELATED SUBTHEMES
	Values, beliefs
	Influence of personal and social relationships
	Meaning making
Growth / Resilience	Impairment / Adversity

Moreri started the session off enthusiastically. When asked what was important to him, he responded, “knowing myself” (7;105;4). When asked what he would carry with him for the rest of his life, Moreri said, “Be sure of who you are” (7;105;8), “... you can’t be a confused person...” (7;105;10). Moreri was asked to think back to a time when he felt he had not achieved something, which had a profound negative affect on him. He took some time in thinking about it, after which he relayed a story about his running. He told of how he thought he had qualified to run for Gauteng, but the opportunity did not actualise for him. Moreri once again relied on his faith to help him make sense of this – “...when God doesn’t allow to do things to happen, it won’t happen...” (7;105;12). He told of how confused he was that he had not qualified. From what the researcher understood, Moreri had not comprehended the qualifying criteria to run provincially. He said, “... So now they said that I didn’t qualify ‘cause of my time. I’m confused. While running there’s no times, it’s only number one, number two” (7;105;12). Moreri became suspicious of the teachers and his peers but used this setback as motivation to do better – “...it really build me to do more in sport. To achieve better things in sport, because I was told that I didn’t qualify” (7;105;12). However, Moreri went on to tell that he received a phone call telling him he did in fact qualify and could go with them to Durban. He then had to prepare and report to school for the journey. Upon getting to the meeting location to board the busses, he was once again told he did not qualify. He reported feeling confused and angry, and wanted to make sense of it. “I said hawu, I qualified, now I didn’t qualify. What’s happening because I’m angry. I’m like what’s happening now ... told me I didn’t qualify, I understood. You call me and now my hopes are high again. Now again this, what’s happening? ... on the way I really confused ‘cause I didn’t believe what’s happening ... when I got home, because the Holy Spirit, ja, dealt with me in a way that I didn’t understand...” (7;106;14). In making meaning for himself, he stood fast in his faith – “ why me

God. Not knowing that ey if I went there maybe something bad will happen to me. And I said, you know what lemme go, then it was fine. I didn't lose anything, I still have my life." (7;106;16).

When asked what his biggest success story was, Moreri said, "My life itself its distinguish. My life itself it's a testimony." (7;107;18). He further verbalised, "...I was told that I'm never going to be someone, I'm never going to achieve anything," (7;107;20), and said how now he was being approached for advice. Once again, he relied on his faith, values and beliefs to make sense of and overcome this adversity – "... but because ... I won't say I have God's heart, because I'm trying to be like God. To be like Jesus. I forgive them, teach them what they wanna know" (7;107;20). His success story was his life. This very markedly linked to research which found that an individual's self-efficacy beliefs have an influence on their motivation to pursue their chosen avenue and the level of success they achieve (Bergen, 2013).

The researcher experienced Moreri as a highly religious and spiritual young man. He seemed to draw strength, peace and comfort from his belief in God and from His plan for his life. Although there has been little to no research on religion and disability, Hodge and Reynolds (2019) found spirituality and religion to be an invaluable protective factor for individuals with disability – as was seen in the case of Moreri. Moreri's narrative correlated with the finding that a greater level of spirituality increases the individuals' sense and experiences of hope, self-esteem, social support, and overall adjustment and wellness (Hodge & Reynolds, 2019). Moreover, individuals with a disability may draw a sense of purpose and meaning regarding their disability from being grounded in strong religious and spiritual philosophies – and thus they may develop a positive self-image (Hodge & Reynolds, 2019).

4.3.8 Information from parent and teacher

4.3.8.1 Parent interview schedule

Table 4.12: Subthemes identified from the parent interview schedule

THEME	RELATED SUBTHEME
Perceived self-efficacy	Fulfilling expectations (of parents, teachers, peers)
	Perceived self-efficacy for academic achievement
	Self-directedness and/or autonomy

Self-construction	Self-efficacy
	Self-identity
	Self-awareness
	Influence of personal and social relationships
Growth / Resilience	Feelings of support
	Impairment / Adversity

The parent interview schedule was conducted with Moreri’s mother – hereafter referred to as Mary. She was a welcoming and willing participant. At the beginning, Mary’s responses were scant, but when asked for more information, she easily elaborated further. Mary shared that she thought of Moreri as a normal child. “...I won’t say Moreri is facing any disability, because he’s a normal child” (8;108;4). “He can read, he can write. Uhm, I don’t take it as a disability” (4;108;6). She communicated that Moreri started having scholastic problems in about his Grade 3 and Grade 4 years of school; “...he couldn’t concentrate” (8;110;10), and “... was so playful” (8;108;12). They were referred to a psychologist, who then assessed Moreri. Thereafter, he was eventually placed in the vocational school. Mary said that she was told “Moreri could not concentrate (8;108;16), and “...he could not read and write” (8;108;18). When asked how she provided support to Moreri, Mary said, “I support Moreri in every way” (8;108;24), “...whatever he wants. If I can, if I have money, I make sure he has” (8;108;26).

Moreri was actively pursuing his dream to be a priest. At first Mary thought he was not serious about this aspiration and had wanted him to consider other avenues. “... I see the future. Each and every mom sees...” (8;109;44) “...big things” (8;109;46). However, when she realised he was serious, she got behind him and his dream, as “...he just chose to be priest” (8;108;30). “I thought he was playing.” (8;109;34). “I didn’t like it but eventually I said, okay fine. It’s your choice. I don’t know what God has in store for you.” (8;109;36).

Mary wanted him to pursue a vocation in line with his vocational subject choice. “Moreri is so smart, he can fix everything. Like uh, if you can just maybe dismantle a car and say Moreri do it. He will, he can do it.” (8;109;42). She believed in her son’s ability and efficacy. Nonetheless, Mary still wanted Moreri to consider other options, just in case his first plan did not pan out as he hoped. She told him to “...go to M campus and do maybe panel beating ‘cause

you have to have a backup plan” (8;109;56); “If this priest things does not work for you, you have to have something” (8;109;58).

According to Mary, Moreri always discussed matters with her and the family before making a decision. When asked if she felt supported and had access to resources in assisting Moreri to make informed decisions, Mary said “...yes and no” (8;110;76). She told of a teacher, the same teacher Moreri admired, who had helped him earlier on in his schooling career, who had told her that “Moreri is a good child...” (8;110;78), “...but his learning disability uh, he can learn, he can go far” (8;110;80). She presented as frustrated on behalf of her son, his experiences and prospects, due to how he was perceived solely because he came from a vocational school. “...then that thing is like sometimes when you’ve got Grade 9, in some vocational schools they don’t take you” (8;110;80). “That’s the problem. Because if now he wants to go and study law. They cannot take Moreri, because he’s from [vocational school’s name]” (8;110;82).

Mary did not feel supported, or that she had anyone or anywhere to turn to for assistance and/or information. She explained further, “The child with learning disabilities, in most cases, they don’t want them” (8;111;100), “They think they are like stupid...” (8;111;102), “... they cannot do anything. Those are the challenges” (8;111;104). When asked if Moreri had been turned away from work, Mary stated, “nope, Moreri doesn’t want to work” (8;111;108), “He’s telling you even now he runs a business” (8;111;110). She said that Moreri wanted to create his own opportunities for himself and the community. She herself did not experience any challenges, but Moreri had mentioned that “...it was hard at school because he was not like the other children. Repeating the grades. Uh for Moreri it was hard.” (8;112;128). When asked what she meant by “not like the other children”, Mary said, “Uh, repeating a class. Like M and his cousin, they go hand in hand. Like, they are same year” (8;112;132), “Like even now, oh, I’m going to tertiary. M will say okay fine.” (8;112;136). According to Mary, this served to motivate Moreri, “[h]e always wants to be the best. And say uh uh, this one is from the mainstream but I’m going to beat the one from the mainstream” (8;112;144). This finding correlated with research which found that the self-esteem and perception of ability of academically successful learners were found to be considerably higher than those of academically weak learners (Bergen, 2013).

Mary felt that the school had been providing adequate career guidance and/or vocational support. Besides the career guidance, “...most of the teachers they talk to Moreri. They guided him” (8;112;154), and she felt “they really did a good job” (8;115;160). When asked how she felt children like Moreri should be supported by their schools and by other role

models with regard to their career or vocational education, Mary said, "... in most cases they must just like give them the chance" (8;113;162). "If the child says, I want to be a lawyer, they must just leave her to be a lawyer and say no you've got learning disabilities. Because sometimes he can be the more, best more than the one that has no disabilities." (8;113;164). In particular, the child should be supported: "you cannot give a child chance without any support" (8;113;170).

At the end of the session, Mary expressed her pride in her son. "Morero is a good boy. We don't know when he grows up more, is he going to change or..." (8;113;174). She then asked if I could tell him to "focus. He must not focus in being an entrepreneur too much. If he can just maybe have a sort of career" (8;113;178). Again, she iterated her desire for Morero to have a contingency plan.

Mary seemed concerned about Morero and his future. She wanted him to make choices that would set him up for an autonomous future. She was happy with the level of support he received from the school and his teachers; however, she was not included in this process. This was contrary to research which found that involving the parent(s) in the pre-vocational process was key (Valaikiene et al., 2016). Parent psycho-education and counselling equipped the parent(s) with information on

- ❖ their child's prospects;
- ❖ the labour market as it would affect their child with intellectual impairment;
- ❖ educational and training institutions offering courses suitable to the specific needs of their child;
- ❖ the requirements of vocations their child would most likely be suitable for.

Valaikiene et al. (2016) consider this process to be essential, as it prepares the parent(s) for the reality of their child's future and empowers them to assist their child in making informed decisions.

4.3.8.2 Teacher interview schedule

Table 4.13: Subthemes identified from the teacher interview schedule

THEME	RELATED SUBTHEME
Perceived self-efficacy	Perceived self-efficacy for academic achievement
Career adapt-ability	Concern about the future

	Confidence to pursue aspirations
Vocational personality	Career-related abilities
	Career-related needs
	Career-related interests
Self-construction	Self-efficacy
	Influence of personal and social relationships
Growth / Resilience	Feelings of support
	Hope, optimism, positive feelings
	Impairment / Adversity

The teacher interview schedule was conducted with Moreri’s Life Orientation teacher – hereafter referred to as Mrs Lexine. Mrs Lexine was the one who initially identified Moreri as a participant. She said he was warm, friendly and hospitable. Throughout the interview, she presented as sincere, with only the best intentions for the learners in her class.

Mrs Lexine was the teacher of the final-year learners, the Grade 9s. When asked about the nature of the intellectual disabilities she encountered in her classroom, Mrs Lexine stated: “...each child that sits here has their own intellectual disability” (9;114;8). “You know, but most of them are classified by the department as mild intellectual disability. So some of them can’t read, some of them can’t write, and some of them they’ve reached – I don’t know if it will be the right word to say – a ceiling. Like, they will never be able to go further than at the level they are right now” (9;114;10). She elaborated in saying, “...some of them can’t even write their own question paper” (9;114;16); “...they can’t answer it” (9;114;18). When asked whether the students had assistance, she responded: “...because our classes are so big, we can’t provide assistance” (9;114;20), “...we sit with 17, 18 learners in a class, and believe it or not, even though it is a special school” (9;114;22). “I’m the only teacher in the class. Other special schools have like an assistant teacher” (9;115;28). “So, I can’t, we can’t actually go back and work with this child that is slow” (9;115;26), “... there’s still a syllabus that must be covered” (9;114;24). “They’ve got all the normal mainstream subjects hey” (9;120;170), and they can start making their subject choices in Grade 8, “or some of them even earlier” (9;121;200).

Depending on when they start at the school, they can have a “... six-year period to do the technical subject. And that is why we say, when it comes to about this age then we can’t take on the ... 16 year olds ...” (9;121;204). However, Mrs Lexine communicated that career and/or vocational guidance was “... part of the syllabus” (9;115;34), and “...the school actually helps with that a lot. Because it’s a skills school” (9;115;36). The career and/or vocational education was benefiting the learners through “...teaching them about work” (9;116;58) and, more particularly, informing them on “...their rights when they go and work one day ... because they get exploited” (9;116;60). Additionally, they are given information on colleges – “Just referrals. Where to go and study, because remember our learners finish at Grade 9” (9;116;62).

Mrs Lexine told the researcher that because the learners “... struggle with reading and writing ... they are taught a skill... practical skills.” (9;115;38). In her opinion, the learners “... they are better in the technical classes. Or they’ll excel there” (9;115;40). The vocational subjects available at the school were “upholstery, we’ve got motor mechanics, we’ve got catering, hairdressing, we’ve got welding, we’ve got panel beating, and woodwork” (9;120;180). Mrs Lexine admitted that they experienced “behavioural problems in the academic section” (9;115;42) from the learners. She reasoned, “we actually put them back into that same situation where they are struggling” (9;115;46), and the skill they are taught helps mitigate their frustration. The school helps by hosting career days in collaboration with various local colleges and some companies who may be willing to offer work opportunities to some of the learners. Mrs Lexine mentioned “I’ll like take the learners to certain colleges that invite us” (9;121;216), “for their open days” (9;121;218). “[S]ome colleges do accept learners with Grade 9, with a Grade 9 report. So that is what we at least do. Try and get them in” (9;116;66).

Mrs Lexine reported that they did not receive any support in this regard from the Department of Education. “Many a times we’ll find the parents knocking on our door. And remember the parents also don’t know where to send their children” (9;125;320), “which colleges and all that. So, everything actually, comes from us” (9;125;324). Owing to the support that the school and Mrs Lexine provide, the learners may then experience a sense of hope and like they have “...and some place to go to” (9;116;52) after completing their schooling. Upon graduation, the learners receive a Grade 9 school report and a testimonial from the technical side.

Mrs Lexine’s account concurred with research that found learners with learning disability (such as intellectual impairment) had to work harder than their peers without intellectual impairment – which may negatively affect their self-efficacy. The learners with intellectual impairment experienced the same pressures and transitions as their peers without

intellectual impairment (Bergen, 2013). This being said, individuals with intellectual impairment needed support – especially during times of transition, uncertainty and strain. They also needed supplemental training to increase their skills base (conceptual, social and practical) (Enoma & Malone, 2015).

Mrs Lexine was of the opinion that the Department of Education could liaise with the private sector to create opportunities for learners from vocational schools for holiday programmes where they could gain some valuable industry- and/or vocational-related experience. This would allow them to “... stream the children into that line” (9;126;343) and would assist the learners “... to at least get a job. Just put their foot in there. To at least do something” (9;126;349). “I mean can you imagine how that will help with all our children that are sitting at home?” (9;126;347). Getting the learners equipped with not only the necessary vocational-related skills, but with life skills as well, was important to Mrs Lexine, as she believed the learners could then possibly “make their own small little things and just sell it somewhere. Like have a market for like our type of child where he made this and people can go and sell it” (9;127;358).

The ages of the learners in Mrs Lexine’s class ranged between 17 and 19 years old. She mentioned that the youngest referral age for acceptance at the school was “at the age of 13” (9;117;82), but “not older than 16” (9;117;90), because then “... it’s too late for them to come” (9;117;94). She admitted that “[o]nce they 16 and they come in then it’s like there’s nothing we can do for them” (9; 117;92). When asked if the school was then able to refer these learners, Mrs Lexine answered, “No, no. It’s not in our ambit” (9;117;96), “...and that’s the sad part, because sometimes the department will come and tell us listen, we’ve got a 16- year-old, there’s no place where we can put this child. But because of our policies...” (9;117;98), “we can’t take the child in. So, and what, the problem is actually, sometimes we find that the ... the public schools or ... the mainstream school” (9;117;102), “[t]hey kept the child there too long” (9;117;104) and “... they actually disadvantaged the child ... they keep the child there for the sport” (9;117;106). She further elaborated on this topic: “... because the child excels in sport, they keep the child there, and when they done with the child, the child get ... referred to us but then there’s no place for the child.” (9;117;108).

When asked how she experienced providing career and/or vocational education to the learners, Mrs Lexine shared, “... you feel like you doing something for them” (9;118;118), “...because that’s the thing that most of them ask for. Madam, what’s going to happen to me after Grade 9” (9;118;120). Some of the learners still have unrealistic expectations, “... and some of them feel like, and you won’t believe it, some of them feel that they can go. If you ask

them what would you like, wanna do? Some of them say I wanna be a doctor one day” (9;118;122), “Madam I wanna be a lawyer one day” (9;118;124). Mrs Lexine said she struggled with having to tell them they cannot, “...as a teacher, you can’t tell them that you know what, you will never be able to accomplish it because ... you, he can’t even go to matric” (9;118;124); “...they’ll not be accepted in the mainstream school” (9;118;126). However, she still tried to instil a sense of hope and optimism in them, “... they still have those hopes and dreams, and then when they come to me and I tell them, listen there is a college out there for you. And remember when you go next year, you going to sit next to a matriculant” (9;118;126), “and LSEN is not going to be written on your forehead” (9;118;128), “you must go and you must prove yourself. You must work very hard” (9;118;130). Mrs Lexine shared of how the learners “... actually have no fear, they’ll go like ja, madam I’m looking forward to this. Madam give me names of colleges” (9;118;132). She told of how past learners came back to share their success experiences, saying “...madam I actually made it out there” (9;119;138). She also said that they invited some of these past learners to share their stories at their honours days. They instilled a sense of hope and spoke “to these learners and tell them listen, this is not the end” (9;119;154), “[t]here is something out there for you, but you just gonna have to go and make it work for yourself. That’s all it is” (9;119;156).

The above is in accord with Bergen’s (2013) findings that learners who received special education instruction, such as those in vocational schools, were more likely to misapprehend their academic capability and proficiency when compared to their actual ability – possibly to mask skill deficit (Bergen, 2013). As change agents, teachers were playing an essential role in assisting their learners with intellectual impairment to gain a better understanding and perception of their abilities, the skills they needed, and what they needed to do to prepare for their future (Bergen, 2013).

In Mrs Lexine’s opinion, the learners experienced their scholastic achievements as challenges. “You know, the report speaks louder than the testimonial from the technical side. So, that will either ... block them from going to study, you know ... That is actually what it is. Their scholastic achievement” (9;120;166). Mrs Lexine told of an instance where they had trouble with a Grade 8 learner acting out. He reportedly told her that he did not want to return to the vocational school, after which she made enquiries and got him into (what sounded like) a type of reform school. She said that “...he came back. He’s a soldier in the army now” (9;122;236). His visit set off a chain reaction among the other learners, “... and most of the children saw him, and now ... I have this problem that everybody wants to go to the army” (9;122;238), and they ask her “...madam so when am I getting papers for the army?”

(9;122;240). She told of how she did not know how to tell them she had not sent him to the SANDF (South African National Defence Force), but she would go and see the people at the reform school and enquire for her learners. Mrs Lexine shared how the learners would come to her with requests for information on their various vocational interests, and at times these options would require a Grade 12 certificate. She would do the research for them and get the necessary papers and show that to them when explaining the requirements. However, she still motivated them and offered alternatives in line with their abilities.

Research found teachers to instinctively want to help struggling learners. However, giving too much assistance and creating dependability, especially with learners with intellectual impairment, might well hinder the learners' chance of success. Additionally, continuous assistance might instil a sense of incompetency in the learner with intellectual impairment. Mrs Lexine stated how she assisted her learners with information, but did not tell of how she required them to do some research of their own. Linking to the previously mentioned statement, it appears as if Mrs Lexine might unwittingly have caused the learners to rely on her to find them placements and information. This unfortunately happened during a transitional phase in which they should have been developing more independence.

When asked how she thought the school could be supported by the Department of Education, Mrs Lexine offered that they had been trying for many years to get psychologists, social workers, and even school nurses. She said, "...we actually do need support" (9;124;278), "...to help with our learners, and ... that we don't get" (9;124;282). The social workers and psychologists were placed in districts, and when the school called for assistance, they were told to contact the professional from the district where the learner was residing. "So if we can just get a social worker appointed to our school, that would help" (9;124;292). It would be helpful to have a nurse on staff for those learners who need to take medication, because as teachers "you not supposed to give a child even a Panado (paracetamol-based pain medication), if the child has a pain. So we can't force them to take their medication" (9;124;300).

Mrs Lexine enjoyed her work and shared of her feeling "... so good that you made a change." (9;149;140). "This is what, you know you came here for" (9;149;146), "especially for them, you know who's got these learning problems. And the thing is, you've got to have patience with them" (9;149;148). Mrs Lexine's sentiments supported research that found teachers to be essential for helping their learners, especially those with intellectual impairment, to look for vocational prospects for which they were capable and that corresponded to their aspirations, personalities and possibilities (Valaikiene et al., 2016).

4.3.9 Post-intervention CAAS

4.3.9.1 Quantitative results – results from the Career Adapt-Abilities Scale (CAAS)

Moreri’s post-intervention results were not very different from his pre-intervention results during the first administration of the *Career Adapt-Abilities Scale*. Figure 4.2 indicates his CAAS scores to the left and his adapt-ability profile to the right.

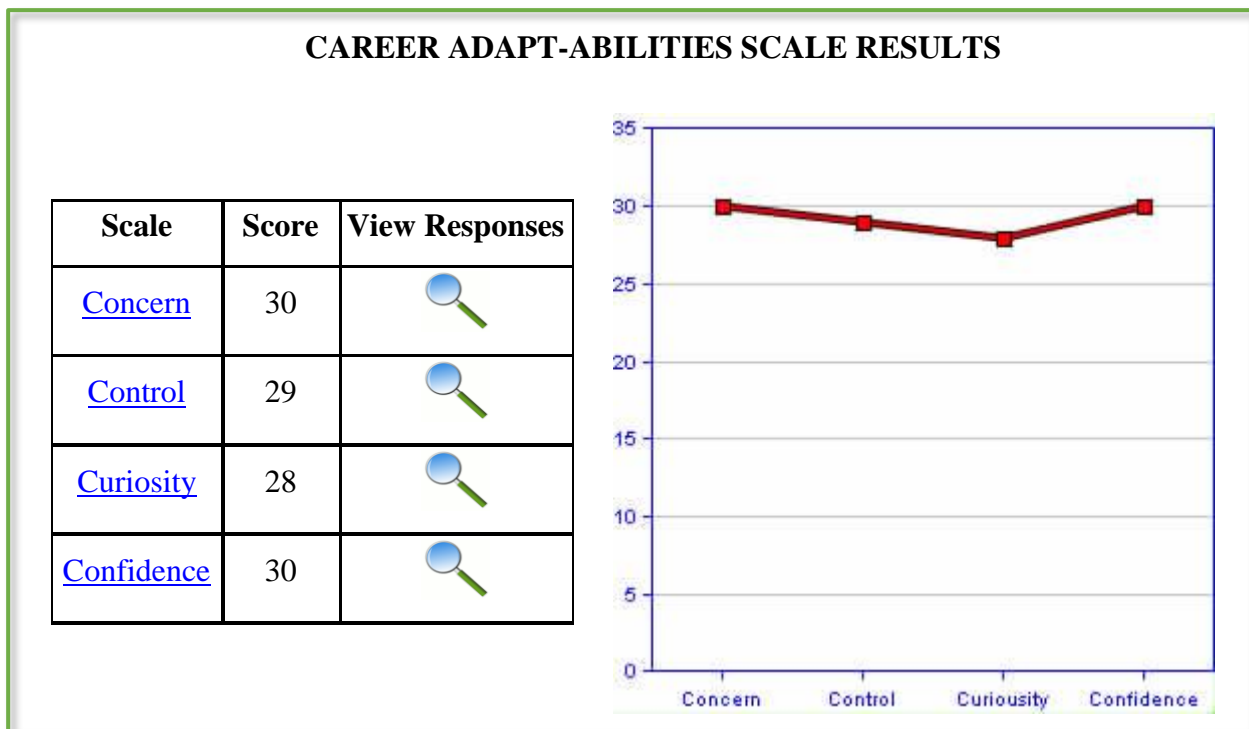


Figure 4.2: Moreri’s career adapt-abilities profile

Moreri’s subscale score ratings fell within the strongest range – same as during the previous administration. Both these score profiles were markedly high, indicating no change in his self-perceived evaluation of his adaptive behaviours. Spurk, Volmer, Orth and Görizt (2020) found career adaptability and proactive career behaviours to be meaningfully and positively related. Hirschi, Freund and Hermann (2014) defined career engagement as “the degree to which somebody is proactively developing his or her career as expressed by diverse career behaviors” (2014, p. 577). Spurk et al. (2020) liken career engagement to proactive career behaviours. Based the results of both Moreri’s CAAS administrations, the degree to which he perceived his proactive career behaviours in line with his adaptive behaviours remained the same. It seemed, at the time of the pre-test CAAS administration, that Moreri had already been actively pursuing his career goals (self-directedness), which were subsequently reflected in his CAAS score profile – both pre- and post-intervention.

Career intervention is aimed at enhancing individuals' career adaptability based on their career transition experiences (Maree et al., 2018). Considering Moreri's pre- and post-intervention CAAS score profile, the qualitative results suggested that the intervention programme had not really improved his career adaptability. In view of this, and considering Moreri's overall narrative, his (mostly) unchanged pre- and post- intervention CAAS scores correlated with research by Maree et al. (2018). These authors found that learners from adverse and challenging circumstances were more likely to be more optimistic about their future prospects and therefore they presented with raised levels of adaptability.

Lapan, Tucker, Se-Kang and Kosciulek (2003) found that an enriched high school career development programme was more beneficial to learners when faced with career (and/or vocational) transition. Moreover, such learners were more content that their career and/or vocational education was adequately preparing them to achieve success in terms of their possible future education and/or career and/or vocational goals. Moreri's narrative drew a parallel to this research. He too expressed appreciation of the support he received from his Life Orientation teacher and the value that he obtained from the career guidance curriculum. In line with the conclusions reached by Maree et al. (2018), the findings from the comparison of Moreri's pre-test and post-test CAAS alone do not confirm that the career intervention programme implemented during my study substantially improved his career adaptability, as there were no substantial differences between his pre- and post-scores. However, Moreri's narrative corresponds with findings that learners scoring higher in terms of motivation are more likely to gain much from a narrative intervention (Maree et al., 2018). This increases their awareness of what information is at their disposal, their planning processes in terms of likely choices, and how these influence their eventual career and/or vocational choices (Savickas, 1999).

4.4 SUMMARY

This chapter presented the findings and interpretations of my research study. The findings from each session of the intervention programme were discussed in relation to the reviewed literature. Various themes and subthemes were presented as identified from both the quantitative and qualitative sources, and these were subsequently presented and compared to literature.

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

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

“There is no greater thing you can do with your life and your work than follow your passions – in a way that serves the world and you.”

- **Richard Branson**

5.1 INTRODUCTION

This chapter concludes my investigation. A brief summary of the study report and a discussion of the related findings as relating to the main and secondary research questions are provided in this final chapter, possible limitations are identified, and recommendations are made.

5.2 OVERVIEW OF THE CHAPTERS

5.2.1 Chapter 1: Introduction and orientation

A general overview of the study was provided in Chapter 1. The researcher began by looking at the literature relating to policies, trends and approaches in the field of career counselling interventions relating to individuals with intellectual impairment. Further, the rationale and purpose for the study were discussed in terms of understanding the use of life-design counselling with a learner from a vocational school. Next, the primary and secondary research questions were outlined, along with working assumptions. This was followed by a discussion of the framework that had guided the study. Key concepts were clarified and the goal of the study was identified along with anticipated problems the researcher may encounter. The paradigmatic perspective was introduced. Finally, consideration was given to ethics and quality assurance measures and the limitations of the study were discussed briefly.

5.2.2 Chapter 2: Literature study

Chapter 2 presented an in-depth review of the literature relating to important aspects of my study. I introduced life-design counselling in terms of career construction theory and self-construction theory – after which life design as an intervention model was addressed. Next, learners’ specific needs during adolescence were discussed, and an overview was given of research on learners from vocational school settings and their contribution to the world of work

– globally and locally. The chapter concluded by discussing a conceptual framework for the study.

5.2.3 Chapter 3: Research design and methodology

Chapter 3 focused on the research design and methodology used in this study. The interpretivist-constructivist paradigm (the paradigmatic perspective of this study) was addressed, followed by the mixed methods research design and criteria for selecting the research participant in my single case study. The researcher stated how the research site had been selected and elaborated on the methods and techniques that were used to generate, analyse and interpret data. The chapter concluded with a discussion of the quality criteria that contributed to the trustworthiness of the research and summarised the ethical considerations that were pertinent to the investigations in the study.

5.2.4 Chapter 4: Results and discussion of findings

Chapter 4 presented the results and findings of the research. The various activities that took place during the sessions were detailed, and the procedure for identifying themes and subthemes was provided. The researcher aimed to integrate the findings with related literature.

5.3 ANSWERING THE RESEARCH QUESTIONS

The primary research question formulated in this study involved understanding the usefulness of life-design counselling for the career adaptability and the career decision-making process of a learner from a vocational school setting. The answers to this question were provided based on a constructivist/interpretivist paradigm. Both qualitative and supplementary quantitative data that had been generated by means of various postmodern techniques, was incorporated and integrated into the study.

Three secondary research questions were also outlined in Chapter 1. By drawing on data obtained from my research as well as from my observations, I will now discuss the secondary questions first and follow it by suggesting a comprehensive and clear answer to the primary research question.

5.3.1 Secondary research questions

5.3.1.1 Descriptive question

- ❖ *What is the nature of existing programmes aimed at assisting learners from vocational school settings in making career choice decisions?*

As discussed in the literature study in Chapter 2, local programmes that aim to assist learners with intellectual impairment in vocational school settings with making career choice decisions are limited. Wong (2016) found individuals with intellectual impairment to have the lowest rates for (inter alia) work preparation, and little to no vocational and/or post-school prospects. In South Africa, this marginalised population is further disadvantaged by exclusion and stigmatisation that have been left over from the pre-1994 legacy. Within the South African context, teachers are inadequately trained, which leads to ineffective instruction of learners (Zwane & Malale, 2018). As a consequence, the (un)employability and non-career adaptability of many individuals with intellectual impairment can be attributed to a failing and unaccommodating environment and/or climate (Klepikova & WHO, 2017; Zwane & Malale, 2018). In an attempt to bridge the gap, the concept of learning support teachers (LSTs) was introduced to provide support to learners with (intellectual) disability. However, it is still questionable to as to whether the intervention afforded this marginalised community has been equitable, and within reason, comparable to the education/training offered to their peers without (intellectual) disability (Arvidsson et al., 2016). This being said, the nature of career and/or vocational training, and the preparation and employment of individuals with intellectual impairment are motivated by their identified strengths and do not necessarily consider their motivation and/or interest in the prospect.

The current study shows that the participant received very little intervention related to career and (more specifically) vocational training and preparedness for the world of work. Moreri, his Life Orientation teacher, and his mother all reported that the only resources were the career guidance provided in terms of the prescribed curriculum, the chosen vocational elective subject, and additional efforts by the teachers and the participant himself. These were the only sources available to the participant in assisting him to make career and/or vocational choices and to facilitate the transition from school to work.

5.3.1.2 *Exploratory questions*

a. *How does life-design counselling influence the career adaptability of the participant?*

According to Savickas and Porfeli (2012), individuals presenting as career adaptive are able to cope with current tasks, anticipated tasks, and work and life transitions, disturbances and/or stressors. Dean et al. (2019) found learners with intellectual impairment to experience an increased level of adaptability through participating in activities that enable them to make meaning of their lives in terms of career/vocation. Through education, employment opportunities and inclusive assistive campaigning, individuals with intellectual impairment are empowered and motivated to pursue prospects and learn to adapt to changing environments (Breen, 2019). “Life-design counseling encourages clients to make sense of their lives by articulating purpose, forming intentions, and making a commitment to self. Of course career decisions are made, yet the real outcome is a sense of purpose that informs the numerous choices that will compose a career.” (Savickas, 2015b, p. 13). Assumed from this notion, the life-design process with the participant proved successful. Notwithstanding his unaffected CAAS profile, the narrative process proved more beneficial and revealing in terms of adaptability. This was evidenced by Moreri showing interest in and presenting himself as being capable to adapt to work and social expectations. He proved to be able to “prepare for, enter and participate in the role and subsequently deal with career transitions” (Savickas & Porfeli, 2012, p. 661).

Life-design counselling as a facilitated intervention allowed the participant the opportunity to reflect on his experiences and draw valuable meaning from them. Moreri’s constructed narrative told of positivity, hope and optimism for the future. It seems that even before the commencement of the intervention, he had already determined the next step in his journey. Through the process of de-construction, re-construction and subsequent co-construction, the participant was able to confirm and authenticate his choice. Moreri’s process echoed research which states that through (auto-)biographicity (Maree, 2014), the individual is able to reconstruct the impaired sense of self (as perceived by self and/or others) and re-claim a sense of emotional security and stability through building biographical bridges (Maree, 2015).

Interpretation of and critical reflection on Moreri’s overall narrative articulated his awareness of self, as well as of the internal and external resources he was able to draw on in

times of adversity and/or uncertainty. Moreover, he aimed to⁷ use his experience of turning pain into hope (Maree, 2013a) – to pay it forward, and to assist those in the same situation as he was, as well as members of the greater community who were experiencing adversity and/or impairment. Moreri was able to reflect on and consider his past experiences, and thus he learnt how his coping mechanisms were useful (or not) based on where he found himself presently. He displayed self-efficacy in adapting to his changing needs and preparing for his future and its related demands.

b. *What use does the intervention have for the participant's decision-making process?*

Career and/or vocational decision making requires regular self-reflection, consideration of the environment, imaging of possible selves and an open-mindedness to feedback. Hence, career choice is an extension and expression of an individual's self-concept, which is constructed through distinct and characteristic experiences (Savickas et al., 2009). Moreri very richly narrated his life portrait. He was able to clearly articulate his concept of self and reflect on the experiences that have shaped his present narrative. He demonstrated⁸ being aware of his environment and the role players in it. He was also able to reflect and meta-reflect on how these experiences and interactions have contributed to the decisions he had made leading up to the present day.

Moreri seemed to be cognisant of the world of work and how others may perceive him, based on their preconceived notions of individuals with intellectual impairment. Presently, the world of work and related requirements are changing at an ever-increasing pace, and individuals need to adapt to and meet these changed requirements for employability (Savickas et al., 2009). Moreri understood this demand and aimed to meet its requirement⁹. He spoke of using technology and seeking information to enrich his experiences and improve his chances at employability – by developing himself¹⁰. He strived to be better (if not the best) at any task he set his mind to. According to Melendro, Campos, Rodríguez-Bravo and Arroyo (2020), the autonomous decision making (in respect of education and employment) of young emerging adults serves to define their purpose in life through the process of self-construction and the emergence of personal identity. In like manner, Moreri's narrative showed evidence of autonomy. He took charge in making subject choices and further chose to follow his calling to

⁷ See Par. 4.3.3

⁸ See Paras 4.3.2, 4.3.4, 4.3.5, 4.3.7 and 4.3.8

⁹ See Par. 4.3.2

¹⁰ See Par. 4.3.3

be a man of the cloth and help those who need it. Moreri seemingly had already defined his life's purpose and was actively working towards realising this goal.

5.3.2 Primary research question

- ❖ *What use does life-design counselling have for the career adaptability and career decision-making process of a learner from a vocational school setting?*

Qualitatively, the process of career- and self-construction allowed Moreri an opportunity to reflect and gain insight into himself. He was able to make meaning of his experiences in terms of the career and/or vocational choices he had made. However, the quantitative findings from this research study did not confirm that life-design counselling had been successful in enhancing Moreri's career adaptability.

From the onset of the life-design process, Moreri presented as a God-fearing, focused, self-directed and determined young man. He identified with men he thought to be powerful and driven. His role models served to motivate him in becoming the man he wants to be. Moreri considered their adversities and setbacks in relation to his own and drew meaning from there. This propelled him forward and gave him a sense of hope for overcoming his current and potential setbacks. He believed that if they could do it, through the grace of God, he could also do it. Savickas (2015b) characterised life-design counselling as being a meaning-making dialogue where the individual is encouraged to narrate a story and then formulate an adaptive action resulting in the life they want to live. Moreri found hope and comfort in knowing that the Bible, and lessons learnt through his experiences and observation of others, offered a solution to possibly any eventuality he might have to face. Moreri was highly motivated to achieve his goals and activated his resources in pursuit of the life he was aspiring to.

Moreri found his identity in being a leader. He was not comfortable following the pack and aimed to be an example to his peers. He was driven by firstly making himself proud, and then his parents and significant others. His family's support was important to him and being able to support them was equally important. A noteworthy observation was that the life-design counselling process seemed to have renewed Moreri sense of self, self-efficacy, self-identity and determination to reach his goals. He demonstrated problem solving and meta-reflection skills. He was able to see how past solutions could be useful in the present and future. Moreri was unwavering in his faith, but appreciated being able to adapt to the changing times and environments. At the end of the intervention, he expressed gratitude and stated that he was feeling more positive about the future.

5.4 LIMITATIONS OF THE STUDY

Limitations of the study are unique to the scope and nature of the research design that was used. Considering that this was a single-case study, the findings cannot be generalised to the specific marginalised population to which the main participant of the study belongs. Importantly, case study research does not aim to be generalisable; however, the findings can have advantages for the education community (Myers, 2000). The validity of the answers provided by the participant could be questioned due to its subjective nature. Since case studies are usually non-randomly selected, "...selection bias results from a faulty inference that wrongly attributes the properties of the scrutinized cases to the larger universe of cases" (Leuffen, 2007, p. 145). The participant was identified by the Life Orientation teacher, therefore selection bias may be a factor to consider. Moreover, the researcher's ability to objectively understand the participant's reality may also be impeded (Ratner, 2002). The study was conducted in English, which is the second and third language of the participant, his mother and teacher. What is more, all reading and writing throughout the investigation was done by the researcher. I read the questions and/or statements out loud and the participants narrated their responses. Quality assurance criteria were put in place, but due to the subjective and circumstantial nature of the study, it is possible that another researcher may draw different conclusions, should they embark on the same study.

5.5 ETHICAL ASPECTS

Various ethical measures were put in place to protect the participant(s), and throughout the study, I sought to adhere to the ethical considerations outlined in Par. 3.8. The following requirements were adhered to:

- ❖ Written informed assent was obtained. The participant was informed of the purpose of the research study, the procedures followed, and the nature of the research.
- ❖ Written informed consent was obtained from the parent(s) and Life Orientation teacher. They were informed of the purpose of the research study, the procedures followed, and the nature of the study.
- ❖ The participants were informed of the voluntary nature of their participation, and their right to withdraw without any negative consequences was emphasised.
- ❖ Privacy, anonymity and confidentiality were maintained and protected. Pseudonyms were used to conceal the participants' identity and possible identifying information.

- ❖ In adhering to prescribed ethical standards, the participants were to be protected from harm. If any risk arose, the participants were to be informed and protective measures would be mobilised.

5.6 RECOMMENDATIONS

The research study aimed to investigate the usefulness of life-design counselling for a learner from a vocational setting. Based on the findings of the intervention programme and the associated literature study, the following recommendations have been made:

- ❖ Life-design counselling should be implemented with the senior learners with intellectual impairment in vocational schools. The life-design techniques, augmented with career and/or vocational guidance and education, should enable the learners to start thinking more holistically about their possible future selves and careers – especially when considering their vocational elective subject choices.
- ❖ Follow-up interviews should be conducted to monitor the progress and development of participants.
- ❖ A study should be conducted to investigate the long-term impact that life-design counselling may have on the career-adaptability of learners with intellectual impairment.
- ❖ Given that the learner in this study belonged to a marginalised/minority group, the potential and effectiveness of life-design counselling with both culturally diverse and non-diverse samples should be explored.
- ❖ A comparative study should be conducted involving more than one participant.

5.7 PERSONAL REFLECTION

While typing this and reflecting on the process, I am overwhelmed by a myriad of emotions. I cannot believe I actually did it. I am filled with joy, pride and excitement for what comes next. Throughout this process, my own narrative played a meaningful role, not only in how I experienced the process, but it also served to shape and colour the lens through which I interacted with my environment. In Chapter 1, I chronicled the journey which got me to the starting point of this inquiry. I detailed how my initial interest into my chosen topic originated. I was moved by the narrative of Anna, wherein my own narrative became intertwined. This past experience shaped my future and the choices I will make going forward. I also told of why I believed in pursuing this research topic in light of my experiences as a Psychometrist and later as the Learning Support Specialist at a community high school. At the inception of this

study, I could not have imagined the impact it would have on me. I have become acutely aware of my own life-design journey – albeit reflexively. I still draw deep-rooted meaning from the words “actively master what [you] passively suffered” (Savickas, 2001, p. 55), and have found them to also be true for my participant. I have come to realise that the sense of advocacy I recognise within myself for these disadvantaged learners inspires me to help them to “turn their pain or hurt into hope and social contributions” (Maree in de Bruin, 2016, para. 3).

That being said, I have become even more aware and moved by the challenges that emerging adults with intellectual impairment, their caregivers and educators experience when having to make scholastic and/or vocational decisions. Learners such as my research participant are faced with negotiating the transition from school to work with minimal resources available to them. Through my study, I found legislation to be in place in terms of supporting individuals with intellectual disability to secure employment, but the reality is that these individuals still struggle in the world of work.

At times, I experienced this process as tiring and taxing. By nature, I have never particularly enjoyed long drawn-out tasks, as my attention wavers and enthusiasm fluctuates. It was during these times that I have had to draw on my reasons for wanting to embark on this journey in the first place. What is more, I received an immeasurable amount of guidance, encouragement and trust from my supervisor. I have grown immensely, both professionally and personally. Albert Einstein (1879-1955) said, “Nothing happens until something moves. When something vibrates, the electrons of the entire universe resonate with it. Everything is connected”. I have come to draw meaning from this quote, and it propelled me into action. It is after all action that turns a thought into experience. As I conclude this project and reflect on my overall experience, I find profound meaning and perspective in the words shared with me by my supervisor, Professor Maree, namely that, as individuals and active agents in our life stories, we are “... the only expert there will ever be on you” (personal communication, 19 October 2020).

5.8 SUMMARY

The challenges facing learners with intellectual impairment are vast. This study investigated the practicality and effectiveness of the life-design counselling process with a learner with intellectual impairment from a vocational school setting. It was a single-case study and cannot, by definition, be generalised to the aforementioned population. The outcomes of my study revealed that the quantitative results obtained from the CAAS did not indicate an increase in

the participant's career adaptability. Be that as it may, the qualitative findings endorsed the successful fulfilment of the aims of the intervention. Moreover, the participant expressed experiencing the process as meaningful and valuable in helping him reflect on his career and/or vocational choices.

Life-design counselling is aimed at supplementing vocational guidance and not replacing it (Savickas, 2015b). It is described as being lifelong, holistic, contextual, and preventative (Savickas et al., 2009). A life-design intervention is informed by both self-construction (Guichard, 2009) and career construction (Savickas, 2017). Self-construction focuses on individuals' characteristic and dynamic development, whereas career construction looks at finding meaning and identity of self in and from the work environment (Wen, Chen, Li, & Gu, 2020). I found this evidenced throughout my research. Moreri sought to construct his concept of self by relating to his world and his place in it, as well as by contemplating his vocational choices and how he would attain them.

Mary presented as a supportive and concerned mother. As is with most parents and/or guardians, she wanted her son to fulfil his aspirations while being happy and independent. Mrs Lexine was a fundamental role player not only in Moreri's (and his fellow learners') journey to self- and career construction but also in the meaningful consolidation of the two for Moreri. In her role, she was able to foster career adapt-abilities pertinent to the successful navigation of the life stage Moreri was at.

Overall, I found the life-design approach as applied in my research highly applicable to my participant and his context, despite the fact that the approach was developed elsewhere. My findings therefore confirm the outcomes achieved by other African researchers in the field (e.g., Maree & Che, 2020; Maree & Symington, 2015; Crous, 2012; Maree & Pollard, 2009). The Life Orientation teacher expressed needing more assistance in terms of preparing the learners for their transition into the world of work. I believe that by incorporating a tailored life-design counselling programme into the syllabus and/or as an auxiliary component, the vocational and/or career guidance offered in schools could better equip the learners for what comes next.

5.9 EPILOGUE

At the time of my writing this – a year after he completed the life-design counselling process – Moreri has now completed his secondary school education. In one of our interviews, Moreri declared that the Bible is a part of his life. He stayed true and is now actively pursuing his aspiration to be a man of the cloth. Moreri has enrolled in a community course to qualify as

such. Mary supports him, but mentioned that she wants Moreri to consider completing another course as 'back-up'. Moreri intended to, but due to the global Covid pandemic we find ourselves in, he was unable to register. He has undertaken to do so in 2021. This is evidence of him wanting to fulfil his mother's expectations, but not compromising on his own aspirations.

Furthermore, Moreri is serious about making a social contribution and effecting change within his community. He has made enquiries into starting up a non-governmental organisation (NGO), a non-profit organisation (NPO) or preferably a faith-based organisation (FBO). Moreri has shown great self-directedness and self-efficacy in getting the necessary information and doing what is required of him to get the organisation up and running. Moreri perceives himself as capable of making his own life choices and believes "... it all depends on you" (1;8;234). He is determined to leave his mark.

I have learnt so much from this young man. Each time I spoke to and interacted with him, I was left in awe and admiration. I cannot say that I was this driven and secure in who I am and in my faith when I was his age. He truly inspires me and I believe he will achieve all he sets his mind to.

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ANNEXURE A: TABLE OF THEMES AND SUBTHEMES

THEMES	SUBTHEMES
1. Career adapt-ability	Concern about the future
	Confidence to pursue aspirations
	Curiosity about and exploring possible selves
	Taking Control of and preparing for the future
2. Vocational personality	Career-related needs
	Career-related values
	Career-related interests
	Career-related abilities
3. Life themes	Past memories
	Present experiences
	Future aspirations
4. Perceived self-efficacy	Perceived self-efficacy for academic achievement
	Ability to resist peer pressure
	Fulfilling expectations (of parents, teachers, peers)
	Self-directedness and/or autonomy
5. Self-construction	Self-efficacy
	Self-identity
	Self-awareness
	Self as expert
	Sociocultural and/or sociological factors and their influence on achievement
	Influence of personal and social relationships
	Meaning making
Values, beliefs	
6. Growth / Resilience	Agency
	Feelings of support
	Hope, optimism, positive feelings
	Impairment / Adversity

ANNEXURE B: TABLE OF INCLUSION AND EXCLUSION CRITERIA

Table 1: Inclusion and exclusion criteria for Theme 1 – Vocational personality

VOCATIONAL PERSONALITY		
Subthemes	Inclusion criteria	Exclusion criteria
Career-related abilities	An indication of the participant(s) presenting as and/or building on being able and/or competent in an occupation or vocation.	An indication of the participant(s) not presenting as and/or building on being able and/or competent in an occupation or vocation.
<p>Example of participant’s verbatim response:</p> <p>(2;17;214): “... and plus God has called me to do that. I know that I can do, my goal, like I have goals that like a day, a day doesn’t go out, doesn’t go out without I improving , without I uplifting someone. So I believe as a pastor someday I will be uplifting many people in church.”</p>		
Career related needs	An indication of the participant(s) having to meet a requirement and/or requiring something to reach their career and/or vocation specific goals.	An indication of the participant(s) not having to meet a requirement and/or requiring something to reach their career and/or vocation specific goals.
<p>Example of participant’s verbatim response:</p> <p>(1;6;162): “Hh ... financial maybe like if they can get them bursaries, things like that. It will help a lot”</p>		

VOCATIONAL PERSONALITY		
Subthemes	Inclusion criteria	Exclusion criteria
Career-related values	An indication of the participant(s) displaying having and/or striving to have and/or wanting to work in an environment that emulates their value and belief systems.	An indication of the participant(s) displaying having and/or striving to have and/or wanting to work in an environment that emulates their value and belief systems.
<p>Example of participant’s verbatim response: (2;42;894): “Because I believe in working hard. I may sweat but I won’t be, I won’t I won’t have something in a pocket. But if I work smart, I can have plenty things.”</p>		
Career-related interests	An indication of the participant(s) displaying interest in a particular field, career, and/or vocation.	An indication of the participant(s) not displaying interest in a particular field, career, and/or vocation.
<p>Example of participant’s verbatim response: (1;17;208): “ ... Dream career? ... To be a pastor. Ah, just that eish. Love it. I love it”</p>		

Table 2: Inclusion and exclusion criteria for Theme 2 – Career adaptability

CAREER ADAPTABILITY		
Subthemes	Inclusion criteria	Exclusion criteria
Concern about the future	An indication of the participant(s) showing concern for their future work role and/or vocation (Porfeli, & Savickas, 2012). Being able to plan for the future (Savickas, 2013).	An indication of the participant(s) not showing concern for their future work role and/or vocation. Not being able to effectively plan for their future.
<p>Example of participant’s verbatim response: (1;1;2): “I go around with teacher’s asking them to give me [information]”</p>		

CAREER ADAPTABILITY

CAREER ADAPTABILITY		
Subthemes	Inclusion criteria	Exclusion criteria
Taking Control of and preparing for the future	An indication of the participant(s) presenting as having control of and/or increasing their control of their vocation and/or vocational education and guidance (Porfeli, & Savickas, 2012). Being able to make decisions concerning their future (Savcikas, 2013).	An indication of the participant(s) not presenting as having control of and/or increasing their control of their vocation and/or vocational education and guidance. Unable to make effective decisions for the enhancing of their future selves.
<p>Example of participant’s verbatim response: (1;7;190): “I moved on to be a panel beater.”</p>		
Curiosity about and exploring future selves	An indication of the participant(s) displaying curiosity about possible opportunities and choices available to them, and their future scenarios (Porfeli, & Savickas, 2012; Savickas, 2013).	An indication of the participant(s) not displaying curiosity about possible opportunities and choices available to them, and their future scenarios.
<p>Example of participant’s verbatim response: (1;2;58): “I wanna be a pastor, now they tell me things that which field must I go to. Maybe some of the things that I must look at.”</p>		

CAREER ADAPTABILITY		
Subthemes	Inclusion criteria	Exclusion criteria
Confidence to pursue aspirations	An indication of the participant(s) presenting as confident in making career and/or vocational choices, and strengthening their confidence to make career and/or vocational choices (Porfeli, & Savickas, 2012). Being able to problem solve (Savickas, 2013).	An indication of the participant(s) not presenting as confident in making career and/or vocational choices, and strengthening their confidence to make career and/or vocational choices. Not being able to effectively problem solve.
Example of participant’s verbatim response: (1;17;212): “... (thinking) It’s because every Sunday when I go to church, and when I hear the pastor speaking there. The word of God and uplifting others, so I, I know that I can do that ...”		

Table 3: Inclusion and exclusion criteria for Theme 3 – Life themes

LIFE THEMES		
Subthemes	Inclusion criteria	Exclusion criteria
Past memories	An indication of the participant(s) being aware of where they come from and the influence that may have on them reaching their goals. Being able to identify past conflicts and/or adversities (Savickas, 2013)	An indication of the participant(s) not being aware of where they come from and the influence that may have on them reaching their goals.
Example of participant’s verbatim response: (5;117;20): “ ... It’s so surprising that now those people coming to you. You that the elders said you have no value, you cannot lead. You are just a thing. Now it’s so surprising, all of them coming to you now saying, look Moreri how do you deal with one two. ...”		

LIFE THEMES		
Subthemes	Inclusion criteria	Exclusion criteria
Present experiences	An indication of the participant(s) being aware of their present circumstances and coping strategies and how that may play a role in them reaching their goals.	An indication of the participant(s) not being aware of their present circumstances and how that may play a role in them reaching their goals.
<p>Example of participant’s verbatim response:</p> <p>(2;35;641): “It because like, I feel like these people they are not, I don’t know how to say this, they are not in the same standard that I am. Because, like for example, sitting with my peers, they wanna still talk about things that they are going to do now, but I wanna talk about things that are in the future.”</p>		
Future aspirations	An indication of the participant(s) striving to reach their career and/or vocational goals. Identifying how, and what works in reaching their future selves (Savickas, 2013).	An indication of the participant(s) not striving to reach their career and/or vocational goals.
<p>Example of participant’s verbatim response:</p> <p>(2;43;894): “Because I believe in working hard. I may sweat but I won’t be, I won’t I won’t have something in a pocket. But if I work smart, I can have plenty things.”</p>		

Table 4: Inclusion and exclusion criteria for Theme 4 – Self-construction

SELF-CONSTRUCTION		
Subthemes	Inclusion criteria	Exclusion criteria
Self-efficacy	An indication that the participant(s) believes in their ability to overcome present adversity and the ability to successfully complete the task at hand. Being able to convert setbacks into (a sense of) accomplishment (Bailey, 2003).	An indication that the participant(s) does not believe in their ability to overcome present adversity and the ability to successfully complete the task at hand.
<p>Example of participant’s verbatim response: (3;62;148): “... one thing I have realised is that every battle that I’m I’m getting into, I must just be sober minded. If I’m not sober minded, I’m going to lose the battle because I’m confused myself...”</p>		
Self-identity	The participant(s) is able to stand by and/or build on their sense of self and interpret other’s interactions with them and their value system. The importance they place on their character, what makes up their character and building their character when interpreted from their interactions with others (Bailey, 2003). Being aware of their uniqueness as individuals (Savickas, 2013)	The participant(s) are not able to stand by and/or build on their sense of self and interpret other’s interactions with them and their value system. The importance they place on their character, what makes up their character and building their character when interpreted from their interactions with others. Conforming and not being confident in their uniqueness.

SELF-CONSTRUCTION		
Subthemes	Inclusion criteria	Exclusion criteria
<p>Example of participant’s verbatim response:</p> <p>(3;74;463): “A man of my type. A man of my tip. A man of my status because I don’t love putting myself beyond the mark. I love putting myself up there. Not because I have pride or something but, I believe why must I settle for less, when there is more to achieve.”</p>		
Sociocultural and/or sociological factors and their influences on achievement	An indication of the participant(s) awareness of how their environment and their diverse cultural backgrounds influence their functioning and choices.	An indication of the participant(s) not being aware of how their environment and their diverse cultural backgrounds influence their functioning and choices.
<p>Example of participant’s verbatim response:</p> <p>(2;14;126): “It’s because I can see that there is a lot of unemployment rate here in South Africa. So I believe if I can, open a job, many people I can hire them and work. Mm”</p>		
Values, beliefs	An indication of the participant(s) being aware of how their value and belief systems influence their choices and how they choose to shape their future.	An indication of the participant(s) not being aware of how their value and belief systems influence their choices and how they choose to shape their future.
<p>Example of participant’s verbatim response:</p> <p>(2;35;643): “... But, what I value most, when you seeing someone ah ja neh coming to Christ. And even achievements also. Mm. Seeing someone getting born again. That’s good.”</p>		

SELF-CONSTRUCTION		
Subthemes	Inclusion criteria	Exclusion criteria
Self-awareness	An indication of the participant(s) being mindful of how they are perceived by themselves and others, and the influence they have on their environment and the other way round. Being aware of their innate qualities and how these have an influence on how they interact with their environment and how they are perceived by others. Being aware of how this influences what they do. This also pertains to how they look and present themselves to the world (Bailey, 2003).	An indication of the participant(s) not being mindful of how they are perceived by themselves and others, and the influence they have on their environment and the other way round. Not being aware of their innate qualities and how these have an influence on how they interact with their environment and how they are perceived by others. Being unaware of how this influences what they do. This also pertains to how they look and present themselves to the world (Bailey, 2003).
<p>Example of participant's verbatim response:</p> <p>(3;75;469): “ ... Basically I'm not that type of person who like to go to school, but I encourage people to go to school. The people, okay when I have, when this foundation of mine is going well one day, by the grace of God. I want people to go to school. Those who can't afford fees, they must go to varsity, provide for them and they mustn't be as beggar. I don't want that. Plus besides I love it when they go to school. When they go to school its more when the economy, the economy of the country is going to rise up...”</p>		

SELF-CONSTRUCTION		
Subthemes	Inclusion criteria	Exclusion criteria
Self as expert	An indication of the participant(s) being confident and displaying control in making decisions for themselves; and having insight into what is best for them.	An indication of the participant(s) not being confident and displaying control in making decisions for themselves; and not having insight into what is best for them.
<p>Example of participant’s verbatim response:</p> <p>(1;7;198): “ ... because I know me I’m that type of person, I love to fix things. So now panel beating also, it’s all about fixing.”</p>		
Influence of personal and social relationships	An indication of the role the participant(s) being aware of the role their inter- and intra-personal relationships have on their functioning and the choices they make.	An indication of the participant(s) not being aware of the role their inter- and intra-personal relationships have on their functioning and on the choices they make.
<p>Example of participant’s verbatim response:</p> <p>(1;3;86) “Some, some other people are not open, I won’t lie. Because when you tell them that you wanna be a pastor, they say to be pastor doesn’t pay. Ja, it’s like lot of things”</p>		
Meaning-making	The participant(s) presents as being able to reflect and consider how their experiences influence their choices.	The participant(s) does not present as being able to reflect and consider how their experiences influence their choices.
<p>Example of participant’s verbatim response:</p> <p>(3;77;510): “You know ... life without the pain is no life. It’s not a life for you because in order for you to achieve anything, you must go through certain things, and those things they are the ones that which to become the person you are ...”</p>		

Table 5: Inclusion and exclusion criteria for Theme 5 – Perceived self-efficacy

PERCEIVED SELF-EFFICACY		
Subthemes	Inclusion criteria	Exclusion criteria
Perceived self-efficacy for academic achievement	An indication of the participant(s) being aware of their perception of being able to reach the academic goal challenges set by others and themselves, and how this influences their performance and motivation (Zimmerman, Bandura, & Martinez-Pons, 1992).	An indication of the participant(s) not being aware of their perception of being able to reach the academic goal challenges set by others and themselves, and how this influences their performance and motivation (Zimmerman, Bandura, & Martinez-Pons, 1992).
<p>Example of participant’s verbatim response: (3;61;144): “... Failing motivates me ma’am. Even if I write a test and I get maybe 23 out of 30, I feel very disappointed so I’ll go harder and I will learn. When I’m writing the test I would make sure I get total. So failing is one of the biggest motivators in my life.”</p>		
Ability to resist peer pressure	An indication of the participant(s) displaying self-directedness and the motivation to pursue even when presented with opportunity to deflect.	An indication of the participant(s) giving in to motivation from peers and others to deflect from the task at hand and the aim of reaching their goals.
<p>Example of participant’s verbatim response: (3;72;398) “... even my life started to change. I think it was around May, June. Certain friends, cut them out of my life.”</p>		

PERCEIVED SELF-EFFICACY

Subthemes	Inclusion criteria	Exclusion criteria
Fulfilling expectations (of parents, teachers, peers)	An indication of the participant(s) being motivated to live up to the standards set and expectations of their parents, teachers and peers. Being aware of how other’s aspirations affect their motivation to achieve their own (Zimmerman, Bandura, & Martinez-Pons, 1992)	An indication of the participant(s) not meeting the standards set and expectations of their parents, teachers and peers.

Example of participant’s verbatim response:

(4;100;296): “... you must run and I want this race to be hot. I said don’t worry I will make it. I was speaking my heart ...”

Self-directedness and/or autonomy	An indication of the participant(s) being able to function independently, being purposeful and responsible for achieving their goals. They feel free to choose what they do, and have a clear sense of meaning and direction (Garcia, Cloninger, Lester, & Cloninger, 2017).	An indication of the participant(s) unnecessarily relying on others, not being purposeful and responsible for achieving their goals. They do not feel free to choose what they do, and do not have a clear sense of meaning and direction.
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Example of participant’s verbatim response:

(2;42;1082): “Me? No one. I have to do everything by myself. No one. I don’t like getting help”

Table 6: Inclusion and exclusion criteria for Theme 6 – Growth / Resilience

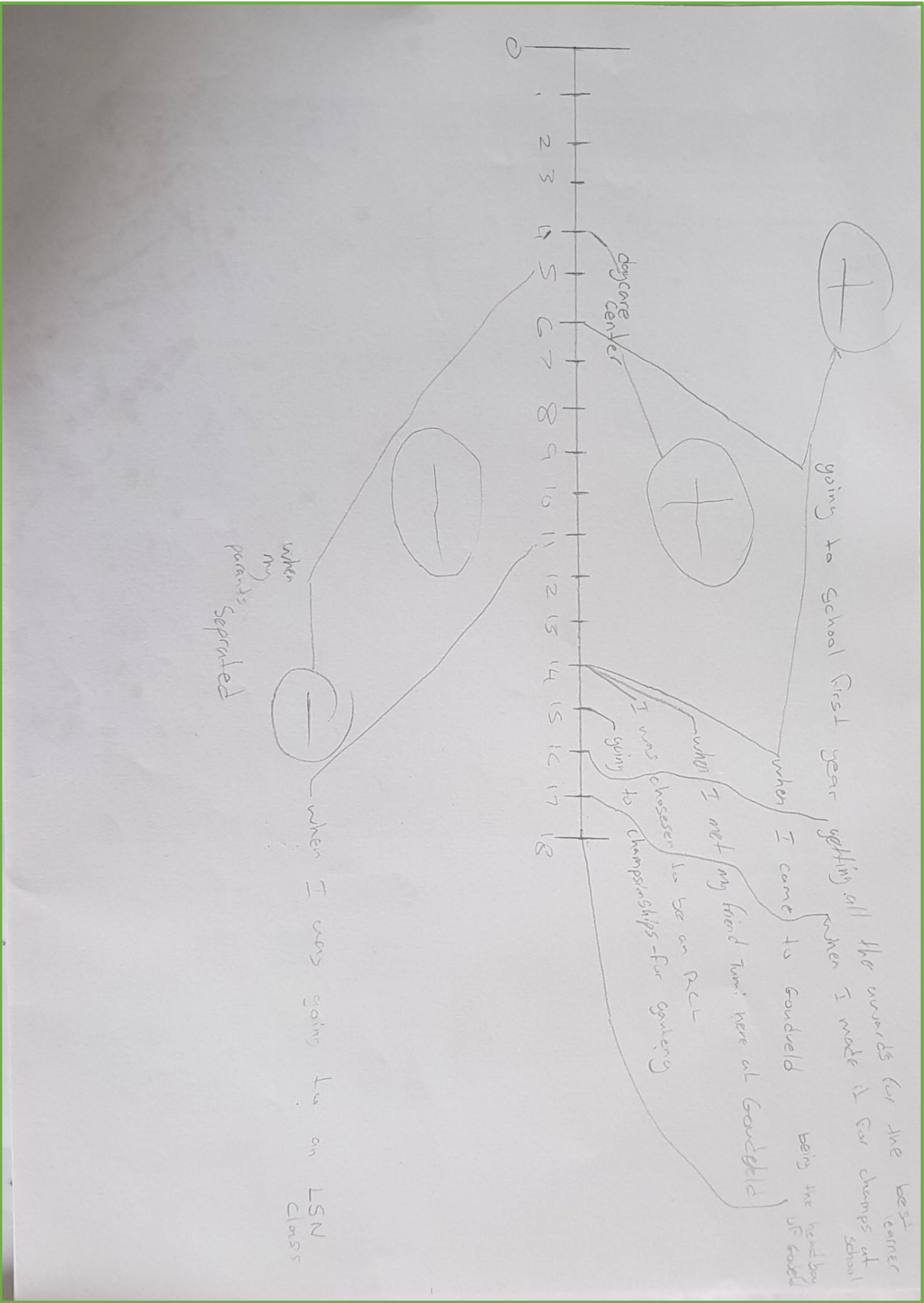
GROWTH / RESILIENCE		
Subthemes	Inclusion criteria	Exclusion criteria
Feelings of support	An indication of the participant(s) feeling support and encouragement from those around them.	An indication of the participant(s) not feeling support and encouragement from those around them.
<p>Example of participant’s verbatim response: (1;6;170): “They support me, they tell me that, Moreri, we can’t force you to do anything. It your life, so we’ll support you in every decision that you take.”</p>		
Hope, optimism, positive feelings	An indication of the participant(s) expecting a positive outcome and/or experiencing positivity (from someone and/or something outside of themselves), even when faced with adversity (Dawson & Pooley, 2013).	An indication of the participant(s) not expecting a positive outcome and/or experiencing positivity (from someone and/or something outside of themselves), even when faced with adversity.
<p>Example of participant’s verbatim response: (3;74;439): “You see here, don’t compromise, simply means that, for me it’s like never settle for less. You must never settle for less. Even if I see the situation, ja is really bad. But I must never put myself underneath the situation. I must always look at top.”</p>		
Agency	An indication of the participant(s) being able to take action when a situation requires it.	An indication of the participant(s) not being able to take action when a situation requires it.
<p>Example of participant’s verbatim response: (1;2;38): “I go at home, ... take my phone, ‘cause I wanna be a pastor. Okay, so now I check which colleges are there around ...”</p>		

GROWTH / RESILIENCE		
Subthemes	Inclusion criteria	Exclusion criteria
Impairment / adversity	An indication of the participant(s) experiencing and/or being subject to situations where their functioning is lacking.	An indication of the participant(s) experiencing and/or being subject to situations where their functioning is not lacking.
<p>Example of participant’s verbatim response: (7;117;20): “... Look, I was told that I’m never going to be someone. I’m never going to achieve anything...”</p>		

ANNEXURE C: 2-PART COLLAGE

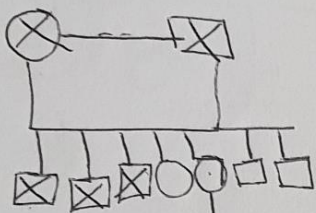


ANNEXURE D: LIFE LINE

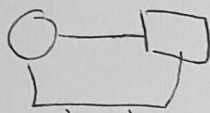


ANNEXURE E: GENOGRAMS

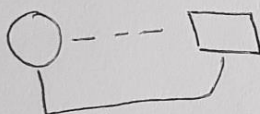
Mother



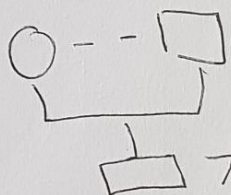
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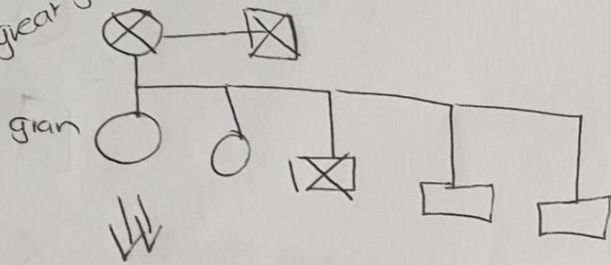


musa

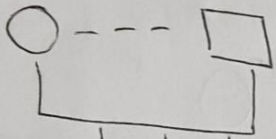


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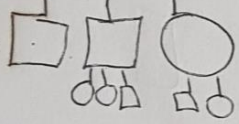
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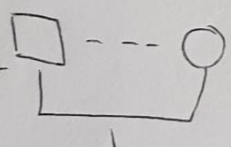
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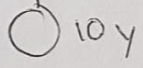
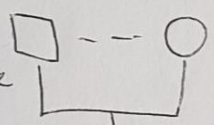
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ANNEXURE F: REQUEST FOR INFORMED ASSENT FROM THE PARTICIPANT



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

INFORMED ASSENT LEARNER

PARTICIPANT INFORMATION LEAFLET AND ASSENT FORM



TITLE OF THE RESEARCH PROJECT: *The value of life design counselling with learners from a remedial vocational school setting*

RESEARCHERS NAME(S): Miss Samantha-Ella Ruiters

EMAIL ADDRESS: samantha-e.ruiters@outlook.com

SUPERVISORS NAME(S): Prof. Dr. J.G. Maree

EMAIL ADDRESS: kobus.maree@up.ac.za

What is RESEARCH?

Research is something we do to find new knowledge about the way things (and people) work. We use research projects or studies to help us find out more about disease or illness. Research also helps us to find better ways of helping, or treating children who are sick.

What is this research project all about?

My project will look into using life design counselling with you to explore your career choices you may have and the value you get from the process.

Why have I been invited to take part in this research project?

You are at the stage in your life and schooling career where you need to make decisions on career options and choices available to you.

Who is doing the research?

My name is Samantha-Ella Ruiters. I am a Masters Educational Psychology student at the University of Pretoria and I would like to look into the methods you are taught on how to make career choices at school and the information you get from other sources like your parents.

What will happen to me in this study?

You will be asked to take part in two interviews which are 45-60 minutes long. You will also be asked to complete questionnaires that aid us in highlighting your interests in career options.

Can anything bad happen to me?

There is no anticipated risk to you, but should you feel uncomfortable, please tell me or your parents and we will stop the study immediately without any consequences.

Can anything good happen to me?

You will be helped to identify your interests and possibly where and how you can access them, should they be available.

Will anyone know I am in the study?

No, your name and any information about you that may cause someone to identify you will be kept confidential/secret. Only you, me, your parent(s)/guardian(s) and Life Orientation teacher/guidance counsellor will know you are taking part in this study.



Who can I talk to about the study?

Me, Samantha-Ella Ruiters

My supervisor Prof. Maree

Your parent(s)/guardian(s)

Your Life Orientation teacher/Guidance counsellor

What if I do not want to do this?

You can stop being part of this study at any time, even if your parents have agreed for you to be part of it. You will not get into trouble for not wanting to take part in the study.

Do you understand this research study and are you willing to take part in it?

 YES NO

Has the researcher answered all your questions?

 YES NO

Do you understand that you can pull out of the study at any time?

 YES NO

Signature of Child

Date

Declaration by investigator

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter. (*If a interpreter is used then the interpreter must sign the declaration below.*)

Signed at (*place*) on (*date*)
2019.

.....
Signature of investigator

.....
Signature of witness

ANNEXURE G: PARTICIPANT INTERVIEW SCHEDULE



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

LEARNER INTERVIEW SCHEDULE

Question 1

Do you have support with regards to career and/or vocational education and information?

Question 2

Do you have access to or know of any resources available to assist you in making an informed career and/or vocational choice?

Question 4

What challenges do you face in finding resources for providing career and/or vocational education and support?

Question 5

What help do you receive from your school to help you make career and vocational choices?

Question 6

What help would you like to receive from your school to help you make career and vocational choices?

Question 7

What help do you receive from your parent(s)/guardian(s) to help you make career and vocational choices?

Question 8

What help would you like to receive from your parent(s)/guardian(s) to help you make career and vocational choices?

Question 9

Can you think of a way or method that would help you and other learners like you make career choices; what would you like to know?

ANNEXURE H: PARENT REQUEST FOR INFORMED CONSENT



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

REQUEST FOR PARTICIPATION AND INFORMED CONSENT PARENT(S)/GUADIAN(S)

Dear Parent/Guardian

You are friendly requested to grant permission to Miss Samantha-Ella Ruiters, who is conducting research at the school where your son/daughter is attending, under the supervision of Prof. Dr. J.G. (Kobus) Maree from the University of Pretoria.

In order for the research to be conducted, your son/daughter as well as yourselves, will be requested to partake in interviews and complete questionnaires as part of the data collection instruments. You are required to provide a written consent that will include your full name and initials, signature and date to verify that you understand and agree to the conditions.

We will provide you with the necessary information to assist you to understand the study and explain what would be expected. Please feel free to ask the researcher to clarify anything that is not clear to you.

You have the right to query concerns regarding the study at any time. Immediately report any new problems during the study, to the researcher. Contact details of the researcher are provided. Please feel free to make contact at any given time.

Furthermore, although your son/daughter's identity will at all times remain confidential, the results of the research study will be presented in a dissertation publication. Importantly, no names of learners will be divulged.

If you are willing to participate in this study, please complete the form below. Thank you for your consideration of this request.

Yours sincerely

Miss Samantha-Ella Ruiters (Researcher)

email: samantha-e.ruiters@outlook.com

Dr. Prof. J.G. (Kobus) Maree
(Supervisor)

email: kobus.maree@up.ac.za



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

INFORMED CONSENT PARENT(S)/GUARDIAN(S)

Title of research project: **The value of life design counselling with learners from a remedial vocational school setting**

I, _____ the undersigned,
as the parent(s)/guardian(s) of _____
(Name of learner) hereby agree to participate in the above-mentioned research. I understand that my contribution will be treated as confidential and anonymous, and that I may withdraw from the study at any time, if I wish to do so.

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- Participation is voluntary.
- I may decide to withdraw my consent at any time without penalty.
- All information obtained will be treated in strictest confidence.
- The learners' names will not be used and individual learners will not be identifiable in any written reports about the study.
- A report of the findings will be made available to the parent.
- I may seek further information on the project at any given time or stage from Miss Samantha-Ella Ruiters.

I freely and voluntarily give my consent for the interviewing of myself and my son/daughter as part of the research project.

Signed at _____ on _____ 2019.

Participant

Researcher

ANNEXURE I: PARENT INTERVIEW SHCEDULE



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PARENT(S)/GUARDIAN(S) INTERVIEW SCHEDULE

Question 1

What is the nature of the intellectual disability your daughter/son is faced with?

Question 2

How do you provide support with regards to career and/or vocational education for you daughter/son?

Question 3

Do you have access to or know of any resources available to assist you in facilitating you daughter/son make informed career and/or vocational choices?

Question 4

What challenges do you encounter in finding resources for providing career and/or vocational education and support to learners with intellectual disability?

Question 5

What intervention programmes and strategies are in place at your daughter's/son's school to support learners with intellectual disabilities with make career and vocational choices?

Question 6

In your opinion, how should learners with intellectual disabilities be supported by their school or other role players with regards to career and/or vocational education?

ANNEXURE J: TEACHER REQUEST FOR INFORMED CONSENT



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REQUEST FOR PARTICIPATION AND INFORMED CONSENT TEACHER/GUIDANCE COUNSELLOR

INVITATION TO TEACHERS TO PARTICIPATE IN THE RESEARCH STUDY

Dear Sir/Madam

This letter is an invitation to consider participating in a research study I, Samantha-Ella Ruiters, am conducting as part of my research as a master's student entitled: ***The value of life design counselling with learners from a remedial vocational school setting*** at the University of Pretoria.

Permission for the study has been given by the Department of Education and the Research Ethics Committee of the Faculty of Education at the University of Pretoria. I have purposefully identified you as a possible participant because of your valuable experience with the topic being explored.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of research in education is substantial and well documented. In this interview I would like to have your views and opinions on this topic. This information can be used to improve the quality of career and/or vocational education and information dissemination with learners with intellectual disabilities.

Your participation in this study is voluntary. It will involve two interviews of approximately 45-60 minutes in length to take place in a mutually agreed upon location at a time convenient for you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 5 years under lock and key.

There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me by e-mail at Samantha-e.ruiters@outlook.com. My supervisor can be contacted by e-mail at kobus.maree@up.ac.za.

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows.

Yours sincerely

Miss Samantha-Ella Ruiters (Researcher)

email: samantha-e.ruiters@outlook.com

Dr. Prof. J.G. (Kobus) Maree
(Supervisor)

email: kobus.maree@up.ac.za



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INFORMED CONSENT TEACHER/GUIDANCE COUNSELLOR

I have read the information presented in the information letter about the study ***The value of life design counselling with learners from a remedial vocational school setting.***

I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous.

I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- Participation is voluntary.
- I may decide to withdraw my consent at any time without penalty.
- All information obtained will be treated in strictest confidence.

- My name will not be used and individual learners will not be identifiable in any written reports about the study.
- A report of the findings will be made available.
- I may seek further information on the project at any given time or stage from Miss Samantha-Ella Ruiters.

I freely and voluntarily give my consent for the interviewing of myself and my son/daughter as part of the research project.

Signed at _____ on _____ 2019.

Participant

Researcher

ANNEXURE K: TEACHER INTERVIEW SCHEDULE



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TEACHER/GUIDANCE COUNSELLOR INTERVIEW SCHEDULE

Question 1

What is the nature of the intellectual disabilities that you encounter in your classroom?

Question 2

How do you provide career and/or vocational education and support for learners with intellectual disabilities in your classroom?

Question 3

What is it like to provide career and/or vocational education and support to learners with intellectual disabilities in your classroom?

Question 4

What challenges do you encounter in providing career and/or vocational education and support to learners with intellectual disability?

Question 5

What intervention programmes and strategies are in place at your school to support learners with intellectual disabilities with make career and vocational choices?

Question 6

In your opinion, how should learners with intellectual disabilities be supported in your school with regards to career and/or vocational education?

ANNEXURE L: EXEMPLAR PIECE OF CODED TEXT

LN NR			THEME	SUBTHEME
499	M	... Because once you read the Bible, okay when you read through the word of God, it says God Himself did breathe unto it (makes breathing sound “aah”). So now when you read it, there is thing that makes you just to be okay. Yes ma’am, yes. The Bible, like religion is the most important part of a human being, because if you are not under a certain religion, you are lost. You are lost.	Self-construction	Values, beliefs
500	S	... and this one?		
	M	I love animals. I love exploring about animals. How they live, how they eat. Yes.... This one it’s simple, because as you can see this one it was supposed to be full ...		
501	S	Ja ...		
502	M	... This picture is very simple because it talks about what, you can achieve anything. Even if the mountain was too high you can still get (inaudible)	Growth / Resiliency	Hope, optimism, positive feelings
503	S	... and the fruit?		
504	M	Healthy living lifestyle		Values, beliefs
505	S	... and this one?		
506	M	Uh this one talks about money. Economist (interrupted by intercom) ... So this one talks about the economy of the country. What’s going up, what’s going down. Like also for myself, how to manage my money, and how to save. When to spend a lot and when not to spend. Yes.	Self-construction	Sociocultural and/or sociological factors/influences
507	S	... and the last one?		
508	M	Uh huh, this one is easy. It describes me as Moreri, because I love doing everything eh heh neh, but at the end, I want erh, I want the results to be more than the words. Yes	Self-construction	Self-efficacy
509	S	... and then you have there, wait for the pain to pass?		
510	M	You know ... life without the pain is no life. It’s not a life for you because in order for you to achieve anything, you must go through certain things, and those things they are the ones that which to become the person you are. Let’s say ...	Self construction	Meaning making

	<p>you wanna be a millionaire, and not and not hustling, and not hustling, you won't be, you cannot be a millionaire. But if, you are hustling at this rate, obviously you are going to get cold, you are going to get flu and that's the pain. But at the end, you won't look at the flu, you will you will be like, (rubs hands together) hai I made it at least. Yes.</p>	<p>Growth / Resilience</p>	<p>Hope, optimism, positive feelings</p>
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ANNEXURE M: CD WITH RELEVANT TRANSCRIPTIONS
