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Exploring emotional affect and career resilience in relation to career orientations in the public service

by

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Submitted in accordance with the requirements for the degree of

Master of Commerce

in the subject

Industrial and Organisational Psychology

at the

University of South Africa

Supervisor: Prof M Coetzee

Co-supervisor: Prof IL Potgieter

October 2015

DECLARATION

I, PHILLEMON MATSAPOLA MOGALE, student number 34505946, declare that the dissertation of limited scope entitled, **"Exploring emotional affect and career resilience in relation to career orientations in the Public Service"**, is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. It has not been submitted before for any degree or examination in any other university.

I further declare that ethical clearance to conduct the research has been obtained from the Department of Industrial and Organisational Psychology, University of South Africa. Permission has been obtained from the participating organisation to conduct the research. I also declare that the study has been carried out in strict accordance with the Policy for Research Ethics of the University of South Africa (Unisa). I took great care that the research was conducted with the highest integrity, taking into account Unisa's Policy for Infringement and Plagiarism.

_____

PHILLEMON MATSAPOLA MOGALE

OCTOBER 2015

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SUMMARY

EXPLORING EMOTIONAL AFFECT AND CAREER RESILIENCE IN RELATION TO CAREER ORIENTATIONS IN THE PUBLIC SERVICE

By

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DEGREE	**:**	**MCom (Industrial and Organisational Psychology)**

The objectives of the research were: (1) to establish the relationship between individuals' emotional affect, career resilience and their career orientations, (2) to explore the moderating role of emotional affect in the career resilience-career orientations relationship, and (3) to determine if employees from different years of service, occupational level, gender, age and race groups differ significantly in relation to their emotional affect, career resilience and career anchors. A convenience sample (N = 143) of predominantly black African people (86%) and staff level (80%) employees with more than 10 years of service (60%) participated in the study (mean age: 41 years; men: 52%; women: 48%). Correlational analysis showed significant associations between the variables. Hierarchical moderated regression analysis indicated high positive affect as a significant moderator of the career resilience-managerial competence career anchor relationship. High negative affect and low negative affect significantly weakened the career resilience-entrepreneurial creativity, career resilience-pure challenge and career resilience-lifestyle relationships. Significant differences were detected between the years of service, age and race groups regarding the variables. The findings may potentially inform the career development of employees in the Public Service.

KEYWORDS: Positive affect, negative affect, career resilience, career orientations, career anchors, career development.

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CHAPTER 1: SCIENTIFIC ORIENTATION FOR THE RESEARCH

The study explored the relationship between emotional affect, career resilience and career orientations in the Public service. This chapter provides the background to and motivation for the intended research; formulates the problem statement and the research questions; states the research aims; discusses the paradigm perspective that guided the definitive boundary for the study; and describes the research design and methodology. Finally, the manner in which the chapters are presented is outlined.

1.1 BACKGROUND AND MOTIVATION FOR THE STUDY

The context of the research is career development within the South African public service. South Africa has undergone dramatic transformation and change since the dawn of democracy, which opened up new career opportunities and career development challenges for individuals in the South African public service. More specifically, the study focuses on individuals' emotional affect, career resilience and career orientations as aspects of their career development. The construct of career orientations relate to Schein's (1990) framework of career anchors as measured by the Career Orientations Inventory. The terms career orientations therefore by implications refer to career anchors in the context of the present study.

Various internal and external pressures exist, including the global economic melt-down, which increase the complexity with which organisations reform, and also the way workers reorganise their careers (Van Dyk & Coetzee, 2012). Cable (2013) points out that the current economic recessions around the globe impact on the available career opportunities and choices in that many organisations are scaling down operations or cutting costs as far as human resource development is concerned. All of these factors have an impact on the employees' career development plans. Therefore, owing to globalisation pressures and economic trends, the traditional conception of career movements and career management practices has changed (Robertson, Brown, Pierre, & Sanchez-Puerta, 2009).

Section 195(1)(h) of the Constitution of the Republic of South Africa, 1996 identifies career development practices that guide the basic values and principles that govern public service and administration. The public service is an entity of the state that employs capable individuals with career development aspirations. Within the public service, public servants are responsible for

identifying and managing their own careers and development opportunities in order to provide service excellence. Public servants are government employees. Ultimately, these employees have specific areas of interest and life choices which include their unique career development needs and these do not necessarily fit in the organisation (Coetzee & Roythorne-Jacobs, 2012).

The Skills Development Act 97 of 1998 (SDA) was promulgated to leverage career deficiencies and also to inform various government departments and private organisations to report on the career development progress of their employees, as well as their other career development practices in support of the National Skills Development Strategy lll (NSDS, 2011). The public service has joined other African public services to share best service delivery practices and pursue an effort to reform the public service capacity development challenges through the African Peer Review Mechanism (APRM) (APRM, 2005).

The APRM programme has been designed to evaluate and report on the effectiveness of the African states based on various facets such as the efficiency of the state, and the level of economic development, state capacity, public administration and upholding of the law. The latest APRM (2009) report indicates that the South African public service is lacking in terms of state capacity to deliver efficient services, and also that public servants are generally not responding to career development or capacity development initiatives. Career and capacity development is aimed at enhancing public servants' career mobility and increasing their employability (NSDS, 2001). Employability is a construct that refers to an attribute that is aimed at keeping or securing jobs or employment (Rothwell, Jewel, & Hardie, 2009; Schreuder & Coetzee, 2011). Furthermore, some public servants are still trapped in the old system of career movement (De Bruin & Buchner, 2010).

Traditionally, individual careers in organisations were viewed as linear, predictable and secure; whereby an individual entered an organisation and strove to rise through the ranks in an attempt to reach higher positions with clearly defined boundaries. Therefore, individuals who were performing satisfactorily expected upward promotions (De Bruin & Buchner, 2010). In relation to the above, the National Development Plan 2030 (NDP, 2009) emphasises that the career development of public servants is a matter of priority in order to speed up the efficient and effective delivery of services to the citizens.

In addition, the NDP (2009) envisages a capable and competitive base of human resources that is skilled, technical and professional. It also requires managerial positions to be a better reflection of the country's racial, gender and disability make-up. In this instance, the National Development Plan (NDP) 2030 states that measures should be instituted in the workplaces that are focused on access to career development, training, career mobility and mentoring.

The evolving changes in the world of employment compel individuals to adjust their basic values, attitudes, emotions and expectations about work (NDP, 2009). In consideration of the NDP (2009), there would seem that citizens have certain expectations that public servants will understand the legitimate concerns regarding their service delivery (*Cape Times*, 2005). Furthermore, the skills audit report (2000) indicates that public servants need to be emotionally strong and sensitive when interacting with the citizenry. This requires on-going career development in order to enhance their service capabilities. The current career development initiatives are stalled by the negative inferences of the public servants towards their personal and career development.

As a result of the challenges mentioned above, in 1996, the Department of Public Service and Administration (DPSA) responded to the above by introducing various development programmes through the South African Management Development Institute (SAMDI), now called the National School of Governance (NSG). Subsequently, two career development programmes relevant to public servants' career development were initiated:

- in-service capacity training and public administration programmes that link directly to promotion and career advancement
- an intensive six-week, interdisciplinary career development course in Public Service Management, as a prerequisite for promotion to the classified management echelon (middle management, senior management and above).

However, despite the NSG (2013) and the NDP (2012) strategic intent, many public servants are still fixed in the so-called "life careers" paradigm, that precludes career change or movement, while others do not even bother to move up to other positions or careers. As a result of these career challenges, many human resource management divisions in the public service have recently embarked on headhunting potential employees for certain careers and positions that

are critical for service delivery. However, the headhunting process may tend to lower the morale of other staff members, thus increasing the career challenges of the public servants' career development plans. Career development is a subject that forms part of the field of Personnel and Career Psychology. This field is concerned with exploring the personality, emotional affect as an aspect of emotional intelligence, human behaviour and the cognitive abilities of employees (Bergh, 2011).

The current study focuses on the individual's positive or negative emotional affect, career resilience and career anchors. In the current study, career anchors are measured through career orientations. Watson, Clark, and Tellegen (1988) define emotional affect as a learnt positive or negative verbal or nonverbal expression or assimilation of feelings towards an object, a person or an event in a way that elicits responses. Norman (2004) explains further that emotional affect includes the emotional reactions (positive-sympathetic, compassionate, negative-exhausting or resentment) that have a strong probability of incurring awareness and behavioural changes.

However, Kite and Kay (2011) argue that the construct of emotional affect resembles an approach to events and activities that dislocate an emotional predisposition with one that produces fruitful results. Affect is an indication of the feeling or emotional experience associated with risky outcomes (Gregg & Seigworth, 2010). The complexity of affect can vary from individual to individual depending on the scenario, from more simplistic and focused affective behaviour to a clearly defined object or person (anger, humour), or to more complex affective behaviour with no specific object or person in mind (rejection, unease, vague threat or hate) (Foxcroft & Roodt, 2009).

In the current literature, there is confirmation that positive affect (i.e. experience of positive mood states and feelings) is related to career achievement, while negative affect (experience of negative mood states and feelings) is related to under-commitment, discontent and disillusionment (Sirgy, 2012; Min, Chae, Lee, & Yu, 2013). Affect is also associated with feelings of liking or disliking something, such as an event or a situation, in a certain way (Ivancevich, Konopaske, & Matteson, 2005).

The experience of a positive affect state can benefit individual aspirations for future goal attainment (Moerdyk, 2009). However, there is no indication as to the way in which emotional affect is related to career resilience and career orientations or the way the individual's career resilience factors and career orientations are associated. However, balancing affective experience is crucial for appropriate mental resilience, psychological adjustment, wellbeing and a stable career orientation (Foxcroft & Roodt, 2009). Evidence in the literature indicates that career resilience, emotional affect and career orientations are linked to individuals' subjective wellbeing (Coetzee & Bergh, 2009). Because there is no evidence that link emotional affect, career resilience and career orientations in a single study, the current undertaken study aims to indicate the association between these three constructs.

Emotional affect, career resilience and career anchors are individual factors that embrace a positive mental state and psychological adjustment (Moerdyk, 2009). According to Roodt (1991), individuals' ability to reorient themselves and adapt, as well as being able to cope with difficult circumstances in life, while also maintaining a positive emotional and mental state, is a prerequisite for optimal wellbeing. Emotional affect is regarded as an aspect of emotional intelligence (Ramchunder & Martins, 2014). An individual's emotional affect can be either a positive or negative experience (Bergh, 2011) and Watson et al. (1988) emphasise that individuals can demonstrate either a positive or negative affect toward a target or a goal.

Therefore, it is important to understand the strength of an individual's feelings and emotions in his/her career development so that his/her potential can be well utilised within the organisation (Sarris & Kirby, 2013). Fredrickson (2009) further points out that positive emotion enables individuals to build on their personal resources (intellectual and problem-solving abilities and an openness to learn), physical health and social resources (maintaining relationships) and psychological resources (goal-setting and resilience). Goleman (1995) states in this regard that emotional affect is an "essential" component of an individual's career development. Fredrickson (2009) elaborates further that positive emotional affect can assist people to overcome their career shortcomings, organisational depressive symptoms and other health-related symptoms.

However, Hefferon and Boniwell (2011) indicate that individuals' career progress would determine whether they experience positive or negative emotional affect, in that negative affect stems from inadequate progress towards goals while positive affect comes from making progress towards future goal attainment.

Negative emotional affect can lead to emotional breakdown, setbacks and under-commitment which are not conducive for the individual or his/her career development (Mustafa, 2013). Gross (2008) points out that contemporary emotional affect theories view emotional affect as arising from the person–situation transactional context that translates attitudes into a specific meaning. Positive emotional affect provides the impetus for individual wellbeing (Zerbe, Ashkanasy, & Härtel, 2013). Furthermore, Carr (2011) indicates that positive emotional affect guides and facilitates the recall and organisation of memories and positive thoughts, and enhances flexible thinking and judgement. The strength of the emotional responses that are displayed by an individual serves to suppress negative or positive reactions within the organisation (Kite & Kay, 2012).

Kite and Kay (2012) maintain that negative emotions dampen enthusiasm and that negative people blame others for their faults; this results in problematic career and organisational aspects such as career misfit. Positive emotional affect allows the individual to be proactive and to develop an aptitude for coping with career setbacks (Sinclair, 2009). Evidence indicates that there are primary and secondary emotions that people use to express their feelings (Christensen, 2010). Kite and Kay (2012) mention five types of primary emotion (anger, love, fear, sadness and happiness) that people resort to when reacting quickly to situations and they seem impossible to resist, while secondary emotions are more social in nature.

The primary emotions act as drivers towards goal attainment, while secondary emotions involve feeling something about the feeling itself, such as feeling angry when being hurt or feeling shame about anxiety (Christensen, 2010; Kite & Kay, 2012). Moreover, secondary emotions increase the intensity of the emotional reactions (Christensen, 2010). Emotional affect revolves around individuals' physical state (anger, heat, trembling) where affect is transitive and in constant variation (Gregg & Seigworth, 2010). Schachter and Singer (1962, cited in Bergh, 2011) state that emotions are functions of two factors. These two factors are the changes brought on by physiological arousal and cognitive thought. These two functions regulate individuals' decisions to act in a certain way (Bergh, 2011).

Moreover, Chakraborty and Konar (2009) explain that emotions have four common attributes, namely, intensity (which is related to the strength of the emotion); brevity (which refers to the

transient state of psychological processes); positivity (which is the expression of personal and interesting perspectives derived from a narrow target) and instability (which is indicated as activities that require a higher degree of coordination and control).

According to Manion (2011), positive emotions drive people's behaviour towards a positive goal and, therefore, emotional affect becomes part of the well-being of the individual. Bergh (2011) also states that emotional affect relates to how well individuals understand and express their feelings and how other people are feeling and how they control their own emotions. Coetzee and Schreuder (2009b) point out that emotional affect includes cognitive functioning that elicits human interaction, thinking, memory and creativity. Bergh and Theron (2009) state that individuals connect with their own inner strength and abilities to experience positive emotions (absence of dysfunctional negative emotions) that will fulfil their planned potential careers. In addition, Hasson (2014) indicates that emotions are the experience of subjective feelings which can either be positive or negative for individuals.

Therefore emotions are important for the individual to rediscover and recognise their own potential contributions and, where possible, some weaknesses (Ng & Feldman, 2014). Mustafa (2013) states that emotions are always involved when people are prevented from attaining certain career development goals. As organisations continue to change, individuals are also required to change or adapt their careers and their abilities to suit their current situation (Cummings & Worley, 2009). However, Nelson (2009) states that people who are resilient and who experience positive emotional affect can still feel sad or suffer anxiety and stress.

Scherer (2010) points out that emotional affect should be distinguished from the experience of moods. According to Davidson and Begley (2012), moods are expressions of persistent feelings and they may last for some days. However, mood disorders constitute a psychological health problem and may lead to unstable career decisions (Foxcroft & Roodt, 2009). Furthermore, Stouch, Saklofske, and Parker (2009) indicate that individuals' emotions are associated with the affective intellectual functioning of emotional intelligence. Therefore, emotional affect includes the ability of an individual to perceive, express and assimilate emotions, and to understand and provide logical reasons for them (Ramchunder & Martins, 2014).

Jordaan and Troth (2009) maintains that emotional affect enables managers to understand the important contributions that positive or negative emotions make in the organisation, especially those contributions that create the desirable qualities of enthusiasm, motivation and affective commitment. Positive emotional affect is important in career-related decisions. Walbott and Summerfield (2012) maintain that emotions include antecedent situations which tend to elicit a reaction or response. Ellgring and Rimè (cited in Wallbott & Summerfield, 2012) indicate that there is a connection between the physiological experience of emotional affect in culture and gender differences in that females decode more emotional nonverbal cues better than males.

Furthermore, Bergh (2011) states that different cultural groups view emotional affect in many different ways, and that females are more involved in career transitions than ever before. Nelson (2009) argues that there is evidence that supports the finding that positive emotional affect cuts across different cultures in that people who are feeling positive exhibit greater sympathy and compassion to someone from another culture. Furthermore, Nelson (2009) reveals that the positive emotions of gratitude, interest and love mediate between pre-crisis career resilience, the later development of depressive symptoms and post-crisis personal growth.

There also seems to be an indication that emotional affect has a role to play in individual career development and work performance. Davidson and Begley (2012) classify resilience as one of the top factors in emotional styles, while Fredrickson and Branigan (2005) indicate that there is a positive correlation between positive emotion and resilience. Fourie and Van Vuuren (1998) define "career resilience" as the individual's resistance to and ability to recover from career adversity, setbacks and career disappointment. Furthermore, career resilient people recover easily from career adversity and adapt to the prevailing conditions, take risks and build self-confidence to secure future employment (Fourie & Van Vuuren, 1998; Wagnild, 2009). Career resilience is also a positive indication of the individual’s response to career disappointment (Min et al., 2013).

Generally, career resilience is the ability of individuals to bounce back from career-related emotional or physical setbacks (Masten, 1994). Wolff (1995) adds that resilience is the state of recovery from a stressful or traumatic situation.

These definitions serve to illustrate that career resilience is a critical career competency that would seem to be congruent with an emerging career paradigm that emphasises independence in career management, rather than dependence on traditional career principles (Van Vuuren & Fourie, 2000). Therefore, the measurement of career resilience is important to inculcate dependence or independence, belief in oneself or in others, self-reliance or reliance on others, or how receptive an individual is to changes in the workplace (Aamodt, 2010). According to Carr (2011), career resilience can be studied from a positive psychology perspective. Positive psychology advocates healthy living, talent development and the recognition of individual abilities, as well as increasing productivity and fulfilment in people's lives (Seligman & Csikszentmihalyi, 2000).

Furthermore, resilience refers to an individual's positive responses to adversity (Min et al., 2013). Fourie and Van Vuuren (1998) point out that career resilience is a construct that overhauls the traditional career paradigm in the workplace, Frederickson (2003) points out that resilient people are buffered from depression and achieve growth such as positive thinking and a positive lifestyle. Foxcroft and Roodt (2009) indicate that a resilient person is in a better position to express clear career preferences and/or demonstrate his/her like or dislike towards the job or career. Therefore, a career-resilient person would be able to, when facing career obstacles or negative career preferences or setbacks, cope effectively and take control of the situation (Schreuder & Coetzee, 2010).

Fourie and Van Vuuren (1988) maintain that individuals who are resilient can resist career disappointment and unpleasant situations. Therefore, resilient people are more involved in reframing, experiencing positive emotions, participating in physical activities, trusting social support, and using personal and authentic strength optimisation (Hefferon & Boniwell, 2011). Strùmpfer (2006) states that positive emotions are a guide to the construct of career resilience. Coetzee and Roythorne-Jacobs (2012) emphasise that in order to be able to cope well with career transitions, individuals should be well prepared for changing work settings and work conditions.

Lepore and Revenson (2006) argue that because resilience is a state of recovery, resistance and reconfiguration are therefore crucial for individuals to bounce back. However, Wagnild (2009) states that career resilience in the organisation should be regarded as the ability of individuals to remain focused, effective and productive, whilst at the same time demonstrating

more hope, optimism and positivity and the ability to cope with job demands by getting through tough times such as job losses and economic hardship; being able to learn new skills and knowledge when existing skills seems outdated; and being less likely to become mentally or physically ill during adversity and able to turn adversity into a growth experience. Career resilience is also regarded as the opposite side of negative responses to career adversity and performance deficiencies (Min et al., 2013). Furthermore, Fourie and Van Vuuren (1988) posit that the career-resilient individual can resist career disappointment in less optimal work environments.

Fredrickson (2009) argues that while individuals who have positive emotional affect will automatically have resilience, they still experience setbacks. As far as Manion (2011) is concerned, by pursuing positive emotional activities, individuals increase their resilience capacity. Cohn, Fredrickson, Brown, Mikels, and Conway (2009) elaborate further that individuals can undo negative emotions and build resilience through positive thought action in order to mould their career. Strùmpfer (2006) maintains that resilience is related to positive behaviour and attitudes or the ability to maintain good mental health. Sources of resilience include personal factors (e.g. locus of control, self-efficacy), biological factors (genetic, brain-related), environmental-systematic factors (social support, family), and interaction between personal, genetic and environmental factors (Herman, Steward, Diaz-Granados, Berger, Jackson, & Yuen, 2011).

Career orientations has been defined as the patterns of self-perceived talents and abilities, basic values, evolving motives and needs that influence an employee's career decisions (Schein, 1990, 1996). Schein (1990) has shown that the domain of the career self-concept develops as an individual gains life exposure. In the current study, career orientations are conceptualised and deliberated within the scope of Schein's (1990, 1996) theory of career anchors. Schein's (1990) theory consists of eight career anchors or preferences, which provide a context within which people can embrace their career meta-capabilities (Coetzee & Schreuder, 2009a).

The eight career anchors, as described by Schein (1990), include autonomy or independence; technical or functional; general managerial; entrepreneurial or creativity; lifestyle; pure challenge; service or dedication to a cause; and security or stability. These career anchors are based on self-assessment knowledge and skills that assist the individual to make vocational

choices (Feldman & Bolino, 2000). An understanding of how these eight career anchors manifest in the public service is vital to stimulate public servants' career development. Career anchors contribute to individuals' personal growth, promotion and success (Effklides & Maraitou, 2013). Therefore, Leon, Rosenberg and Chong (2013) argue that enhancing people's careers and self-awareness of their career motives and interests in addition to their knowledge, skills and abilities are an important critical area for workplace performance.

When employees gain more life exposure and experiences in career development, they also become career anchored (Schreuder & Coetzee, 2010). A person who is career resilient and who has a certain career anchor, may potentially demonstrate specific job capabilities and other activities that an individual would prefer to do in relation to their competencies and preferences (Coetzee & Roythorne-Jacobs, 2012). The construct of career resilience is important in the public service because the career-oriented public servant will develop, identify and manage their life styles, and ultimately remain loyal to the citizens as the customers (WPTPS, 1995).

Individuals' career anchors are anchored in their career preferences which influence their career choices and behaviour. Being career resilient may also be positively or negatively associated with certain career anchors (Coetzee & Schreuder, 2009a). Schreuder and Theron (2002) indicate that career-related issues are tied to the emotions in that individuals' problems and challenges affect their potential for productivity and development.

Therefore, individuals who are able to make career choices are better off emotionally (Bergh, 2011). At times, employees are emotional when they make career choices (Norman, 2004). Moerdyk (2009) elaborates in this regard that an individual would select what is deemed the best of the available career options, and this selection is made in terms of what the person knows and what is considered important in his/her career life. Coetzee, Bergh, and Schreuder (2010) further state that there must be a fit between individuals' career anchors and their occupation in order to avoid stress, turnover or career dissatisfaction. Therefore, career development is important in nurturing and balancing employees' needs in line with their career anchors (Fineman, 2006).

Fourie and Van Vuuren, (1998) posit that a resilient person encountering career barriers will eventually direct their energy to lessen frustrations and, thus, remain positive in order to overcome those career barriers. Career anchors can serve as guidance for public servants in managing their employability and career development. Coetzee, Schreuder, and Tladinyane (2007) state that female participants appeared to differ from males in terms of their career anchors. Furthermore, Schreuder and Coetzee (2011) indicate that gender and family work factors, including the attributes of stereotyping in work, are in fact disappearing, and also that females are being promoted and moving faster to the management echelons.

In conclusion, there are indications that there is a link between the constructs of emotional affect and career resilience; however, a lack of literature exists on the relationship between emotional affect, career resilience and career anchors. Therefore, the current study aims to establish whether emotional affect and career resilience can predict an individual's career anchors. The study is in line with the requirements of the White Paper on Transforming Public Service Delivery (WPTPSD, 1997), which states that public servants should be courteous, approachable, sympathetic, compassion, warm and friendly at all the times and should engage in career development activities. These attributes clearly relate to public servants' emotional affect and career resilience.

It is hoped that the study may potentially provide a new understanding of the psychological attributes that influence public servants' career decision-making and behaviour (NPC, 2013). Subsequently, individuals may develop an awareness of how their emotional affect and career resilience relate to their career orientations (motives, values and interests). The study seeks to make recommendations for the career development of public servants.

1.2 RESEARCH HYPOTHESIS

Based on the literature review, the following research hypotheses are formulated:

- Ha1: Individuals' emotional affect and career resilience are positively related to their career orientations.

- Ha2: Positive affect will moderate the relationships between career resilience and career orientations such that the career resilience–career orientations relationship will be stronger for high-positive affect individuals than for low-positive affect individuals.

- Ha3: Negative affect will moderate the relationships between career resilience and career orientations such that the career resilience–career orientations relationships will be stronger for low-negative affect individuals than for high-negative affect individuals.

- Ha4: Individuals from different biographical groups (years of service, occupational level, gender, age and race groups) will differ significantly regarding their emotional affect, career resilience and career orientations.

1.3 PROBLEM STATEMENT

There seems to be a paucity of research on the relationship between individuals' emotional affect (positive or negative), career resilience and career anchors and the way in which individuals from different age, race, gender and occupational groups differ regarding these variables. The public servants' career development seems be a challenge to efficient, citizen-oriented service delivery in the country (NDP, 2009). Therefore, understanding the relationship between the constructs of emotional affect, career resilience and career anchors, and the biographical differences between these variables, may potentially contribute to interventions concerned with the career development of individuals employed in the public service. Emotional affect (positive or negative), career resilience and career orientations/anchors are separate constructs and have received attention from various researchers, however, the description of these constructs within the public service still remains vague.

Positive emotional affect provides the intention state of the individual wellbeing and evokes a relaxed approach to tasks, while negative emotional affect produces distress that evokes effortful and systematic thinking in task accomplishment (Zerbe, et al., 2013). Given that Min et al. (2013) indicated that resilience enables individuals to cope well and overcome adversity, career resilience can also be an important factor for favourable outcomes from emotional setbacks, drawbacks, depression, or anxiety. Coetzee et al. (2010) indicate that a misfit between employees' career orientations and the workplace can result in anxiety, stress, job and

career dissatisfaction and possible high turnover. Therefore, career anchors (career motives and values) are important for guiding career development practices (Coetzee & Bergh, 2009).

The findings of this study may potentially contribute to the overall well-being, proactive career development and career satisfaction of public servants. Coetzee and Schreuder (2011) maintain that organisational career development systems should be clear about future career prospects and realise a fit between employee emotional affect, career anchors and the work environment. Following a discussion of the background to the study and the problem identification, the general research question that this research aims to answer is as follows:

What is the nature of the relationship between individuals' emotional affect, career resilience and career anchors (career orientations), and how do individuals from various years of service, age, gender and race differ regarding these variables?

To answer the above research question, this research was designed to review specific literature and to answer a number of empirical questions. These are stated below.

1.4 RESEARCH QUESTIONS

1.4.1 Literature review questions

In terms of the literature review, the research aims to answer the following questions:

- **Research question 1:** How are the constructs of emotional affect, career resilience and career orientations conceptualised in the literature?

- **Research question 2:** What is the nature of the theoretical relationship between the constructs of emotional affect, career resilience and career orientations?

- **Research question 3:** How do the person-centred variables such as biographical characteristics (years of service, occupational level, gender, age and race groups), emotional affect, career resilience and career orientations relate to individuals' career development?

- **Research question 4:** What are the implications for career development practices in the public service?

- **Research question 5:** What recommendations for the career development practices and future research can be formulated?

1.4.2 Empirical study questions

In terms of the empirical study, the following specific research questions were addressed:

- **Research question 1**: What are the nature, direction and magnitude of the statistical relationship between emotional affect, career resilience and career orientations, as manifested in a sample of respondents in the South African public service? (This research question relates to research hypothesis Ha1).

- **Research question 2:** Will positive affect moderate the relationships between career resilience and career orientations such that the career resilience–career orientations relationship is stronger for high-positive affect individuals than for low-positive affect individuals? (This research question relates to research hypothesis Ha2).

- **Research question 3:** Will negative affect moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationship is stronger for low-negative affect individuals than for high-negative affect individuals? (This research question relates to research hypothesis Ha3).

- **Research question 4:** Do individuals from different years of service, occupational level, gender, age and race groups differ significantly regarding their emotional affect, career resilience and career orientations? (This research question relates to research hypothesis Ha4).

- **Research question 5:** What are the recommendations for career development practices and future research in relation to emotional affect, career resilience, career orientations and biographical groups in the public service?

1.5 RESEARCH AIMS

1.5.1 General

The general aim of the study was to explore the nature of the relationship between individuals' emotional affect, career resilience and career orientations and, secondly, whether individuals from various years of service, occupational level, gender, age and race groups differ significantly regarding these variables.

1.5.2 Specific aims

1.5.2.1 Specific aims in terms of the literature review

- **Research aim 1:** To explore the constructs of emotional affect, career resilience and career orientations as conceptualised in the literature.
- **Research aim 2:** To determine the nature of the theoretical relationship between the constructs of emotional affect, career resilience and career orientations.

- **Research aim 3**: To determine how person-centred variables such as biographical characteristics (years of service, occupational level, gender, age and race groups), emotional affect, career resilience and career orientations relate to individuals' career development.

- **Research aim 4:** To explore the career development practice implications in the public service.

- **Research aim 5:** To formulate recommendations for career development practices and future research in the South African public service.

1.5.2.2 Specific aims regarding the empirical study

- **Research aim 1:** To explore the nature, direction and magnitude of the statistical relationship between emotional affect, career resilience and career orientations as manifested in a sample of respondents in the South African public service. (This research aim relates to research hypothesis Ha1).

- **Research aim 2**: To establish whether positive affect moderates the relationships between career resilience and career orientations such that the career resilience–career orientations relationship would be stronger for high-positive affect individuals than for low-positive affect individuals? (This research aim relates to research hypothesis Ha2).

- **Research aim 3**: To establish whether negative affect moderates the relationships between career resilience and the career orientations such that the career resilience–career orientations relationship will be stronger for low-negative affect individuals than for high-negative affect individuals (This research aim relates to research hypothesis Ha3).

- **Research aim 4:** To determine whether individuals from different years of service, occupational level, gender, age and race groups differ significantly regarding their emotional affect, career resilience and career orientations. (This research aim relates to research hypothesis Ha4).

- **Research aim 5**: To formulate recommendations for the career development practices and future research.

1.6 PARADIGM PERSPECTIVE

A paradigm is a lens through which the researcher views the obvious and not-so-obvious principles of reality (Maree, 2009). The proposed study is positioned within the paradigm and disciplinary (meta-theoretical perspective) context to which it belongs in order to establish definite boundaries.

The paradigm perspective guided the specific approach followed in the interpretation of the data during research process which takes place within the social sciences. Meta-theoretical

perspectives provided a framework for the research questions and reflect the nature of the discipline (Babbie & Mouton, 2009).

The meta-theoretical (disciplinary boundary) context of the study is career psychology, which is a sub-field of industrial and organisational psychology (IOP). According to Sdorow and Rickabaugh (2002), as well as Bergh and Theron (2009), IOP applies various psychological principles, concepts and methods in order to study and influence behaviour in the workplace. The overall goal of an industrial and organisational psychologist is therefore to maintain and improve organisational functioning by understanding the interaction between humans and their work environment from a psychological perspective (Sinclair, 2009).

The constructs of emotional affect, career resilience and career orientations will be studied within the context of career psychology. Bergh and Theron (2009) state that industrial and organisational psychologists should be involved in the career development of individuals and help them resolve their career conflicts. The literature review of emotional affect, career resilience and career anchors will be presented from a human-existential paradigm. The empirical study will be presented within a positivist research paradigm.

1.6.1 Humanistic-existential paradigm

The humanistic-existential paradigm is relevant to this study as it assumes that individuals have the capacity and free will to decide on their own career developments and moves. Humanistic-existential psychology can be distinguished from other theoretical paradigms of psychodynamic and cognitive psychology in that it is about understanding an individual's life experience and the ways in which the constructs can be meaningful to their world.

Cilliers (2000) assume that a humanistic-existential paradigm subscribes to the following principles:

- Individuals are seen as more than the sum of their parts and can be studied as a whole.
- Individuals are principally good and should be seen as dignified beings.
- People exist in a human context which forms the basis of human identity.

- Individuals act in self-awareness; they have on-going growth whilst realising their own true potential.
- People have freedom and responsibility to make choices and live purposefully.

1.6.2 Positivist research paradigm

The empirical study was approached from the perspective of a positivist research paradigm (Gray, 2014). A positivist research approach is objective and aimed at describing the laws and mechanisms operating in society (Terre Blanche & Durrheim, 2002). The researcher remains objective and independence from the study and the knowledge will be discovered and verified through direct observation or by measuring the phenomena under study (Maxwell, 2013). According to the positivist epistemology, science is seen as the way in which truth is acquired and that it has to be understood well to be predicted and controlled (Krause, 2005).

Positivism predominates in science and assumes that science measures independent facts about a single apprehensible reality (Healy & Perry, 2000). The study will be grounded on the preceding assumption that there is a relationship between emotional affect, career resilience and career orientations.

1.7 CONCEPTUAL DESCRIPTIONS

1.7.1 Emotional affect

Emotional affect denotes a learnt positive or negative verbal or nonverbal expression or assimilation of feelings towards a person, an event or an object in a way that illicit a response (Watson et al., 1988). In addition, emotional affect indicates the emotional reactions (positive-sympathetic or compassionate or negative-exhausting or resentment) that have a strong probability of incurring awareness and behavioural changes (Norman, 2004). The construct of emotional affect is discussed in terms of the theoretical background on emotional affect provided by Watson et al. (1988). In this study, the construct of emotional affect was measured by the Positive and Negative Activation Schedule (PANAS) (Watson et al., 1988).

1.7.2 Career resilience

Career resilience has been defined as the individual's career resistance and recovery in the face of life setbacks, career disappointments, mishaps and situations, and rebuilding the career resources needed to function at an optimal level (Fourie & Van Vuuren, 1998). Furthermore, the career-resilient person recovers from misfortunes and career adversity and is able to adapt to the career development challenges within the organisation, while also looking forward to working with different and new people, taking risks and building self-confidence to secure future employment (Fourie & Van Vuuren, 1998; Bezuidenhout, 2011; Wagnild, 2009).

The construct of career resilience is discussed in terms of the theoretical background information on career resilience provided by Fourie and Van Vuuren (1998). The career resilience construct was measured in this study by the Career Resilience Questionnaire (CRQ) (Fourie & Van Vuuren, 1998).

1.7.3 Career orientations

Career orientations are defined as the set of an individual's self-perceived talents and abilities, total self-concept, personal values, motives and basic needs that are related to the career development and choices (Schein, 1990, 1996). In this study, career orientations are studied within the ambit of Schein's (1990, 1996) theory of career anchors. The construct of career anchors was measured by the Career Orientations Inventory (COI) (Schein, 1990). Table 1.1 gives an overview of the core constructs.

Table 1.1

An Overview of the Core Constructs

Construct	Description	Underpinning theoretical model	Measuring instrument
Emotional affect	Emotional affect denotes a learnt positive or negative verbal or nonverbal expression or assimilation of feelings towards a person, an event or an object in a	Watson et al.'s (1988) mixed model of emotional	Positive And Negative Activation Schedule (PANAS)

	particular way that elicits a response (Watson et al., 1988).	affect	(Watson et al., 1988)
Career resilience	Career resilience is defined as the individual's ability to recover in the face of life setbacks, career disappointment, mishaps and situations, and the rebuilding of career resources needed to function at an optimal level (Fourie & Van Vuuren, 1998).	Fourie and Van Vuuren's (1998) model of career resilience	Career Resilience Questionnaire (CRQ) (Fourie & Van Vuuren, 1998)
Career orientations (career anchors)	Career orientations are defined as the set of an individual's self-perceived talent and abilities, total self-concept, personal values, motives and basic needs that are related to career development and career choices (Schein, 1990, 1996).	Schein's (1990, 1996) model of career anchors	Career Orientations Inventory (Schein, 1990)

1.8 CENTRAL HYPOTHESIS

The central hypotheses of the study are as follows:

Individuals' emotional affect, career resilience and career anchors are significantly related. Positive and negative affect significantly moderates the career resilience–career orientations/anchors relation. Moreover, individuals' emotional affect, career resilience and career anchors differ significantly in relation to their years of service, occupational level, gender, age and race characteristics.

1.9 RESEARCH DESIGN

Mouton and Marais (1996) state that the aim of a research design should be to plan and structure the given research project to maximise the validity and reliability of the research findings. This design is presented according to the research approach used, validity and reliability, unit of analysis and ethical considerations.

1.9.1 Research approach

A cross-sectional quantitative approach was used to examine the statistical relationship between the three variables of emotional affect, career resilience and career orientations. The research was conducted from a positivist research perspective. A positivistic research approach tends to be objective and aims to describe the laws that govern society (Terre Blanche & Durrheim, 2006). This approach emphasises the empirical testing and verification of research hypotheses and theories using instruments that have been validated and have been found to be reliable (Terre Blanche, Durrheim & Painter, 2006).

Three instruments were used, namely, the Positive and Negative Activation Schedule (PANAS) (Watson et al., 1988), Career Resilience Questionnaire (CRQ) (Fourie & Van Vuuren, 1988) and Career Orientations Inventory (COI) (Schein, 1990), targeting permanently employed public servants from the Department of Rural Development and Land Reform (DRDLR), with the aim of assessing the empirical relationship between the variables. The research was based on the analysis of primary data obtained from a survey administered in the form of questionnaires (Struwig & Stead, 2001). The questionnaires were administered in sessions, and the data was captured in an electronic file on MS Excel program and subsequently converted into an SPSS file. The statistical data were processed and analysed by means of descriptive, correlational and inferential statistics.

1.9.2 Research variables

Variables are central to quantitative research (Leedy & Ormrod, 2010). Bouma and Ling (2010) maintain that a variable is a concept that can be measured. The construct can either be an independent or dependent variable (Gray, 2014). An independent variable is the variable that is being manipulated (Maxwell, 2013), while the dependent variable is the outcome/effect of another variable (Bouma & Ling, 2010). In the context of the current study, biographical characteristics, emotional affect and career resilience are regarded as independent variables, and career orientations are regarded as the dependent variables. In addition, positive and negative affect were treated as moderating variables.

The study aimed to establish, firstly, whether there is a significant relationship between the three variables; secondly, whether positive emotional affect (moderating variable) will moderate the relationships between career resilience (independent variable) and career orientations (dependent variable) such that the career resilience–career orientations relationships will be stronger for high-positive affect individuals than for low-positive affect individuals, and whether negative affect (moderating variable) will moderate the relationships between career resilience independent variable) and career orientations (dependent variable) such that the career resilience–career orientations relationships will be stronger for low-negative affect individuals than for high-negative affect individuals.

The biographical variables were treated as person-centred variables influencing the individual's emotional affect, career resilience and career orientations. The biographical variables (years of service, occupational level, gender, age and race), emotional affect and career resilience are the independent (predictor) variables, while career orientations are the dependent (criterion) variables (Gray, 2014). Figure 1.1 depicts the relationship between biographical variables, and the constructs of emotional affect, career resilience and career orientations.

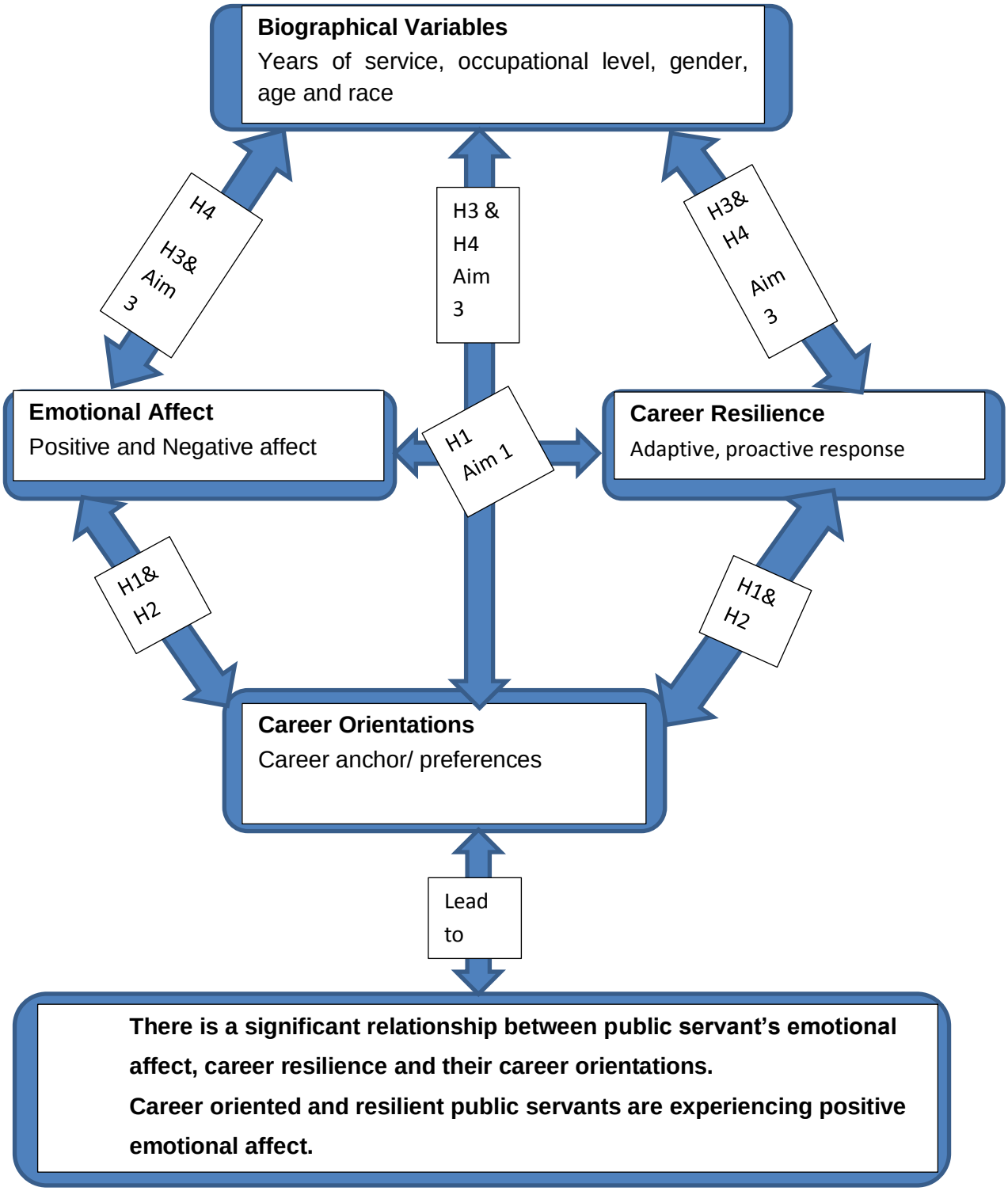

Figure 1.1 The relationship between biographical variables, and the constructs of emotional affect, career resilience and career orientations

1.9.3 Validity and reliability

1.9.3.1 Validity

Validity refers to the extent to which a measuring instrument measures the constructs it is meant to measure (Babbie & Mouton, 2009). Internal and external validity are the approximate truth about the construct relationships (Trochim, 2006), and are very important in research design (Terre Blanche & Durrheim, 2002). The literature review and empirical review will be conducted in relation to the study variables (Mouton & Marais, 1996).

Internal validity relates mainly to the issue of causality and allows a researcher to generate valid findings with regard to a specific subject (Punch, 2014). Maxwell (2013) indicates that internal validity assists the researcher to examine the research design and related methods that were used to reach certain conclusions or findings. Internal validity was assured by minimising selection bias and the questionnaires included standardised instructions and information to all participants.

External validity is the degree to which the study results can be are generalised to other people and research settings associated with the sample (Bouma & Ling, 2010). External validity was assured by ensuring that the results are generalised to only South African public servants who are permanently employed in the department of Rural Development and Land Reform (DRDLR). Targeting the total population of the department assisted in providing for the overall generalisability of the results. External validity was assured by targeting a representative sample.

The research topic is related to the study, the problem statement, the aim, the purpose of the study, the theoretical paradigms underpinning the study and the research techniques (Foxcroft & Roodt, 2009). Gregory (2000) states that in obtaining data for the empirical study, the measuring instruments to be used should be valid and standardised.

The validity of the data-gathering instruments was assured by

- measuring constructs using measuring instruments that are applicable and have been tested in scientific research, and have been found to be acceptable in terms of face validity, content validity and construct validity
- collecting data that are accurate and analysed appropriately to ensure content validity

- conducting statistical processing and analysis using the most recent SPSS version 22 (SPSS, 2011)
- ensuring content validity by seeing to it that the findings of the research are based on the data analysis
- reporting and interpreting the results in accordance with standardised procedures

Final conclusions, implications and recommendations are based on the findings of the research.

1.9.3.2 Reliability

Reliability is concerned with the accuracy, stability and consistency of the measuring device/instrument (Bouma & Ling, 2010). The reliability of the study was assured by eliminating possible sources of error and focusing on the effects of the participants' characteristics and the characteristics of the researcher (Foxcroft & Roodt, 2009). Cronbach's coefficient alpha was used to determine the internal consistency reliability of the measures (Tredoux & Durrheim, 2002). The collected raw data were filtered using the computer software storage of Excel and then transferred to SPSS version 22.0 (SPSS, 2011). Reliability was assured as follows;

- The data collection instruments were checked to see if they were valid and reliable and only the researcher collected the data.

- All collected data were stored electronically in a secure file.

- Cronbach's alpha coefficients were used to establish internal consistency. These can range from 0, which indicates no internal consistency, to 1, which is the maximum internal consistency score (Terre Blanche & Durrheim, 2002). Tredoux and Durrheim (2006) indicate that a Cronbach's alpha of .75 is adequate for this type of research.

1.9.4 Units of analysis

In the study, the units of analysis were individuals. The research focused on their emotional affect, career resilience and career orientations within the South African public service. A unit of analysis is the objects or things that are researched in order to formulate generalisation of these objects and to further explain the differences among them (Babbie & Mouton, 2009). When

investigating the biographical groups (years of service, occupational level, gender, age and race), the units of analysis were the sub-groups (Mouton & Marais, 1996).

1.9.5 Ethical considerations

The Health Professionals Council of South Africa's (HPCSA) ethical guidelines and standards and the University of South Africa (UNISA) Policy on Research Ethics formed the basis for the research. Prior to the research process, ethical clearance was obtained from the UNISA IOP research ethics committee. Permission to the conduct the research was obtained from the participating organisation (DRDLR). Informed consent was obtained from all relevant participants and all information, data management and results were handled confidentially (Gray, 2014). Participation in the study was voluntary (Sinclair, 2011). Participant did not indicate their names on the form, thus remaining anonymous (Bouma & Ling, 2010).

Considering that most public servants have no formal qualifications, their special needs and literacy levels were considered (Haynes & O`Braine, 2000). Participants were assured of confidentiality and were given the right to withdraw from the study if they wished to do so (Maxwell, 2013). No harm whatsoever was caused to the participants during the study (Babbie & Mouton, 2009). The results obtained were limited to the organisation from which the data were obtained (Bouma & Ling, 2010). All the benefits of the study were communicated to the individuals and the organisation and the researcher strived for objectivity and to conduct the research with integrity (Gray, 2014).

1.10 RESEARCH METHODS

The research study was conducted in a structured manner and divided into two phases: The first phase was a literature review and the second phase was an empirical study.

Figure 1.2 indicates the steps that were followed during the systematic execution of the empirical study.

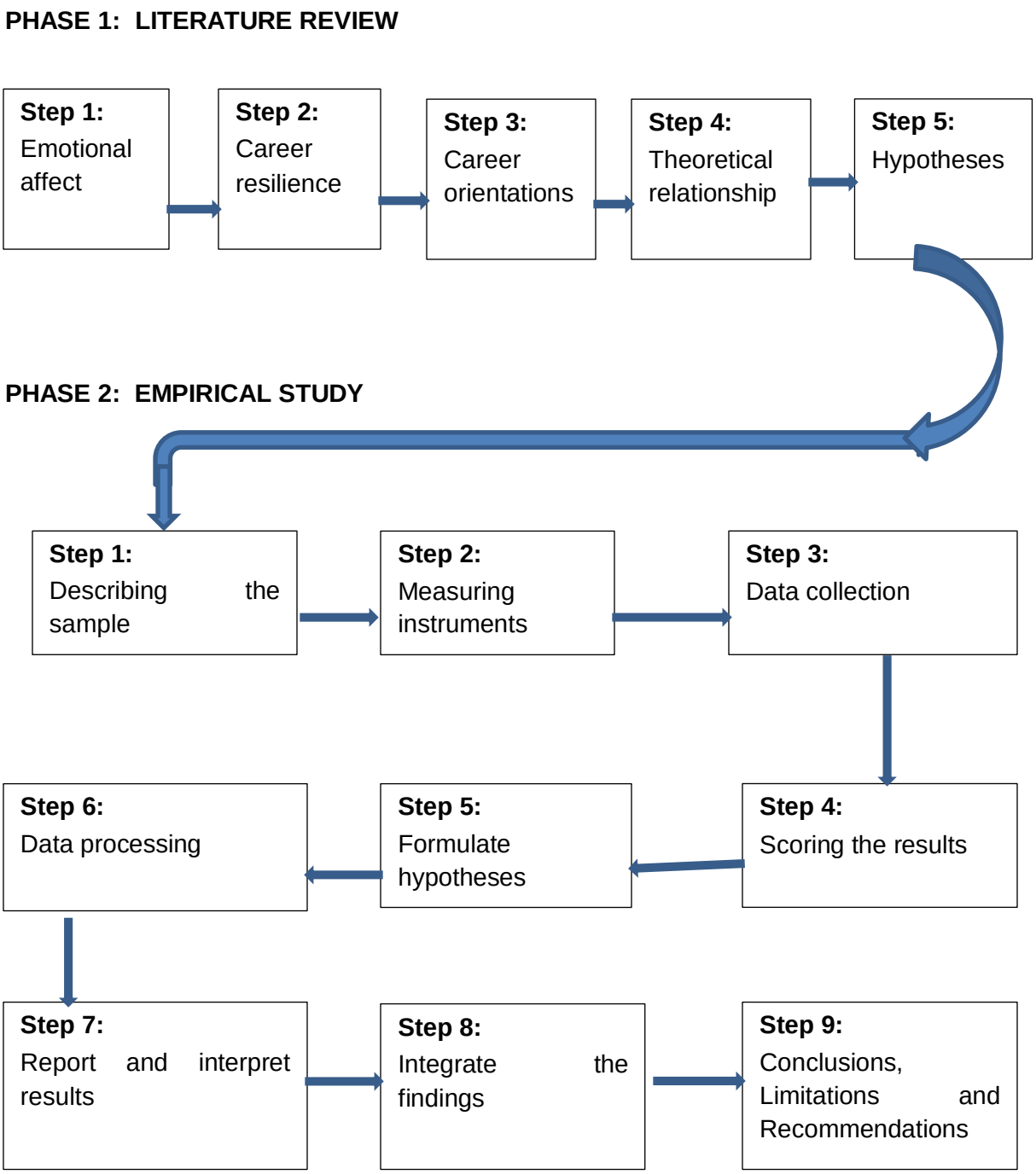

Figure 1.2: Flow diagram of the research method process

1.10.1 Phase 1: Literature review

The study followed the following five (5) key steps in order to achieve the research aims proposed from a theoretical perspective:

Step 1: As part of research aim one (literature review), the constructs of emotional affect, career resilience, and career orientations were conceptualised.

Step 2: As part of research aim two (literature review), the theoretical relationships between the variables were defined and the variables integrated.

Step 3: As part of research aim three (literature review), the influence of biographical variables such as years of service, occupational level, gender, age and race on individuals' emotional affect, career resilience and career orientations was discussed.

Step 4: The variables and the conceptualisation of the theoretical relationships between the variables were integrated (literature review research aim four)

Step 5: Finally, the theoretical implications for career development practices in the public service was critically evaluated.

1.10.2 Phase 2: Empirical study

In order to achieve the empirical research aims, phase two consisted of seven steps:

Step 1: Determination and description of the sample (research participants)

The department of Rural Development and Land Reform (DRDLR) has approximately two thousand (2000) populations of permanent public servants. A convenience sampling method was utilised for this study as it is easy to administer and the researcher selects participants on the basis of their availability (Gray, 2014). The disadvantage of convenience sampling is that the researcher can omit some useful participant characteristics, the researcher may be biased when selecting the sample, and the sample size may not be a reflection of the general population and, thus, a weak basis for generalisation (Maxwel, 2013).

The required sample size was approximately three hundred (n = 300) permanent public servants from the department's national headquarters in Pretoria. According to Struwig and Stead (2001), a sample of 150 to 200 can provide an acceptable reflection of the population. By

increasing the sample size to 300, however, there is a possibility of reducing non-response impact factors and that the sample will still represent the population characteristics. Although a sample of N = 300 was targeted in order to obtain a representative sample, only 143 useable questionnaires were obtained (response rate = 48%). The sample comprised all the participants who completed and returned the measuring instruments by the stipulated time. The DRDLR consists of permanent, temporary, middle and senior public servants who offer both direct and indirect services. For the purpose of this study, all public servants irrespective of their functional level were approached to participate in the research. In addition to the three measuring instruments (PANAS, CRQ and COI) that were used in the study, a biographical questionnaire was also administered.

The inclusion of biographical data is important as previous researchers have shown that person-centred factors such as years of service, occupational level, gender, age and race do have an impact on research results (Brown, Bimrose, Barnes, & Hughes, 2012; Coetzee, 2010; Van der Heijden, De Lange, Demerouti, & Van der Heijde, 2009).

Step 2: Choosing and motivating the psychometric battery (measuring instruments

Four measuring instruments were used to achieve the research aims as explained below:

Positive and Negative Activation Schedule (PANAS) (Watson et al., 1988)

Individuals' emotional affect was measured by administering the Positive and Negative Activation Schedule (PANAS) instrument developed by Watson et al. (1988). The PANAS measurement instrument has 20 self-reporting items. The respondents are asked to rate the extent to which they have experienced a particular emotion within a specified period of time using a five-point Likert-type scale. The scale statements range from one (1) (very slightly or not at all) to five (5) (very much). The items are based on emotion adjectives (ten positive and ten negative). If there are more positive or more negative adjective scores, then they would indicate that the individual's feelings at that particular time and in that situation are positive or negative. The reliability (internal consistency) of the measurement instrument (PANAS) is .89, with proven divergent validity.

Career Resilience Questionnaire (CRQ) (Fourie & Van Vuuren, 1988)

Career resilience was measured by the Career Resilience Questionnaire (CRQ) developed by Fourie and Van Vuuren (1988). The Career Resilience Questionnaire measures a person's response to several work and career situations, career context, and also career history (Fourie & Van Vuuren, 1988). The Career Resilience Questionnaire (CRQ) comprises 60 self-reporting items that are based on career preferences. Twenty-three of the 60 items are reverse type scores. The Career Resilience Questionnaire uses seven-point Likert-type scale statements that range from one (1) (not at all) to seven (7) (yes at all). The instrument's validity and reliability were adequate for the study, and had a higher internal consistency of between .73 and .89 (Fourie & Van Vuuren, 1988). The instrument was found to be suitable for the study.

Career Orientations Inventory (COI) (Schein, 1990)

Career anchors (career orientations) were measured by the Career Orientations Inventory (COI) (Schein, 1990). The COI is a self-perceived and self-report instrument with 40 items and was developed by Schein (1990). The COI measures the level of individual self-perceived career anchor preferences (Schein, 1990). The instrument consist of eight sub-scales, including autonomy or independence; technical or functional; general managerial; entrepreneurial or creativity; lifestyle; pure challenge; service or dedication to a cause and security or stability.

The COI uses a five-point Likert-type scale that ranges from the statement of "never true for me" (1), to "always true for me" (5). Although there's no time limit for the questionnaire, it can take approximately ten minutes to complete. The COI is rated according to the instructions provided (Schein (1990). The respondent selects three highest rated items that seem most true to them and indicates them in the three blocks provided at end of the questionnaire. The items are awarded an additional four points and are then added back to the original rating that the respondent attributed to the indicated items. The allocated scores of the item from the eight categories of career orientations are then summed up and divided by five. The results indicate the respondent's average score for each career orientations sub-scale. The highest score is the dominant career anchors of the respondent (Schein, 1990).

The validity and reliability of the instrument are high and are considered adequate for the study. Ellison and Schreuder (2000) reported internal consistency reliability estimates for the technical/functional (.59), general management (.71), autonomy (.75), security (.78), entrepreneurship (.75), service (.73), pure challenge (.70) and lifestyle (.64) in the career orientation scales for a sample of 295 predominantly white managers. These internal consistency reliabilities, as measured by the Cronbach's alpha coefficient, are moderately high, with the exception of somewhat lower reliabilities for the technical/functional and lifestyle career orientation scales.

Biographical questionnaire

A biographical questionnaire was attached to the front of the instruments to determine years of service, occupational level (junior, middle or senior management), age (year of birth), gender (male and female) and race (white or black – African, Indian, coloured). The influence of demographic variables on careers has been examined in a variety of different studies (Allen & Katz 1992; Erdoğmus, 2004; Igbaria, Greenhaus, & Parasuraman, 1991; Marshall & Bonner, 2003). The collected data were used to analyse relationships between biographical information and the participants' emotional affect, career resilience and career orientations.

Step 3: Administration of the psychometric battery (research procedure)

Permission to conduct the research was obtained from the director of human resources development (HRD) at the DRDLR. Upon approval, the researcher indicated his intention to conduct the research on all employees and requested cooperation and collaboration and also briefed them about the aims of the study and its importance. Ethical clearance was obtained from UNISA IOP research ethics committee.

Participation in the research was based on participants' willingness and availability, and therefore convenience sampling was applied (Bouma & Ling, 2010). In this study, all employees were targeted. Participants were informed about the consent form and the purpose of the study, and were given information about the study and the measuring instruments. The researcher stated that participation in the study was voluntary, and participants were briefed before and after participation. Those public servants who were willing to participate filled in the consent

form and signed it, thus agreeing to participate in the study. Since the three questionnaires are self-explanatory, no training was provided or required. Participants were given 24 hours to complete the three (3) instruments and the biographical questionnaire.

The privacy and confidentiality of all the participants was assured by not disclosing their personal information. No names were divulged in either the discussions or the analysis. In addition no harm whatsoever was done to participants. The information collected was secured in the computer with an access password. Participants were afforded an opportunity to report any malpractices or deviances to the University of South Africa (UNISA) or Health Professionals Council South Africa (HPCSA). The study findings are discussed in relation to the literature and the empirical research aims. The measurement instruments of emotional affect, career resilience and career orientations which were used in the study were regarded as acceptable in terms of their reliability and validity. The following data collection process was followed;

- The PANAS, CRQ COI questionnaires were handed to the sampled participants.
- A biographical questionnaire containing questions on the variables of years of service, occupational level, gender, age and race was also distributed.
- The participants completed the questionnaires during briefing visits and group contact sessions and the researcher collected them as soon as they had been completed.
- The data collection instruments were not posted, which assisted in preventing missing data.
- The completed questionnaires were collected within 24 hours to prevent any misplacement.
- Any damaged or incomplete instrument formed part of the study.
- Participants were not helped to mark or rate items in the questionnaires.

- On completion, the researcher collated and stored the data in Excel, and, in line with the protection of Personal Information (POPI) Act, protected the data with an access password to prevent any contamination.

Step 4: Statistical analysis of the data

All responses received were collated and loaded into a Microsoft Excel spread sheet. Owing to the size of the sample, the analysis was undertaken using SPSS software programme version 22 (SPSS, 2011).

Step 5: Formulation of the research hypothesis

A research hypothesis is a statement that asserts a relationship between two or more concepts (Bouma & Ling, 2010). It is also a concept or idea that represents a general categorisation or an impression about something (Gray, 2014). Hypotheses are also a tentative statement about a phenomenon (Terre Blanche & Durrheim, 2006).

Therefore, in order to answer the research questions, the following research hypotheses were tested:

- Ha1: Individuals' emotional affect and career resilience are positively related to their career orientations.

- Ha2: Positive affect will moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationships will be stronger for high-positive affect individuals than for low-positive affect individuals.

- Ha3: Negative affect will moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationships will be stronger for low-negative affect individuals than for high-negative affect individuals.

- Ha4: Individuals from different biographical groups (years of service, occupational level, gender, age and race) will differ significantly regarding their emotional affect, career resilience and career orientations.

Table 1.2 summarises the research aims, the research hypotheses and the statistical procedures that were applied to answer the research questions.

Table 1.2

Summary of the Research Aim, Research Hypotheses and Applicable Statistical Procedures

Empirical research aim	Research hypothesis	Statistical procedure
Research Aim 1: To explore the nature, direction and magnitude of the statistical relationship between emotional affect, career resilience and career orientations as manifested in a sample of respondents in the SA public service.	Ha1: Individuals' emotional affect and career resilience are positively related to their career orientations.	Bi-variate/zero-order correlations
Research Aim 2: To establish whether positive affect moderates the relationships between career resilience and the career orientations such that the career resilience–career orientations relationship will be stronger for high-positive affect individuals than for low-positive affect individuals.	Ha2: positive affect will moderate the relationships between career resilience and the career orientations such that the career resilience-career orientations relationships will be stronger for high-positive affect individuals than for low-positive affect individuals.	Hierarchical moderated regression.

Empirical research aim	Research hypothesis	Statistical procedure
Research Aim 3: To establish whether negative affect moderates the relationships between career resilience and the career orientations such that the career resilience–career orientations relationship will be stronger for low-negative affect individuals than for high-negative affect individuals.	Ha3: negative affect will moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationships will be stronger for low-negative affect individuals than for high-negative affect individuals.	Hierarchical moderated regression.
Research Aim 4: To determine whether individuals from different years of service, occupational level, gender, age and race differ significantly regarding their emotional affect, career resilience and career orientations.	Ha4: Individuals from different biographical groups (years of service, occupational level, gender, age and race) will differ significantly regarding their emotional affect, career resilience and career orientations.	Test for normality to assess whether parametric or non-parametric procedures should be used to test for significant mean differences. Independent samples t-test (parametric) for gender differences). ANOVAS (parametric) to test for significant mean differences between the biographical groups. Bonferroni post hoc test to detect the source of differences for multiple groups.

Step 6: Statistical processing of the data

The statistical analysis included descriptive statistics (Cronbach's alpha coefficients, means, and standard deviations), correlations and inferential statistics (hierarchical moderated regression and tests for significant mean differences). The SPSS (Statistical Package for the Social Sciences, 2011) program was used to analyse the data.

Step 6 of the statistical analysis was conducted in three stages:

Stage 1: Descriptive statistics were used to describe the variables; these include Cronbach's alpha coefficients (internal consistency reliability), means, standard deviations, skewness and kurtosis (Tredoux & Durrheim, 2002).

Stage 2: To test research hypothesis Ha1, correlational statistics were performed to explore the direction, strength and magnitude of the relationship between the variables (Field, 2012). The Pearson product moment correlation coefficient provides a measure of the strength and direction of the relationships (Neuman, 2000). In terms of magnitude, a cut-off point of $r \geq .30$ (medium effect) at $p \leq .05$ was treated as being practically significant (Cohen, 1992).

Stage 3: To test research hypotheses Ha3 and Ha4, inferential statistical tests were performed. In terms of testing Ha3, hierarchical moderated regression analysis was performed to explore whether positive affect and negative affect significantly moderate the career resilience–career orientations relation. Tests for mean differences (t-tests, ANOVAs and Bonferroni post hoc tests) were performed to test Ha4. In order to counter the probability of a type 1 error, the significance value was set at the 95% confidence level ($p \leq .05$).

Statistical analysis

The Pearson product-moment correlation is a measure of the degree of the linear dependence between two variables (Douglas, Montgomery, Peck, & Vining, 2012). It is used to measure the linear correlation (dependence) between two variables, X and Y, giving a value between +1 and -1 (Marc, 2011). While +1 is a positive correlation and -1 is a totally negative correlation, a value of +1 implies a linear equation that describes the relationship between X and Y perfectly, while -

1 implies that there is no linear correlation between variables. Pearson's correlation coefficient between two variables is explained as the covariance of the two variables divided by the product of the standard deviations (Marc, 2011). The level of significance expresses statistical significance in terms of providing the specific probability.

A confidence level of 95% ($p \leq .05$) was set to test for statistical significance. In other words, when a test of significance reveals a *p*-value lower than .05, the null hypothesis will be rejected and the results will be deemed to be statistically significant. There is, however, always the probability of making two different errors. Firstly, Type 1 errors occur when the null hypothesis is rejected although it is in fact true. Secondly, Type 2 errors occur when the null hypothesis is accepted although it is in fact false. These types of error can be avoided by increasing the sample size or adjusting the alpha level to compensate for small samples (Pallant, 2007). In addition, practical effect sizes were used to determine whether the relationship between two variables is statistically significant and were interpreted according to the following guidelines: $r = .10$ (small practical effect); $r = .30$ (medium practical effect); and $r = .50$ (large practical effect) (Cohen, 1992).

Hierarchical moderated regression analysis was applied to assess the effects of moderating variables (Aiken & West, 1991). The hierarchical moderated regression analysis is an equation that links input variables to an output variable through the exploration of information contained in the association between input (X) and output (y + y +). The inputs are regarded as predictors, independent or explanatory variables, while outputs are called criteria outcomes or dependent variables. The aim of the hierarchical moderation regression analysis was to estimate various parameters of the regression such that the equation results yield the estimated input from outputs or assumptions about the association between variables (Hayes, 2013).

The inferential statistics for the *F*-test were performed to establish the significant regression ($p \leq .05$) between the dependent and independent variables. The values of the beta (ß) were indicated. The beta values (ß) indicate the contribution of the independent variables in explaining the variance in the dependent variable. The absolute values (R^2) will indicate a practical significance effect size of small ($R^2 = .02$), medium ($R^2 = .13$) or large ($R^2 = .25$) (Cohen, 1992). Tests for significant mean differences were performed to test for differences between the biographical variables. Owing to the fact that the tests for normality indicated that the data was normally distributed, non-parametric statistical techniques (independent-samples t-

test for gender and one-way analysis of variance for years of service, occupational level, age, and race) were applied to test the mean differences between the biographical groups. When examining analysis of variance (ANOVA), an *F* ratio was calculated to determine the variance between the groups, and then divided by the variance within the groups. A significant *F* test indicates the rejection of the null hypothesis because there is more variability between the groups than within the groups. Therefore, the statistical significance level should not be less than or equal to $p = .05$ for the significant difference among the mean scores on the dependent variables for the different groups (Pallant, 2007). Cohen's *d* value indicates the practical effect size and is interpreted as $d = .20$ (small effect); $d = .50$ (medium effect); and $d = .80$ (large effect) (Cohen, 1992).

Step 7: Reporting and interpreting the results

In this step, the findings of the research are discussed, interpreted and conveyed in a clear and logical manner. This was done by presenting the results of the statistical analysis in the form of tables, diagrams and graphs.

Step 8: Integration of the research findings

The results of the empirical research were then integrated into the findings of the literature review.

Step 9: Formulation of research conclusions, limitations and recommendations

The conclusions are discussed on the basis of the integration of the study findings with the theory. The limitations of the research are discussed and recommendations are made in terms of the relationships between emotional affect, career resilience and career orientations.

1.11 RESEARCH LIMITATIONS

- The research may not generalise beyond its boundaries (as expected).

- The research is based on self-report and subjective perceptions; in addition, employees may not be open and honest in stating their opinions.

- Some participants may not have filled in the instruments accurately.

- Not all employees participated convincingly in the study.

- Age and educational background may have been a barrier to some employees who were willing to participate, as the majority of public servants are older and have no formal qualifications.

- Not all questionnaires were returned and some may have been destroyed or lost in the process.

- The majority of participants were Africans with a few coloureds and Indians employed; this could pose a limitation.

- Access to senior and middle management and their participation presented a challenge.

1.12 CHAPTER LAYOUT

The chapters of the dissertation are laid out as follows:

Chapter 1: Background and scientific orientation to the research

The main aim of this chapter was to introduce the topic and the variables to be investigated. The chapter provided guidelines on the design of the study and the methodology that was followed when collecting and analysing data.

Chapter 2: The literature review

This chapter firstly conceptualises the constructs of emotional affect, career resilience and career orientations, and explores and discusses the theoretical frameworks and models related to the three constructs.

Chapter 3: Research Report

Owing to the limited scope of the research, the structure of this chapter takes the form of a research report. The methodology, data collection and analysis are presented and the measuring instruments are discussed. Statistical information emanating from the data analysis that is pertinent to the study objectives and hypotheses is also discussed.

Firstly, the key focus of the study, background to the study, trends from the research literature, research objectives, potential value-add of the study and what will follow are introduced. Next, the research design is discussed to include the research approach followed in the study, explaining the research method, giving an overview of the sample and measuring instruments, as well as the procedure used to collect data. The research hypotheses are then formulated and the statistical procedures explained. The statistical results of the study are reported in terms of hierarchical moderated regression and descriptive, correlational and inferential statistics.

Chapter 4: Conclusions, Limitations and Recommendations

This chapter concludes the dissertation and summarises the findings. It also makes recommendations for future research. In addition, the limitations pertaining to the research study are discussed. The chapter also highlights the contribution this research study makes to the profession of Industrial Psychology and career development practices in the public service.

Assumptions

- There is an empirical relationship between the variables because employees who demonstrate high positive affect and career resilience are more likely to be career anchored. High positive affect and career resilience may relate more strongly and positively to certain career anchors than other types.

- Positive affect and negative affect will significantly moderate the career resilience–career orientations relations.

- Employees' emotional affect, career resilience and career anchors are significantly and positively related to their years of service, occupational level, gender, age and race characteristics.

- Employees from different biographical (years of service, occupational level, gender, age and race) groups differ significantly regarding their emotional affect, career resilience and career anchors.

- The study findings stimulate further research contributions in the field of industrial and organisational psychology in relation to career development.

1.13 CHAPTER SUMMARY

The scientific orientation was discussed. This contained the background and motivation for the study, the research problem, aims, paradigm perspectives and the research design and method. The chapter concludes with the research chapters layout.

CHAPTER 2: LITERATURE REVIEW: EXPLORING EMOTIONAL AFFECT AND CAREER RESILIENCE IN RELATION TO CAREER ORIENTATIONS

Chapter 2 conceptualises the emotional affect, career resilience and career orientations constructs. The construct of career orientations relate to Schein's (1990) framework of career anchors as measured by the Career Orientations Inventory. The terms career orientations therefore by implications refer to career anchors in the context of the present study. Theoretical models of these constructs and their implications for career development as well as variables of years of service, occupational level, gender, age and race influencing these constructs are elaborated on. The integrated relationship dynamics between these three constructs are also evaluated. The chapter concludes with a summary confirming the research aims and stating the relevance of the set research hypotheses.

2.1 CONCEPTUALISATION

This section conceptualises the three constructs of relevance to the present research, namely, emotional affect, career resilience and career anchors (career orientations).

2.1.1 Emotional affect

This section conceptualises emotional affect.

2.1.1.1 Conceptualisation of emotional affect

Prior to exploring the construct of emotional affect, it is important to note that Fredrickson (2009) contends that psychological resources and resilience factors are developed from positive emotions. However, positive emotions are less specific than negative emotions, which arise as a result of a specific threat (Meadows, 2014). Meadows (2014) draw attention to the fact that psychological resources and resilience factors are essential for resolving distress and setback challenges. Over the years, many researchers have conceptualised emotional affect as the tendency in people to express emotional feelings in different ways. Emotions always describe or reflect something (Delport, 2009).

The term “emotional affect” has been coined by Ivancevich, Konopaske, and Matteson (2005) as an acquired behaviour and attitude that is related to the feelings of liking or disliking something, an event or a situation. It is understood that individuals express their emotions of anger, fear or sadness either through facial expression or body posture (Shiota & Kalat, 2012). People generally differ in the ways in which they talk about and express their emotions (Shiota & Kalat, 2012). Importantly, Bergh (2011) noted that emotions agitate the drive to achieve planned goals.

People’s emotions form part of intelligent consciousness because they offer practical expression of thoughts and beliefs (Delport, 2009). Furthermore, emotions are always directed, meaningful and goal oriented (Delport, 2009). Emotional expression can be assessed in terms of either positive or negative affect in that emotions can be expressed either positively or negatively, for example, they can lead to avoidance or approach behaviour (Bergh, 2011). Positive affect is the indication or experience of positive mood states, pride and the feelings that is related to task accomplishment and career achievement, while negative affect is the indication or experience of negative mood states, resentment, irritation and the feelings that is related to under commitment and discontent and disillusioned (Sirgy, 2012).

Emotional affect is regarded as an aspect of emotional intelligence (Ramchunder & Martins, 2014). Goleman (1996) contends that emotional intelligence energises individual’s mental capacity to recognise positive emotions such as joy, pride and happiness or negative emotions such as aggression, angry, guilt and moods that are useful to the management of negative attitude and socialisation patterns. Emotional intelligence can be communicated through aspects of self-awareness, self-regulation, and self-motivation and socialisation skills (Goleman, 1995; Ramchunder & Matins, 2014)

Oosthuizen, Coetzee, and Mntonintshi (2014) indicate that emotional intelligence is an important construct in career development and career choices. Furthermore, emotional intelligence contains an aspect of emotional literacy (Bezuidenhout, 2011). Emotional literacy is regarded as the adaptive use of emotions in making career decisions (Bezuidenhout, 2011). An individual who is aware of his or her emotions can assist others with the regulation of their negative expressions and feelings and, thus, help individuals to make better career decisions (Mousavi, Yarmohammadi, Nosrat, & Tarasi, 2012).

In essence, the construct of emotional affect is relevant and useful in influencing individual attributes of proactive career development (Cole, Field, Giles, & Harris, 2009; Orth, Robins, & Trzesniewski, 2010). Potgieter, Coetzee, and Masenge (2012) show that emotional intelligence is significantly and positively related to the individual's employability attributes. Individuals with high emotional intelligence are generally highly satisfied with their careers (Mousavi et al., 2012).

The present study focused on the aspect of emotional affect in the career development context and specifically the manifestation of emotional affect in the public service. Generally speaking, individuals try to reduce negative emotions especially after a stressful experience (Shiota & Kalat, 2012). This reduction of negative emotions is conducted through a process of emotional regulation (Gross, 2002). Emotional regulation involves the increase or decrease of positive emotions or the increase or decrease of negative emotions when deemed necessary for the situation in order to pursue a particular course (Shiota & Kalat, 2012).

The construct of emotional affect contributes vastly to the notion of job satisfaction and motivation in employees, because an individual's positive affect is linked to job satisfaction, while negative affect is linked to job dissatisfaction (Witt & Beorkrem, 1991). Further, individuals with negative affect report more stress more often, while those with positive affect report more optimism (Nelson, 2013). Chan (2014) stresses the fact that goal-oriented emotions guide emotional motives, because an individual's allocation of task-related effort is directly related to their goal-related strategies and plans. Kite and Kay (2012) maintain that negative emotions can reduce any eagerness in employees; moreover, negative individuals blame others for their misfortunes and this may result in dwindling career aspirations and organisational challenges.

Sinclair (2009) posits that positive emotional affect provide individuals with proactive thinking behaviour and the ability to cope with career setbacks. Fredrickson and Losada (2005) argues that there is a lack of positive emotional affect exploration in relation to negative emotional affect in the field of career development. Moreover, positive emotional affect reduces the lingering effects of negative emotions, in that those who experience positive emotions immediately after an intense negative emotion tend to exhibit the fastest recovery and may develop psychological resilience (Fredrickson & Losada, 2005). A study by Gregg and Seigworth (2010) found that emotional affect ignites a person's physical states (anger, heat, trembling).

It is important to understand the strength of an individual's feelings and emotions so that his/her potential can be applied effectively within the organisation (Sarris & Kirby, 2013). Nelson (2013) points out that positive emotions can create better mental functioning, physical and psychological health and coping mechanisms, while negative emotions can destroy morale and performance motivation in an individual or group. Generally, positive emotions increase happiness and other feelings of wellbeing (Strümpfer, 2006), while Fredrickson (2009) has argued previously that positive emotions are brief reactions to an event that is personally meaningful.

Individuals' ability to monitor their own emotional setting is thought to lead to greater insight and self-knowledge (Goleman, 1998), and guide individuals' thinking and actions in the career exploration and decision-making process (Brown, George-Curran, & Smith, 2003). Coetzee and Beukes (2010) found that individuals who are able to manage and use their own emotions are more likely to report greater confidence in their ability to achieve their career goals and succeed in the business world. Positive emotional affect stimulates the impetus for individual health and wellness (Zerbe et al., 2013).

It has been shown that negative emotional affect may lead to conditions of emotional breakdown, career adversity and less commitment which are not conducive for effective career development (Mustafa, 2013). Despite evidence of negative emotional affect, emotions assist individuals to rediscover and recognise their own potential contributions while also diagnosing some weaknesses in life and career events (Ng & Feldman, 2014). There is strong evidence to show that most people use their primary and secondary emotions to communicate their current feelings. Furthermore, Kite and Kay (2012) indicate that individuals apply one of the five primary emotions (anger, love, fear, sadness and happiness) to react quickly in situations that seem impossible to avoid. Secondary emotions, on the other hand, are more directed at social engagements and formed relationships (Kite & Kay, 2012).

Moreover, secondary emotions involve feeling something about the feeling itself, such as feeling angry when being hurt or feeling shame about anxiety (Christensen, 2010). Therefore, secondary emotions increase the intensity of the emotional reactions (Christensen, 2010). Kite and Kay (2012) argue that primary emotions function as drivers of feelings towards goal attainment. Furthermore, Schachter and Singer (1962, as cited in Bergh, 2011, p. 218) stated that emotional expression arises from changes in physiological arousal and mental thoughts.

Bergh (2011) argues that these two functions of physiological arousal and mental thoughts regulate individuals' emotions to act or decide in a certain way. Moreover, Chakraborty and Konar (2009) categorise emotions into four common attributes: i.e. intensity (great intensity); brevity (which is a transient state of psychological process); positivity (expression of personal and interesting perspectives found in a narrow target) and instability (activities that require a higher degree of coordination and control). Table 2.1 below summarises the distinctive way in which some authors have described the concept of emotional affect.

Table 2.1

Definitions of Emotional Affect

Author	Definition
Bergh (2011)	Emotional affect explains how well individuals understand and express their own feelings and the way other people feel and control their own emotions.
Norman (2004)	Emotional affect is defined as the emotional reactions (positive-sympathetic, compassionate, negative-exhausting or resentment) that have a strong probability of incurring awareness and behavioural changes.
Gregg and Seigworth (2010)	Affect is regarded as the feeling or emotional experience associated with risky outcomes.
Greco and Stenner (2008)	Emotion and affect are two separate constructs. While emotion is a more superficial and conscious affair, affect refers to the deep and often unconscious organismic process (person might be emotionally affecting or affected in a positive or negative ways).
Kite and Kay (2011)	Emotional affect resembles an approach to events and activities that dislocate an emotional predisposition with one that produces fruitful results.
Ivancevich, Konopaske, and Matteson (2005)	Emotional affect is defined further as a learnt attitude that is associated with the feelings of liking or disliking something, event or situation in a in a certain way.
Gross (2008)	Contemporary emotional affect theories view emotional affect as arising from the person-situation transactional context that translates attitudes into a specific meaning.

Author	Definition
Coetzee and Schreuder (2009)	Emotional affect includes cognitive functioning that elicits human behaviour interaction, thinking memory and creativity.
Nelson (2013)	Emotional affect is seen as an emotional expression and also a component of an attitude.
Klein (1976, in Meadows, 2013)	Maintains that once an affect is experienced, it then gains a meaning that moves beyond sensory pleasure or displeasure and that emotion is felt when there is a blockage on the intended action.
Ramchunder and Martins (2014)	Emotional affect includes the ability of an individual to perceive and express emotions, assimilate emotions, understand and provide logical reasoning.
Watson, Clark, and Tellegen (1988)	Emotional affect is a learnt positive or negative verbal or nonverbal expression or assimilation of feelings towards an object, a person or an event in a way that elicits response.

The above definitions elicit strong arguments that emotional affect is a valuable, instrumental and important construct in career choices (Greco & Stenner, 2008). The career challenges compel most organisations to acquire positive emotional charged and well-capacitated performing employees to maintain career competiveness within the labour market (Presti, Nonnis, & Briscoe, 2011). Fredrickson (2009) indicates that, eventually, positive emotions enable individuals to increase their personal capabilities (intellectual, problem solving, and openness to learn), physical health, and social resources (maintaining relationships) and psychological resources (goal setting and resilience). Because emotional affect involves aspects of emotional intelligence, Goleman (1995) contends that emotional competency (an aspect of emotional intelligence) is instrumental in individuals' career development and career decisions.

Fredrickson (2009) argues that positive emotional affect assists in overcoming career shortcomings, organisational depressing aspects and other health-related challenges. Emotional competency is regarded as the capability for being motivated by emotional and interpersonal factors and challenges, instead of being drained by them. Hefferon and Boniwell (2011) argue that individuals' career progression can be traced to positive or negative emotional experiences, in that negative affect stems from inadequate progress towards goals, while

positive affect comes from making progress towards future goal attainment. In addition, Hasson (2014) states that people's beliefs about negative emotions contribute to their feelings of being overwhelmed and out of control of events surrounding them. Therefore, ignoring, supressing or denying emotional feelings may prevent individuals from understanding or ignoring very important information flowing from the emotions (Hasson, 2014).

Carr (2011) indicates that positive emotional affect guides and facilitates the recall of memories and positive thoughts, and enhances flexible thinking and judgements. In agreement with the above, Manion (2011) asserts that positive emotions drive people's behaviour towards a positive goal and, therefore, emotional affect becomes part of an individual's well-being. Bergh and Theron (2009) agree that individuals often connect to their own inner strength and abilities in order to express positive emotions (absence of dysfunctional negative emotions) that guide them to successful career goals. Inner strength is regarded as the capacity of an individual to recognise their ability, feelings, and cognitive ability, and differentiate between them (Bracket, Crum, & Salovey, 2009).

Generally, emotions serve as a facilitator of sensible and helpful responses to certain kinds of situations (Shiota & Kalat, 2012). Nelson (2013) points out that individuals who focus more on the positive aspects of themselves, other people and the world in general tend to demonstrate positive affect, contrary to those who focus on negative aspects in themselves, others and the world and who tend to possess negative affect.

Furthermore, Hasson (2014) argues that individuals should learn to understand the functions of emotions because they are essential to personal and social wellbeing. Lazarus (1991) defines emotions as being the complex, patterned, organised reactions to how people think in an effort to survive and flourish. Lazarus (1991) maintains that attention should be given to the distinctive emotional affection and emotions displayed, such as when a person is feeling angry but also not making nasty (displayed emotions) gestures, as well as differentiate between positive and negative emotional affect. This means that some of the emotional affect factors are triggered by the frustrations that occur when targeted goals are not attained (Kreitner & Kinicki, 2013).

Moreover, Lazarus (1991) argues that the expression of positive emotions can be ascribed to the effects of goal attainment. Hefferon and Boniwell (2011) indicate that emotional affect consists of both positive and negative thoughts. Furthermore, people should be more positive, happy and healthy whilst also increasing their self-confidence (Hefferon and Boniwell, 2011). Rasmussen and Pressman (2009) indicate that individuals who balance their negative emotions with optimism tend to live a positive life. Moreover, Kreitner and Kinicki (2013) argue that, generally, emotional experience centres on perceived goals in that negative affect is triggered by frustration and failure to attain set goals, while positive affect is experienced when goals are congruent with individual needs and goals.

In summary, emotional affect has been described as a learnt attitude that is associated with the feelings of liking or disliking something, an event or a situation, and includes the ability of an individual to perceive and express emotions, assimilate emotions, understanding and providing logical reasoning (Ivancevich et al., 2005; Ramchunder & Martins, 2014). Positive and negative emotions influence individual career choice and decisions (Rasmussen & Pressman, 2009; Kreitner & Kinicki, 2013). Watson, Clark, and Tellegen's (1988) conceptualisation of emotional affect will apply to this study. These authors view emotional affect as a learnt positive or negative verbal or nonverbal expression or assimilation of feelings towards an object, a person or an event in a way that elicits responses.

2.1.2 Career resilience

The following section conceptualises career resilience.

2.1.2.1 Conceptualisation of career resilience

The concept of career resilience has gained prominence against the backdrop of changing careers (Fourie & Van Vuuren, 1998). The term "career resilience" was coined by Wagnild (2009) as individuals' ability to recover from adversity. Furthermore, resilience is viewed as a positive indication of individuals' recovery from career setbacks (Min et al., 2013). Shiota and Kalat (2012) argue that positive motivation is a health strategy and that resilient people recover relatively easily from negative circumstances. Gordon (1995) defines career resilience as the capacity to flourish in the face of adversity.

Career resilience implies the ability to counter career constraints and barriers and emotional stressors in the workplace (Fourie & Van Vuuren, 1998). Generally, career resilience is the person's ability to adapt to changing situations by accepting changes in one's job and organisation, anticipating a working relationship with different and new people, and being willing to take risks (Schreuder & Coetzee, 2011). Bezuidenhout (2011) states that a person with high career resilience exhibits a high degree of adaptability, flexibility, self-reliance and confidence.

Coetzee and Roythorne-Jacobs (2007) agree that career resilience is the capacity of an individual to overcome risky factors in order to attain personal and professional goals. Fugate and Kinicki (2008) argue that resilient people exhibit a positive reflection of themselves and manage challenges. Cesinger (2011) views career resilience as the ability to take risks and to achieve in the workplace and in one's personal life. Career resilience includes the ability to manage the behavioural aspects of changing career conditions, welcoming new careers and organisational changes, embracing working with new and different people, and displaying self-confidence and a willingness to take risks; (Fourie & Van Vuuren, 1998; Gordon, 1995; London, 1993).

Moreover, career resilience is regarded as the ability of individuals to bounce back from failure, and career-related emotional or physical setbacks (Bridges, 1995; Masten, 1994). Resilience is also regarded as the state of recovery from a stressful or traumatic situation (Wolff, 1995). According to Carr (2011), career resilience can be studied from a positive psychology perspective in that positive psychology advocates healthy living, developing talent, recognising individual abilities, as well as increasing productivity and fulfilment in people's lives (Seligman & Csikszentmihalyi, 2000). Richardson (1990) contends that resilience is often a way of coping with disruptive and stressful thought-provoking life events that provide individuals with additional defensive and coping skills.

Fourie and Van Vuuren (1998) argue that career resilience enables individuals to be career independent. As the above discussion has shown, despite the vast body of research on resilience, there is little agreement on a single definition of it (Carle & Chassin, 2004). Bezuidenhout (2011) agrees that career resilience increases individual self-reliance, self-confidence and openness to new career opportunities. Furthermore, Bezuidenhout and Coetzee (2010) indicate that career resilience is positively related to a proactive personality and a self-managed attitude and behaviour.

Career-resilient individuals are able to transcend and acquire new recognised career enhancement capabilities to flourish in the labour market (Fourie & Van Vuuren, 1998). Schreuder and Coetzee (2011) contend that a person who possesses work and career resilience will be energetic, optimistic and tend to increase future work contributions. Furthermore, career resilience assists individuals to develop ways to counter career barriers and constraints (Fourie & Van Vuuren, 1998). Coetzee and Potgieter (2014) point out that career resilience offers individuals a high sense of self-regard, and helps them to grow from weakness to strength and adapt to changing circumstances.

Bridges (1995) contends that individuals need to counter career setbacks by developing new career meta-skills and career resilience to adapt to organisational changes. Career-resilient people live a positive life, are active in physical activities, have trusted social support, and use personal and authentic strengths of optimisation (Hefferon & Boniwell, 2011). Table 2.2 provides an overview of the definitions of career resilience.

Table 2.2

Definitions of Career Resilience

Author	Definition
Wagnild (2009)	Career resilience is the individual ability to recover from career adversity or career setbacks.
Fourie and Van Vuuren (1998)	Career resilience implies the ability to counter career constraints and barriers and emotional stressors in the workplace.
Min, Yu, Lee, and Chae (2013)	Resilience is the indication of the positive response of individual's responses to setback or adversity.
Schreuder and Coetzee (2008)	Career resilience includes aspects of motivation, self-efficacy and toughness.
Richardson (1990)	Resilience is the way of coping with disruptive and stressful thought-provoking life events that provides individual with additional defensive and coping skills.
Schreuder and Coetzee (2011)	Career resilience is the person's ability to adapt to changing situations by accepting changes in one's job and organisation, looking forward to working with different

	and new people, the willingness to take risks, as well as having self-confidence.
Bezuidenhout (2011)	Career resilience increases self-reliance, self-confidence and openness to new career opportunities.
Coetzee and Potgieter (2014)	Career resilience is associated with career identity and career success.
Gordon (1995)	Career resilience Is the capacity to flourish in face of adverse circumstances.

Masten (1994) argues that resilience can be fostered by reducing vulnerability, risk and stressors, and increasing resources; in addition, it mobilises positive relationships and self-esteem. Self-esteem is one of the career resilience external factors in the workplace that influence individuals' career choices. Some of the other external factors include employment factors, labour market conditions, environmental factors, political and social issues and being competitive (Cummings & Worley, 2009). Masten (2001) further indicates that many people undergo serious adversity while also managing to achieve normative developmental outcomes.

Fourie and Van Vuuren (1998) agree that career resilience facilitates traditional career transition challenges and modern career opportunities to ensure that the individual secures future employment. London (1988) contends that because career resilience is regarded as a personality trait, resilience can be developed and adjusted by situational variables. Wagnild and Young (1993) argue that resilience is a positive personality construct that enhances individual adaptation while moderating the negative effects of stress and depression disorders.

Bridges (1995) maintains that career resilience assists individuals to cultivate features of employability. Sources of resilience include personal factors such as locus of control, self-efficacy, biological factors (genetic, brain), environmental-systematic factors (social support, family), and interaction between personal, genetic and environmental factors (Herman, Steward, Diaz-Granados, Berger, Jackson, & Yuen, 2011). Most organisations would benefit from career resilience because the career-resilient person accepts responsibility, takes risks, manages their own career and adapts to changes (Fourie & Van Vuuren, 1998).

Van Vuuren and Fourie (2000) contend that career resilience plays a critical part in the contemporary career development paradigm that emphasises independent career development, rather than traditional career development principles. Therefore, measuring career resilience is important for ascertaining dependence or independence, belief in oneself or in others, self-reliance or reliance on others and whether or not an individual is receptive to workplace changes (Aamodt, 2010). London (1998) argues that because career resilience includes reinforcement contingencies, organisational career plans and managerial support, individuals should not just understand the self and the work environment, but also possess the ability to conquer difficult work situations. When facing career obstacles, negative career preferences or setbacks, a career-resilient person would be able to cope effectively and take control of the situation (Schreuder & Coetzee, 2010).

Bezuidenhout (2011) states that career-resilient people are driven by a high level of adaptability, self-confidence and confidence, irrespective of difficult situations. Handy (1994) argues that career resilience contributes to the individual's ability to prosper in part-time and self-employment opportunities. Potgieter (2012) states that the career resilience person is generally someone who:

- values the personal qualities of others and allows them to remain who they are;
- responds constructively to feedback from others with regard to their strengths and weaknesses;
- is confident about their achievements;
- responds positively and adapts to changing situations and a changing work environment.

In summary, career resilience is defined as the individual ability to recover from disappointments and career adversity, and adapt to career development situations in the organisation, while also looking forward to working with new and different people. In addition, such people take risks and build self-confidence to secure future employment (Bezuidenhout, 2011; Fourie & Van Vuuren, 1998; Schreuder & Coetzee, 2011; Wagnild, 2009).

2.1.3 Career orientations

This section conceptualises career orientations.

In the context of the present study, career orientations are studied within the context of Schein's (1990, 1996) theory of career anchors. The term career orientations is used because the construct of career anchors is measured by means of Schein's Career Orientations Inventory. Schein (1990) states that career anchors have become an important construct in career development because such anchors can either hinder or enhance both career choices and decisions to changes occupations. Career anchors are non-monetary variables that assist individuals to decide on career preferences (Schein, 2000).

Schein (1974, 1975, 1978, 1990, 1996) states that career anchors encapsulate the array of self-perceived talents and abilities, basic values, and the evolved sense of motives and needs (as they pertain to the career) that influence individuals' career-related decisions. Feldman and Bolino (1996) develop this notion of career anchors further, stating that interests, abilities and values function as stabilisers when a person constructs his/her career and decisions. Career anchors represent the career preferences in terms of which the individual makes career choices, while increasing their career capabilities (Leon, Rosenberg, & Chong, 2013).

Schein (1990, 1996) describes career anchors as embracing a person's self-concept, which entails personal characteristics such as motives, talents, abilities, basic values and needs that are related to one's career. Schein (1978) indicates that career anchors are best understood in terms of the way in which career choices and motives empower an individual to gain more life experiences. Coetzee and Schreuder (2009c) also contend that the self-concept embraces a person's knowledge of their own expertise and aptitudes that would enable them to flourish.

Lumley, Coetzee, Tladinyane, and Ferreira (2011) assert that the individual's goals, desires and values influence career choices and decisions. Igbaria et al. (1992) argue that when employees discuss their career development needs, values and preferences with their leaders, the level of career anchors is stimulated. Schein (1996) maintains that career anchors stimulate individuals' thoughts about their own areas of competence and their motives, while Erdógmus (2004)

argues that career anchors stimulate the individual's sense of self-discovery and self-worth. Oosthuizen et al. (2014) regard a career anchors as a valuable career meta-capability.

Coetzee et al. (2010) argues that a career anchors contributes to the individual's capacity to perform efficiently. People differ in the way in which they view career across the life span (Coetzee et al., 2010). Furthermore, the literature suggests that when individuals attain congruence between their career anchors and their work environment, they will achieve positive career outcomes (Feldman & Bolino, 2000). Table 2.3 summarises and conceptualises the construct of career orientations.

Table 2.3

Definition of Career Orientations

Author	Definition
Schein (1974, 1975, 1978, 1996)	Career anchors encapsulate an array of self-perceived talents and abilities, basic values, and the evolved sense of motives and needs (as they pertain to the career) that influences an individual's career-related choices and decisions.
Schein (2000).	Career anchors are non-monetary variables that assist individuals to establish their career preferences.
Leong, Rosenberg and Chong (2013)	Career anchors are the depiction of the career preferences by which the individual makes career choices and develops in their career.
Cesinger (2011)	Career anchors embrace work-related values and interests that are reflected as the person's preferences regarding certain types of occupation.
Erdoğmus (2004)	Career anchors stimulate an individual's self-discovery and benefit the organisation's return on investment.

Source: Coetzee and Schreuder (2014)

Owing to complex labour market conditions, individuals strive to relate their occupations to their personal interests and career preferences in order to establish a meaningful career (Coetzee & Schreuder, 2008). Coetzee et al. (2010) have found that people struggle to find the occupation that coincides with their career preferences in the labour market. Accordingly, career anchors

are a major contributor to individuals' personal growth, promotion and success (Effklides & Maraitou, 2013).

Coetzee and Bergh (2009) agree that career anchors afford organisations and employees with a context within which the organisation and the employees are able to facilitate career opportunities that will benefit both in the long term. When various career opportunities are made available and presented together with their disadvantages to an individual, career choice and decisions will be made easier (Coetzee et al., 2010). Schein (1990) concedes that individuals' career anchors are visible when the individual's talent, motives and values are realised and contained.

Coldwell and Callaghan (2013) contend that career anchors that are realised prior to entering the job market are considered to be particularly important. Schein (1996) states that at a particular point in the career development and self-management process, the individual will typically begin to make career choices that are related to the expression of their dominant career anchor. In this regard, Schein (1990) contends that career anchors are important in that they can facilitate or obstruct a person's career choices and decisions. Career anchors assist individuals to find the match between their career preferences and the organisation (Quick & Nelson, 2010).

Schreuder and Coetzee (2010) argue that by offering work-related career choices, employees will be able to make well-informed career decisions. Cesinger (2011) elaborates on this, stating that career anchors are also work-related values and interests reflected in the person's preferences for certain types of occupation. Career anchors consequently drive the individual's career choices and decisions (Du Toit & Coetzee, 2012). Individuals' career anchors are measured by their career orientations (Cesinger, 2011; Coetzee et al., 2010).

According to Schein (1990), a person generally enters the job market, develops competencies and accumulates job experiences that help him/her to discover their potential, strengths, weakness and needs, as well as the extent of fit between his/her personal life and the type of work envisaged. Ndzube (2013) has established a significant relationship between career anchors and the construct of employability. Ndzube (2013) stresses that a person who has well-

developed career anchors is likely to display employability qualities such as being confident, coping, competent and motivated; attributes which are essential for career development interventions. Coetzee and Bergh (2009) argue that career anchors provide the organisation with a viable structure in terms of which to organise career development opportunities that are in line with employees' career preferences.

Coetzee et al. (2010) state that individuals should strive to find congruence between their career anchors and their jobs, so as to avoid unhealthy factors such as stress, turnover or career dissatisfaction. Coetzee and Schreuder (2009a) contend that in this changing career world, organisations should offer training and career incentives more often to encourage employees to take their career development seriously. Generally, employees should strive to establish congruence between their career anchors and the work environment in which they pursue their career anchors (Schein, 1990). The evidence suggests that, in relation to a dominant career anchor, individuals may still prefer a second or even a third career anchor which assists them to be competitive and to prosper (Coetzee & Schreuder, 2008; 2014; Rodrigues & Guest, 2010).

While Schein (1985) argues that a person has one career anchor that dominates his/her life span, Feldman and Bolino (1996) argue that even though a person may prefer one dominant career anchor as Schein (1990) suggested, individuals can have more than one dominant career anchors depending on the circumstances, even though one career anchor will come out stronger than the others. Accordingly, Coetzee and Schreuder (2014) explain that individuals can develop more than one dominant career anchor such as primary, secondary and even tertiary career anchors.

In summary, Schein (1990; 1996) defines career anchors as the person's total self-concept, which includes personal characteristics involving motives, talents, abilities, basic values and needs that are related to career development. Schein (1990) indicates that career anchors are best understood in terms of how career choices and motives empower an individual to gain more life experiences. Career anchors are also described as the depiction of the career preferences in which the individual makes career choices while increasing their capabilities (Leon et al., 2013). Career anchors support efforts to facilitate individuals' personal growth, promotion and accomplishments (Effklides & Maraitou, 2013).

2.2 THEORETICAL MODELS

This section discusses the theoretical models of Watson et al. (1988) (emotional affect as measured by Positive and Negative Activation Schedule (PANAS), Fourie and Van Vuuren (1998) (career resilience as measured by Career Resilience Questionnaire) and Schein (1990) (career anchors as measured by their Career Orientations Inventory).

2.2.1 Theoretical model: emotional affect

Generally, emotional expressions do not happen in the similar way altogether, as such, exist on a continuum across two dimensions of positive and negative (Hefferon & Boniwell, 2011). Positive affect signifies the extent to which an individual engages in commitment to the intended cause, while negative affect signifies the opposite (Watson et al., 1988). In other words, the emotions of enthusiasm or alertness are signs of high positive affect, while exhaustion or sadness indicates negative affect (Watson et al., 1988).

Figure 2.1 below summarises the distinctive positive and negative affect model developed by Carr (2004). Lazarus (1991) indicated that the model is proactive and goal directed. The model differs from other activation models in that it indicates the positive and negative affect factors that centre on a person's goal attainment (Lazarus, 1991).

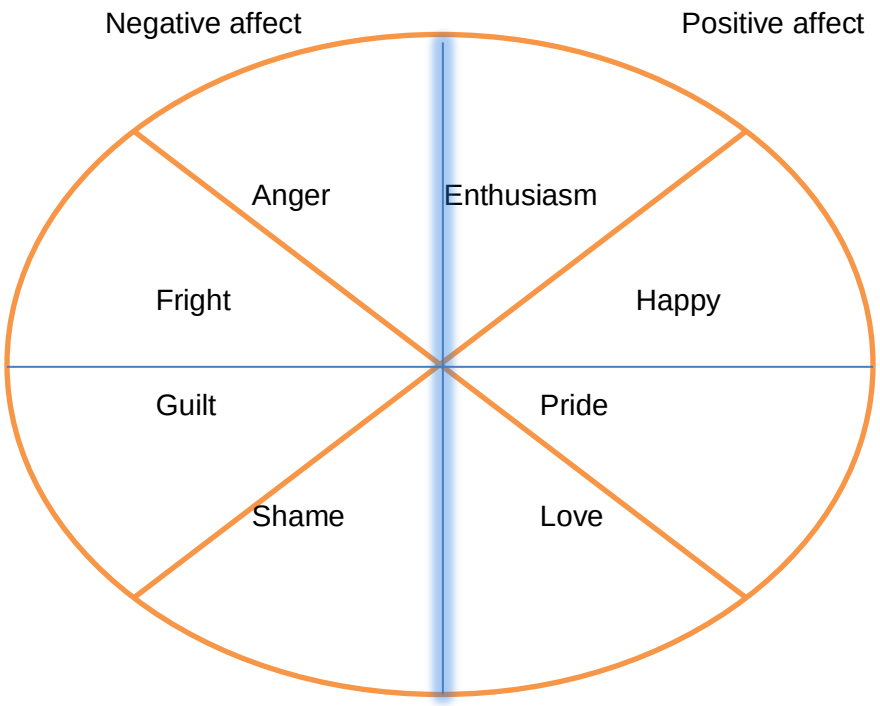

Figure 2.1 Positive and negative emotional affect model (Carr, 2004)

The figure 2.1 above is discussed in the context of the Positive and Negative Activation Scale (PANAS) scale. Watson et al. (1988) adopted the PANAS scale to measure the individual's positive and negative emotional affect. The scale consists of words that describe different feelings and emotions (Carr, 2004). The scale has 20 emotional adjacent (ten positive and ten negative) (Hefferon & Boniwell, 2011).

In the PANAS, respondents are requested to indicate the extent to which they have experienced each specific emotion within a specified time period, in relation to a five-point Likert-type scale (Watson et al., 1988). The PANAS Likert-type scale points are: 1 'very slightly or not at all', 2 'a little bit', 3 'moderately', 4 'quite a bit' and 5 'extremely'. A number of different time-frames are occasionally used with the PANAS, but in the present study, the time-frame adopted was '*during the last week'*. Crawford and Henry (2004) argue that the tags of positive affect and negative affect are confusing because they sometimes overlap. Watson et al. (1988) agree that positive and negative affect should be characterised by the activation of positive and negative valences respectively. The PANAS has proven to be a valid and reliable measure.

2.2.2 Theoretical model: career resilience

London (1983) contends that career resilience is a multifaceted concept, consisting of various dimensions. Lew (2008) uses the following constructs to explain career resilience.

2.2.2.1 Self esteem

Self-esteem is the totality of an individual's thoughts and feelings about themselves. Individuals with a high level of self-esteem tend to report greater perseverance in structures where they consider themselves as being successful (Hefferon & Boniwell, 2011). Individuals with higher self-esteem indicated more realistic achievements and a commitment to lifelong learning (Coetzee, 2009).

2.2.2.2 Hope and optimism

Carver and Scheier (2009) point out that people who experience optimism tend to experience less distress during adversity. Furthermore, hope refers to an expectation of gaining what one desires (Magaletta & Olivers, 1999).

2.2.2.3 Locus of control

Robbins, Odendaal, and Roodt (2003) stated that individuals with an internal locus of control perceive themselves as being the master of their own fate. Hefferon and Boniwell (2011) indicates that that people with an internal locus of control believe that the response to succeeding or not lies within themselves, whereas people with an external locus of control believe that achievement in life is controlled by luck or by chance.

2.2.2.4 Self-efficacy

Bandura (1997) defines self-efficacy as the belief that individuals have in themselves that they can reach a goal or a desired outcome or successfully accomplish a specific tasks. Cesinger (2011) states that individual with high levels of self-efficacy demonstrate high level functioning

and resilience towards adversity. Self-efficacy is also related to career decision-making, performance and career advancement (Coetzee & Roythorne-Jacobs, 2012).

2.2.2.5 Coping

Coping is defined as the constantly changing cognitive and behavioural efforts to manage specific external or internal demands that appear to be taxing (Cheavens & Dreer, 2009).

In relation to the above, Wolff (1995) initiated a three-component model to conceptualise career resilience and to further understanding of career resilience. Wolff (1995) conceptualises the resilience construct in a three-component model as follows:

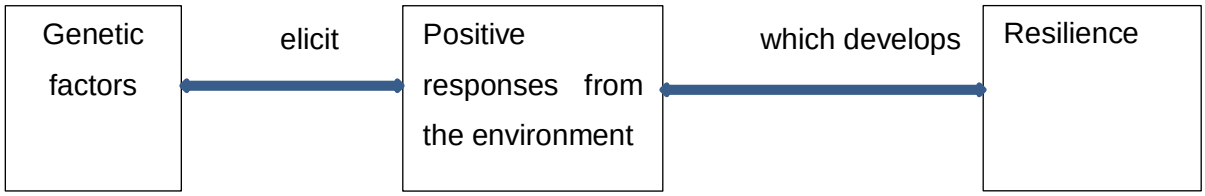

Figure 2.2 Conceptualisation of resilience (Wolff, 1995)

According to Wolff's (1995) model, genetic factors would be high intelligence, temperament and physical attributes, while environmental factors would be primary family relationships, the network of other relationships, prior competencies and achievements, and resilience factors include sense of worth, competence and self-efficacy. Later on, Wolff (1995) argued that resilience is both genetically and environmentally developed, and high risk individuals can develop resilience when they integrate with a positive environment.

Although career resilience is an interesting concept, it is not cited in many sources (Fourie & Van Vuuren, 1988). Nevertheless, career resilience is measured by the Career Resilience Questionnaire (CRQ) developed by Fourie and Van Vuuren (1998) for the South African context. The CRQ measures a variety of people's work and career situations, career context, and also career history (Fourie & Van Vuuren, 1998). The CRQ is a self-reporting measure consisting of 60 items that are based on career preferences. Twenty-three of the 60 are reverse-type scores. The CRQ contains seven-point Likert-type scales that range from 1 (not at

all) to point 7 (yes). The instrument's validity and reliability is adequate with high internal consistency of between .73 and .89 (Fourie & Van Vuuren, 1998).

London (1983) argues that even though the instrument is valuable, its reliability and validity have not been substantiated effectively. The CRQ items have been arranged into four factor groupings; factor I (Belief in oneself – being independent and not seeking others' permission for one's career choices); factor II (Disregard for traditional sources of career success – being independent from traditional organisational job titles, loyalty or promotion); factor III (Self-reliance – being independent from employer, networking and socialising to advance career opportunities); and factor IV (Receptive to change – being confident, adapting to changing circumstances and engaging in content and building relations). The CRQ is relevant to this study.

2.2.3 Theoretical model: career orientations

Schein (1996) states that the person's career anchors are constructed in terms of career experience and self-insight, which matures with experience (Schein, 1978). Coetzee and Schreuder (2012) contend that career anchors direct the way individuals construe and negotiate career experiences and cope with and adapt to career transitions. Table 2.4 gives an overview of the eight career anchors (Schreuder & Coetzee, 2011).

Table 2.4

Description of the Eight Career Anchors

Anchor	Definition
Technical or functional competencies	This career anchor refers to the individual's need to exert expert and maximum autonomy in a particular field. Individuals with this career preference build their identity around the work content.
General managerial competence	This career anchor refers to the desire to attain a position that requires the application of the interpersonal, political, analytical and financial skills associated with management.
Entrepreneur or creativity	Individuals with this career anchor are primarily motivated by the need for networking, entrepreneurship or socialising (Schein, 1996). It involves the creation or building of something that is entirely one's

	own project.
Lifestyle	The lifestyle career anchor refers to the individual's need to integrate work, family and self-concerns into a coherent lifestyle.
Pure challenge	The pure challenge career anchor refers to the need to test one's abilities by single-mindedly focusing on winning over or competing with extremely tough opponents and solving a variety of challenging problems.
Service or dedication to a cause	The service dedicated career anchored person feels that their contribution is meaningful in society (Schein, 1996). The individual with a service dedication tends to align work activities with personal skills and values that are related to helping society.
Security or stability	This career anchor refers to the need for job security related to benefits packages and long-term employment in an organisation and stability in a geographical area.
Autonomy or independence	This career anchor is related to the way in which people carry out activities in their own way, at their own pace and against their own standards (Coetzee & Roythorne-Jacobs, 2012). It refers to the person's need for freedom from organisational constraints in order to pursue professional competence. People with this career anchor seek work that is free from organisational problems.

Source: Schreuder and Coetzee, (2011)

Feldman and Bolino (1996, 2000) realigned the above eight career anchors into three separate groupings along with their essential motivation to provide more understanding of and insight into these career anchors. Feldman and Bolino (1996) labelled the three groupings in terms of need-based, value-based and talent-based approaches.

The need-based anchors are grouped as follows:

- Security and stability (feeling safe and secure and including long-term employment, health benefits and retirement options).

- Autonomy and independence (ability to work independently and take decisions). This anchor includes the person's need for freedom in the job content and organisational settings.

- Lifestyle motivations (balancing one's personal and family welfare with work commitments). The value-based anchors consist of the following.

- Pure challenge (testing personal endurance through risky projects or physically challenging work).

- Service and dedication to a cause (the need to integrate work, family, and lifestyle for the benefit of organisations or communities).

The talent-based anchors consist of the following:

- Managerial competence (the ability to solve complex problems and undertake subsequent decisions).

- Technical or functional competence (the need to develop technical or functional knowledge – also include the achievement of an expert position among peers).

- Entrepreneurial creativity (the ability to be innovative, build services and products).

For the purpose of the study, career anchors are grounded in the Career Orientations Inventory (COI) measurement (Schein, 1990). The COI is a self-report measure consisting of 40 items. The COI measures the level of the individual's self-perceived career anchor/preferences (Schein, 1990). A six-point Likert-type scale is used to measure subject responses on each of the 40 items. The COI instrument measures the above eight sub-scales of autonomy or independence; technical or functional; general managerial; entrepreneurial or creativity; lifestyle; pure challenge; service or dedication to a cause and security or stability. The sub-scales with the highest mean scores are indicated as the respondents' dominant career anchor. The COI has demonstrated high internal validity and reliability (Burke, 1983; De Long, 1982). The study

indicated that the COI has acceptable psychometric validity and reliability and is applicable to a multicultural South African context (Coetzee & Schreuder, 2009c).

2.3 INTEGRATION OF EMOTIONAL AFFECT, CAREER RESILIENCE AND CAREER ORIENTATIONS

The purpose of the literature review was to conceptualise the three constructs, emotional affect, career resilience and career anchors. The literature provided evidence of the relatedness of these three constructs to individual and organisational career development practices and performance management within the organisation (Coetzee & Schreuder, 2009c). Career resilience is positively associated with the career anchors of entrepreneurial creativity, pure challenge, autonomy, and service/dedicated to a cause (Coetzee & Schreuder, 2009b).

Table 2.5 provides a brief summary of the manner in which the variables of years of service, occupational level, gender, age and race differ in relation to the three constructs of emotional affect, career resilience and anchors. Career resilience is related to individuals' reaction to career disappointment (Min et al., 2013). Essentially, these three constructs of emotional affect, career resilience and career anchors reflect individual health and wellness in the workplace (Fredrickson, 2009). Furthermore, career resilience builds the solid emotional affection and guidance foundation for the career preferences. Career resilience is chiefly related to career anchors in that, depending on the individual's career anchors preference, he/she may develop career resilience (Cesinger, 2011). Table 2.5 provides an overview of the three constructs and certain biographical variables.

Table 2.5

Summary of Emotional Affect, Career Resilience and Career Orientations

	Emotional affect	Career resilience	Career orientations
Conceptuali-sation	Emotional affect is a learnt positive or negative verbal or nonverbal expression or assimilation of feelings towards an object, a	Career resilience is the individual ability to deal with behavioural aspects of changing career circumstances, new careers and	Career anchors encapsulate the array of self-perceived talents and abilities, basic values, and the evolved sense of motives and

	person or an event in a way that elicits responses(Watson, Clark, & Tellegen, 1988)	organisational changes, embracing people dynamics while displaying self-confidence and a willingness to take risks (Fourie & Van Vuuren, 1988).	needs (as they pertain to the career) that influences individual's career-related decisions (Schein, 1974, 1975, 1978, 1996).
Core constructs	Emotional activation; Positive affect Negative affect.	Four factors Belief in oneself Disregard for traditional sources of career success Self-reliance Receptive to change.	Career anchors Autonomy or independence Technical or functional competencies General managerial competence Entrepreneur or creativity Life style Pure challenge Service or dedication to a cause Security or stability
Influencing Biographical variables	Age: Older people avoid negative emotions as compared to younger people (Shiota & Kalat, 2012).	Age: Category of 31–40 differs significantly from the age category 61–70 in relation to the career resilience (Fourie & Van Vuuren, 1998).	Age: Young people seek lateral career paths rather than hierarchical career paths (Marshall & Bonner, 2003).
	Gender: Males and females differ significantly in their emotional affect (Furnham, 1994).	Gender: Male and female groups differ slightly on their career resilience (Fourie & Van Vuuren, 1998).	Gender: Females differ significantly from males in terms of their career anchors/orientations (Coetzee et al., 2007)

	Emotional affect	Career resilience	Career orientations
Implications for career development	Individual with positive affect are proactive and possess an aptitude for coping with career setbacks (Sinclair, 2009). Because positive and negative affect impact on organisational performance and helping behaviour, aspects of negative emotions such as anger, fear, shame, disgust and positive aspect such as joy, happiness, optimism may impact on career development in the public service (Nelson, 2010).	Knowledge of career resilience and its limitations will nurture individual efforts for an optimal and conducive work environment that favours employees and the organisation (Fourie & Van Vuuren, 1998). Relationship between three constructs will increase the ability to acknowledge emotional strengths and career adaptation, since resilient people are cheerful, zestful, robust and curious, while also open to new career exposure (Ferreira, Basson & Coetzee, 2010).	Career orientations will contribute to individuals' personal growth, promotion and success (Effklides & Maraitou, 2013). Congruence between individual's career anchors and occupation improves avoidance of stress, turnover or career dissatisfaction (Coetzee et al., 2010). Understanding of career anchors assists individuals to find congruence between self and organisation (Quick & Nelson, 2010).

2.4 VARIABLES AFFECTING EMOTIONAL AFFECT, CAREER RESILIENCE AND CAREER ORIENTATIONS

This section discusses the variables of age, gender, race and occupational levels that could potentially influence the nature of the manifestation of emotional affect, career resilience and career anchors. Firstly, variables influencing emotional affect are mentioned and discussed, followed by career resilience and then career anchors.

2.4.1 Emotional affect

2.4.1.1 Age

Ferreira et al. (2010) state that older employees tend to be affectively loyal to the organisation, while younger employees tend to have conflicting affect regarding their commitment to the organisation. Shiota and Kalat (2012) maintain that older people avoid negative emotions more than young people.

2.4.1.2 Gender

Furnham (1994) found that males and females differ in job interest and emotional affect. Furthermore, women are more in touch with their emotions than men (Robbins et al., 2003). Conventional wisdom indicates that women are more emotional than men (Kring & Gordon, 1988), while Quick and Nelson (2010) state that woman managers excel more in people-oriented positions and display strong interpersonal skills. However, Mousavi et al. (2012) found no relationship between men and woman in relation to emotional affect, but women scored higher on emotional aspect of empathy (emotional affect factor) than men.

2.4.1.3 Race

Robbins et al. (2003) found that different race groups express their emotional affect differently from other race groups.

2.4.1.4 Occupational levels

Kreitner and Kinicki (2013) indicate that many managers use emotions of fear and other methods to intimidate juniors to get intended results.

2.4.2 Career resilience

This section discusses the four variables affecting career resilience.

2.4.2.1 Age

Potgieter (2013) and Orth, Robins, and Trzesniewski (2010) found that middle-aged individuals have indicated slightly different career resilience in relation to older persons. In support of this, Fourie and Van Vuuren (1998) found that the age category of 31 to 40 indicated higher career resilient than the age category between 61 to 70 ages.

2.4.2.2 Gender

Fourie and Van Vuuren (1998) indicate that male and female groups differ slightly on career resilience. However, Xu, Farver, Yu, and Zhang (2009) found no significant difference on career resilience among gender groups. In contrast, Leung and Clegg (2001) reported that women evaluated themselves lower on career resilience than men.

2.4.2.3 Race

Orth et al. (2010) found that black groups have higher resilience than white groups at a younger age. However, their study found that resilience changes during adulthood, with black groups showing a much steeper decline in resilience than white groups in old age (Orth et al., 2010).

2.4.2.4 Occupational levels

London (1993) found that temporary workers scored higher on career resilience than permanent staff.

2.4.3 Career orientations

This section discusses variables affecting career orientations.

2.4.3.1 Age

Studies have shown that, generally, young employees tend to seek lateral career paths rather than hierarchical career paths, and these career paths are upheld by their career anchors or orientations and values (Marshall & Bonner, 2003). Igbaria et al. (1991) found that older employees scored higher than younger employees on the security career anchor. According to Schein (1990), people's career anchors tend to develop over time, and individuals rediscover their dominant career anchors when they start to stabilise in their careers or jobs – usually at the age of 30.

Coetzee and Du Toit (2012) indicated that individuals of 25 years and younger struggle to identify their career preferences, identity, autonomy or becoming committed to their careers. However, Oosthuizen et al. (2014) found that the 26 to 45 age group scored higher than the younger than 25 years age group on autonomy, life style, service or dedication to a cause career anchors.

2.4.3.2 Gender

Igbaria et al. (1991) found that women tend to be more interested in the life style career anchor than men; however, men scored higher on the technical/managerial career anchor than women. Coetzee et al. (2007) found that females appeared to differ significantly from males in terms of their career anchors/orientations. However, Coetzee and Du Toit (2012) found that men and woman differ in terms of their career anchors.

2.4.3.3 Race

Coetzee and Schreuder (2008) found that, with the exception of the entrepreneurial career anchor, black and white people demonstrated similar career anchor preferences, while Coetzee et al. (2007) suggest that black and white people differed regarding their career anchors. In addition, Coetzee and Du Toit (2012) found that the black race group scored higher than other race groups on career anchor of general managerial.

Oosthuizen et al. (2014) found that the coloured, Indians and white race groups have a stronger career preference for the entrepreneurial creativity career anchor than the African race group. Alternatively, the Black race group scored higher than the Indian race group on entrepreneurial, autonomy and service or dedication to a cause, and also than the White race group on security and stability career anchors (Oosthuizen et al., 2014).

2.4.3.4 Occupational levels

Generally, no significant link was found between employees' career anchors and their job environment (Coetzee & Bergh, 2009). Coetzee and Du Toit (2012) maintain that there are no differences in terms of career anchors with regard to occupational levels. However, Coetzee and Schreuder (2012) found that managers scored higher on the career anchors of entrepreneurial creativity, pure challenge and general management than junior employees.

2.5 IMPLICATIONS FOR CAREER DEVELOPMENT

Considering that public servants' career development paths have been dominated by upward career mobility, by establishing their emotional affect and career resilience could help to inform how their career anchors influence their career development (NDP, 2009). Essentially, a career-resilient individual is able to identify career preferences and make career choices while at the same time sustaining these decisions with various career developmental initiatives (Bridges, 1995; Fourie & Van Vuuren, 1998).

Positive individuals are able to identify the career anchors that strengthen their employability (Coetzee & Schreuder, 2011). Naris and Ukpere (2010) maintain that organisations must initiate employees' career development initiatives convincingly. Schein (1996) argues that most individuals are aware of their career anchors and will not wait to be forced to make choices pertaining to self-development, family or career. Career anchors form an important aspect of choices pertaining to career development and personal life (Coetzee & Bergh, 2009).

Muteswa and Ortlepp (2011) maintain that the organisation should begin to offer career development and skills training initiatives that respond to the current economic circumstances. Schein (1990) contends that as a result of shortages of employment opportunities, the

relationship between career anchors and career opportunities will always be low and individuals will not always find employment that matches their career anchors. This study is therefore vital to career development in that the career-oriented individual will proactively address career incongruent challenges (Kreitner & Kinicki, 2013).

Furthermore, having knowledge of career resilience and its limitations will nurture individual efforts for facilitating optimal work environment conditions for all the people involved (Fourie and Van Vuuren, 1998). Kreitner and Kinicki (2013) indicate that the career-resilient individual would be able to adapt to the changing work circumstances. According to Fourie and Van Vuuren (1998), the study of career resilience will develop individual employability within and outside the current organisation. This study aims to corroborate London's (1996) assertion that there is a positive correlation between career resilience and occupational levels.

Moreover, while younger age groups are now considering life careers (i.e. achievements in private and professional careers), older age groups still prefer traditional linear careers (Cesinger, 2011). Cesinger (2011) confirmed that gender has an influence on the individual's career anchors and career success. However, Miguel (1993) found that women and men differ significantly in terms of career anchors. Handy (2004) maintains that the career-resilient person is likely to achieve career success. Considering that the younger working generation prefers to enhance and manage their own careers, many organisations would be required to change from their traditional hierarchical career ladders to conform to this new challenge (Cannon, 1995; Coetzee & Schreuder, 2009c).

Huang, El-Khouri Johnson, Lindroth, and Sverke (2007) posit that women's career development initiatives are now more multifaceted than the career developments of men since woman have multiple responsibilities of work and family. However Wiese, Freund, and Baltes (2000) stress that, generally, gender significantly influences career development. This study will potentially assist organisations to find ways to align their employees' career needs with the organisational goals on order to eliminate career incongruence (Coetzee et al., 2010). If there is any misfit or lack of congruence between employees' career needs and the organisational goals the outcome may be staff turnover, absenteeism, poor performance, stress, anxiety or alienation of responsibilities (Coetzee & Bergh, 2009).

In relation to the above, employers will gain a competitive advantage in that inspired employees will shift their career dependence to career independence and self-reliance, *thus*, becoming careerist (Fourie & Van Vuuren, 1998). Public servants who participate in career development initiatives would be able to compete for career openings and respond to career development activities (NSG, 2013). Powell and Snellman (2004) indicate that nowadays most professional careers require career-oriented and capacitated employees. It is envisaged that public servants, both those that have been in the system a long time and those who have just entered the public service, and from different gender, age and race groups, may differ significantly in relation to their emotional affect, career resilience and career anchors.

Meadows (2014) found a positive relationship between individual psychological well-being, adaptation and positive affect, while Coetzee and Schreuder (2009b) also stress that younger employees are increasingly seeking spiral or lateral career paths rather than traditional career paths that are dominated by upward movement. Moreover, Ramakrishner and Potosky (2003) stress the fact that because most careers are no longer defined by upward and lone occupations, employees will have a variety of career options to choose from. Coetzee and Schreuder (2012) indicate that owing to the uncertain labour market trends that prevail in the 21st century, individuals should develop career goals to stay abreast of the uncertainty or unplanned events and thus, by implication, they require a high level of career resilience.

Furthermore, because Bergh and Theron (2011) state that because human capacity development and career development happen throughout the life span, this study will be vital for stimulating career development participation. Moreover, individuals are likely to change jobs frequently either by choice or by necessity (Rossier, Zecca, Stauffer, Maggiori, & Dauwalder, 2012). Very often, employees become emotional and unsure when deciding about career preferences (Norman, 2004).

Coetzee and Du Toit (2012) state that career anchors provide individuals and organisations with a model that encapsulates the complexity of career development. In terms of the National Development Plan (NDP), public servants are expected to compete for any vacant position within and outside the Public service sectors e (NDP, 2009). Because positive and negative affect impacts on organisational performance and helping behaviour, it is vital to understand how these aspects of negative emotions of anger, fear, shame, disgust, and positive aspects of joy, happiness and optimism manifest in the public service (Nelson, 2013).

Mustafa (2013) maintains that it is important that individuals identify long and short-term career goals and career plans to counter adverse career challenges. Kreitner and Kinicki (2013) state that good and bad emotional feelings can have positive and negative affect respectively on negotiation, communication and conflict resolution within the organisation. In this regard, Coetzee and Schreuder (2011) found that the career anchors of entrepreneurial creativity and service/dedication to a cause and autonomy predict emotional affect.

Coetzee and Schreuder (2012) have noted that both general management and entrepreneurial creativity show a negative relationship with the ability to adapt to changing situations and dealing with career adversity and failure. Coetzee and Schreuder (2009c) mentioned that out of the eight career anchors measured, individuals with a technical/functional career anchor have a greater need for stable occupations and a lower need for career exposure and to be exposed to new, different and challenging opportunities. Judge and Kammeyer-Muller (2007) found evidence of an empirical link between individuals' positive self-evaluation and positive affect. As far as Manion (2011) is concerned, by pursuing positive emotional activities, individuals intensify their resilience capabilities.

Cohn et al. (2009) agreed that individuals can undo negative emotions and build resilience through positive emotions and thoughts in order to be able to mould their career. Moreover, Meadow (2013) pointed out that resilience is a common product of the human system of adaptation. Fredrickson and Branigan (2005) contend that there is an ability to acknowledge positive emotional affect, career adaptation and career resilience, since resilient people are cheerful, zestful, robust and curious while also open to new experiences. Schein (1990) indicated that individuals with a technical/functional career anchor will strive to establish ways and wide-ranging opportunities to flourish. Coetzee et al. (2010) support this assertion by stating that the ability to form positive and supportive social networks and being driven by a need for personal growth and development provides an impetus for the prediction of a positive career orientation.

In conclusion, organisations that engage their employees in realistic career development planning, education and training initiatives may optimise their employability and career satisfaction (Coetzee & Schreuder, 2011). In line with Coetzee et al.'s (2010) findings, individuals' career anchors will predict job and career choices that lead to emotional attachment to the work. Coetzee and Schreuder (2009b) pointed out that while individuals take ownership of

their career anchors, organisations has a pivotal role to play in inspiring and empowering employees and creating various career options for them.

As stated by Coetzee and Schreuder (2011), career anchors and emotional affect are important constructs that provide a useful framework for career self-awareness, the development of career development options and career development management. Moreover, it is indicated that the shortage of research literature on the impact of career anchors in South African organisations has a negative effect on credible career development information (Coetzee, et al., 2010). Coetzee and Schreuder (2009b) maintained that the career anchors of the black race groups have been under-studied in South Africa. Therefore, the study will be important to the career psychology field and will contribute to the career development body of knowledge.

2.6 RESEARCH AIMS AND RESEARCH HYPOTHESES

2.6.1 Research aims

In the preceding literature review the following specific research aims were considered:

- **Aim 1:** As part of research aim one (literature review), the constructs of emotional affect, career resilience, and career orientations were conceptualised.

- **Aim 2**: As part of research aim two (literature review), the theoretical relationship between the variables was defined and the variables integrated.

- **Aim 3**: As part of research aim three (literature review), the influence of biographical variables such as years of service, occupational level, gender, age and race on individuals' emotional affect, career resilience and career orientations was discussed.

- **Aim 4:** The variables were integrated and the theoretical relationships between the emotional affect, career resilience and career orientations variables were conceptualised (literature review research aim four).
- **Aim 5:** Finally, the theoretical implications for career development practices in the public service were critically evaluated.

2.6.2 Research hypotheses

The literature provided a theoretical relationship between emotional affect, career resilience and career orientations.

The literature review informed the under-mentioned research hypotheses:

- **Ha1:** Individuals' emotional affect and career resilience are positively related to their career orientations

- **Ha2:** Positive affect will moderate the relationships between career resilience and the career orientations such that the career resilience-career orientations relationships would be stronger for high-positive affect individuals than for low-positive affect individuals

- **Ha3**: Negative affect will moderate the relationships between career resilience and the career orientations such that the career resilience-career orientations relationships would be stronger for low-negative affect individuals than for high-negative affect individuals.

- **Ha4:** Individuals from different biographical groups (years of service, occupational level, gender, age and race) will differ significantly regarding their emotional affect, career resilience and career orientations

2.7 CHAPTER SUMMARY

The constructs of emotional affect, career resilience and career anchors were conceptualised in this chapter. The literature related to the constructs was reviewed, and a possible theoretical relationship between these three constructs was established.

The aims of the literature review part one, was to conceptualise the constructs of emotional affect, career resilience and career orientations. Part two defined and integrated the variables from the theoretical relationship. Part three indicated the influence of biographical variables

such as age, race, gender and occupational level on individuals' emotional affect, career resilience and career orientations, while part four integrated the variables and conceptualised the theoretical relationships between these variables. Finally, part five confirmed the theoretical implications for career development practices in the public service.

Chapter 3 will present a discussion on the empirical findings of the research. The discussion will be presented in the form of a research report.

CHAPTER 3: ESEARCH REPORT

Exploring emotional affect and career resilience in relation to career orientations in the public service

Abstract

Orientation: The transformation of the South African economy has opened up career opportunities and career development challenges for individuals who were previously not eligible for these. The public service thus faces unique challenges regarding the facilitation the career development of such employees.

Research purpose: The objectives of the research were as follows: (1) to establish the relationship between individuals' emotional affect (measured by the Positive and Negative Activation Schedule Scale), career resilience (measured by the Career Resilience Questionnaire) and their career anchors (measured by the Career Orientations Inventory); (2) to explore the moderating role of emotional affect in the career resilience–career orientations relationship; and (3) to determine whether employees from different years of service, occupational level, gender, age and race differ significantly in relation to their emotional affect, career resilience and career orientations.

Motivation for the study: The study focuses on individuals' emotional affect, career resilience and career anchors as aspects of their career development. The study is consequently vital for stimulating the career development of employees in the public service as part of the transformation of career development for improved service delivery in the public service.

Research design: A cross-sectional quantitative survey was conducted on a convenience sample (N = 143) of employees employed in the rural development and land reform department of the South African public service. Correlational and inferential statistics were employed to achieve the research objectives.

Main findings: Correlational analysis showed significant associations between the variables. Hierarchical moderated regression analysis indicated high positive affect as a significant moderator of the career resilience–managerial competence career anchors relationship. However, high negative affect and low negative affect significantly weakened the career resilience–entrepreneurial creativity, career resilience–pure challenge and career resilience–lifestyle relationships. Significant differences were detected between the variables years of service, age and race groups.

Practical implications: Public service employees should recognise the role played by their affectivity in influencing the relationship between their career resilience and career anchors.

Value added: The findings contribute to the field of career psychology and added new insights in terms of public servants' affectivity, career resilience and career anchors. The findings may potentially inform the career development of employees in the public service.

Keywords: positive affect, negative affect, career resilience, career orientations, career anchors, career development and how employees differ regarding these variables.

3.1 INTRODUCTION

This section discusses the focus and background of the study. This is followed by a discussion on literature trends, objectives and potential value-added highlights, thus indicating what is to follow.

3.1.1 Key focus of the study

Economic meltdown, labour migration and increased unemployment have caused many organisations and individuals to rethink and consider their current state with regard to career development practices (Van Dyk & Coetzee, 2012). In addition, in response to the changing world of employment, the National Development Plan (NDP) (2009) has challenged many organisations and has placed a career development programme and other career-related activities at the forefront of the transformation priorities of the public service.

Traditional hierarchical and promotional careers are now history and have been replaced by boundaryless and spiral career patterns (Coetzee & Roythorne-Jacobs, 2012). There has been an increasing trend in non-permanent employment contracts around the globe which increases job insecurity (Cooper, 2011). Cooper (2011) also asserts that these global trends have resulted from increased economic competitiveness among individuals and organisations for limited resources and business expansions.

The current study falls within the parameters of the field of career psychology. The focus of the current study is on the relationship between emotional affect, career resilience and career orientations with a specific focus on the moderating role played by emotional affect in the career resilience–career anchors relationship. More specifically, the study explored the interaction effect between individuals' affectivity (positive and negative) and career resilience in predicting their career anchors.

3.1.2 Background to the study

The human resource (HR) sector in South Africa has undergone radical change in the light of increased unemployment, an under-skilled labour force and rigid labour laws. In addition, fewer job opportunities are available in the formal sector which is coupled with increased emotional instability (Fourie & Van Vuuren, 2000). The changing world of employment and global HR trends has eroded the traditional hierarchical psychological job security contracts, and decreased organisational loyalty has influenced the emphasis that employees place on their own careers (Coetzee & Roythorne-Jacobs, 2012). Coupled with these challenges, stressful circumstances or experiences can result in unpleasant emotional states such as anxiety and depression at workplaces (Foxcroft & Roodt, 2009).

In the 21st century, individuals are becoming less dependent on organisational upward mobility and the structured career paths and development that are promised within the organisation (Coetzee & Bergh, 2009). In this century, people are experiencing more frequent career transitions and challenges that require greater adaptive proactivity in making career decisions (Coetzee & Bergh, 2009). In response to the increasing uncertain economic challenges and resulting career insecurities, many individuals are now placing more emphasis on the means

that will satisfy their life-career needs and taking ownership of their own life circumstances or events and future career ambitions (Furnham, 2000; Lumley et al., 2011).

The current economic and labour turmoil has provided impetus for individual to realise their capabilities and career preferences, while reorienting themselves to the current labour market conditions (Coetzee & Schreuder, 2012). The literature review explores the different aspects of affect, career resilience and career orientation that impact on career development practices and the individual's desire to choose their career. As indicated by Parker, Bindl, and Straus (2010), career resilience as a construct is better positioned to explain the aspect of motivational beliefs, which emphasises the individual's proactive career behaviour. Career preferences and career motives and values are now entrenched as the foundations that can guide and support individuals in making career choices and engaging in preferred career movements (Coetzee & Schreuder, 2009a).

However, Powell and Snellman (2004) caution that in contemporary career settings many professions are fostered to orient and capacitate their employees to understand the global career trends taking place within the HR environment. Furthermore, Coetzee and Schreuder (2008) stress that it is important to study career development in relation to race, age and gender so as to determine their implications for individuals' career development because these variables are vital in the multicultural South African work environment.

The study by Rodrigues and Guest (2010) indicates that having multiple career preferences may enhance individual adaptation to various career patterns, and lead to motivation and well-being, whilst also increasing organisation–job congruence. Schreuder and Theron (2001) state that career related factors affect emotional responses to workplace problems and challenges. Nowadays, individuals who possess strong physiological and psychological attitudes will have an increased ability to adapt and commit to the organisation, to deal effectively with any challenges that might occur and to manage the uncertain economic pressures (Puffer, 2011).

Generally, career development comprises individual readiness and knowledge capacity, including the emotional commitment attached to the career choices that would enable the individual to make proactive career decisions (MacInnes, 2010). Public servants are encouraged to take part in career initiation and to improve their employability, while also participating in organisational career development imperatives (NSG, 2013).

Emotional affect regulates behavioural motives of approach or avoidance that either promote or block active emotional responses and the endeavour for positive results (Hirschi, Lee, Porfeli, & Vondraeck, 2013). Resilience bolsters individuals' coping capacity to deal with career adversity and emotional setbacks and depressions (Min, Yu, Lee, & Chae, 2013). Career anchors reinvigorate individual career aspirations and goals that are internalised and highly regarded (Herrbach & Mignonac, 2012; Schein, 2013).

Bergh and Theron (2009) state that emotions are essential for guiding personality, maturation and motivation that often contribute to individual resilience and career awareness. Moreover, Coetzee and Schreuder (2009b) stress that career anchors support adaptive behaviour and can change people's behaviour, while also reminding individuals to recognise their sense of worth about their careers. Very often, an individual's inability to regulate and manage negative emotions will have far-reaching consequences in terms of career development and workplace skills planning, while also blocking appropriate emotional expression that helps to avoid negative consequences such as anger and anxiety (Ciarrochi, Chan, & Caputi, 2000).

Young, Valach, and Collin (1996; 2002) argue that essential embedded and goal-directed career actions form a cornerstone of career resilience. Therefore, resilient persons would employ positive emotional affect to develop coping mechanisms (Meadows, 2013). The interaction that takes place between individual career development and the organisation has far-reaching implications for the individual's perception of the risks related to specific career options, the volume and type of self-exploration in which they engage, and how they process career-related information that is related to career choices and the individual's career anchors and preferences (Emmerling & Cherniss, 2003).

Sirgy (2012) states that positive affect is related to the feeling of success and positive outcomes, while negative affect is related to cognitive dissonance or despair. Currently there is a gap in the researched literature relating to the way affect relates to individuals' career resilience and career anchors, and how their career resilience and career anchors are connected. Against this background, the present study aims to establish whether emotional affect and career resilience can predict career orientations.

3.1.3 Trends arising from the literature

This section briefly outlines the major trends identified in the research literature with regard to emotional affect, career resilience and career orientations.

3.1.3.1 Emotional affect

Watson, Clark, and Tellegan (1988) define emotional affect as a learnt attitude that is either a positive or negative, verbal or nonverbal expression or assimilation of feelings towards an object, a person, or an event such that it elicits certain responses. Watson et al. (1988) indicate that it is natural when a goal is set that an individual exhibits either positive or negative affect reactions toward the goal. The magnitude of the presented goal will trigger positive or negative reactions depending on the situation and the conditions (Norman, 2004). Positive emotional affect assists an individual to be proactive and to acquire an aptitude for coping with any career setbacks (Sinclair, 2009).

Emotional affect has been classified as the emotional reaction or responses (positive-sympathetic or compassionate or negative-exhausting or resentment) that indicate a strong possibility of experiencing mindfulness and behavioural changes (Norman, 2004). Therefore, affectivity represents the propensity to react or practise a particular mental disposition towards a certain object, person or occasion using differential emotional characteristics in a specific way (Adil & Kamal, 2013). The current literature indicates that positive affect and negative affect are regarded as two separate, self-regulating domains of affectivity (Jain et al., 2012; Norman, 2004). Therefore, a person may simultaneously display high positive affect and high negative affect or, alternatively, display both low positive affect and negative affect, or either be high on one and low on the other (Jain et al., 2012).

Watson et al. (1988) state that an individual with positive affect experiences a positive and energetic life whilst exhibiting a positive outlook. Positive emotions can assist individuals to make useful choices and decisions in life (Chakraborty & Konar, 2009). Overall, individuals who are high on positive affect outperform those who are low on it and who are experiencing negative affect (Jain et al., 2012; Watson et al., 1988). Generally, positive emotions encompass

the individual's assertiveness and pride, happiness, strong feelings of seniority and positive feelings (Meadows, 2013).

Negative affect is regarded as idiosyncratic distress and a state of disengagement (Watson et al., 1988). Negative emotional affect is linked to misunderstandings, mishaps, emotional setbacks and often under-commitment to work (Mustafa, 2013). Individuals who are high on negative affect feel anger, disgust and contempt (Jain et al., 2012). Low negative affect is manifested in a sense of calmness and serenity (Watson et al., 1988). This study emphasises that both positive and negative affect trigger the individual's personality mood traits that will influence his or her subjective wellbeing, motivations and capacity to perform (Diener, Wirtz, Tov, Kim-Prieto, Choi, Oishi, & Biswas-Diener, 2010; Sirgy, 2012). A person's emotions can be detected from their facial expression or manifested in gestures, posture and behavioural actions (Chakraborty & Konar, 2009).

The positive affect that drives the motives and desire to accomplish tasks and targeted goals is normally related to the action-oriented attitude that regulates a desire for success and achievements (Adil & Kamal, 2013). Ciarrochi et al. (2000) indicate that an individual's emotions have a tendency to facilitate cognitive thoughts, such as how emotions are related to sensations and expressions, while managing own and others' emotional affect. Emmerling and Cherniss (2003) state that there are always emotional responses involved when people are immersed in the career decision process, as well as in social relations or interactions at work. Positive emotional affect includes the capacity to establish relationships in and outside the family and to overcome health crisis, and is a valuable factor that is essential during career crisis moments (Hefferon & Boniwell, 2011). It is important to indicate that emotional affect has an impact on both the process of thinking and the content of thinking, judgement and behaviour (Ciarrochi et al., 2000).

Emotional expressions are important in empathising and controlling interpersonal relationships amongst workers so as to heed the feelings, abilities, views, and ideas of themselves and others (Mousavi et al., 2012). Goleman (1995) states that it is vital to understand the dynamics of self-emotions, learn to manage own and others' emotions, continue to motivate the self and learn as fast as possible how to handle relationships. Chakraborty and Konar (2009) posit that emotional affect is considered to have two elements, that is, intentionality and feelings. Intentionality is defined as the subjective-object relationship, which involves the creation of

aspirations and self-evaluation about attributes and the motivation to relate to others, while feelings denote one's own subjective mental state, which expresses the mind or modes of awareness (Chakraborty & Konar, 2009). Coetzee and Beukes (2010) indicate that individuals who are in a position to control and express their own emotions are more likely to demonstrate greater confidence in their ability to achieve their career goals.

The current literature indicates that positive emotional affect has not been widely explored as compared to aspects of negative emotional experience (Fredrickson & Branigan, 2005). Generally, positive emotional affect cannot be easily recognised as compared to negative emotional shortcomings (Fredrickson & Branigan, 2005). When a persistent physical or psychological attitude is threatened, emotional affect occurs in different ways (Meadows, 2013). In agreement with the above, it is reported that positive emotional affect and self-esteem strengthen individual self-management and career-resilient attitudes (Mousavi et al., 2012). Moreover, the current literature indicated that emotional affect includes the feelings or attitudes embedded in an individual's association or disassociation with something or an event in a particular way (Ivancevich et al., 2005).

In summary, affect is an emotion-based trait that reflects individuals' disposition to experience either positive or negative mood states and associated feelings when facing demanding situations or pursuing challenging goals (Adil & Kamal, 2013; Jain et al., 2012; Sirgy, 2012).

3.1.3.2 Career resilience

Career resilience is embodied as the ability of employees to recognise career impediments within the workplace and deal with those impediment factors, especially those that cause stress (Fourie & Van Vuuren, 1998). Career resilience has also been defined as the state of regaining and rebounding from career setbacks or a positive return from situations of adversity (Masten, 1994; Min et al., 2013; Fourie & Van Vuuren, 1988). Furthermore, career resilience is seen as an important psychosocial career resource that facilitates person–environment congruence, and development and growth across the lifespan (Bezuidenhout, 2011). A person who possesses resilience traits is able to resist career disappointment, impediments or hostile conditions (Fourie & Van Vuuren, 1988).

Wagnild (2009) views career resilience as the individual's capacity to recuperate from hardship conditions and harsh times. Richardson (2002) describes the construct of resilience as an approach that manages disruptive and stressful, thought-provoking life challenges and provides some additional defensive and coping skills. Bezuidenhout (2011) asserts that career resilience embraces a belief that a person has control over their life and career events despite adversity with regard to both life and career ambitions.

Bezuidenhout (2011) also mentions that career resilience embraces the factors of high self-regard, career accomplishments, being a recipient of changes and receiving personal feedback from others with regard to strengths and weaknesses. Fugate and Kinicki (2008) found that career resilient people indicated positive self-management, optimism and confidence regarding their capability to manage the challenge of future events. Accordingly, resilient people are able to recall events that were negative or positive in their personal life, learn lessons from others' emotional life experiences, strengths and weakness and exercise vigilant control over life gains (Hefferon & Boniwell, 2011).

The construct of career resilience facilitates emotional recovery from career development setbacks to nurture new career paths (Fourie & Van Vuuren, 1998). Moreover, resilience has been known to offer valuable insights into the structure and development of career competencies (Fourie & Van Vuuren, 1998). Beardslee (1989) argues that career resilient individuals stay focused on the goal and are action-oriented. Fourie and Van Vuuren (1998) agree that career resilience facilitates traditional career transition challenges and modern career opportunities to ensure that individuals have a secure future.

Van Vuuren and Fourie (2000) argued further that career resilience facilitates an enduring concept of the emergence of boundaryless career development, which emphasises personal independence, instead of previous traditional career development ideologies. Career-resilient people are able to resist negativity and are more social and embrace constructive communication skills (Garmezy, 1993). Furthermore, Garmezy (1993) found that a resilient person has the right temperament, a warm family support system and social support systems. Forster (1997) argues that in general, resilience consists of survival, coping and adaptation. These constructs are important for individual psychological health or well-being (Foster, 1997).

Career resilience is supported by the following constructs (Lew, 2008): self-esteem (individual's total thought and feelings about themselves) (Hefferon & Boniwell, 2011); hope and optimism (expectation of gaining what one desired) (Magaletta & Olivers, 1999); locus of control (perception that one is the master of one's own destiny) (Robbins et al., 2003); self-efficacy (the strong belief that individual have in themselves) (Bandura, 1997); and coping (the ability to manage specific external or internal demands) (Cheavens & Dreer, 2009).

Fredrickson and Losada (2005) maintained that resilient people have life values that increase positive meaning in life. Generally, career resilience assists people to flourish in their careers (Savickas, 2012). In relation to the above, flourishing denotes the optimal level of human functioning in relation to an individual's resilience and goodness (Meadows, 2013). Shiota and Kalat (2012) argued that positive motivation is an indication of individual wellbeing, which assists him or her to rebound easily from situations of negative affect. Gordon (1995) agrees that career resilience complements the concept of self-management. Most employers would benefit from career resilient individuals because they welcome responsibility, manage their own careers, adapt to the organisational and life changes and perform at an optimal level (Fourie & Van Vuuren, 1998).

In summary, a career-resilient person will be regarded as being positive and proactive, having a career-oriented mind-set that is career inclined, whilst also sustaining a positive stance to overcome career setbacks, adversity, life disappointments and economic hardships (Bridges, 1995; Fourie & Van Vuuren, 1998; Fugate & Kinicki, 2008; Wagnild, 2009).

3.1.3.3 Career orientations

Career anchors are defined as the representation of individuals' subjective or psychological perception of his or her self-concept, talent and abilities and career success (Schein, 1990, 1996). The current literature indicates that individuals' preferences for a certain career anchor represent their most salient career needs, goals and motives (Herrbach & Mignonac, 2012). As such, career anchors represent goal-directed intentions and needs driven by values and motives that individuals are not willing to give up in the pursuit of their career (Marshall & Bonner, 2003; Schein, 1996). Schein (1990) maintains that career anchors are regarded, firstly, as a set of self-perceptions regarding a person's motives and needs; secondly, as talents and

skills; and, thirdly, as personal values that they would not wish away if they were forced to decide between a career and a total self-concept.

Schein (1978) explains that these self-concepts include an achievement of expert status among peers (technical/functional competencies); the willingness to solve complex, organisational challenges and subsequently make decisions (general managerial competencies); personal freedom in job content and settings (autonomy/independence); enduring employment conditions for health benefits and retirement options (security/stability); opportunity for innovation, creativity and new businesses, products or services ideas (entrepreneurial creativity).

Furthermore, DeLong (1980) added additional aspects, including working for better and improved organisations and communities (service/dedication to a cause); taking on risky projects or challenging physical work (pure challenge); and finding a balance between personal and the family's welfare commitments (lifestyle). Therefore, career anchors embody the career preferences, motives and values that are the catalyst for long-term career choices. These career preferences in turn provide pathways for career moves and motivation (Brousseau, 1990). Individuals' career preferences and career values are also defined as the stable cognitive or intangible framework that guides the realisation of a dream career (Kim, 2005).

Furthermore, Coetzee and Schreuder (2009b) regard career preferences and career values as the person's total views about the career pathways they should follow when career choices and decisions are made. According to Hsu, Jiang, Klein, and Tang (2003), career anchors can be described in terms of internal and external domains. While internal career anchors emphasise the individual's self-concept which can be measured in terms of non-monetary incentives such as job security and autonomy in the workplace, external career anchors refers to a set of career anchors that are based on the extent to which individuals perceive that the organisation reinforces their internal career anchors by means of benefits and incentives (Hsu et al., 2003).

In contemporary career development, career anchors are viewed as part of career meta-capacities (Coetzee & Schreuder, 2014). Career meta-capacities are individuals' career-related psychological resources which include social resources that a person utilises to undertake proactive career construction and career self-management that is self-directed to reshape their careers (Coetzee & Schreuder, 2014). Rodriques and Guest (2010) indicated that career anchors assist people to understand their wholesome differences and how to value diversity in

careers. Schein (1978) points out that in fact the initial first interaction of employment provides a platform to initiate an individual's career anchors. Overall, a career-anchored individual is immersed in self-discovery of self-perceived talents and abilities, basic values and motives and also their needs (Schein, 1996). These talents, values and motives, and needs subsequently sway the individual's views regarding career movements and career decisions (Schein, 1996).

Coetzee and Schreuder (2014) points out that in fact the initial first interaction of employment provides a platform to initiate an individual's career anchors. Overall, a career-anchored individual is immersed in self-discovery of self-perceived talents and abilities, basic values and motives and also their needs (Schein, 1996). These talents, values and motives, and needs subsequently sway the individual's views regarding career movements and career decisions (Schein, 1996). Coetzee and Schreuder (2008) stipulate that most career anchors show a significant difference between the individual age groups, except for the lifestyle and entrepreneurial creativity career anchors. However, Hardin (1995) found a significant correlation between career anchors and the variable of age.

Generally, it has been found that career anchors impact on career decision-making ability and task accomplishment within the workplace because career-oriented individuals clearly understand the roles they are capable of (Herrbach & Mignonac, 2012). A study on career anchors provide a useful reference for career selection, personnel recruitment and placement, training and mentoring because the organisation could use the career orientations profile to retain or develop valuable and experienced employees and also match in-house career opportunities with their career anchors (Coetzee & Schreuder, 2012)

In summary, career anchors are the self-perceived talent, abilities, motives and values that provide guidance and support to an individual when they make career choices and decisions (Schein, 1990; Kim, 2005; Coetzee & Schreuder, 2014). Schein (1978) caution that it is vital that people are aware of their career anchors in order to contribute more to their career choices at critical points of their lives; as well as for organisations to realise and guard their employees career anchors so that appropriate career moves can be made.

The present study assumed that career resilience would significantly and positively predict individuals' career anchors by functioning as a proactive motivational disposition that facilitates

deep acting (i.e. active effort) to express the motives and values espoused in the various career anchors. Positive affect and negative affect would buffer (moderate) the relations between career resilience and career anchors, such that high positive affect would strengthen the relationships by also facilitating deep acting behaviour, while high negative affect would weaken the relationships by facilitating surface acting (i.e. dissonance because of subjective distress and unpleasurable engagement). Insight into the interaction effect between career resilience and affectivity (positive or negative emotional reactivity) in explaining individuals' career anchors would potentially inform inquiry into understanding proactive career behaviour and motivation, as well as identifying ways of developing these psychosocial career resources in the contemporary career environment.

Based on the literature review the following research hypotheses will be tested empirically.

- **Ha1:** Individuals' emotional affect and career resilience are positively related to their career orientations.

- **Ha2:** Positive affect will moderate the relationships between career resilience and career orientations such that the career resilience–career orientations relationship will be stronger for high-positive affect individuals than for low-positive affect individuals.

- **Ha3**: Negative affect will moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationship will be stronger for low-negative affect individuals than for high-negative affect individuals.

- **Ha4:** Individuals from different biographical groups (years of service, occupational level, gender, age and race) will differ significantly regarding their emotional affect, career resilience and career orientations.

3.1.4 Research objectives

The objectives of the research are the following:

- to establish the relationship between individuals' emotional affect (as measured by the Positive and Negative Activation Schedule scale), career resilience (as measured by Career Resilience Questionnaire) and their career anchors (measured by Career Orientations Inventory).
- to explore the moderating role of emotional affect in the career resilience–career orientations relationship

- to determine whether employees from different years of service, occupational level, gender, age and race groups differ significantly in relation to their emotional affect, career resilience and career orientations.

Currently, there seems to be a paucity of research on the relationship between individuals' emotional affect (positive or negative), career resilience and career anchors and how individuals from different years of service, occupational level, gender, age and race groups differ regarding these variables. Exploring the relationship between the three constructs of emotional affect, career resilience and career orientations, and the biographical differences regarding these variables, may potentially contribute to interventions aimed at the career development of public servants.

3.1.5 Value added by the study

The aim of the study was to explore public servants' emotional affect and career resilience in relation to their career orientations. The findings may potentially contribute to the overall wellbeing, proactive career development and career satisfaction of the public servants, and further research with a view to understanding how the variables of years of service, occupational level, gender, age and race groups relate to the three constructs.

3.1.6 To follow

The following section explains the research design, research approach and research method used in this study. The results of the study will be discussed followed by an interpretation of the findings, a discussion on the limitations of the study and, finally, the conclusion. The study will also make some recommendations for further research.

3.2 RESEARCH REPORT

This section explains the research method followed, the participants in the study, the instruments utilised, the procedure followed and the statistical analysis that was done. It also discusses the findings of the research. In addition, the section indicates some core conclusions, confirms whether or not the objectives were met, discusses the study limitations and makes some practical recommendations.

3.2.1 Approach

A cross-sectional quantitative research design was utilised in the study.

3.2.2 Research method

In this section, the process followed will be clarified, and the statistical analysis and study results will be discussed.

3.2.2.1 Participants

The sample comprised a non-probability convenience sample (N = 143) of employees in the South African public service; specifically the Department of Rural Development and Land Reform (DRDLR). The sample comprised predominantly black people (86%) and staff level (80%) employees with more than 10 years of service (60%). The age range of the participants was 18 to 60 years (mean = 40.59; *SD* = 9.38), while the age group 18 to 45 years (68%) was predominant in the sample (early career/establishment phase). Men (52%) and women (48%) were approximately equally represented. Table 3.1 provides a summary of the frequencies per demographic category for the sample.

Table 3.1

Demographic Frequencies of the Sample

Demographic variable	Category	Frequency (N)	Percentage
Sample	Total number	143	100
Gender	Female	69	48.3
	Male	74	51.7
Age	18-30	24	16.8
	31-45	73	50
	46-60	43	30.1
	61+	3	2.1
Race	African	110	76.9
	White	20	14.0
	Coloured	11	7.7
	Indians/ Asians	2	1.4
Years in public service	0-2	14	9.8
	2-5	15	10.5
	5-10	29	20.3
	10-15	25	17.5
	15-20	26	18.2
	20+	34	23.8
Occupational level	3-5	26	18.2
	6-8	88	61.5
	9-12	27	18.9
	13+	1	7

3.2.2.2 Measuring instruments

A biographical questionnaire was utilised to gather data on the variables of years of service, occupational level, gender, age and race groups data as represented by the sample. In addition, three measuring instruments were used for the purposes of the present study, namely, the Positive and Negative Affect Schedule (PANAS), the Career Resilience Questionnaire (CRQ) and the Career Orientations Inventory (COI).

An exploratory factor analysis (EFA) was conducted to ascertain the underlying factor structure and the internal consistency reliability of the PANAS (Watson et al., 1988) and the CRQ (Fourie & Van Vuuren, 1998). The study was exploratory in nature. The current literature indicates that research on the two measurement scales is limited in the South African context. Confirmatory factor analysis (CFA) was not considered appropriate owing to the fact that the sample size (N = 143) was relatively smaller than the recommended N = 300 for the CFA. Comrey and Lee (1992) recommended the consideration of CFA to be an N of 100 = poor, 200 = fair, 300 = good, 500 = very good, 1,000 or more = excellent.

i Positive and negative affect schedule (PANAS)

The PANAS, which was developed by Watson et al. (1988), comprises two subscales (positive affect and negative affect), each consisting of 10 adjectives. The present study utilised an adapted version of the PANAS stemming from an exploratory factor analysis (EFA) for the purposes of the present study. The EFA results are reported in the results section. The adapted scale comprised only six adjectives each for the positive affect (*interested, excited, strong, inspired, enthusiastic, and proud*) and negative affect (*upset, ashamed, nervous, scared, hostile, and jittery*) subscales. Respondents were asked to report how they had felt over the past week on a five-point Likert-type scale response format (1: very slightly or not at all; 5: extremely). The internal consistency reliability of the adapted version of the PANAS was found to be .76 (positive affect) and .76 (negative affect) for the present study.

ii Career resilience questionnaire (CRQ)

The present study utilised an adapted version of the original CRQ developed by Fourie and Van Vuuren (1998). An exploratory factor analysis (EFA) was conducted for the purposes of the present study. The EFA results are reported in the results section. The EFA was conducted owing to paucity of previous studies on the CRQ conducted in the public services and as a result of critique regarding the construct validity of the CRQ (De Bruin & Lew, 2002). Based on the EFA analysis, three factors (16 items in total) were identified, which were labelled as: (1) self-reliance (6 items; e.g. "*I feel it is important to establish a set of career goals in the planning of my future working life*"; (2) personal resilience (4 items, e.g. "*I usually consider changing my career goals in response to changes in my company strategy and structure*"); and (3) work resilience (6 items, e.g. "*I regard frequent changes in work assignments as worthwhile opportunities for career growth*"). Responses were measured on a six-point Likert-type scale (1: never true for me; 6: always true for me). The internal consistency reliability of the adapted version of the CRQ for the present study was as follows: self-reliance (.75); personal resilience (.68) and work resilience (.69). The overall scale obtained a Cronbach's alpha coefficient of .73.

iii Career orientations inventory (COI)

The COI developed by Schein (2006) was used to measure the participants' career anchors. The COI (40 items in total) measures eight career preferences or orientations: technical/functional competence (5 items, e.g. "*I dream of being so good at what I do that my expert advice will be sought continually*"); general managerial competence (5 items, e.g. " *I am most fulfilled in my work when I have been able to integrate and manage the efforts of others*"); autonomy/independence (5 items, e.g." *I dream of having a career that will allow me the freedom to do a job my own way and on my own schedule*"); security/stability (5 items, e.g. "*Security and stability are more important to me than freedom and autonomy*"); entrepreneurial creativity (5 items, e.g. "*I am always on the lookout for ideas that would permit me to start my own enterprise*"); service/dedication to a cause (5 items, e.g. "*I will feel successful in my career only if I have a feeling of having made a real contribution to the welfare of society*"); pure challenge (5 items, e.g. "*I dream of a career in which I can solve problems or win out in situations that are extremely challenging*"); and lifestyle (5 items, e.g. "*I would rather leave my organisation than to be put in a job that would compromise my ability to pursue personal and*

family concerns”). Responses are measured on a six-point Likert-type scale (1: never true for me; 6: always true for me).

The COI has evidenced satisfactory psychometric validity and reliability in South African multicultural samples, and specifically in the South African services industry (Coetzee & Schreuder, 2008, 2009a; Coetzee et al., 2007). In terms of the present study, the following internal consistency reliability coefficients were obtained: technical/functional competence (.51), general managerial competence (.65), autonomy/independence (.68), security/stability (.70), entrepreneurial creativity (.76), service/dedication to a cause (.73), pure challenge (.66) and lifestyle (.60).

In the social sciences, a desirable cut-off for Cronbach’s alpha coefficients is .70 (Burns & Burns, 2008). However, Hair, Black, Babin, and Anderson (2010) deem the lower limit of acceptability as .60 for broad research purposes. With the exception of technical/functional career orientation (COI), the reliability of the various scales was therefore regarded as satisfactory for the purposes of the present research.

3.2.2.3 Procedure

Ethical clearance to conduct the research was obtained from the research institution (UNISA), while permission to carry out the research was obtained from the management of the DRDLR in the public service sector. The data were collected by administering the questionnaires manually. The participants were invited to participate voluntarily in the study and they signed an informed consent form for the utilisation of their data for research purposes only. The anonymity and the confidentiality of the participants’ responses were honoured by the researcher. The personal information of the participants was protected by keeping their data password-secure. Only the researcher had access to the data and the participants’ responses.

3.2.2.4 Statistical analysis

Data was loaded onto the Microsoft Excel software program, then converted to the SPSS version 22 (SPSS, 2011) program for data analysis. Exploratory factor analysis was utilised to determine the underlying factor structure of the PANAS and the CRQ. Descriptive, correlation

and inferential statistics (hierarchically moderated regression analysis) were used to analyse the data. Following the guidelines of Aiken and West (1991), predictor variables were mean-centred before computing the interaction terms. This approach also helped to minimise concerns about multicollinearity. Regression models were computed for each of the eight career orientations (dependent variables) in order to assess the moderating effects of positive affect and negative affect in the career resilience–career orientation relationship. In order to counter the probability of a type 1 error, the significance value was set at the 95% confidence interval level ($p \leq .05$). For the purposes of this study, Cohen's (1992) f^2 effect sizes were calculated for establishing the practical significance of the ΔR^2 values.

In order to examine the nature of the significant interactions for the relationship between variables, a series of simple slope tests for each of the regression models were conducted which showed significant interaction effects. Rescaled mean-centred values, as outlined by Aiken and West (1991), were also used. The zero values for the positive affect and negative affect variable in each regression model were set at one standard deviation above and below the mean for participants with high and low scores respectively.

Tests for mean differences (ANOVAs and independent samples t-test) and the Bonferroni post-hoc test were performed to test for significant mean differences among the biographical variables in terms of the three constructs.

3.3 RESULTS

This section indicates the exploratory factor analysis and the inferential statistical significance values derived from the study.

3.3.1 Exploratory factor analysis

Exploratory factor analysis was done by identifying the underlying latent variables present in the patterns of correlations in the set of measures of the PANAS and CRQ, and identifying the underlying factor structure of the two scales. Principal-axis factor analysis was conducted. The items of the two scales were rotated using direct oblimin rotation with Kaiser normalisation to reveal the composite factors while accounting for the maximum variance in the original set of variables for each scale. Using the guidelines proposed by Hair et al. (2010) for minimal factor loadings, the factor loading for a significant level of .05 was set at .35. Prior to performing the principal-axis factor analysis, the suitability of the data for factor analysis was assessed for each scale. As shown in Table 3.2, the Kaiser-Meyer-Olkin value for the PANAS was .77 and for the CRQ the value was .70. The values exceeded the recommended minimum value of .60 (Child, 1990; Hair et al., 2010), while the Bartlett's test of sphericity (Bartlett, 1954) attained a statistical significance of $p < .001$ for both scales, thus supporting the factorability of the correlation matrix for each scale. These results indicate that the sample used in the study was adequate and that significant correlations existed between the variables of the correlation matrices of the two scales.

Table 3.2

KMO and Bartlett's test: PANAS and CRQ

Kaiser-Meyer-Olkin measure of sampling adequacy: PANAS		**.77**
Bartlett's test of sphericity	Approximate chi-square	783.22
	Df	190
	Sig.	.00
Kaiser-Meyer-Olkin measure of sampling adequacy: CRQ		**.70**
Bartlett's test of sphericity	Approximate chi-square	2077.52
	Df	903
	Sig.	.00

The criteria mentioned below guided the number of factors to be extracted (Hair et al., 2010; Owen, 1995) from the EFA analysis for the PANAS and CRQ:

- Statistical criteria used conventionally, such as Kaiser's eigenvalue-larger-than-one-criterion. A more rigorous criterion of eigenvalues larger than 2.00 was set for the purpose of this research study due to the relatively small sample size.
- The theoretical expectation regarding both the number of factors and the interpretability of the factors obtained were considered.
- The number of significant factors ($p < 0.01$) and the proportion of variance explained were considered.
- Any given item was considered to belong to a particular factor if it had a factor loading of .35 or higher. (Theoretical expectations and the contents of factors and items were considered when decisions either to include or omit items were not clear-cut.)

In terms of the PANAS, the principal-axis factor analysis revealed the presence of two strong components with eigenvalues exceeding 3.00 (see Table 3.3), cumulatively explaining 37.27% of the variance in the data. An inspection of the scree plot revealed an inflection point at the third component (eigenvalue of 1.38). However, owing to the small sample size, it was decided to apply a rigorous criterion cut-off point (eigenvalues exceeding 2.00). It was therefore decided to retain only the first two components for further statistical investigation.

The criterion cut-off point applied to the PANAS was also used for the CRQ. The principal-axis factor analysis for the CRQ revealed the presence of three strong components with eigenvalues exceeding 2.00 (see Table 3.4), cumulatively explaining 30.40% of the variance in the data. An inspection of the scree plot also revealed an inflection point at the third component (eigenvalue of 2.42). In order to assist in the interpretation and scientific utility of the two PANAS components and the three CRQ components respectively, a varimax rotation was performed for each scale. In terms of the PANAS, Table 3.3 shows that the rotated solution revealed the presence of a simple structure (Thurstone, 1947), with both components (positive affect and negative affect) showing a number of strong loadings (range: ≥ .40 ≤ .82).

The rotated component solution for the CRQ shown in Table 3.4 also revealed the presence of a simple structure, with all three components (self-reliance, personal resilience and work resilience) showing a number of strong loadings (range: ≥ .30 ≤ .82). Varimax rotation was used because the objective was merely to achieve a simple structure for interpretation purposes for which varimax rotation is deemed to be appropriate (Brown, 2009).

Table 3.3

Factor Analysis for the PANAS

Variable	Factor 1	Factor 2
Positive affect		
Q1: Interested	.77	
Q3: Excited	.77	
Q5: Strong	.59	
Q8: Inspired	.64	
Q13: Enthusiastic	.48	
Q14: Proud	.43	
Negative affect		
Q4: Upset		.74
Q7: Ashamed		.56
Q9: Nervous		.44
Q11: Scared		.48
Q12: Hostile		.82
Q18: Jittery		.45
Eigenvalues	4.30	3.12
Individual total variance	21.70	15.58
Cumulative total variance	21.70	37.27

Table 3.4

Factor Analysis for the CRQ

Variable	Factor 1	Factor 2	Factor 3
Self-reliance			
Q29: Feel that company changes demand continuous change in one's skills and knowledge	.37		
Q31: Feeling confident in openly express one's ideas in any work setting even if they are unpopular	.49		

Variable	Factor 1	Factor 2	Factor 3
Q40: Acceptance of frequent changes which result in new tasks and responsibilities	.77		
Q43: Continuous improvement in one's job skills by engaging in development opportunities offered by one's employer	.40		
Q49: importance to establish a set of career goals in the planning of one's future working life	.64		
Q51: Regard it important for an employee to try to keep people in its service for as long as possible	.31		
Personal resilience			
Q26: Regard frequent changes in work assignments as worthwhile opportunities for career growth		.59	
Q14: To feel that career success is reflected by job titles indicating higher levels of authority		.40	
Q54:Taken definite steps in the past year to further one's career, e.g. applied for vacant position		.82	
Q58: Consider changing one's career goals in response to changes in one's company strategy and structure		.60	
Work resilience			
Q20: Comfort to work in a multi-disciplinary team of different authority levels for a unpredicted period of time			.49
Q16: Regard frequent stressful changes in one's working environment as worthwhile investments in one's career growth			.71
Q28: Looking forward to working with new and different people			.35
Q30: Feeling comfortable having to learn new technology every six months			.34

Variable	Factor 1	Factor 2	Factor 3
Q35: To seek competitive work situations			.64
Q38: To keep up with developments in one's area of work, e.g. reading journals, attending exhibitions and conferences			.36
Eigenvalues	6.92	3.73	2.42
Individual total variance	16.09	8.68	5.63
Cumulative total variance	16.09	24.77	30.40

3.3.2 Descriptive statistics

Table 3.5 shows that the participants obtained moderate mean scores on positive affect (M = 3.40; SD = .77) and low mean scores on negative affect (M = 2.05; SD = .77). Their overall career resilience score was also moderate (M = 4.08; SD = .61). The participants obtained the highest mean score on self-reliance (M = 4.24; SD = .95) and the lowest mean score on personal resilience (M = 3.91; SD = 1.12). Overall, the participants showed strong preferences for the pure challenge (M = 4.33; SD = .85), service/dedication to a cause (M = 4.15; SD = .92) and lifestyle (M = 4.09; SD = .88) career orientations. They had the least preference for the general management (M = 3.54; SD = .97) career orientations.

3.3.3 Correlations

Table 3.5 shows no significant correlation between the positive affect and negative affect variables. The three career resilience constructs (self-reliance, personal resilience and work resilience) significantly correlated with the overall career resilience variable (range: $r \geq .46$ - $r \leq .82$; $p \leq .001$; moderate to large effect). The bivariate correlations among the career orientations ranged between $r \geq .39$ - $r \leq .63$ ($p \leq .001$; moderate to large effect). Positive affect correlated significantly and positively with the career resilience variables (with the exception of personal resilience), and with the technical/functional, security/stability, pure challenge and lifestyle career orientations (range: $r \geq .17$ - $r \leq .37$; $p \leq .05$; small to moderate effect). Negative affect correlated significantly and positively only with general managerial competence, autonomy/independence and security/stability (range: $r \geq .18$ - $r \leq .25$; $p \leq .05$; small effect). The entrepreneurial creativity and service/dedication to a cause career orientations had no significant associations with positive affect and negative affect.

The career resilience variables correlated significantly and positively with all the career orientations (range: $r \geq .25$ - $r \leq .65$; $p \leq .05$; small to large effect). Overall, the significant correlations were all well below the cut-off for multicollinearity concerns ($r > .90$). The few significant correlations between the demographic variables (age, race and years of service) and the construct variables were small in practical effect (range: $r \geq -.17$ - $r \leq -.26$; $p \leq .05$) and therefore regarded as negligible. Gender and occupational level had no significant associations with the construct variables.

Table 3.5

Descriptive Statistics and Bivariate Correlations

	Variables	M	SD	A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Age				-																		
2	Race				.38***	-																	
3	Gender				.20*	-.21*	-																
4	Years in service				.71***	.42***	.15	-															
5	Occupational level				.13	.17*	.14	.17*	-														
6	Positive affect	3.40	.77	.76	.03	-.18*	.04	-.13	-.13	-													
7	Negative affect	2.05	.77	.76	-.27	-.11	.13	.03	.14	-.10	-												
8	Self-reliance	4.24	.95	.75	-.06	-.12	.13	-.08	.01	.31***	.05	-											
9	Personal resilience	3.91	1.12	.68	-.04	-.01	-.10	-.01	-.06	.15	.15	.38***	-										
10	Work resilience	4.16	.88	.69	-.20*	-.26**	.09	-.17*	-.11	.26**	-.10	.50***	.06	-									
11	Overall career resilience	4.08	.61	.73	-.18*	-.22**	.12	-.15	-.08	.37***	-.07	.82***	.46***	.77***	-								
12	Technical/ functional	3.93	.83	.51	-.22**	-.09	-.02	-.12	.02	.17*	.07	.48***	.29***	.38***	.50***	-							
13	General managerial	3.54	.97	.65	-.12	-.12	.05	-.11	.02	.16	.25**	.33***	.42***	.30***	.36***	.49***	-						
14	Autonomy/ independence	3.70	.97	.68	-.12	.01	-.02	-.07	-.04	.03	.18*	.37***	.32***	.25**	.32***	.40***	.63***	-					
15	Security/ stability	3.77	1.01	.70	-.16	-.13	-.03	-.17*	-.08	.21**	.25**	.40***	.38***	.26***	.37***	.51***	.46***	.44***	-				
16	Entrepreneurial creativity	4.07	1.06	.76	-.20*	-.08	-.11	-.17*	.01	.16	.05	.49***	.35***	.27***	.42***	.50***	.41***	.61***	.49***	-			
17	Service/ Dedication to a cause	4.15	.92	.73	-.10	-.07	-.001	-.003	.09	.13	.13	.56***	.31***	.33***	.46***	.54***	.52***	.51***	.42***	.56***	-		
18	Pure challenge	4.33	.85	.66	-.07	-.01	-.04	-.01	.05	.30***	.01	.65***	.40***	.39***	.63***	.60***	.39***	.42***	.42***	.65***	.61***	-	
19	Lifestyle	4.09	.88	.60	-.13	-.16	-.03	-.02	.09	.23**	.14	.45***	.35***	.26**	.42***	.53***	.37***	.45***	.44***	.55***	.43***	.61***	-

Notes: N = 143. ***$p \leq .001$. **$p \leq .01$. *$p \leq .05$.

3.3.4 Hierarchical moderating regression analysis

3.3.4.1 Positive affect as a moderator of the relationship between career resilience and career orientations

The research hypothesis stated that positive affect would moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationship will be stronger for high-positive affect individuals than for low-positive affect individuals (Ha_2). The hypothesis was tested by performing hierarchical moderated regression on each of the career orientations. Owing to the low (unacceptable) internal consistency reliability obtained for the technical/functional career orientation (α = .51), this variable was excluded from the hierarchical moderated analysis.

As shown in Table 3.6, all seven regression models were significant ($Fp \leq .001$). Career resilience had a significant main effect on all seven career orientations while positive affect had no significant main effect on the seven career orientations. Table 3.6 shows only a significant interaction effect for the relationship between career resilience and the general managerial competence career orientation ($\Delta R^2 = .05$; $Fp \leq .01$; $f^2 = .06$, small practical effect). Figure 3.1 illustrates the nature of the significant interaction and shows that the relationship between career resilience and the general managerial competence career orientation yielded a stronger relationship with positive affect among high-positive affect individuals than among low-positive affect individuals.

The results thus provided partial evidence in support of the hypothesis that positive affect would moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationships would be stronger for high-positive affect individuals than for low-positive affect individuals.

Table 3.6

Hierarchical Regression Analysis Examining the Interactions between Career Resilience and Positive Affectivity in Relation to the Career Orientations

Variables	**General managerial competence**		**Autonomy/ Independence**		**Security/ stability**		**Entrepreneurial creativity**		**Service/dedication To a cause**		**Pure challenge**		**Lifestyle**	
	ß	T	ß	t	ß	t	ß	t	ß	t	ß	t	ß	t
Years in service	.02	.25	-.05	-.50	.03	.34	-.07	-.72	-.13	-1.38	-.03	-.34	-.14	-1.46
Occupational Level	.09	1.08	.12	1.56	.15	1.88	.03	.40	-.06	-.85	-.08	-1.18	-.12	-1.60
Gender	-.06	-.77	-.02	-.26	.03	.31	.09	1.70	.05	.67	.10	1.44	.08	.97
Age	.10	1.02	.20	2.02	.10	1.04	.27	2.87**	.12	1.25	.03	.31	.17	1.73
Race	-.05	-.58	-.19	-2.16*	-.06	-.68	-.12	-1.40	.01	.06	-.11	-1.42	-.10	-.11
Career resilience	.30	3.44*	.33	3.70***	.32	3.67***	.38	4.56***	.46	5.41***	.62	8.51***	.40	4.60***
Positive affect	.02	.28	-.08	-.98	.08	.90	.03	.37	-.03	-.35	.10	1.39	.06	.74
Career resilience x Positive affect	.23	-2.88*	-.10	-1.23	.01	.11	-.07	-.87	-.13	-1.76	.02	.36	.03	.33
Model														

Variables	General managerial competence	Autonomy/ Independence	Security/ stability	Entrepreneurial creativity	Service/dedication To a cause	Pure challenge	Lifestyle
R^2	.19	.17	.18	.26	.25	.43	.22
F	4.04***	3.53***	3.69***	5.73***	5.61***	12.75***	4.69***
ΔR^2	.05	.01	.00	.004	.02	.001	.001
ΔF	8.28**	1.52	.01	.75	3.10	.13	.11
f^2	.06	.01	0	.01	.02	0	.001

Note: n = 143. ***$p \leq .001$. **$p \leq .01$. *$p \leq .05$. All statistics are from the final (second) step. β =standardised regression coefficient. f^2 = effect size estimate for the interaction term. Beta values are mean-centred.

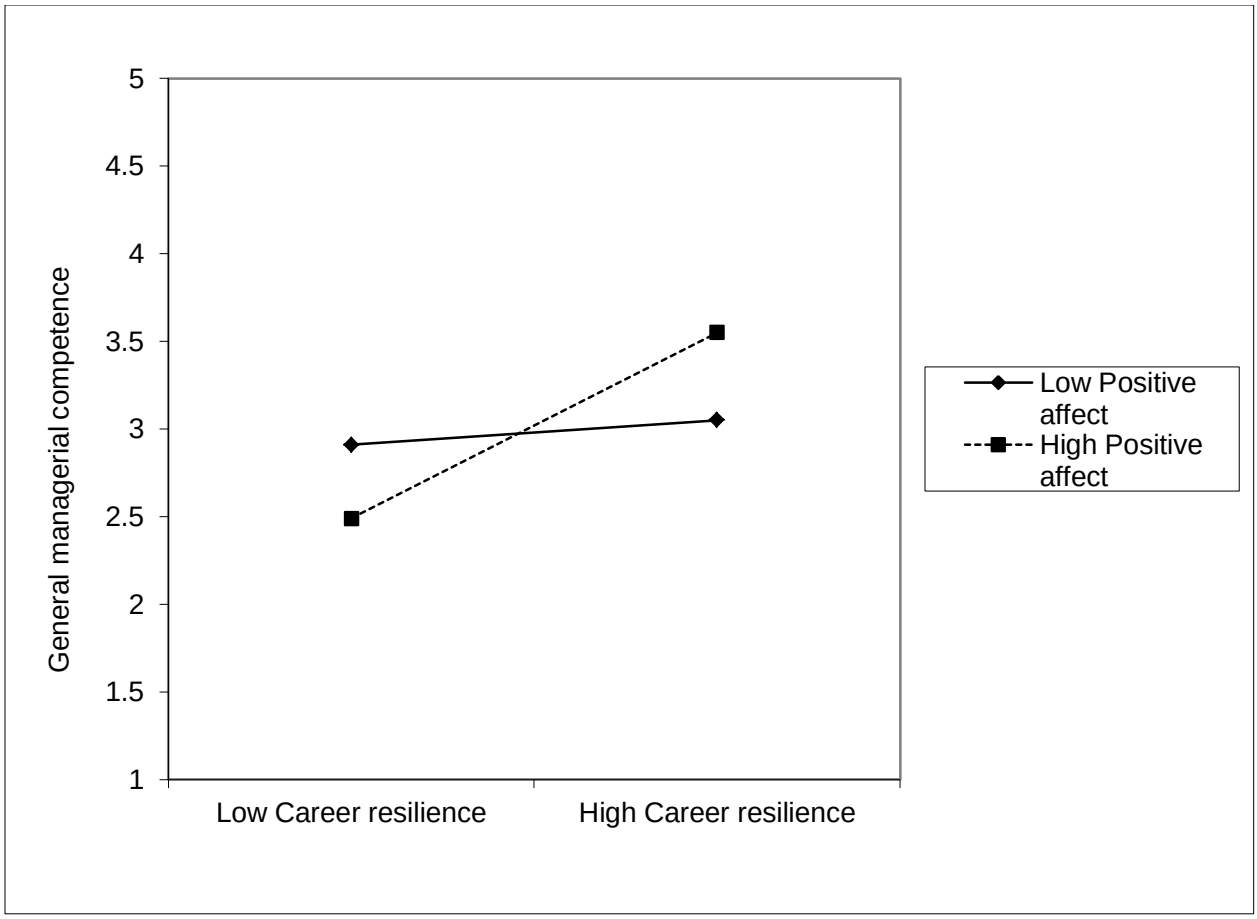

Figure 3.1: Positive affect as a moderator of the relationship between career resilience and the general managerial competence career anchor

3.3.4.2 Negative affect as a moderator of the relationship between career resilience and career orientations

Research hypothesis Ha_3 states that negative affect would moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationships will be stronger for low-negative affect individuals than for high-negative affect individuals. The hypothesis was also tested by performing hierarchical moderated regression on each of the career orientations. Owing to the low internal consistency reliability obtained for the technical/functional career orientation (α = .51), this variable was again excluded from the hierarchical moderated analysis.

As shown in Table 3.7, all seven regression models were significant ($Fp \leq .001$). As expected, career resilience had a significant main effect on all seven career orientations. Negative affect also had significant main effects on the career orientations with the exception of entrepreneurial creativity and pure challenge. Table 3.7 shows significant interaction effects for the relationship between career resilience and entrepreneurial creativity ($\Delta R^2 = .03$; $Fp \leq .01$; $f^2 = .06$, small practical effect), pure challenge ($\Delta R^2 = .03$; $Fp \leq .01$; $f^2 = .06$, small practical effect) and lifestyle ($\Delta R^2 = .04$; $Fp \leq .01$; $f^2 = .06$, small practical effect).

Figure 3.2 (entrepreneurial creativity), Figure 3.3 (pure challenge) and Figure 3.4 (lifestyle) illustrate the nature of the significant interaction and show that the relationship between career resilience and the three career orientations yielded a stronger relationship with negative affect among low-negative affect individuals than among high-negative affect individuals.

The results thus provide partial evidence in support of the hypothesis that negative affect would moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationships will be stronger for low-negative affect individuals than for high-negative affect individuals (Ha_3).

Table 3.7

Hierarchical Regression Analysis Examining the interactions between Career Resilience and Negative Affectivity in Relation to the Career Orientations

Variables	**General managerial competence**		**Autonomy/ Independence**		**Security/ stability**		**Entrepreneurial creativity**		**Service/dedication To a cause**		**Pure challenge**		**Lifestyle**	
	ß	T	ß	t	ß	t	ß	t	ß	t	ß	t	ß	t
Years in service	.04	.43	.04	-.43	.05	.54	-.07	-.80	-.12	-1.37	-.02	-.30	-.13	-1.51
Occupational Level	.09	1.16	.11	1.46	.18*	2.33	.03	.64	-.06	-.82	-.05	-.84	-.10	-1.31
Gender	-.004	-.05	.01	.13	.08	1.00	.12	1.50	.09	1.10	.12	1.74	.11	1.44
Age	.05	-.48	.19	1.97	.02	.25	.23	2.47	.09	.94	-.02	-.29	.11	1.12
Race	-.04	-.43	-.20	-2.83	-.05	-.63	-.11	-1.36	.01	.10	-.10	-1.33	-.004	-.05
Career resilience	.37	4.59***	.33	4.08***	.39	5.02***	.42	5.42***	.48	6.14***	.67	10.06***	.44	5.74***
Negative affect	.28	3.57***	.21	2.65**	.29	3.87***	.08	1.01	.16	2.07*	.06	.97	.16	2.12*

Variables	General managerial competence		Autonomy/ Independence		Security/ stability		Entrepreneurial creativity		Service/dedication To a cause		Pure challenge		Lifestyle	
	ß	T	ß	t	ß	t	ß	t	ß	t	ß	t	ß	t
Career resilience x Negative affect	.08	1.01	.14	1.80	-.12	-1.65	-.17	-2.25*	.00	.01	-.18	-2.76**	-.21	-2.86**
Model														
R^2		.18		.22		.27		.28		.26		.46		.28
F		4.18***		4.66***		6.29***		6.61***		5.79***		14.19***		6.64***
ΔR^2		.01		.02		.02		.03		.00		.03		.04
ΔF		1.02		3.25		2.74		5.08*		.00		7.63**		8.19**
f^2		0		.02		.02		.04		0		.06		.06

Note: n = 143. ***$p \leq .001$. **$p \leq .01$. *$p \leq .05$. All statistics are from the final (second) step. β =standardised regression coefficient. f^2 = effect size estimate for the interaction term. Beta values are mean-centred.

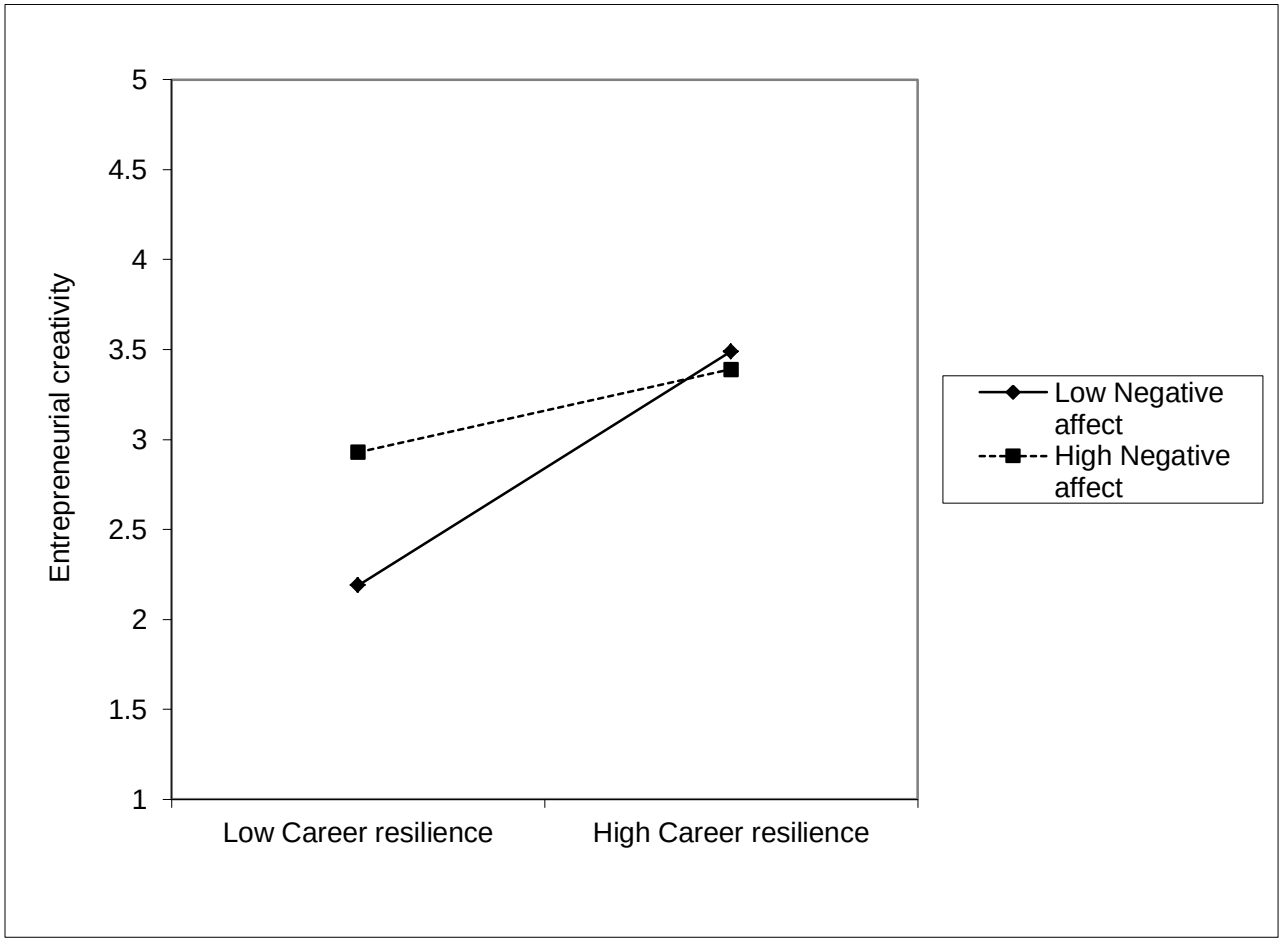

Figure 3.2: Negative affect as a moderator of the relationship between career resilience and the entrepreneurial creativity career anchor

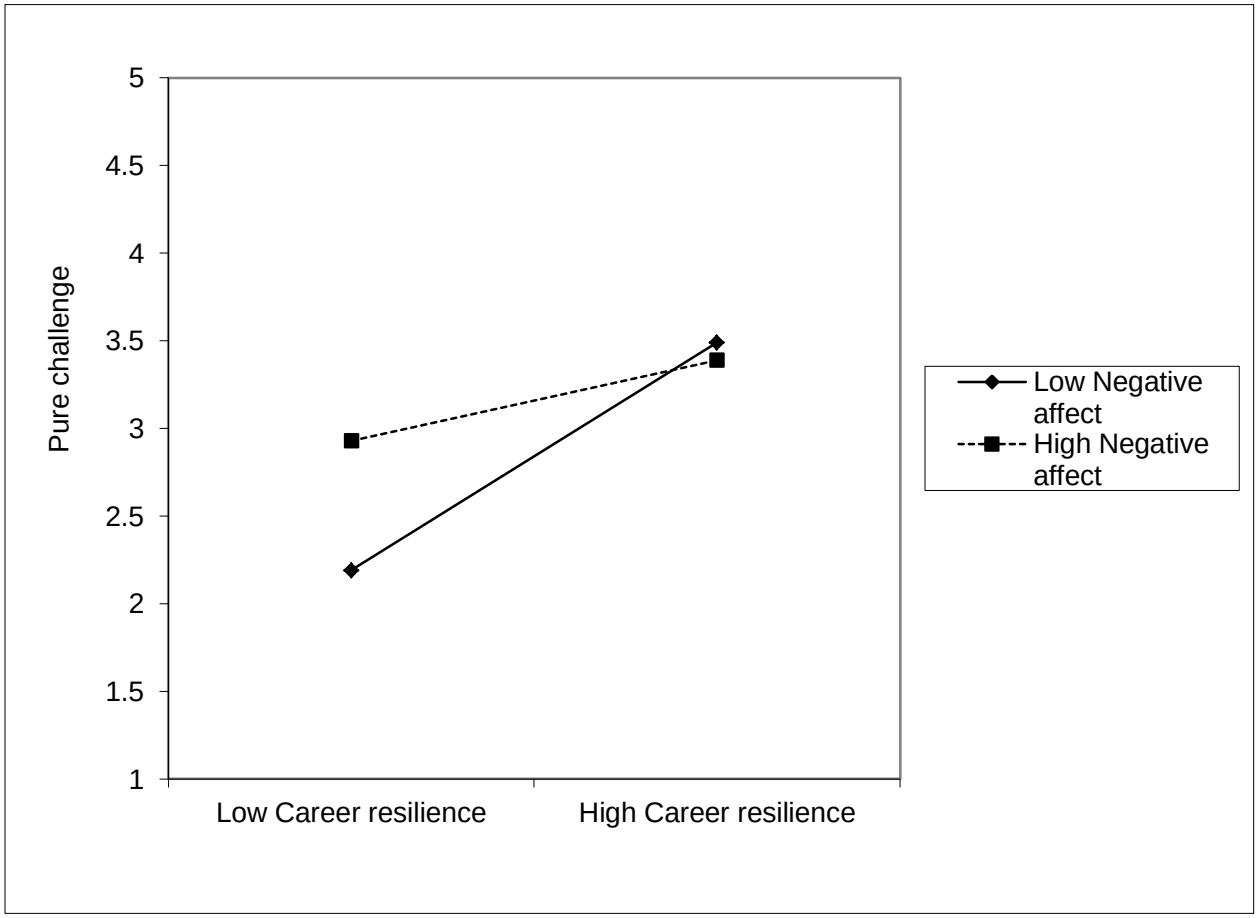

Figure 3.3: Negative affect as a moderator of the relationship between career resilience and the pure challenge career anchor

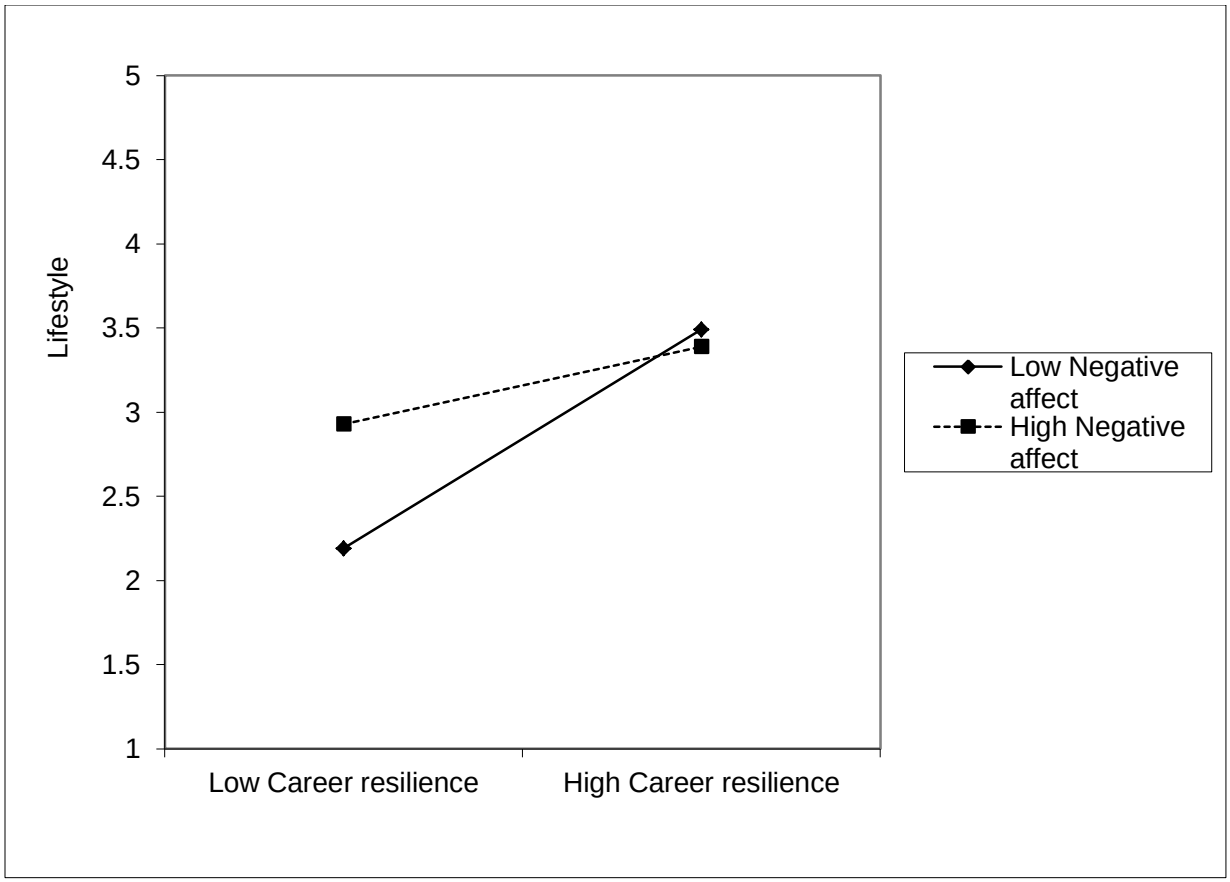

Figure 3.4: Negative affect as a moderator of the relationship between career resilience and the lifestyle career anchor

3.3.5 Tests for significant mean differences: Demographics

This section reports the results for testing research hypothesis Ha4: Individuals from different biographical groups (years of service, occupational level, age, gender and race) will differ significantly regarding their emotional affect, career resilience and career orientations. Owing to the fact that the tests for normality indicated that the data was normally distributed, non-parametric statistical techniques (independent-samples t-test for gender and one-way analysis of variance for years of service, occupational level, age, and race) were applied to test the mean differences between the biographical groups.

3.3.5.1 Years of service

Table 3.8 below indicates that there were no significant differences regarding participants' years of services mean scores and high positive affect *(M = .454)*, and moderate negative affect *(M = .303)* mean scores. Table 3.8 further shows that the participants only differed in terms of years of service on self-reliance (F = 2.367; p = .04), entrepreneurial creativity (F = 2.845; p = .02) and service-dedication to a cause (F = 2.311; p = .05). The Bonferroni post-hoc test (Table 3.9) shows that the source of differences for self-reliance was between the participants who had more than 15 years but less than 20 years of service and those with more than two years but less than five years of service. As shown in Table 3.10, those participants with more than two years but less than five years scored significantly higher on self-reliance than those with longer years of service (M = 4.37 vs M = 3.24). The Bonferroni post-hoc test results reported in Table 3.9 and the means reported in Table 3.10 further show that in terms of the two career anchors, those participants with more than 10 years but less than 15 years (entrepreneurial creativity: M = 4.51; service/dedication to a cause: M = 4.50) obtained significantly higher mean scores on these two career anchors than those participants with more than 20 years of service (entrepreneurial creativity: M = 3.70; service/dedication to a cause: M = 4.13).

Table 3.8

ANOVA Results: Years of Service

		Sum of Squares	df	Mean Square	F	Sig.
Positive affect	Between groups	2.269	5	.454	.754	.59
	Within groups	82.467	137	.602		
	Total	84.735	142			
Negative affect	Between groups	1.516	5	.303	.500	.78
	Within groups	83.073	137	.606		
	Total	84.589	142			
CAREER RESILIENCE	Between groups	2.744	5	.549	1.493	.20
	Within groups	50.356	137	.368		
	Total	53.100	142			
Self-reliance	Between groups	10.264	5	2.053	2.367	.04
	Within groups	118.818	137	.867		
	Total	129.083	142			
Personal resilience	Between groups	1.277	5	.255	.198	.96
	Within groups	176.308	137	1.287		
	Total	177.585	142			
Work resilience	Between groups	4.025	5	.805	1.044	.40
	Within groups	105.673	137	.771		
	Total	109.698	142			

		Sum of Squares	df	Mean Square	F	Sig.
General managerial competence	Between groups	6.703	5	1.341	1.444	.21
	Within groups	127.171	137	.928		
	Total	133.874	142			
Autonomy/independence	Between groups	5.460	5	1.092	1.158	.33
	Within groups	129.249	137	.943		
	Total	134.709	142			
Security/stability	Between groups	4.813	5	.963	.938	.46
	Within groups	140.537	137	1.026		
	Total	145.349	142			
Entrepreneurial creativity	Between groups	14.960	5	2.992	2.845	.02
	Within groups	144.101	137	1.052		
	Total	159.061	142			
Service/dedication to a cause	Between groups	9.267	5	1.853	2.311	.05
	Within groups	109.850	137	.802		
	Total	119.117	142			
Pure challenge	Between groups	4.511	5	.902	1.247	.29
	Within groups	99.122	137	.724		
	Total	103.632	142			
Lifestyle	Between groups	2.026	5	.405	.513	.77
	Within groups	108.276	137	.790		
	Total	110.302	142			

Table 3.9

Significant Differences between Groups: Bonferroni Post Hoc Test Results (Years of service)

						95% Confidence Interval	
Dependent variable	**(I)Years of service**	**(J) Years of service**	**Mean difference (I-J)**	**SE**	***p***	**Lower bound**	**Upper bound**
Career resilience: self-reliance	More than 15 but less than 20 years	More than 2 but less than 5 years	-.92	.30	.04	-1.83	-.02
Entrepreneurial creativity	More than 10 but less than 15 years	More than 20 years	.81	.27	.05	.005	1.62
Service/dedication to a cause	More than 10 but less than 15 years	More than 20 years	.81	.27	.05	.005	1.62

Table 3.10

Means and Standard Deviations: Significant Differences between the Years of Service Groups

Variables	Mean	SD
Self-reliance		
More than 15 but less than 20 years	3.24	.798
More than 2 but less than 5 years	4.37	.738
Entrepreneurial creativity		
More than 10 but less than 15 years	4.51	.815
More than 20 years	3.70	.106
Service/dedication to a cause		
More than 10 but less than 15 years	4.50	.906
More than 20 years	4.13	.806

3.3.5.2 Occupational levels

As shown in Table 3.11, the participants did not differ in terms of occupational level and their PANAS, CRQ and COI scores.

Table 3.11

ANOVA Results: Occupational Levels

		Sum of Squares	df	Mean Square	F	Sig.
Positive affect	Between groups	2.321	4	.580	.972	.43
	Within groups	82.414	138	.597		
	Total	84.735	142			
Negative affect	Between groups	4.361	4	1.090	1.876	.12
	Within groups	80.228	138	.581		
	Total	84.589	142			

CAREER RESILIENCE	Between groups	.857	4	.214	.566	.69
	Within groups	52.243	138	.379		
	Total	53.100	142			
Self-reliance	Between groups	1.570	4	.393	.425	.79
	Within groups	127.513	138	.924		
	Total	129.083	142			
Personal reliance	Between groups	3.889	4	.972	.772	.55
	Within groups	173.696	138	1.259		
	Total	177.585	142			
Work resilience	Between groups	1.684	4	.421	.538	.71
	Within groups	108.014	138	.783		
	Total	109.698	142			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
General managerial competence	Between groups	5.823	4	1.456	1.569	.19
	Within groups	128.051	138	.928		
	Total	133.874	142			
Autonomy/independence	Between groups	5.107	4	1.277	1.359	.25
	Within groups	129.603	138	.939		
	Total	134.709	142			
Security/stability	Between groups	7.858	4	1.965	1.972	.10
	Within groups	137.491	138	.996		
	Total	145.349	142			
Entrepreneurial creativity	Between	2.083	4	.521	.458	.77

	groups					
	Within groups	156.978	138	1.138		
	Total	159.061	142			
Service/dedication to a cause	Between groups	5.715	4	1.429	1.739	.15
	Within groups	113.402	138	.822		
	Total	119.117	142			
Pure challenge	Between groups	1.725	4	.431	.584	.68
	Within groups	101.907	138	.738		
	Total	103.632	142			
Lifestyle	Between groups	1.444	4	.361	.457	.77
	Within groups	108.858	138	.789		
	Total	110.302	142			

3.3.5.3 Gender groups

Similar to the results for occupational level, Table 3.12 shows that the male and female participants did not differ significantly in terms of the scores obtained on the PANAS, CRQ and COI.

Table 3.12

Independent Samples Test Results: Gender

		Levene's test for equality of variances		t-test for equality of means						
		F	**Sig**	**t**	**df**	**Sig (2 tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Positive affect	Equal variances assumed	.022	.88	-.432	141	.667	-.05595	.12965	-.31225	.20036
	Equal variances not assumed			-.432	140.794	.666	-.05595	.12950	-.31196	.20007
Negative affect	Equal variances assumed	2.265	.14	-1.569	141	.119	-.20163	.12850	-.45567	.05242
	Equal variances not assumed			-1.576	140.587	.117	-.20163	.12794	-.45457	.05132
CAREER RESILIENCE	Equal variances assumed	.021	.89	-1.379	141	.170	-.14067	.10201	-.34234	.06101
	Equal variances not assumed			-1.378	139.867	.170	-.14067	.10208	-.34249	.06116

		Levene's test for equality of variances		t-test for equality of means						
		F	Sig	t	df	Sig (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-reliance	Equal variances assumed	.088	.77	-1.601	141	.112	-.25408	.15869	-.56779	.05963
	Equal variances not assumed			-1.598	138.523	.112	-.25408	.15904	-.56854	.06038
Personal resilience	Equal variances assumed	2.768	.10	1.221	141	.224	.22807	.18683	-.14128	.59741
	Equal variances not assumed			1.226	140.518	.222	.22807	.18598	-.13962	.59575
Work resilience	Equal variances assumed	.757	.39	-1.079	141	.282	-.15864	.14700	-.44926	.13198
	Equal variances not assumed			-1.083	140.823	.281	-.15864	.14646	-.44818	.13091
General managerial competence	Equal variances assumed	.032	.86	-.629	141	.530	-.10243	.16284	-.42435	.21949
	Equal variances not assumed			-.628	138.708	.531	-.10243	.16317	-.42506	.22020

		Levene's test for equality of variances		t-test for equality of means						
		F	Sig	t	df	Sig (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Autonomy/independence	Equal variances assumed	.015	.90	.232	141	.817	.03796	.16354	-.28536	.36127
	Equal variances not assumed			.232	140.293	.817	.03796	.16355	-.28538	.36129
Security/stability	Equal variances assumed	.005	.95	.385	141	.701	.06545	.16982	-.27028	.40118
	Equal variances not assumed			.385	138.996	.701	.06545	.17012	-.27091	.40181
Entrepreneurial creativity	Equal variances assumed	.327	.57	1.296	141	.197	.22895	.17670	-.12037	.57826
	Equal variances not assumed			1.291	137.135	.199	.22895	.17731	-.12166	.57955

		Levene's test for equality of variances		t-test for equality of means						
		F	Sig	t	df	Sig (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Service/dedi-cation to a cause	Equal variances assumed	.294	.59	.015	141	.988	.00227	.15382	-.30181	.30636
	Equal variances not assumed			.015	140.822	.988	.00227	.15363	-.30144	.30599
Pure challenge	Equal variances assumed	1.296	.26	.414	141	.679	.05942	.14338	-.22404	.34288
	Equal variances not assumed			.412	132.888	.681	.05942	.14428	-.22597	.34481
Lifestyle	Equal variances assumed	3.296	.07	.309	141	.758	.04567	.14797	-.24685	.33819
	Equal variances not assumed			.305	123.087	.761	.04567	.14961	-.25048	.34182

3.3.5.4 Age groups

Table 3.13 shows that in terms of age, the participants differed significantly regarding the scores obtained on overall career resilience (F = 2.751; p = .05), work resilience (F = 3.542; p = .02) and entrepreneurial creativity (F = 6.496; p = .000). The Bonferroni post-hoc test (Table 3.14) shows that the source of differences for overall career resilience was between the participants who fell into the 31 to 45 and the 46 to 60 age groups. As shown in Table 3.15, those participants between the ages of 31 and 45 years scored significantly higher than those between 46 and 60 years (M = 4.32 vs M = 3.95). However, those older than 61 years scored significantly higher than those between 31 and 45 years on work resilience (M = 3.92 vs M = 3.87). Tables 3.14 and 3.15 further show that the 31 to 45 year age group (M = 4.30) scored significantly higher than the 18 to 30 group (M = 4.22) and the 46 to 60 years group (M = 3.53) on entrepreneurial creativity.

Table 3.13

One Way ANOVA: Age Groups

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Positive affect	Between groups	.677	3	.226	.373	.77
	Within groups	84.059	139	.605		
	Total	84.735	142			
Negative affect	Between groups	1.500	3	.500	.837	.48
	Within groups	83.089	139	.598		
	Total	84.589	142			
CAREER RESILIENCE	Between groups	2.976	3	.992	2.751	.05
	Within groups	50.124	139	.361		
	Total	53.100	142			
Self-reliance	Between groups	2.608	3	.869	.955	.42
	Within groups	126.475	139	.910		
	Total	129.083	142			

		Sum of Squares	df	Mean Square	F	Sig.
Personal resilience	Between groups	.700	3	.233	.183	.91
	Within groups	176.885	139	1.273		
	Total	177.585	142			
Work resilience	Between groups	7.789	3	2.596	3.542	.02
	Within groups	101.909	139	.733		
	Total	109.698	142			
General managerial competence	Between groups	5.560	3	1.853	2.008	.12
	Within groups	128.313	139	.923		
	Total	133.874	142			
Autonomy/independence	Between groups	5.157	3	1.719	1.844	.14
	Within groups	129.553	139	.932		
	Total	134.709	142			
Security/stability	Between groups	6.181	3	2.060	2.058	.11
	Within groups	139.168	139	1.001		
	Total	145.349	142			
Entrepreneurial creativity	Between groups	19.558	3	6.519	6.496	.000
	Within groups	139.502	139	1.004		
	Total	159.061	142			
Service/dedication to a cause	Between groups	4.192	3	1.397	1.690	.17
	Within groups	114.924	139	.827		
	Total	119.117	142			
Pure challenge	Between groups	2.830	3	.943	1.301	.28
	Within groups	100.802	139	.725		
	Total	103.632	142			

		Sum of Squares	df	Mean Square	F	Sig.
Lifestyle	Between groups	4.970	3	1.657	2.186	.09
	Within groups	105.332	139	.758		
	Total	110.302	142			

Table 3.14

Significant Differences between Groups: Bonferroni Post Hoc Test Results (Age)

						95% Confidence Interval	
Dependent variable	**(I)Age**	**(J) Age**	**Mean difference (I-J)**	***SE***	***p***	**Lower bound**	**Upper bound**
Career resilience	31–45 years	46–60 years	.29	.12	.09	-.03	.60
Work resilience	31–45 years	61+ years	1.32	.50	.06	-.04	2.67
Entrepreneurial creativity	18–30 years	46–60 years	.70	.26	.04	.02	1.38
	46–60 years	31–45 years	-.78	.19	.001	-1.29	-.26

Table 3.15

Means and Standard Deviations: Significant Differences between the Age Groups

Variables	Mean	SD
Self-reliance		
31–45 years	4.32	.853
46–60 years	3.95	.837
Work resilience		
31-45 years	3.87	1.10
61+ years	3.92	.629
Entrepreneurial creativity		
18–30 years	4.22	1.23
31–45 years	4.30	.990
46–60 years	3.53	.897

3.3.5.5 Race groups

The ANOVA test results (Table 3.16) indicated significant differences between the race groups' mean scores on positive affect (F = 3.28; p = .04) but not their negative affect. Significant differences in mean scores were observed in terms of overall career resilience (F = 5.87; p = .004); self-reliance (F = 4.33; p = .02); and work resilience (F = 7.52; p = .001), and the career orientations of autonomy/independence (F = 3.05; p = .05); security/stability (F = 3.77; p = .03); entrepreneurial creativity (F = 4.19; p = .02) and lifestyle (F = 6.52; p = .002).

The Bonferroni post-hoc test (Table 3.17) shows that the source of differences on positive affect could not be detected. However, Table 3.18 shows that the African participants scored significantly higher (M = 3.49; SD = .81) than the coloured/Indian and white participants on positive affect.

Table 3.17 shows significant differences were obtained on overall career resilience between the African and Coloured participants (M = 4.17 versus M = 3.65). Similarly, the African and coloured/Indian participants differed significantly regarding their scores obtained on self-reliance (M = 4.31 versus M = 3.57). In terms of work resilience, the African participants obtained significantly higher scores than the coloured/Indian (M = 3.94 versus M = 3.40) and white participants (M = 3.94 versus M = 3.90).

Similarly, the African participants obtained significantly higher scores than the coloured/Indian participants on the career orientations of autonomy/independence (*M* = 3.74 versus *M* = 3.07), security/stability (*M* = 4.19 versus *M* = 3.89), entrepreneurial creativity (*M* = 4.17 versus *M* = 3.23), and lifestyle (*M* = 4.20 versus *M* = 3.50).

Table 3.16

One Way ANOVA: Test for Significant Mean Differences (Race)

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Positive affect	Between groups	3.794	2	1.897	3.282	.04
	Within groups	80.941	140	.578		
	Total	84.735	142			
Negative affect	Between groups	1.982	2	.991	1.680	.19
	Within groups	82.607	140	.590		
	Total	84.589	142			
CAREER RESILIENCE	Between groups	4.108	2	2.054	5.870	.004
	Within groups	48.992	140	.350		
	Total	53.100	142			
Self-reliance	Between groups	7.517	2	3.758	4.328	.02
	Within groups	121.566	140	.868		
	Total	129.083	142			
Personal resilience	Between groups	.944	2	.472	.374	.69
	Within groups	176.641	140	1.262		
	Total	177.585	142			
Work resilience	Between groups	10.640	2	5.320	7.519	.001
	Within groups	99.058	140	.708		
	Total	109.698	142			

General managerial competence	Between groups	4.786	2	2.393	2.595	.08
	Within groups	129.088	140	.922		
	Total	133.874	142			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Autonomy/independence	Between groups	5.641	2	2.820	3.059	.05
	Within groups	129.069	140	.922		
	Total	134.709	142			
Security/stability	Between groups	7.422	2	3.711	3.767	.03
	Within groups	137.927	140	.985		
	Total	145.349	142			
Entrepreneurial creativity	Between groups	8.975	2	4.487	4.186	.02
	Within groups	150.086	140	1.072		
	Total	159.061	142			
Service/dedication to a cause	Between groups	.852	2	.426	.504	.605
	Within groups	118.264	140	.845		
	Total	119.117	142			
Pure challenge	Between groups	1.848	2	.924	1.271	.284
	Within groups	101.784	140	.727		
	Total	103.632	142			
Lifestyle	Between groups	9.400	2	4.700	6.521	.002
	Within groups	100.902	140	.721		
	Total	110.302	142			

Table 3.17

Significant Differences between Groups: Bonferroni Post Hoc Test Results (Race)

Dependent variable	(I) Race group	(J) Race group	Mean difference (I-J)	*SE*	*p*	95% Confidence Interval Lower bound	Upper bound
Positive affect	African	Coloured/Indian	.44	.22	.15	-.10	.98
		White	.35	.18	.19	-.10	.80
Career resilience	African	Coloured/Indian	.49	.17	.02	.07	.91
		White	.32	.14	.08	-.02	.67
Self-reliance	African	Coloured/Indian	.79	.27	.01	.13	1.45
		White	.21	.23	1.00	-.33	.76
Work resilience	African	Coloured/Indian	.75	.25	.01	.15	1.35
		White	.57	.20	.02	.07	1.06
Autonomy/independence	African	Coloured/Indian	.65	.28	.07	-.03	1.33
		White	-.14	.23	1.000	-.70	.43
Security/stability	African	Coloured/Indian	.77	.29	.03	.07	1.48
		White	.25	.24	.91	-.33	.83
	African	Coloured/Indian	.88	.30	.01	.14	1.61

Dependent variable	(I) Race group	(J) Race group	Mean difference (I-J)	*SE*	*p*	95% Confidence Interval Lower bound	Upper bound
Entrepreneurial creativity	African	Coloured/Indian	.88	.30	.01	.14	1.61
		White	.14	.25	1.000	-.47	.75
Lifestyle	African	Coloured/Indian	.88	.25	.002	.28	1.49
		White	.24	.21	.77	-.26	.74

Note: The source of significant differences could not be detected between the race groups in the post hoc test

Table 3.18

Means and Standard Deviations: Significant Differences between the Race Groups

Variables	Mean	SD
Positive affect		
African	3.49	.807
Coloured/Indian	3.08	.437
White	3.14	.621
Career resilience		
African	4.17	.613
Coloured/Indian	3.65	.629
White	3.85	.444
Self-reliance		
African	4.31	.875
Coloured/Indian	3.57	.651
White	3.74	.729
Work resilience		
African	3.94	1.17
Coloured/Indian	3.40	1.02
White	3.90	.727
Autonomy/independence		
African	3.74	.957
Coloured/Indian	3.07	1.21
White	3.88	.861
Security/stability		
African	4.19	.904
Coloured/Indian	3.89	1.23
White	4.00	.800
Entrepreneurial creativity		
African	4.17	1.032
Coloured/Indian	3.23	1.12
White	4.03	1.04

Variables	Mean	SD
Lifestyle		
African	4.20	.867
Coloured/Indian	3.50	.905
White	3.97	.512

The results provided supportive evidence for years of service, age and race, but not for occupational level and gender. Ha4: Individuals from different biographical groups (years of service, occupational level, gender, age and race) will differ significantly regarding their emotional affect, career resilience and career orientations

3.3.6 Decisions regarding hypothesis

In relation to the above results, after setting the criteria at $p \leq .05$; (5%) significant level, the following conclusions may be drawn regarding the research hypotheses:

Table 3.19

Overview of the Conclusions Regarding the Research Hypothesis

Hypothesis		Supportive evidence provided
H1	Individuals' emotional affect and career resilience are positively related to their career orientations	Yes
H2	Positive affect will moderate the relationships between career resilience and the career orientations such that the career resilience–career orientations relationships would be stronger for high-positive affect individuals than for low-positive affect individuals	Yes
H3	Negative affect will moderate the relationships between career resilience and the career orientations such that the career resilience-career orientations relationships would be stronger for low-negative affect individuals than for high-negative affect individuals.	Yes

Hypothesis		Supportive evidence provided
H4	Individuals from different biographical groups (years of service, occupational level, gender, age and race) differ significantly regarding their emotional affect, career resilience and career orientations.	Yes: years of service, age and race

3.4 DISCUSSION

The aims of the current study were, firstly, to explore the relationships between public servants' emotional affect and career resilience in relation to their career orientations. Secondly, to explore the moderating role of emotional affect in the career resilience–career orientations relationships, and thirdly, to determine whether employees from different years of service, occupational level, gender, age and race differ significantly in relation to their emotional affect, career resilience and career orientations.

3.4.1 The biographical sample profile

The sample comprised employees of the South African public service, and specifically the Department of Rural Development and Land Reform (DRDLR). The sample was predominantly represented by the black race group and staff-level employees with more than ten years of service who were in the early career phase or the establishment phase (18-45). The biographical sample profile was deliberated on throughout the interpretation of the study results. An examination of the sample shows that men and women were approximately equally represented in the study.

3.4.2 Relationship between emotional affect, career resilience and career orientations

This section discusses the relationships between the emotional affect, career resilience and career orientations variables.

The results showed that the participants who had high levels of positive affect were also more likely to have high levels of career resilience, self-reliance and work resilience.

Positive affect denotes a state of high energy, full concentration, and pleasurable engagement (Watson et al., 1988) while career resilience points to the capacity to swiftly recover from challenging circumstances and the ability to tolerate ambiguity, thrive, mature, and increase competence in the face of adverse circumstances (Bezuidenhout, 2011; Fourie & Van Vuuren, 1998). The positive relation between positive affect and career resilience could be attributed to the positive behaviours and dispositional attitudes associated with both these constructs. Sinclair (2009) maintains that positive emotional affect provides a platform for individuals to be proactive in shaping their career and also develop the resilience needed to cope with career downturns. The results of this study are supported by Fredrickson and Branigan (2005), who established a positive correlation between positive emotions and resilience. Fredrickson (2009) emphasises that individuals with positive emotional affect automatically also have a resilient character.

Participants who had high levels of positive affect were also more likely to have a strong preference for the career anchors of technical/functional, security/stability, pure challenge and lifestyle. These findings could be attributed to the notion that these career anchors relate to motivational behaviour and intentions to optimise person-environment congruence (Schein, 1990). On the other hand, participants with high levels of negative affect were also likely to have a strong preference for the general managerial competence, autonomy/independence and security/stability career orientations. These career anchors seem to be more prone to states of negativity and discontent if the underlying needs are not satisfied (Schein, 1990).

The various career anchors of the participants were positively associated with high levels of career resilience. This finding suggests that the proactive motivational dispositions represented by the participants' career resilience are likely to facilitate the implementation of the career self-concept as reflected by the participants' career anchors (Coetzee, Mogale, & Potgieter, 2015). The results corroborate Van Vuuren and Fourie's (2000) finding that individuals' career anchor patterning are associated with their career resilience. Foxcroft and Roodt (2009) purport that a career resilient person chooses their career preference easily.

3.4.3 Moderating role of positive affect and negative affect

The research explored whether affectivity (positive affect and negative affect) moderated the relationships between individuals' career resilience and career anchors. It was expected that positive affect would moderate the relationships between career resilience and the career anchors such that the career resilience-career anchors relationships would be stronger for high-positive affect individuals than for low-positive affect individuals. It was further expected that the career resilience-career anchors relationship would be weaker for high negative affect individuals than for low negative affect individuals.

The results indicated that the participants who experienced a state of disengagement (low positive affect: Watson et al., 1988) had a significantly stronger association between their career resilience and the general managerial competence career anchor than the high positive affect participants. A state of disengagement (low positive affect) may signal that the career resilience strengths of the general managerial anchored individual lie in taking personal control which may require a form of disengagement (low positive affect) from external events in order to retain an internal sense of power and authority over the environment (Coetzee et al., 2015).

The results showed that the relationship between career resilience and the three career anchors of entrepreneurial creativity, pure challenge and lifestyle yielded a stronger relationship among low-negative affect individuals than among high-negative affect individuals. The positive link between negative affect and these career anchors suggests that participants who experienced low levels of subjective distress and unpleasurable engagement (Watson et al., 1988) were more likely to associate with the motives and values represented by these career anchors.

3.4.4 Significant differences between the biographical groups

This current study explored the differences between participants' biographical variables (years of service, occupational level, gender, age and race) in relation to their positive and negative affect, career resilience and career anchors variables. The results of the biographical differences are indicated below.

3.4.4.1 Years of service

The results of the mean scores and percentages on years of services indicated that there were no significant differences regarding participants' the mean scores for years of services and the mean scores for their positive affect and negative affect. Moreover, these results showed that participants differed only in terms of years of service on self-reliance, entrepreneurial creativity and service/dedication to a cause. After the application of the Bonferroni post hoc test, the results showed that the source of differences for self-reliance was between the participants with more than 15 years but less than 20 years of service and those with more than two years but less than five years of service. Moreover, the reported mean scores indicated that participants with more than two years but less than five years scored significantly higher on self-reliance than those with longer years of service.

Furthermore, the results showed that participants with more than 10 years but less than 15 years on career anchors of entrepreneurial creativity and service/dedication to a cause obtained significantly higher mean scores on these two career anchors than those participants with more than 20 years of service.

3.4.4.2 Occupational levels

Generally, the results showed that the participants did not differ in terms of their occupational levels and the PANAS, CRQ and COI test mean scores. However, these findings suggest that 88% of participants were employed on occupational levels 6 to 8 (staff/ operational) and thus dominated the study. Moreover, level 13 senior management services (SMS) and above was less represented. Contrary to the above, Coetzee and Schreuder (2012) found that middle managers scored higher on the career anchors of entrepreneurial creativity, pure challenge and general management than staff level participants. Most staff-level participants still needed to establish themselves within the public service.

3.4.4.3 Gender groups

Overall, the male and female participants did not differ significantly in terms of their mean scores obtained on the PANAS, CRQ and COI. Mousavi et al. (2012) found no association between men and woman on their emotional experience. This was similar to the findings by Xu, Farver, Yu, and Zhang (2009) who indicated no significant difference in career resilience among gender groups. Igbaria et al. (1991) disagree, having established that women are

more inclined to show a career preference for life style career anchor than men; however, men scored higher on a technical/managerial career anchor than women.

3.4.4.4 Age groups

Most of the respondents in the study fell into the 31 to 45 year age group (*N = 73*), while participants in the 18 to 45 (68%) age group dominated the study. This age group is considered to be in either the early or establishment phase of their career. The results showed that participants differed significantly regarding the mean scores obtained on the overall variables of career resilience, work resilience and entrepreneurial creativity career anchor. Differences in terms of overall career resilience between the participants who fell in the 31 to 45 year age group and the 46 to 60 year category were observed. The results further showed that the 61+ year age group scored significantly higher than the 31 to 45 year age group on work resilience. Fourie and Van Vuuren's (1998) study confirmed that the age category 31 to 40 had a higher career resilience frequency than age group 61 plus, as compared to the current study.

The age group 31 to 45 is considered to approach work as autonomous/independent and to have developed a clear focus about their careers although they are challenged by their employability status (Coetzee & Schreuder, 2008). The 31 to 45 age group scored significantly higher than the 18 to 30 year and 46 to 60 years age groups on entrepreneurial creativity career anchor. Oosthuizen, Coetzee, and Mntonintshi (2014) found that the 26 to 45 age group scored higher than the 25 and younger age group on autonomy, life style, service or dedication to a cause career anchors.

3.4.4.5 Race groups

The African race group formed the majority of the study participants with an 86% (black) representation in the sample. Overall, the Africans participants had higher mean scores compared to the coloured/Indian race groups in terms of positive affect, career resilience, self-reliance, work resilience, and the autonomy/independence, security/stability; entrepreneurial creativity and life style career anchors. Robbins et al. (2003) argue that diverse race groups express their emotional affect differently from other race groups.

3.5 CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

The following section presents some of the conclusions and limitations of the study, and makes recommendations for further research. Chapter 4 that follows will discuss these in more detail.

3.5.1 Conclusions

The findings suggest the importance of considering the role of positive affect and negative affect in the relationship between employees' career resilience and their career anchor motives and values. In this regard, the findings indicate that generally, public service management should pay special attention to affect, either positive or negative, when drawing up career development and training plans for employees who have especially a preference for the general managerial competence, entrepreneurial creativity, pure challenge and lifestyle career anchors. Moreover, management should also consider the differences among employees with different years of service, and those from different age and race group regarding their affectivity, career resilience and career anchors.

The current study revealed that the sample of public servants preferred entrepreneurial career anchor capability that allowed them to network, as well as investigate various career options that enhance their employability. It can be concluded that some of the public servants preferred challenging careers while enjoying being independent or autonomous at their respective workplaces.

It is concluded that an integrated approach by both the employee and the management in career development will assist employees to overcome much career discontent and many setbacks (Bezuidenhout, 2011). Converse, Pathak, DePaul-Haddock, Gotlib, and Merbedone (2012) maintain that by providing employees with career guidance and support their career resilience capabilities to overcome uncertainties at workplaces will be increased. Coetzee and Esterhuizen (2010) established that having understanding regarding career directions and goals increases healthy living and optimism towards one's career arrangements.

The findings contribute new knowledge to the field of career psychology and public service career development practices. Therefore, understanding how these three constructs are related can help initiate career paths that support employee development, career mobility, career management and employability.

The conclusions drawn here will be reemphasised in Chapter 4.

3.5.2 Limitations and recommendations for future research

The overall limitations will be indicated in Chapter 4. Some of the core limitations are elaborated on in this section.

The study was exploratory in nature and the first to be conducted in the public service on emotional affect, career resilience and career orientations. However, the sample was too small to cover the entire population and this limit the generalisation of the results. In addition, there was uneven participation by employees and little participation from senior management services (level 13 and higher). The study was dominated by the black race group, while participation by staff-level employees greatly exceeded other occupational levels. However, the study is nevertheless relevant and statistically significant, and indicates the potential for exploring relationships between the three constructs of public servants' emotional affect and career resilience and their career anchors in the South African public service. The study provides fertile ground for further exploration of constructs related to career development initiatives in the public service.

3.5.3 Recommendations for future research

The recommendations will be spelt out in chapter 4. Only the main recommendations are pinpointed out in this section.

The study findings revealed the relationship between the emotional affect, career resilience and career anchors variables and the differing aspects in terms of their biographical characteristics. It is therefore recommended that further studies be conducted in a similar context to stimulate more participation and to address some limitations as indicated above. These findings on possible preferences for multiple career anchors and self-reliance career resiliency warrant further exploration to determine the influence of workplace environment and settings.

It is also recommended that further research be conducted to expand the depth of this study on the public service career development and the three psychological constructs to provide a more detailed and holistic understanding.

3.6 CHAPTER SUMMARY

In this chapter, the underpinning aspects of the literature and empirical study were discussed with a strong emphasis on emotional affect, career resilience and career anchors. The method followed was discussed. This was followed by the study results, analysis and interpretation, the conclusions made with an emphasis on the recommendations made and the study limitations highlighted. Chapter 4 will present an in-depth discussion of the conclusions highlighted and the study limitations, while the practical implementation of the recommendations will also be indicated.

The following specific aims regarding empirical research were achieved:

Specific aim 1: The nature, direction and magnitude of the statistical relationship between emotional affect, career resilience and career orientations as manifested in a sample of respondents in the South African public service was explored. (This research aim relates to research hypothesis Ha1.)

Specific aim 2: The moderation role of positive affect between career resilience and the career orientations was explored such that the career resilience–career orientations relationships would be stronger for high-positive affect individuals than for low-positive affect individuals (This research aim relates to research hypothesis Ha2.).

Specific aim 3: The negative affect moderation role between career resilience and the career orientations was explored such that the career resilience–career orientations relationships would be stronger for low-negative affect individuals than for high-negative affect individuals. (This research aim relates to research hypothesis Ha3.)

Specific aim 4: Individuals from different years of service, occupational level, gender, age and race differ significantly regarding their emotional affect, career resilience and career orientations. (This research aim relates to research hypothesis Ha4.)

Specific aim 5: Recommendations for the career development practices and future research were formulated.

CHAPTER 4: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter discusses the conclusions of the research study. In the first section, the literature and empirical conclusions are highlighted. A discussion of the limitations of the literature review and the empirical results of the current study follows and the final section contains practical recommendations for career development practices, as well as recommendations for future research in the field of industrial and organisational psychology.

4.1 CONCLUSIONS

The focus of this section is the formulation of research conclusions relating to the literature review and the empirical study.

4.1.1 Conclusions regarding the literature review

The main aim of this research was to conceptualise the constructs of emotional affect, career resilience and career orientations from a theoretical perspective. Secondly, to determine the nature of the theoretical relationships between the constructs of emotional affect, career resilience and career orientations. Thirdly, to determine how person-centred variables such as biographical characteristics (years of service, occupational level, gender, age and race), emotional affect, career resilience and career orientations relate to individuals' career development. And lastly, to determine the theoretical implications for career development practices in the public service. These general aims were conceptualised and achieved through the specific aims of the research.

4.1.1.1 The first aim: To conceptualise the constructs of emotional affect, career resilience and career orientations from a theoretical relationship.

This aim was accomplished in chapter 2 (emotional affect, career resilience and career orientations).

In the context of the current study, the concept of emotional affect was defined as a learnt attitude that is either a positive or negative, verbal or nonverbal expression or assimilation of feelings towards an object, a person, or an event such that it elicits certain responses (Watson et al., 1988). As an acquired behaviour and attitude, emotional affect relates to

feelings of liking or disliking something, an event or a situation (Ivancevich et al., 2005). The literature indicated that emotional affect contributes to career and job satisfaction and motivation, since individuals' positive affect is linked to job satisfaction, while negative affect is linked to job dissatisfaction (Nelson, 2013). Carr (2011) emphasises that positive emotional affect provides guidance, facilitates the recall of memories and positive thoughts, and enhances flexible thinking and judgements. Furthermore, individuals with negative affect are often affected by stress, while those with positive affect reported more optimism (Nelson, 2013).

Moreover, Coetzee and Beukes (2010) state that many people who are able to manage and use their own emotions are more likely to report greater confidence in their endeavour to achieve their career goals and succeed. The study seems to be relevant, as Zerbe et al. (2013) agree that positive emotional affect stimulates the impulse for individual health and well-being. negative affect is seen as destructive in that it leads to emotional breakdown, career adversity, poor performance and less organisational commitment (Mustafa, 2013).

The literature indicates that career resilience is just one among eight core career-related employability attributes (Bezuidenhout, 2011). In conceptualising career resilience, Fourie and Van Vuuren (1998) provide useful background and a theoretical framework for conceptualisation. Fourie and Van Vuuren (1998) indicate that individuals with resilience factors resist career disappointment and unpleasant situations. Career-resilient people are able to cope effectively and take control of negative situations (Schreuder & Coetzee, 2010; Fourie & Van Vuuren, 1998). In conclusion, Bezuidenhout (2011) asserts that an individual with career resilience factors would demonstrate a high degree of adaptability, flexibility, self-reliance and confidence.

In the present study, career orientations were studied within the context of Schein's (1990, 1996) theory of career anchors. Career anchors are regarded as non-monetary variables that individuals use to decide on their career preferences (Schein, 2000). Career anchors consist of eight anchors: autonomy or independence; technical or functional; general managerial; entrepreneurial or creativity; lifestyle; pure challenge; service or dedication to a cause; and security or stability (Coetzee & Schreuder, 2009b). The current literature suggests that, in relation to a dominant career anchor, individuals may still prefer a second or even a third career anchor if it will assist them to be competitive and to prosper (Rodrigues & Guest, 2010)

In conclusion, the study established that career anchors represent the career preferences that the individual applies to make career choices, while increasing their employability and career capabilities (Bezuidenhout 2011; Potgieter, 2012).

4.1.1.2 The second aim: To determine the nature of the theoretical relationship between the constructs of emotional affect, career resilience and career orientations.

Based on the theoretical relationship between emotional affect, career resilience and career orientations, the following conclusions may be drawn:

The literature reviewed indicated that despite available research on emotional affect, career resilience and career anchors are regarded as separate concepts, and that there is a lack of research on the theoretical relationship between these three constructs in the South African public service. There was thus a need to conceptualise these constructs in the public service for career development purposes. Coetzee and Schreuder (2011) elevated the study of affect by stating that emotional affect includes the cognitive functioning that triggers human behaviour, interaction, thinking memory and creativity. The Positive and Negative Activation Schedule model (Watson et al., 1988) indicates how individuals activate their positive or negative emotional affect to express their feelings towards an object, event in a particular way in pursuit of a target or a goal (Carr, 2011). Affect is therefore a complex concept that will vary from individual to individual according to the circumstances, from more simplistic and focused affection on the clearly defined object or person (such as anger, humour, distrust), or a more complex affect with no specific object or person in mind (such as rejection, unease, vague, threat or hate) (Costa & McGrae, 1984; Foxcroft & Roodt, 2009).

The conclusion can be drawn that emotional affect is an attribute that echoes individuals' disposition to discover either positive or negative attitudes associated with demanding situations or pursuing challenging goals (Adil & Kamal, 2013; Sirgy, 2012). Career resilience is the indication of individuals' resistance, stability and recovery from career adversity and career disappointment (Fourie & Van Vuuren, 1998). This is relevant to the current study in that public servants face many career challenges whilst being pressurised to deliver efficient service. The literature indicates that career resilient employee recover easily from career adversity and adapt to the prevailing circumstances, take risks and increase self-confidence to secure future career engagements (Fourie & Van Vuuren, 1998; Wagnild, 2009).

The study revealed that a resilient individual is in a better state to establish clear career preferences and/or demonstrate his or her like or dislike of certain jobs or careers (Foxcroft & Roodt, 2009). Career resilience is also the positive indication of the individual's response to career disappointment (Min et al., 2013). Therefore, the endeavour for career resilience is the most important articulation of career development effort (Collard, Epperheimer & Saign, 1996). It is concluded that the challenge of career resilience and career self-reliance can be a frightening prospect for individuals who were thriving on the hierarchical mobility and upward promotion, job security and control provided by the organisation (Collard et al., 1996).

Career anchors were defined as the patterns of self-perceived talents and abilities, basic values, evolving motives and needs that influence employees' career decisions (Schein, 1990; 1996). What was discovered is that Schein (1990) maintained that within the career orientations domains, the career self-concept matures whilst the individual gains more life experiences. However, career orientations were discussed within the ambit of Schein's (1990; 1996) theory of career anchors with specific reference to public service career development. Career anchors are an indication of the total representation of individuals' subjective or psychological perceptions of his or her self-concept, talent and abilities and career success (Schein, 1990; 1996).

Schein's (1990) theory consists of eight domain career anchors or preferences. These eight career anchors are autonomy or independence; technical or functional; general managerial; entrepreneurial or creativity; lifestyle; pure challenge; service or dedication to a cause; and security or stability. Moerdyk (2009) states that in most instances individuals select the career that is deemed the best of the available career options, and also in terms of what the person knows and what is considered important to his or her career life. Schreuder and Coetzee (2008) however caution that the individual's career preferences fluctuate as the situation is modified; in addition career anchors are elastic and can be adjusted to fit a particular job or life situation (Coetzee & Schreuder, 2014).

Overall, according to the literature reviewed, a theoretical relationship has been found to exist between emotional affect, career resilience and career orientations. In their career decision-making, most individuals appeared to be influenced by either their positive or negative emotional affect. Furthermore, positive emotional affect and career resilience provided an understanding of how individuals would indicate their career orientations and whether their negative emotional affect hinders career progression. In view of the fact that

the literature supports the theoretical relationship between these three constructs, it is important for the public service to take career development seriously and pay special attention to its employees' career choices.

4.1.1.3 The third aim: To determine how person-centred variables such of biographical characteristics (years of service, occupational level, gender, age and race), emotional affect, career resilience and career orientations relate to individuals' career development.

The literature indicated that these biographical variables (specifically race, gender and age) influence the individual's career development.

To conclude, emotional affect, career resilience and career anchors embrace a positive mental state and psychological adjustment (Moerdyk, 2009). Furthermore, Cohn, Fredricks, Brown, Mikels, and Conway (2009) elaborated further that individuals undo negative emotions and build resilience through positive emotions in thought actions that enable them to mould their career. In summary, a person who is career resilient and who has certain career anchor may potentially demonstrate specific job capabilities and other activities that an individual would prefer to do in relation to their competencies and preferences (Coetzee & Roythorne-Jacobs, 2012). Inconsistencies and differences between biographical groups have been identified in the literature.

4.1.2 Conclusions regarding the empirical study

To indicate the relationship between the emotional affect, career resilience and career orientations constructs, this study undertook to achieve the following six main empirical aims:

1. To explore the nature, direction and magnitude of the statistical relationship between emotional affect, career resilience and career orientations as manifested in a sample of respondents in the South African public service. This aim was achieved by empirically testing research hypothesis Ha1.

2. To establish whether positive affect moderates the relationships between career resilience and the career orientations such that the career resilience–career orientations relationship would be stronger for high-positive affect individuals than for

low-positive affect individuals. This aim was achieved by empirically testing research hypothesis Ha2.

3. To establish whether negative affect moderates the relationships between career resilience and the career orientations such that the career resilience–career orientations relationship would be stronger for low-negative affect individuals than for high-negative affect individuals. This aim was achieved by empirically testing research hypothesis Ha3.

4. To determine whether individuals from different years of service, occupational level, gender, age and race groups differ significantly regarding their emotional affect, career resilience and career orientations. This aim was achieved by empirically testing research hypothesis Ha4.

5. To formulate recommendations for career development practices and future research. This is addressed in this chapter.

6. To highlight areas for further research in the field of Industrial and Organisational Psychology regarding career development practices. This is addressed in this chapter.

The empirical conclusions are indicated below:

4.1.2.1 To explore the nature, direction and magnitude of the statistical relationship between emotional affect, career resilience and career orientations as manifested in a sample of respondents in the South African public service. This aim was achieved by empirically testing research hypothesis Ha1.

The conclusion is as follows:

There is empirical evidence to show that there is a positive and significant association between positive and negative affect career constructs, and the three career resilience variables of personal resilience, work resilience and self-reliance and the eight career orientations.

4.1.2.2 To establish whether positive affect moderates the relationships between career resilience and the career orientations such that the career resilience–career orientations relationships would be stronger for high-positive affect individuals than for low-positive affect individuals. This aim was achieved by empirically testing research hypothesis Ha2.

The conclusion is as follows:

Participants who experienced a state of disengagement (low positive affect) had a significantly stronger association between their career resilience and the motives and values represented by the general managerial competence career anchor than the high positive affect participants.

4.1.2.3 To establish whether negative affect moderates the relationships between career resilience and the career orientations such that the career resilience–career orientations relationships would be stronger for low-negative affect individuals than for high-negative affect individuals. This aim was achieved by empirically testing research hypothesis Ha3.

The conclusions are indicated as follows:

- The relationship between career resilience and the three career anchors of entrepreneurial creativity, pure challenge and lifestyle yield a stronger relationship among low-negative affect individuals than among high-negative affect individuals
- The moderating effect of negative affect in the career resilience-entrepreneurial creativity, career resilience-pure challenge and career resilience-lifestyle relationships corroborate previous research showing significant associations between these three career anchors and job dissatisfaction.

4.1.2.4 To determine whether individuals from different years of service, occupational level, gender, age and race groups differ significantly regarding their emotional affect, career resilience and career orientations. This aim was achieved by empirically testing research hypothesis Ha4.

The conclusions are indicated as follows:

- Participants with more than two years but less than five years of service had higher levels of self-reliance (feeling confident about one's ability to adapt proactively to change) than those with longer years of service.

- The participants with more than 10 years but less than 15 years had significantly stronger preference for the entrepreneurial creativity and service/dedication to a cause career anchors than those participants with more than 20 years of service.

- The conclusion is drawn that the younger age groups differed significantly from older employees.

- The results showed that the participants with more than two years but less than five years of service scored significantly higher on self-reliance (feeling confident about one's ability to adapt proactively to change) than those with longer years of service.

- The 61+ year age group tend to have higher levels of work resilience than those in the 31 to 45 year age group.

- The 31 to 45 age group tend to have a stronger preference for the entrepreneurial creativity career anchor than those participants in the 18 to 30 year and 46 to 60 years age groups.

- The Africans participants had higher mean scores compared to the coloured/Indian race groups in terms of positive affect, career resilience, self-reliance, work resilience, and the autonomy/independence, security/stability; entrepreneurial creativity and life style career anchors.

1.4.2.5 To formulate recommendations for the career development practices and future research. This empirical aim is addressed further in the chapter.

The recommendation is:

Since the study indicated that career development is an important principle of human development, the recommendations will highlight areas relating to career development practices (see point 4.3 below).

1.4.2.6 Highlight areas for further research in industrial and organisational psychology regarding career development in practice. This empirical aim is addressed in this chapter.

It is concluded that:

The cross-sectional research design limited the ability to explain cause and effect relations between the variables. Longitudinal studies could investigate how affectivity influences the career resilience-career anchor relationship over time. Future replication studies with larger samples should also assess for common method variance due to the use of self-report measures. The three questionnaires should also be assessed in terms of structural validity for the public services environment.

4.2 LIMITATIONS

A number of limitations were detected in the literature and the empirical study. These are discussed below.

4.2.1 Limitations of the literature review

- There is generally a lack of literature and empirical studies on the association between biographical variables and the emotional affect, career resilience and career anchors within the public service.

- Previous studies have focused on career resilience and career orientations with limited or no studies on emotional affect in the public service or the association between emotional affect and career anchors.

- There is no definite emotional affect and career resilience models. For emotional affect, a model by Carr (2011) was used to indicate the positive and negative action

schedule factors, while Wolff's (1995) three-factor model was used to illustrate career resilience effects.

- There was a lack of extensive literature on the career resilience instrument and its use in this country.

4.2.2 Limitations of the empirical study

- A sample was too small for the public service, which minimised the ability to generalise the findings.

- The sample was not representative but was dominated by black groups.

- There was very little participation by senior management (level 13 and above), therefore, this skewed the study results as the participants were mainly staff/operational employees.

- The low internal consistency of the career resilience questionnaire needs further exploration.

- Both the career resilience and career orientations consisted of more than 40 items, while PANAS has 20, thus more than 100 items in total. These instruments therefore took a lot of time to complete and participants may have filled in the questionnaire without understanding it fully.

Despite the above limitations, the results of the study highlighted the association between emotional affect, career resilience and career orientations, as well as the difference between biographical variables in relation to each of the three constructs. The current study can be used as a basis for understanding the association between the three constructs and the differences between the biographical variables to inform the design of effective career development strategies in the public service.

4.3 RECOMMENDATIONS

4.3.1 Recommendations for career development practices

- A well-structured career development programme that encapsulates the emotional affect side and career resilience should be initiated to nurture current and future career aspirations (as explained by the motives and values of employees' career anchors).

- Management should pay attention to the career orientations' motives and values underlying employees' career development needs.

- Various mechanisms to bring forth expression of the career anchors should be made available to employees when starting their career so that they can make appropriate career choices that are related to their preferences and life style needs, and experience better person-environment fit.

- An emotional affect development course should form part of career refresher training, because the findings indicated that positive affect instils career resilience in employees and moderates the relation between career resilience and some of the career anchors.

- The background literature depicted low morale, negative assertions and uninspired public servants with redundant career planning for career development. Therefore, training and career development programmes should include additional promotion and career mobility incentives.

- Because it has been established that emotional affect has a significant interaction effect with career resilience in predicting some of the career anchors, the concept of emotional affect should be taken seriously and addressed by higher management echelons in the South African public service.

- Managers and practitioners should consider incorporating career resilience, affectivity and career anchors in career development support programmes and

career discussions in order to strengthen proactive career motivational attitudes and behaviour in the public service environment.

- Positive and negative emotional affect in employees should form part of the entire government service delivery performance management system and, therefore, should be addressed when developing career development measures.

4.3.2 Future research

- Future study should be conducted to further explore the current study findings and the associations that were revealed between emotional affect, career resilience and career orientations.

- It is also recommended that further research be conducted to expand the depth of this study on public service career development and the three psychological constructs to provide a more detailed and holistic understanding.

- Future study should be conducted on a larger more representative sample with additional biographical variables in the South African public service in order to sustain the study findings. This will increase the importance of inclusive public services in the 21st century.

- The next study should address the limitations identified in this study.

- More career development research constructs and models should be added to the current study and the literature to support the study.

4.4 INTEGRATION OF THE STUDY

In conclusion, the study explored the relationship between emotional affect, career resilience and career orientations. The study findings found an association between the three constructs but a non-significant association with the biographical variables. The findings indicated that emotional affect moderates the career resilience - career anchors relation, while participants from various years of service, age, and race groups differ significantly in relation to their emotional affect.

The study indicates that the public service is transforming at rapid pace, and therefore it is imperative that the significance of this study be filtered within the career development considerations and career opportunities agenda for the public servants. The findings suggested generally that positive emotional affect enhances the career resilience that assists individuals to be career anchored, and that a career-anchored person is able to make better career choices. The empirical study provided statistical significance to support the research hypotheses.

Generally, it can be concluded that the findings of the current study could inspire further research on the moderating role and impact of emotional affect, career resilience and career anchors factors on employee career development and have contributed to the field of industrial and organisational psychology and South African public service career development practices.

4.5 CHAPTER SUMMARY

This chapter covered the conclusions and elaborated on the limitations arising from both the literature and the empirical study. In closing, recommendations were made for career development practices in the public service and possible suggestions were made for future study within the South African public service context. This chapter concludes the current study.

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10. I will improve on critical literature research search, review and to conduct research.

11. High quality with interactive information, and librarian was more than helpful.

12. The group activity and peers were very helpful and provided materials. I interact with fellow students and my research librarian to ensure that I got relevant literature.

13. It was more reflective learning and assists to recap on the useful knowledge.

ETHICS DECLARATION

COMPLIANCE WITH ETHICAL PRINCIPLES SET OUT IN UNISA POLICY ON RESEARCH ETHICS

I, Phillemon Matsapola Mogale (full name of student), 34505946 (student number) declare that I have read the Policy for Research Ethics of UNISA as well as the guidelines on plagiarism posted on the myUnisa website.

I declare that the contents of this document are my own work and that all the sources that I have used or have quoted from have been indicated and acknowledged by means of complete references.

I declare that I shall carry out the study in strict accordance with the Policy for Research Ethics of UNISA and I shall ensure that I conduct the research with the highest integrity taking into account Unisa's Policy for Copyright Infringement and Plagiarism.

(P.M MOGALE)

Signed.....

Date:

14 September 2014

CONSENT TO PARTICIPATE IN THE RESEARCH PROJECT

EXPLORING EMOTIONAL AFFECT, CAREER RESILIENCE AND CAREER ORIENTATIONS IN THE PUBLIC SERVICE

I agree to participate voluntary in the research study. I am not in any way coerced to submit my details. The Researcher has explained to me in language I understood all the potential benefits/no benefits and that I can withdraw from the study anytime I wish to do so. I voluntarily submit information that may be used for the study purposes.

Signature:……place:…….date:……

By agreeing to participate in this study, you confirm that the person asking your consent to take part in this research has told you about the nature, procedure, potential benefits and anticipated inconvenience of participation.

You also agree to the following:

(1) That you have read (or had explained to you) and understood the study as explained in the information sheet.
(2) That you have sufficient opportunity and contact details of researchers available to ask questions, if the need arose.
(3) That you understand that your participation is voluntary and that you are free to withdraw at any time without penalty (if applicable).
(4) That you are aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.
(5) That you agree to the recording of your responses in a numeric data set.

I agree to participate in this study:	

rural development
& land reform

Department:
Rural Development and Land Reform
REPUBLIC OF SOUTH AFRICA

Director Human Resource Development
Private Bag X833, PRETORIA, 0001 – Tel (012) 312 9473 Fax: (012) 326 7023

22 October 2014

Ms J.D Jacobs
Director: Human Resource Development

TO WHOM IT MAY CONCERN

RE: RESEARCH DISSERTATION OF LIMITED SCOPE FOR THE FULFILLMENT OF MCOM: MASTER'S DEGREE IN INDUSTRIAL AND ORGANIZATION PSYCHOLOGY

Dear Sir/Madam

The above refers.

1. This is to confirm that the Department of Rural Development and Land Reform has granted permission to the employee Mr PM Mogale, (Persal Number 26838141, UNISA Student Number: 34505946) to conduct his research study within the department.

2. This letter serves as an authority and reference for correspondence during the duration of the research.

Thank You.

MS J.D JACOBS
DATE: 3/11/2014