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Parental level of education and career decision-making among Grade 12 learners in South Africa

Abstract

This study examined the relationship between parental level of education and career decision-making among Grade 12 learners in South Africa. The study was guided by Super's life span theory. The ex-post facto research was used to determine if there is a relationship between learner's career decision-making and parental level of education. The sample comprised 204 Grade 12 learners from six township secondary schools in Ekurhuleni East district, Gauteng, South Africa. The Career Decision Scale (CDS) was used to collect data. The responses were indicated on a 5-point Likert scale that measured learners' career decision-making and parental level of education. Reliability of the CDS was ascertained using Cronbach's alpha and a co-efficient value of .842 was reported. In addition, construct validity was ensured by Kaiser-Meyer-Olkin measure (KMO Index) and Bartlett's Test of Sphericity. The inferential statistics with the support of the Analysis of Variance (ANOVA) and Tukey HSD as post hoc tests were used to analyse data. The finding of the study shows that there is a significant relationship between parental level of education and learners' career decision-making. The career decision-making mean score for the learners whose parental education is university level was significantly higher than the learners whose parents had secondary education (M. Diff. = .19, $p=.02$) and primary education (M. Diff. = .64, $p<.01$). Equally, a significant difference in the level of career decision-making was established between learners whose parents had college education and primary education, and between learners whose parents had secondary education and primary education. The study recommends that school principals should develop career talk programmes to facilitate learners' career opportunities to better understand their career options, to encourage and support learners towards accomplishing career success.

Keywords: Parent, level of education, career decision-making, Grade 12, learners, South Africa

1. Introduction

A career is a part of every process that occurs before, during and after the decision to pursue a career, including the determination to achieve and the implementation of various actions during these times (Baltacı *et al.*, 2020). A person's career is a lifelong process that begins throughout their developmental years and continues throughout their

lives (Kazi & Akhlaq, 2017). At various times in life, people may be confronted with the task of making a professional decision. It is seen in secondary school learners who are attempting to decide on their future career by selecting their subject combination, as well as university students who may struggle with career decisions even after beginning an undergraduate programme (Gati & Levin, 2014).

In today's modern civilisations, choosing a career is a fact of life that necessitates multi-faceted thinking. Career opportunities today are much broader and more dependent upon education than those that existed 100 years ago (Kazi & Akhlaq, 2017). Due to this expanded career choice, the current situation for secondary school learners lies in their ability to make accurate career decisions. Career decision-making is a complicated process that occurs between the ages of secondary school and university, producing psychosocial stress (Pappas & Kounenou, 2011). Career decision-making is related to an individual's lifestyle as well as personal and professional satisfaction (Hegna & Smette, 2016).

Making a career selection is a difficult process that requires the decision maker to assimilate information about themselves as well as information about the workplace (Martincin & Stead, 2015). Secondary school learners face a challenging problem in making career options in an atmosphere where change is the only constant (Martincin & Stead, 2015). Because occupations in the twenty-first century are so fluid, advancement in career development necessitates flexibility, a commitment to engage in lifelong learning, and the idea that hard work pays off. Because choosing a career is such an important component of one's life, it is regarded as a difficult procedure (Jedidah & Duffy, 2012). Learners are encouraged to go through a process of demonstrating comprehension, which includes attempting to clarify what they want to do and considering various career alternatives with support (Porfeli & Lee, 2012). A person's daily pursuits, style of living, and social aspects of their existence are all shaped by their profession (Wang & Wanberg, 2017). According to Tagay (2014), there is growing evidence that secondary school pupils have difficulty making vocational decisions.

Many black South African matriculants who had previously been refused admittance to higher education have received access to educational opportunities and hence have been exposed to a varied range of vocations after the first democratic elections in 1994 (Halim *et al.*, 2018). According to Halim *et al.* (2018), young individuals leaving school and entering university education may lack the knowledge and insight to seek out suitable educational opportunities. The prevalence of career change among South Africa's higher education institutions may indicate poor or improper career choices as a result of incorrect subject selection in Grade 10. The socioeconomic situation of learners is one of the aspects that can influence their career choices, and one component that the current study looked into was the level of education of their parents. It could be argued that learners from township secondary schools are more likely to make poor career choices because they lack adequate career guidance and counselling from professional counsellors who could guide them in subject selection and combination for an appropriate career path before they make decisions (Maree, 2013). It is now necessary to not only plan correctly for future occupations, but also to do a thorough career exploration prior to making a professional decision in order to adapt to changing socioeconomic conditions (Kunnen, 2013). In order to provide proper counselling to Grade 12 learners in township schools who are in the process of making career decisions, understanding of crucial aspects that play a role in learners' career decision-making must be investigated. According to Kusumawati (2013), educational institutions have a significant role in the development of learners' abilities to choose the proper professional path. As a result,

career counselling and support should be provided in schools, which could act as a means of supporting township learners' unique needs and concerns when making career decisions.

2. Theoretical framework

Super's life-span theory (1957) influenced this research. This theory considers career development at several phases and emphasises the importance of making deliberate attempts to advance one's career. Life phases, occupational tasks and self-concept are at the heart of Super's philosophy (Patton & McMahon, 2006). According to Super's thesis, persons go through five stages in their job development: growth, exploration, establishing, maintenance and disengagement (Super *et al.*, 1996). Super believes that moving throughout the five phases is a flexible process in which people cycle through different stages at different times in their lives. According to Super (1957), the growth stage happens when children and teenagers are exposed to a wide range of activities and begin to develop their vocations or vocational self-concepts. Individuals are exposed to occupations from a range of sources during their growing years, including family, school, community, and the media, and acquire a sense of occupational self-concept. Learners in Grade 12 are in the exploration stage (ages 14 to 24). This stage is known as the explorer stage, in which learners seek professional direction, which must then be turned into action through study/training and job search. Young adults at this age are capable of considering their goals and values when deciding on a career path (Stead & Watson, 2016). As a result of these experiences, young people develop a sense of autonomy and industry, and they begin to develop work-related skills and habits, as well as find suitable role models. They also gain a better grasp of their own interests and abilities (Patton & McMahon, 2006). The theory that underpins the current study claims that each person's job growth is unique, and that factors such as socioeconomic position can influence how one's professional path develops.

3. Literature review

Although there is literature on parental education and career choices, most studies have not focused on learners in Grade 12. Parents with a higher degree of education, according to Domenico and Jones (2006), provide more opportunity for logical stimulation in their homes, which correlates with treasured intellectual capital. According to Faisal (2014), a parent's level of education makes them more at ease and confident in their ability to intervene in their children's educational system. They have enough knowledge of the educational system to make educational queries on behalf of their children. In another study, Obot *et al.* (2020) claimed that parents with a low level of education background have a greater impact on their children's career decision worth than those with a higher educational background, followed by first-degree holders. Furthermore, Aya and Kaiser (2005) discovered that parental education and personal career are powerful motivators for their children's job choices. Ginevra *et al.* (2015) go on to say that adolescent's career choices are influenced by their parents' educational levels, and that adolescents begin to carefully examine their future plans, frequently seeking their parents' guidance or counsel. According to a study conducted in Nigeria by Nwoke (2007), parents' educational backgrounds appear to impact and accelerate the kind of courses children study in higher institutions, as well as their eventual professional choice. In a similar vein, Hewitt (2010) demonstrated that parental educational background is one of the external factors that influence students' profession choices. According to the survey, teenagers whose parents have high educational backgrounds and those with low

educational backgrounds had different career decisions. Parents with a higher educational background have a greater influence over their children's career choices than parents with a lower educational background (Hewitt, 2010).

Mbagwu and Ajaegbu (2016) discovered that children whose parents have a strong educational background are more consistent, and had fewer difficulties, in making professional decisions than those whose parents have a low educational history. Guardians choose professional options for their children based on their characteristics and scholastic abilities in school (Kohout & Wicherski, 2011). Ginevra *et al.* (2015) also discovered that in industrialised countries, parents will generally enrol their children in schools that expose them to skills they want them to acquire, as well as exposing them to people and places that mould their future career objectives. Huesmann (2009) goes on to explain that a parent's educational level has an impact on their children's future career ambitions and decisions, and that guardians' education was the most consistent of the family financial status markers of instructional and professional success in adulthood. According to the findings, parental education predicted instructional and word-related desires as well as educational achievement in late childhood (Huesmann, 2009). According to Mudibo (2014), educated parents are supposed to establish an environment that fosters or stimulates learning, as well as to participate in their children's school interactions and conditions.

According to Udoh and Sanni (2012), the level of formal education of guardians has a substantial impact on high school students' career choices in Nigeria. This means that a parent's educational level has a considerable impact on their children's future professions. Aswani (2012) adds that parental educational attainment has a significant beneficial impact on students' educational and vocational goals, and that the mother's educational attainment contributes significantly to young women's ambitions for advanced education compared to young males. Parents with higher education levels, according to Hsieh and Huang (2014), are more likely to be supportive and encouraging of their children's career exploration, as well as providing information and tools for career planning and decision-making. Metheny and McWhirter (2013), on the other hand, claim that adolescents from low-education homes are often pressured to participate financially in the family and exhibit goals to accomplish higher financial stability and prestige than their family of origin. According to Mathatha and Ndhlovu (2018), parental education promotes youths' career development by encouraging them to do their best in school, coaching them to value education, highlighting the importance of education, and reminding them of the necessity to take school seriously.

In a separate study, Faisal (2014) discovered that parents are interested in their children's education, with the goal of assisting their children in receiving a better education through various tactics. In addition, the study indicated that parents were active in identifying their children's learning patterns, as well as identifying homework assigned to them when they were in school. Similarly, independent of the mother's educational degree, Pappas and Kounenou (2011) discovered a link between students' career decision self-efficacy and career decision making. Parental interconnectivity and preferences, the bond between children and their parents, the creation of parental interest in their children, and the fact that children choose certain careers to please their parents are all factors that can influence high school students to pursue certain careers (Mtemeri 2019). Furthermore, Pfungst (2015) discovered that parental background had a major impact on female students' goals in a variety of ways. Learners whose mothers had completed either Grade 10 or 12 were more likely to aspire to attend university after completing their secondary education, while those whose fathers had

completed Grade 10 or 12 were more likely to want to go to university rather than go straight into working part-time or full-time. Parental values, on the other hand, were not a significant predictor for Chinese American youths' career aspirations, plans or expectations of vocational results (Ma & Yeh, 2010).

Even though black South Africans make up 79.2% of the population, studies have found that less than 8% of South African career development research studies have focused on this group (Maila & Ross, 2018). In order to promote career development and academic achievement, it is essential to conduct research with this disadvantaged demographic, particularly in the field of career decision-making among young adults. The decision is influenced by different facets of their existence, which may be psychological or social in origin, making it a challenging and overwhelming mission for Grade 12 learners in township schools (Kunnen, 2013). The aforementioned criteria highlight the importance of selecting the best career decision in Grade 12. If learners receive enough guidance and assistance before making professional options in Grade 12, they may discover happiness and fulfilment, allowing them to contribute to their community's and country's development. Career indecision and, as a result, discontent among many university first-year students has resulted from the poor implementation of career guidance and counselling in township schools (Maree, 2013). According to Maree (2013), a lack of proper supervision in secondary school has resulted in career transition among university first-year students, with the majority of first-year students changing courses. However, there is a paucity of research on job decision-making among South African learners.

4. The present study

The present research examined the relationship between parental level of education and career decision-making of Grade 12 learners in township secondary schools in Ekurhuleni East district, Gauteng province, South Africa.

5. Research hypothesis

The following research hypothesis was proposed and tested:

There is no significant relationship between parental level of education and career decision-making of Grade 12 learners in township secondary schools.

6. Methods

6.1 Research design

In this study, a positivist research paradigm was used. Ex-post facto research was used in this case to examine the relationship between parental level of education and career decision-making of learners in a disadvantaged community. Ex-post facto research is a type of study in which the researcher speculates on the possible reasons of a previously observed result. The researcher cannot influence or change the already occurred acts or behaviour since ex-post research is a type of study that tries to forecast causes based on activities that have already occurred (Landman, 1988).

6.2 Research participants

A total of 204 Grade 12 learners from six township secondary schools in the Ekurhuleni East division of Gauteng, South Africa, were included in the study. The respondents were chosen from a study population of 720 learners in the Ekurhuleni East district using stratified and simple random sampling approaches. According to the findings, females made up a considerable majority (70.6%) of the respondents, compared to males (29.5%), indicating a gender divide among the Grade 12 students. The study's findings revealed that the modal (77.9%) age of the learners polled was between 17 and 18 years. This was followed by the age group of 19 and up, which accounted for 18.6% of the total. Only 3.4% of the respondents were under the age of sixteen. As a result of this discovery, it may be deduced that the vast majority of the Grade 12 students were between the ages of 17 and 19. This is warranted because the majority of students at this age are expected to be nearing the end of their secondary schooling.

6.3 Research instruments

The Career Decision Scale (CDS) (Osipow *et al.*, 1987) was initially created for high school female students to identify their standing in the career decision-making process. It has been widely used since its establishment in 1976. This questionnaire contains some statements that learners commonly make about their educational and occupational plans. The CDS has 18 items and some statements read; *"I need more information about what different occupations are like before I can make a career decision"*, *"I have decided on a career, but I'm not certain how to go about implementing my choice"*. *"What do I need to do to become certain anyway, I know what I'd like to be but I will be going against the wishes of someone who is important to me if I did so, Because of this, it's difficult for me to make a career decision right now"*. *"I hope I can find a way to please them and myself"*. Each of the items had a five-point Likert scale where the participants indicated whether they Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1) Likewise, career decision making sub-scale had excellent internal consistent reliability, as interpreted from Cronbach's alpha values of .842. The survey data was subjected to appropriateness tests utilising the Kaiser-Meyer-Okin measure (KMO Index) and the Bartlett's Test of Sphericity in this study to determine construct validity (Gravetter & Wallnau, 2000). In respect to the current study, all sub-scales have KMO values above 0.5 and Bartlett's tests for Sphericity are highly significant ($p < 0.05$) for all the sub-scales of the questionnaire, implying an adequate internal validity.

6.4 Procedure

For ethical permission, the University of the Witwatersrand Human Research Ethics Committee was consulted first. In order to secure access to the sampled secondary schools, the researchers then obtained ethical clearance from the Gauteng Department of Education. The researchers informed the principals of the six secondary schools of the study's objective after receiving approval from the Gauteng Department of Education. The study was carried out in conformity with ethical guidelines. To begin, the researchers gave potential participants and their parents a written consent form and assent form, for participants below the age of 18, which included all pertinent information regarding the study so that they could make an informed decision before participation. The participants' identities were preserved to guarantee anonymity, and their names were not included in the surveys. The researchers notified participants that they had the right to refuse or withdraw from the study at any time, and that there was no undue pressure to participate. All participants were given a structured

questionnaire that comprised demographic information as well as a professional decision-making scale in the study's first phase. The survey employed 5-point Likert scale responses to acquire quantitative data. Participants' age, gender, grade and socio-cultural group are all included in the demographic questionnaire. The characteristics that the study's questionnaires would measure, as well as the required response formats, were described to the Grade 12 learners who were chosen. After a detailed explanation of the questionnaire over the phone to the teacher in charge, the completed questionnaire was given over to the Life Orientation instructor in charge of Grade 12 learners to ensure its return and immediate collection of the questionnaires from school was arranged to maintain confidentiality and protect the participants' privacy. With suitable COVID-19 protocols followed, the questionnaire took between 30 and 45 minutes to complete.

6.5 Data analysis

Quantitative data obtained from the closed ended items were analysed using descriptive statistical tools such as frequency tables and percentages. Moreover, inferential statistics with the aid of the Analysis of Variance (ANOVA) and post hoc tests was used to establish the relationship between variables at a significance level of 0.05, an index was created for the scores. In an ANOVA, the higher the F-value, the greater the variation between sample means compared to variation within the samples. The related p-value is lower when the F-value is higher. We can reject the null hypothesis of the ANOVA and conclude that there is a statistically significant difference between group means if the p-value is less than a particular threshold (e.g. =.05). Statistical Package for Social Sciences version 24 was used to analyse the data.

7. Results

This study examined the influence of parental level of education on career decision-making among Grade 12 learners. The parental level of education was measured in categorical data: university level, college level, secondary level, primary level and no formal schooling. Table 1 shows the group description for career decision-making scores for each parental level of education.

Table 1: Career decision-making based on parental level of education group descriptions (n=204)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
University Level	14	2.8624	.20870	.05578	2.7419	2.9829
College Level	39	2.7651	.23790	.03809	2.6880	2.8422
Secondary Level	144	2.6725	.22025	.01835	2.6362	2.7088
Primary Level	4	2.2240	.17677	.08838	1.9427	2.5052
No Formal Schooling	3	2.5823	.18945	.10938	2.1116	3.0529
Total	204	2.6931	.23698	.01659	2.6604	2.7258

The results show that learners whose parents had university education had the highest mean ($M=2.86$, $SD=.21$ and $SE=.06$) in career decision-making index compared to the other groups of learners. On the contrary, the learners whose parents had primary level education had the lowest career decision-making scores ($M=2.22$, $SD=.18$ and $SE=.09$), while the other groups of learners had intermediate scores.

This difference was subjected to inferential statistics to establish whether the differences were statistically significant. This was done by testing the null hypothesis using the ANOVA model in the form; $\bar{x}_1 \neq \bar{x}_2 \neq \bar{x}_3 = \bar{x}_4 \neq \bar{x}_5$. Table 5.37 shows the SPSS one-way Analysis of Variance (ANOVA) output.

Table 2: ANOVA output, career decision-making by parental education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.582	4	.395	8.014	.000
Within Groups	9.819	199	.049		
Total	11.401	203			

The ANOVA results reveal that there is a statistically significant difference [$F(4, 199) = 8.014, p < .01$]. Therefore, the null hypothesis that: "there is no statistically significant difference in career decision-making given parental education of the Grade 12 learners in township secondary schools" was rejected. Consequently, the alternative hypothesis was upheld. In this regard, it was concluded that there is a statistically significant influence of learners' parental education on career decision-making among Grade 12 learners in township secondary schools.

Furthermore, multiple comparisons using a post-hoc test, the Turkey HSD test, was used to establish which parental education group was significantly different from which other parental education group.

7.1 Tukey HSD Test

In the table of multiple comparisons, which contains the results of the post-hoc tests, the statistical significance of the differences between each pair of parental education groups is reported (Table 3).

Table 3: Tukey HSD test by parental education group(N=204)

(I) Parental level of education	(J) Parental level of education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
University Level	College Level	.09735	.06921	.624	-.0932	.2879
	Secondary Level	.18990 [*]	.06219	.021	.0187	.3611
	Primary Level	.63847 [*]	.12594	.000	.2918	.9852
	No Formal Schooling	.28015	.14132	.278	-.1089	.6692
College Level	University Level	-.09735	.06921	.624	-.2879	.0932
	Secondary Level	.09255	.04010	.147	-.0178	.2029
	Primary Level	.54112 [*]	.11662	.000	.2201	.8622
	No Formal Schooling	.18281	.13309	.645	-.1836	.5492
Secondary Level	University Level	-.18990 [*]	.06219	.021	-.3611	-.0187
	College Level	-.09255	.04010	.147	-.2029	.0178
	Primary Level	.44857 [*]	.11260	.001	.1386	.7585
	No Formal Schooling	.09025	.12958	.957	-.2665	.4470

(I) Parental level of education	(J) Parental level of education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Primary Level	University Level	-.63847*	.12594	.000	-.9852	-.2918
	College Level	-.54112*	.11662	.000	-.8622	-.2201
	Secondary Level	-.44857*	.11260	.001	-.7585	-.1386
	No Formal Schooling	-.35832	.16966	.219	-.8254	.1087
No Formal Schooling	University Level	-.28015	.14132	.278	-.6692	.1089
	College Level	-.18281	.13309	.645	-.5492	.1836
	Secondary Level	-.09025	.12958	.957	-.4470	.2665
	Primary Level	.35832	.16966	.219	-.1087	.8254

The finding of the study shows that career decision-making mean score for the learners whose parental education is university level was significantly higher than the learners whose parents had secondary education (*M. Diff.* = .19, *p* = .02) and primary education (*M. Diff.* = .64, *p* < .01). Equally, a significant difference in the level of career decision-making was established between learners whose parents had college education and primary education, and between learners whose parents had secondary education and primary education. The level of career decision-making among the learners whose parents had primary education was significantly lower than the other four parental education groups. However, it was surprising that a significant difference in the level of career decision-making was not established between the learners whose parents had no formal education and the other learners whose parents had any other level of education. Similarly, the study established that there was no significant difference in career decision making between the learners whose parental education was university and those of college [*M. Diff.* = .09, *p* = .15 (ns)] and, between those whose parental education was secondary and college [*M. Diff.* = .09, *p* = .15 (ns)].

7.2 Evaluation of the effect size

Given that a significant difference was established, the importance of the finding was sought. Effect size was calculated to indicate the relative magnitude of the differences between the means. The eta squared measuring the effect size in ANOVA was calculated using the formula:

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}, \text{ was } 0.138.$$

This calculated Eta squared (.138) shows that a fairly large proportion (13.8%) of variance in the level of career decision-making was explained by parental education of the respondents. This suggests that 13.8% of the variance in the level of career decision-making among the Grade 12 learners in secondary schools was attributed to the learners' parental education level, with learners whose parents had higher education likely to be more effective in making career choices than their counterparts whose parents had lower education.

8. Discussion

In this regard, it was found that there is a statistically significant influence of learners' parental education on career decision-making among Grade 12 learners in township secondary schools. The finding of the study shows that career decision-making mean score for the learners whose parental education is university level was significantly higher than the learners whose parents had secondary and primary education. Similarly, learners whose parents had a college degree, learners whose parents had a secondary education, and learners whose

parents had a primary education had a significant difference in the quantity of professional decision-making. Learners whose parents had only a primary education made much fewer career decisions than those whose parents had a secondary degree. This study backs up Mbagwu and Ajaegbu's (2016) results that teenagers whose parents had a solid educational background are more consistent and have fewer difficulties deciding on a career path. Equally, Udoh and Sanni (2012) concur that the level of formal education of guardians has a significant impact on high school children's profession choices. Furthermore, Aswani (2012) claims that a parent's level of education has a significant favourable impact on their children's educational and occupational goals. Parents with a higher degree of education are also more likely to be supportive and encouraging of their children's self-exploration, as well as to provide knowledge and tools for their children's career planning and decision-making (Hsieh & Huang, 2014). Parental education, according to Mathatha and Ndhlovu (2018), influences youths' career development by encouraging them to work hard in school, counselling them to respect education, emphasising the importance of education, and alerting them about the need to be serious about school. Moreover, Aya and Kaiser (2005) discovered that parental education and personal careers are powerful motivators for their children's job choices. Ginevra *et al.* (2015) go on to say that young people's professional choices are influenced by their parents' educational levels, and that teenagers begin to seriously ponder their futures, using their parents as role models or for career advice. According to Nwoke (2007), the educational background of parents appears to impact and propel the kind of courses children study at higher education institutions and their future career choice. Ma and Yeh (2010) on the other hand, found that parental values were not a considerable predictor of Chinese American youths' professional goals, plans or occupational result expectations.

9. Conclusion and recommendation

The study concludes that parental level of education is a vital factor in the career decision making among learners. Therefore, parental level of education influences career decision-making among Grade 12 learners in township secondary schools in South Africa. When comparing learners whose parents had a university education to those who had secondary and primary schooling, there was a higher level of professional decision making among those whose parents had a university education. The study also found a difference in the level of career decision-making between learners whose parents had a college education and learners whose parents had a secondary education and learners whose parents had a primary education. In addition, the level of career decision-making among the learners whose parents had primary education was significantly lower than the other four parental education groups. However, there is no significant difference in the level of career decision-making between the learners whose parents had no formal education and the other learners whose parents had any other level of education. The limitation of the study is that other socioeconomic factors were not included as possible predictors of career decision-making among learners. However, from the regression model, the study has reported that there could be other variables that affect career decision-making among learners apart from the parental level of education. This is because the parental level of education models only account for 13.8% (Eta squared of .138), therefore, other factors could contribute to 86.2% of career decision making among learners. The findings from this study have implications for teachers, parents, school principals and teachercounsellors on career decision-making for learners. The study recommends that school principals should develop career talk programmes to facilitate learners' career opportunities to better understand their career options, to encourage and support learners

towards accomplishing career success. Future studies could explore home related dynamics influencing career decision making among learners in secondary schools.

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