Educational psychology therapy for group-based career counselling with young people in a rural school

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Educational psychology therapy for group-based career counselling with young people in a rural school

by

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Declaration of Originality

I, Hannelè Christie (student number 28244762), hereby declare that all the resources consulted are in the reference list and that this study titled: *Educational psychology therapy for group-based career counselling with young people in a rural school* is my original work. This dissertation has not been previously submitted by me for any degree at another university.

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EDITING CERTIFICATE

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I, Genevieve Wood, the undersigned, hereby certify that I have revised the language of the dissertation titled

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by

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and have found the standard of the language acceptable provided the indicated alterations have been made.

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Ethical Clearance Certificate

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CC

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:
- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

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Abstract

Educational psychology therapy for group-based career counselling with young people in a rural school

by

Hannelè Christie

Supervisor: Prof. L. Ebersöhn

Co-supervisor: Dr. E. Machimana

Degree: M. Ed. (Educational Psychology)

This study describes group-based career counselling by educational psychology students with clients in a remote secondary school. This qualitative secondary analysis study utilising descriptive phenomenological and indigenous psychology paradigms used an existing ten-year dataset Flourishing Learning Youth (FLY) generated by academic service learning (ASL) students delivering educational psychology services to Grade Nine clients. Data sources, indicative of group-based career counselling, were purposively sampled and included data on 18 groups who received career counselling therapy (2012 ASL: $n = 7$ females; 2014 ASL: $n = 11$ females; Clients: $n = 126$; male = 50; female = 76). Data sources on group-based career counselling with the 18 groups included client files per groups, therapy planning, and visual data spanning a ten-year frame. Following thematic analysis, two themes emerged. Career counselling challenges that required educational psychology therapy, included academic challenges, socio-emotional well-being, and identity challenges and future orientated challenges. Group-based career counselling techniques were described, namely: activities for academic support; activities for socio-emotional support and identity formation; activities for career education and planning in challenged educational settings. The particular contribution of this study is a description of group-based techniques that can be used during career counselling therapy, emphasising: (i) arts-based, postmodern, and constructivist techniques to accommodate diversity, engage clients and mobilise indigenous knowledge; (ii) the benefit of a positive psychology lens to foreground personal strengths and communal resources despite rural adversity; (iii) allowing for one-on-one time between client and therapist whilst the rest of a group continues undisturbed with therapy; (iv) include socio-emotional support given contextual trauma; (v) emphasise identity formation in conjunction with future aspirations; (vi) and the provision of career information as part of career counselling as essential to buffer against contextual limitations.

Key words

- Academic service learning students
- Challenged education setting
- Educational psychology therapy
- Group-based career counselling
- Indigenous psychology
- Rurality

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Chapter 1
Introduction, Background and Theoretical Framework

1.1 INTRODUCTION AND RATIONALE

The colonial and apartheid structuring of South Africa caused circumstances with unique psychological challenges for the young people inheriting this socio-economic legacy (Donald, Lazarus & Lolwana, 2010). These unique psychological demands of people living in a continuously oppressed resource constrained, diverse country compels researchers to address the needs of young people to enhance their ability to succeed (Walsh et al., 2014). Pillay (2011) is of the opinion that educational psychologists function as valuable resource in addressing the needs of young people in South Africa. The negative effect of apartheid and colonisation, however, implies unequal access to the services of educational psychologists, where the limited psychological services that are available and being rendered prove insufficient.

Researchers and health professionals base their knowledge and work on universal findings from the academic North (Moletsane, 2012). Distinctive ways of being useful contextually is needed (Eloff, Maree, & Ebersöhn, 2007). Furthermore, psychological knowledge should not only be adapted from non-western contexts, but designed in a local context (Shams, 2002). Foxcroft (2011) states that individual cultures and values need to be considered when working as a psychologist with South Africans. With the current study, I aspire to address the above gap by describing therapy of group-based career counselling used over two years by Educational Psychologists in training with Grade Nine-clients in the context of a South African rural high school.

1.2 CONTEXTUAL BACKGROUND TO THE CURRENT STUDY

South African teachers have voiced their concern over the need for psychological services to address the psychosocial needs of young people that hinder their ability to learn and teachers' ability to educate (Atkins, Hoagwood, Kutash, & Seidman, 2010). The Centre for the Study of Resilience (CSR) at the University of Pretoria recognised the need for supporting school aged children and formed a partnership with rural schools in Oshoek, Mpumalanga Province, namely, the Flourishing Learning Youth (FLY) study, established in 2006. I used qualitative secondary data generated in FLY for the current study.

The FLY project became one of the practical components for Academic Service Learning (ASL) of Master's students in their clinical training module (Educational Psychological Practice, OPR 800) (Ebersöhn, 2014a). The aims of the FLY intervention are: (1) to provide pathways towards resilience in a rural school; (2) provide community engagement and ASL opportunities for Masters in Education Psychology (MEd) students; and (3) educational psychological services to students in a rural school.

Educational psychology services used with groups of Grade Nine clients in the school included educational psychology assessments and therapeutic intervention for career counselling in line with contextual diversity (multilingualism, multiculturalism) and adversity (poverty, parental absence and illness). Educational psychology services were provided outside of tuition time and on the rural school premises.

The rural secondary school is close to the Swaziland border and is located 160km from Mbombela, which is the nearest city (refer to Figure 1.1). Within the context of the current study the relevant school (refer Photographs 1.1 and 1.2) is a remote school located in the Elukwatini District Municipality of Mpumalanga Province. Limited provision of certain basic resources (such as electricity, running water, transport) are some of the challenges in this school in a rural context.

Figure 1.1:   Google Maps ^{TM} image location of the rural secondary school

Photographs 1.1 & 1.2: View of the rural school and surrounding (Photographs by Nel, 2015)

A community survey conducted in 2016 revealed that Mpumalanga's population was recorded as 4.4 million, making it the fourth smallest province in the country (Statistics South Africa, 2016). It is said that 84.7% of the population reside in formal residences, while 10.9% reside in informal dwellings. Only 29% of these households have access to piped water inside the home (Statistics South Africa, 2016). From the statistics it is evident that poverty is a distinct challenge faced by not only the community, but individuals from the Mpumalanga Province as well. During a baseline study of Mpumalanga (Makiwane, Makoae, Botsis, & Vawda, 2012) contextual challenges were expanded and include high levels of unemployment, substance abuse leading to increased crime and violence.

Mpumalanga province has 1,762 public schools, although only 36% of young people attended school in 2016 (Statistics South Africa, 2016), creating a teacher-child ratio of 1:31 (Department of Basic Education, Republic of South Africa, 2016). It is estimated that merely 29.4% of the household heads in Mpumalanga have achieved a Grade 12 educational level (Makiwane et al., 2012). Students that attend the school are mainly Swati or isiZulu speaking (Ebersöhn, Bender, & Carvalho-Malekane, 2010). Some students live close to the school and walk to school, while others make use of local transport, but access to transport is limited and sometimes unavailable. The Department of Basic Education invested a learner transport policy whereby the Department produced an effective and safe transport system to assure access to quality education (Department of Basic Education, 2017). For the purposes of the current study, the cohort consisted of students between ages 13 and 20 years in Grade Nine during the course of 2012 and 2014.

1.3   PURPOSE AND POSSIBLE CONTRIBUTION

The purpose of the current study is to describe trends in group-based therapeutic interventions for career counselling used by educational psychologists with young people in a remote secondary school in a high-risk environment. The aim is to inform interventions for career counselling in similar rural settings. As a helping profession, educational psychology has developed significantly since its post-democracy struggles (Eloff, 2015). Yet the majority of South Africans do not have access to education.

Extant data (FLY intervention) enabled secondary data trend analysis in this descriptive study (Grimes & Schulz, 2002). Descriptive phenomenology, as meta-theoretical paradigm, endorsed a low level of interpretation when describing trends (Sandelowski, 2000; Vaismoradi, Turunen, & Bondas, 2013). Grimes and Schulz (2002) indicate that a descriptive study is valuable to represent studies where innovative investigation arises.

Descriptive studies can often be compared to newspaper reports as they answer the 'who', 'what', 'where', 'when' and 'why' questions through distinct, precise and measurable descriptions (Grimes & Schulz, 2002; Sandelowski, 2000). The objective of descriptive studies is to give a comprehensive summary of procedures in a language that is understandable to the reader (Sandelowski, 2000).

One of the advantages of utilising a secondary analysis for a descriptive study is that the data are already available making a descriptive study inexpensive and efficient (Grimes & Schulz, 2002). Another advantage is that new knowledge can be generated from a well-respected end product of the descriptive study (Sandelowski, 2000; Vaismoradi et al., 2013).

A disadvantage of using a descriptive study as a means to represent data found in research is that the researcher may draw inaccurate inferences and may lead to misinterpretations (Grimes & Schulz, 2002). In this particular study, no interpretation was implied and descriptions is a pure representation of existing qualitative data over a two year period. Critiques of descriptive studies provide an alert to the unscientific nature of the method, valuing experiments and proven facts to using descriptive qualitative measures.

In an emerging economy, with limited availability and scarce resources for educational psychology support in schools this analysis may be useful as evidence is found that it is valued to address stress factors caused out of school, as they impact students teaching (Walsh et al., 2014). Future interventions may be planned for similar rural contexts that build on the knowledge of the therapy foci and types used in

recurring way in this descriptive study of educational psychology therapy in a rural school.

1.4 RESEARCH QUESTIONS

1.4.1 PRIMARY RESEARCH QUESTION

The study was directed by the following primary research question: *How can insight into trends in educational psychology therapy for group-based career counselling with young people in a rural high school inform knowledge on educational psychology therapy in high risk, high need and resource constrained school settings?*

1.4.2 SECONDARY RESEARCH QUESTIONS

In an attempt to answer the above-mentioned question, the following sub-questions were explored:

- ❖ Which career counselling challenges of young clients in a rural school did educational psychologists focus on in during group-based therapy over a two-year timeframe?
- ❖ Which group-based career counselling therapies did two cohorts of educational psychologists use with young clients in a rural school to address career counselling challenges?

1.5 CONCEPT CLARIFICATION

Some concepts that appear in this research paper are clarified to contextualise the concepts within the current study. A more in-depth explanation can be obtained in Chapter 2.

1.5.1 EDUCATIONAL PSYCHOLOGY THERAPY

Educational Psychology includes the study of all the psychological features of education and applies educational as well as psychological knowledge to make meaning of teaching and learning practises and support such processes (Berliner, 2006; Eloff, 2015). The general objective of therapy is to support clients, to realise their own strengths, assets, vision, and ingenuity (Henderson & Thompson, 2011). Therapy aims to modify behaviour and typically change or develop, the cognitive, behavioural and affective outcomes of those who take part in the interventions (Hsieh et al., 2005).

The focus of therapy is on the individual or groups of individuals to address the challenges that they have identified (Ferreira, 2004). It is assumed that the therapy done in the context of this study all contributes positively to the lives of individuals. Theron and Donald (2013) believe that making a meaningful difference entails educational psychologists having knowledge of and applying resilience theory. Therapy is focused on helping clients to solve their own problems by realising their strengths with the help of psychologists, and to gain insight and facilitate or actualise these strengths (Feltham & Horton, 2012).

1.5.2 GROUP-BASED CAREER COUNSELLING

The definition of career counselling has developed from a definition where career counselling is described as a personal interaction between counsellor and client, with the main focus on work and career-related issues (Swanson, 1995) to an inclusion of "psychological nature" and "therapeutic context" (Whiston & Oliver, 2005, p. 156). Stead and Watson (2006) offer a more inclusive definition of career counselling and define it as providing career information, career guidance, career coaching, career workshops, and classes. Career counselling is designed to assist individuals with choices related to further education and training (Flederman, 2008). To be useful to the particular South African context, group-based career counselling answers to the challenge of methods that are time and cost effective, and at the same time reach more students (Lengelle & Asby, 2017; Mcmahon & Patton, 2002). Group-based career counselling in this study refers to qualitative methods and techniques provided to groups of Grade Nine students. The aforementioned counselling is sensitive to the diversity of the group and rural school.

1.5.3 CAREER COUNSELLING CHALLENGES

In the context of a rural school, the unique challenges of rural education implicate various career counselling challenges (Ebersöhn, Loots, Eloff, & Ferreira, 2015b). Background variables and contextual challenges impact career counselling in rural South Africa (Malefo, 2000). In this study, contextual and background challenges that influence career counselling includes grief and bereavement, academic challenges, poverty, financial constraints, crime and HIV/Aids.

1.5.4 YOUNG PEOPLE

Young people in the current study refers to male and female Grade Nine clients of a rural secondary school that took part in therapeutic interventions for career counselling

as part of the FLY intervention. The young people come from environments classified as high-risk, and sought career counselling therapy. The ages of these students range between 13 and 20 years, placing them in the developmental category of adolescence. Adolescence is the time between childhood and adulthood. The precise beginning and end of adolescence is variable across cultures (Patterson, Williams, Edwards, Chamow, & Grauf-Grounds, 2009). More important than the start and end of adolescence is the physical and psychological development that takes place in this developmental stage. Most adolescence experience social and physical changes, and these that have an effect on how the adolescent view themselves and their environment (Finestone, 2004). The forming of a self-identity is crucial in this developmental stage and Maree and Van der Westhuizen (2011) recommend that adolescents be actively involved in their own development.

1.5.5 RURAL

Rural implies "isolation", "backwardness", or being somehow "left behind" (Ebersöhn & Ferreira, 2012). The term rural gives an idea of setback and disadvantage, but can also refer to the demographic location, which more often than not is also associated with isolation or disadvantage. Disagreement arises in the definition of what is classified as rural (Gardiner, 2008). For the purpose of this study, rural is understood as areas that is limited in resources (Ebersöhn & Ferreira, 2012) and exposed to a variety of challenges such as poverty, social deprivation, and social challenges (Morojele & Muthukrishna, 2012).

1.5.6 HIGH-RISK SCHOOLS

In this study, being at risk implies students, who are disadvantaged and lack adequate resources, to live a healthy and optimal life (Chen, 2008). Schools in emerging economic societies, like South Africa, where services are inadequate; parents may be absent due to various reasons; and violence and crime are evident (Ebersöhn et al., 2015b), places adolescence at risk, where there might be a higher likelihood of undesirable outcomes (Lopez & Snyder, 2009).

1.5.7 COHORTS OF EDUCATIONAL PSYCHOLOGY STUDENTS

A cohort can be described as a group of people that share particular attributes (Arolker & Seale, 2012). Educational psychology can be understood from the above-mentioned definition (see section 1.5.1). In the current study, cohorts of Educational Psychology students refers to M.Ed. students in the Department of Educational Psychology at the

University of Pretoria in 2012 and 2014. The cohorts of Educational psychology students have a shared involvement in the FLY partnerships as ASL students.

1.6   PARADIGMATIC PERSPECTIVES

A paradigm in research refers to a comprehensive theoretical positioning (Adams, Collair, Oswald, & Perold, 2004). It is also described as a set of interrelated ideas and beliefs about the world (Creswell, 2007). Grix (2004) states that whether the researcher explicitly states it or not, research is automatically conducted within a particular paradigm. Within a research study, we can differentiate between three types of paradigm, namely meta-theoretical paradigms, methodological paradigm and a theoretical framework. These paradigms are discussed in detail in the next sections.

1.6.1   META-THEORETICAL PARADIGM: PHENOMENOLOGY

Phenomenology endorses the study of direct experiences as explained by those who lived the experience rather than by an outsider, objective and described version of the phenomena (Cohen, Manion, & Morrison, 2007; Creswell, 2013). A phenomenological study strives to describe and understand actions and activities (Wojnar & Swanson, 2007). Through an inductive thematic analysis, the researcher had the opportunity to describe trends that were not part of the original research focus (Gray, 2013).

The current study made use of a descriptive phenomenology (Wojnar & Swanson, 2007). Descriptive phenomenology expects of the researcher to be able to describe the phenomenon in a pure universal sense, setting aside their own lived reality, in a process called transcendental subjectivity (Husserl, 2001). It is important that the researcher eliminate all prior knowledge she might have in regard to a particular phenomenon, in order to fully comprehend the lived experiences of those being studied (Lopez & Willis, 2004). The researcher can eliminate prior knowledge through the development of bracketing, where the researcher distances herself from any prior knowledge, bias and life experiences, so as to not influence the description of the phenomenon in question (Husserl, 2001; Wojnar & Swanson, 2007). By engaging in the process of bracketing Husserl (2001) believes the researcher would be able to gain insight into the features of lived experiences. Although Husserl (2001) describes the process of bracketing as a straightforward process, Sandelowski (2000) highlights that no description can be free of interpretation. As researcher I therefore described trends arising in educational psychology intervention for career counselling without allowing my own ideas and biases to influence these descriptions. Objectivity was achieved by member checking with fellow students working on the same project

and continuous supervision, in order to set these limitations aside while writing up the findings of the study.

Generally, phenomenological research studies are believed to be unstructured and critiques argue that findings may be thus difficult to replicate (Gray, 2013). To overcome this barrier a qualitative analysis was followed where the researcher was not concerned about generalisations, but rather giving rich contextualised descriptions and analysis (Gray, 2013).

Working with qualitative secondary data, collected from students over a two year period allowed me to engage in data analysis without any prior understanding or interpretation of the experiences of participants. Secondary data analysis assisted me to achieve "transcendental subjectivity" (Lopez & Willis, 2004, p. 727), where the impact the researcher had on the findings was limit, within the descriptive phenomenology. With the guidance of my supervisors the impact I had on the findings was constantly assessed and neutralised in order to keep the finding as objective as possible (Lopez & Willis, 2004).

1.6.2 RESEARCH METHODOLOGY: QUALITATIVE RESEARCH

The current study follows a qualitative research methodology. This study aims to enrich knowledge by presenting a descriptive narrative of the trends in educational psychological therapeutic interventions for career counselling when risk is high (Maree, 2011a). Qualitative research methodology allows a rich in-depth understanding and detailed description of the social and cultural phenomenon under scrutiny as well as the context that underlie the patterns of behaviour of participants (Nieuwenhuis, 2007; Terre Blanche, Durrheim, & Painter, 2006).

Typical to a qualitative study, a rich description of trends, in the form of themes and categories were identified (Merriam, 2009). These rich descriptions would make it possible for readers of the current study to fully comprehend and understand findings. The researcher is central to the qualitative research process and is referred to as a research instrument (Merriam, 2009; Morgan & Sklar, 2012; Nieuwenhuis, 2007).

An advantage of using a qualitative research methodology is that a comprehensive and in-depth understanding of therapeutic interventions for career counselling will follow from the findings. The depth is as a result of qualitative research that allows the inclusion of participants' own descriptions of the phenomenon (Creswell, 2013). Objectivity is a main concern for critiques when conducting qualitative research (Nieuwenhuis, 2007; De Vos, Strydom, Fouché, & Delport, 2011). Working with secondary data collected by researchers other than myself helped me

conquer subjectivity as a concern. As qualitative studies have a smaller, purposive sample (Patton, 2002), critiques of qualitative research questions whether the findings will be representative. The aim of this qualitative study was not to achieve generalisation but rather provide rich and in-depth descriptions of a particular phenomenon (Creswell, 2013).

Aspiring to have a rich description of trends in therapeutic interventions for career counselling with young people in a rural context validated the use of a qualitative study (Nieuwenhuis, 2007). Additionally, the research questions and the availability of the qualitative secondary data were the main reasons for choosing a qualitative study.

1.6.3 THEORETICAL FRAMEWORK: INDIGENOUS PSYCHOLOGY

The increase of Western European powers on non-Western contexts holds various challenges in social scientific inquiry (Bryant, 2006). In a world where globalisation and global interdependence is paramount, the development of indigenous psychology is complex. Worldwide, countries strive to meet the expectations set by the 'universal West' (Bryant, 2006). Rosaldo (as cited in Shams, 2002) argues that the endeavour of globalisation holds a distinct challenge for establishing indigenous psychology. The world as we know it is characterised by "borrowing and lending" from one culture or nation to the next. The accepted wisdom borrowed and lent however, speaks of inequality, power and domination, which further complicates autonomy and interdependence in all areas of life (Rosaldo as cited in Shams, 2002, p. 80).

Indigenous psychology is a particular knowledge system describing and explaining diverse human behaviour and psychological activities from a culturally relevant lens (Shams, 2002). The difficulty arise when Western psychological theories and principles are adapted and placed in non-Western contexts, while such an adaption cannot accurately reflect other cultures and may disregard important cultural tenets (Hwang, 2005; Yang & Lu, 2007). Matoane (2012) confirms that using Western psychology to explain and understand phenomena of a non-Western context is biased and limited. Since culture plays an important role in determining human behaviour (Matoane, 2012), theories from a given culture cannot simply be applied and adjusted for all cultures worldwide (Evenden & Sandstrom, 2011; Shams, 2002;). The aim of the current study was to understand and develop knowledge informed by a local context (Matoane, 2012; Mpofu, Otulaja, & Mushayikwa, 2014) of rural young people in Grade Nine to add valuable knowledge to the indigenous psychology of South Africa. Mpofu et al. (2014) affirm that individuals and individual behaviour, should be recognised from their unique cultural context in order to be more relevant in a non-Western environment with distinct challenges and resources.

1.7   CHAPTERS OUTLINE

❖ **Chapter 1: Overview of the study**

Chapter 1 introduce the reader to the study by contextualising the study and explaining its purpose and possible contributions. The questions guiding the study are presented following a conceptualisation of key concepts. The chapter is concluded by a description of the paradigmatic lenses containing the theoretical, meta-theoretical and methodological perspectives.

❖ **Chapter 2: Literature review**

Chapter 2 reviewed previous literature associated with the current study. The chapter provides an overview of the post-colonial context within rural South Africa. Educational psychological interventions are then explored, as well as career counselling both globally and in South Africa. The chapter concludes with a visual representation of the conceptual framework used to make meaning of the literature within this study.

❖ **Chapter 3: Research methodology**

Chapter 3 contains the research design and research methodology associated with the study. Included in the research methodology are the particular datasets and sources sampled, as well as the analysis procedures. Important quality criteria are discussed and concluded the chapter by presenting important ethical considerations.

❖ **Chapter 4: Research results and discussion of findings**

Chapter 4 include the findings of the study with a detailed description of themes and subthemes resulting from an in-depth data analysis. The findings are supported with visual representations of data sources. The findings are related to the literature review and conceptual framework described in Chapter 2. Links are also made to the theoretical framework of Chapter 1.

❖ **Chapter 5: Conclusion and recommendations**

Chapter 5 address the research questions introduced in Chapter 1. The possible contributions and limitations are described concluding with recommendations for practice, training and future research.

1.8 CONCLUSION

Chapter 1 provided the introduction to the study and specified some important features to contextualise the FLY larger study from which data were gathered. The purpose of the study was then presented, explaining the possible contribution the study might have to literature. While the primary and secondary questions guided the study, key concepts were explained so as to enrich the reader of the study's knowledge and understanding. The chapter concludes with a description of the paradigmatic perspective of the researcher. A detailed literature review follows in Chapter 2 to place the current study in context of existing knowledge.

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Chapter 2
Literature Review

2.1 INTRODUCTION

In this literature review, I attempt to describe the conceptual space in which educational psychological intervention services are rendered for career counselling by highlighting the dire need for educational psychology services in rural schools in South Africa due to multiple risks and scarce resources. Secondly, I describe rurality with particular emphasis on the impact it has on a population and education. Thirdly I focus on current Western and non-Western discourses in educational psychology in South Africa. I conclude this literature review with a conceptual framework.

To support young people involves more than just supporting them academically. Challenges outside of school have an immense impact on school context and should be addressed in order to enhance the young people's ability to succeed (Walsh et al., 2014). In South Africa, these challenges include the legacy of apartheid, poverty, and oppression that result in unique psychological problems and stressors in young people's lives (Pillay, 2003). South Africa essentially demands reasonable and original solutions for these adversities to be able to provide optimal support to young people (Ebersöhn et al., 2010; Ebersöhn, Loots, Eloff, & Ferreira 2015a). In an emerging economy with scarce resources for educational psychology support in schools, the current study may be useful. Future interventions may be planned for similar rural contexts that build on the knowledge of the therapy foci and therapy types used in a recurring way in this study of educational psychology therapy in a rural school.

Atkins et al. (2010, p. 41) point to the fact that "educators have long noted that the unmet psychosocial needs of young people and families overwhelm the resources of school and undermine their capacity to educate children". This psychological need compels researchers to address the needs by other resources, not only teacher resources, to relieve the burden on scarce resources in South Africa.

2.2 GLOBAL SOUTH AND POST-COLONIAL CONTEXT

2.2.1 INTRODUCTION

Much of what we know about education and psychology is based on universal findings and studies, and although these findings cannot be disregarded altogether, there are

some very critical differences for a country like South Africa that implicate our economic, as well as social and cultural conditions (Donald et al., 2010).

Ebersöhn (2015) notes that globally, agreements have been reached regarding the importance of place, in an intervention research. Ebersöhn and Ferreira (2012) have further observed that place can propose a challenge when an intervention is planned. It is thus crucial to make sense of place and take the context of an intervention for career counselling into consideration in order to truly understand and appreciate the findings of such an intervention. In order to make meaningful contributions, intervention strategies need to be adapted to take context into account. When it is not specifically mentioned and described, readers of alternative studies may interpret the results based on their own interpretation of what they may conceive of as normal (Bryant, 2006; Ebersöhn 2015), even though globally there are several contextual disparities.

2.2.2 GLOBALISATION AND GLOBAL SOUTH CONTEXT

Globalisation can be understood as cultures and countries influencing one another and through immigration and exchanges in information theses cultures become more alike (Arnett, 2002). The rapid growth in telecommunications amongst others, the degree and power of connections between countries and cultures advanced intensely, making globalisation the most renowned description of the current state of the world (Arnett, 2002).

Synonymous with "Third World" and "periphery" comes the term "global South" which refers to geographical areas outside the parameters of Europe and North America (Dados & Connell, 2012, p. 12). Usually the use of the above-mentioned terms involved, politically or culturally marginalised, but expanded to academic fields (Dados & Connell, 2012; Mkhize, 2004). Worldwide teachers are adapting their curriculum and teaching strategies to conform to global expectations where students and teachers are increasingly more aware of the importance of teaching young people in school contexts about their rights and responsibilities within a connected universal network (Davies, 2006). The biggest problem of adapting and altering knowledge to global expectations, is that the knowledge from the West, that is usually referenced and referred to as universal (Matoane, 2012; Tikly, 2001), is only representative of a minority of the world (Grech, 2011). This implies that such knowledge is not representative, or indeed satisfactory to deal with other world-views (Grech, 2011).

Although globalisation encourage connectedness in all areas of living researchers, Arnett (2002) and Subedi and Daza (2008) report schools, and education in general, as one of the areas that struggles most for equal rights and democratic

practises. Smith (2006) motivates students to question global circumstances and generate unconventional ways to reconceptualise themselves and the world.

In terms of this research study, which took place in a post-colonial, rural ecology, the following statement by Subedi and Daza (2008, p. 3) is essential to take into consideration: "… -colonised subjects simply do not comply with dominant discourses, but refashion and appropriate what is forced upon them." I hope to make a meaningful contribution in the process of globalisation by my descriptions of therapy for group-based career counselling. I will do so by providing a description of the differences in marginalised and dominant young people in a rural school context (Subedi & Daza, 2008).

2.2.3 CONTEXTUALISATION: POST-COLONIAL ERA

With the abolition of apartheid laws in 1994, and the start of a democratic South African government, a revolution was aroused in all sectors including educational psychology (Pillay, 2003). Not only the methods, but theories and practice of psychology have also undergone some major changes (Maree, 2011b). Regrettably official and organisational changes were not in proportion to the required change and did not reflect the needed change (Pillay, 2003). Inequalities, unequal access to education and other resources are still evident in marginalised groups.

Placing South Africa in the category of a post-colonial country implies distinct consequences with a reference to the foundation of colonialism: "race" and "culture" and the oppression of race and culture. It is clear that although the term post-colonialism refers to a time frame that has passed, we simply cannot ignore the impact of a "colonial past" as it will continue to influence and determine our psychological understanding of race and culture in the present (Okazaki, David, & Abelmann, 2008). Hall (as cited in Subedi & Daza, 2008) notes that the "post" in post-colonial points to the conditions of colonialism that have not passed, but are rather associated with modern neo-colonial states.

To understand colonialism in terms of the impact on psychology, Okazaki et al. (2008) has the following explanation: Western beliefs, as well as psychological theories and methods delay and interfere with a universal and precise appreciation of the psychology of non-Western individuals and groups. This is nothing more than "colonization [sic] of the mind" (Shams, 2002, p. 81). The "colonisation of the mind" does not have to condemn researchers to any limitations, as the continuous search for one's own identity improvements and development in the area of minority perspectives

are taking place, and holds promise for a unique perspective on the effects of colonialism (Bobo & Fox, 2003).

A typical example of this quest for unique perspectives and to find ways in which to support the voicing of those who are oppressed gave rise to indigenous psychology, which advances the field of psychology in a dynamic direction. Unique in this sense in no way dismisses "native", local rituals and practises, where at the very least this should make psychologists aware of the effects of these practises on post-colonial subjects (Okazaki et al., 2008). Prilleltensky and Nelson (1997) suggest that a person is a product of their context, and that reciprocally context is to some extent a product of human interactions. This reciprocal relationship is believed to be an outworking of the right to individuation. The reciprocal relationship between a person and their context explains and reaffirms that there is not only one way of living. Mutual respect should be paid to individuals from different contexts. When we consider a country like South Africa, pluralism is necessary to the context. Pluralism refers to "an ideal state in which the reality of diversity is acknowledged, appreciated and encouraged" (Eloff & Ebersöhn, 2004, p. 191) and includes consideration and admiration of diversity in culture, ethnicity, race, gender, class, religion and lifestyle.

2.2.4 STRUCTURAL DISPARITY, HIGH RISK AND RESOURCE CONSTRAINTS

The hegemony of apartheid oppressed the majority of South Africans. The effect is structural, and therefore still very apparent and relevant today (Donald et al., 2010). Most of the social problems currently facing South Africa, as well as learning obstacles in schools are related to poverty (Donald et al., 2010) entrenched by centuries of colonialism (Pillay, 2003). [By means of several ethnographic studies] Ebersöhn (2017) explains that unemployment continues to be a leading stressor in a space of poverty. Extensive poverty furthermore is the outcome of the continued disruption and exploitation of an established economic structure (Donald et al., 2010). It is important to note at this stage that poverty is not only measured in terms of income, but also as a lack of resources to manage one's diet, to participate in community life, and to sustain one's general living conditions (Visser, 2009).

Availability of necessary public services such as water, electricity, fire control and recreational infrastructure were highlighted as a challenge in an underprivileged community (Ebersöhn, 2017). Even in the presence of resilience and substantial family strength, the effects of poverty impedes a student's academic ability and motivation, as well as their opportunities for development (Visser, 2009; Walsh et al., 2014). Theron (2007) stipulates that the survival strategies people adopt under duress of

poverty might not correspond with conventional educational aims, processes, and content.

Directly or indirectly, poverty not only results in barriers to learning, it causes a range of social problems, disabilities and learning difficulties (Donald et al., 2010; Ebersöhn, 2017; Visser, 2009). The increase in orphans due to AIDS-related deaths is but one of the social risks attributable to poverty (Bray, 2003; Ebersöhn, 2017; Fleisch, Shindler, & Perry, 2009; Nkambule, Balfour, Pillay, & Moletsane, 2011). Poverty restricts a family's capacity to contribute time and energy in developing and enhancing children's growth, and places children at risk for environmental toxicities and confusion (Walsh et al., 2014).

Another of these social dilemmas mentioned by Donald et al. (2010) and Ebersöhn (2017), is school dropouts, attributable to contextual disadvantage and poverty. More often than not, impoverished parents cannot afford to keep up with school fees and young people are expected to help lighten the financial burden of families by stepping into the job market as soon as possible. This results in high numbers of school dropouts (Donald et al., 2010). The rise of AIDS orphans and child-headed households in South Africa is another factor that forces children to drop out of school for economic motives (Fleisch et al., 2009). Donald et al. (2010) and Ebersöhn (2017) have further indicated that teenage pregnancy and substance abuse in communities is an added concern among members living in communities challenged by poverty.

Young people, challenged by adversity, face several notable disadvantages and lack adequate resources to become optimally functioning adults (Chen, 2008). The limited accessibility to resources that these students face includes the means that may guide them to educational information and career exploration and decision-making (Rojewski as cited in Chen, 2008). Rather than individual efforts and interventions, Ebersöhn (2017) argues for individuals to work in conjunction with educational policies to support well-being programmes that ameliorate the effects of poverty.

2.3 RURALITY

2.3.1 INTRODUCTION

Various definitions and explanations of rurality exist (Cloke, 2006). The term rural gives an idea of setback and disadvantage but can also refer to the demographic location that more often than not is also associated with isolation. Ebersöhn and Ferreira (2012, p. 30) emphasise that often the term rural proposes "isolation", "backwardness", or somehow being "left behind". Whether referring to demography or methodology,

rurality in South Africa is also accompanied by a notion of shortage, especially in economic terms, where apartheid has been deleterious (Bundy, 1988 & Moore, 1984, as cited in Ebersöhn & Ferreira, 2012).

2.3.2 RURALITY, RISK AND RESOURCES

South Africa is currently the most unequal society in the world (Slater, 2013) and this has resulted in, amongst other aspects, a scarcity of resources. Communities that are classified as being rural are exposed to a variety of risk factors (Freshwater, 2015). Risk factors include poverty as a result of economic deprivation and social deprivation in terms of access to public services (Ebersöhn & Ferreira, 2012). Balfour, Mitchell, and Moletsane (2008) indicate that although urban areas also suffer contextual challenges, there is a discrepancy in the intensity of risks. Rural contexts lack support and infrastructure to lighten the burdens faced within the community. To manage these risks, different techniques, referred to as risk management techniques can be used to recognise and implement development strategies (Freshwater, 2015). For the purpose of the current study it is important to note and take the unique risks and resources of rural living into consideration when doing therapy for group-based career counselling, as these unique resources will implicate group-based therapeutic interventions for young people.

Voicing the concerns of young people in school context in terms of rurality and their experience of their journey to school brings new insight into unique challenges of rural living. Morojele and Muthukrishna (2012) revealed that children are faced with the dangers of hazardous dongas (ditches), rivers, and forests, including anxiety for abusive teachers, "muthi murders" and circumcision initiations. A study conducted by Morojele and Muthukrishma (2012) indicates that, depending on the nature of support from families, these young people are affected by rural challenges differently.

Without disregarding the unique challenges of rural living, researchers should recognise that individuals and groups are strong, and have the skill, knowledge and resources to improve and apply interventions for change (Kretzmann & McKnight as cited in Moletsane, 2012). Donald et al., (2010) and Theron and Theron (2010) explain assets and resources within individuals and communities as protective factors in the face of hardship and adversity. They are:

❖ Sources within the individual self: Donald et al. (2010) specify intellectual capacities, effective communication skills, social skills, decision making skills and general problem solving, as some of the important internal assets as

protective resource: secondly, positive self-concept, feeling of self-worth, confidence, generally positive, and outgoing approach to life.

❖ Another internal asset is a sense of autonomy, identity and purpose, including a clear sense of positive values and beliefs. Lastly, a strong internal locus of control is a source within the individual self that is considered an asset.

❖ Resources embedded in families: this includes factors like a caring and consistent relationships with at least one stable parent/caregiver. Encouragement of competence by family members. Clear adult guidance, monitoring and supportive authority and a family that has strong, coherent and consistent set of values (Donald et al., 2010).

❖ Community resources: Network of peers, significant people beyond the family, family friends, neighbours, and local community resources (Donald et al., 2010).

❖ Cultural resources were also one of the key protective resources within high-risk communities. These include cultural values, practises beliefs and structures.

Within each of the protective resources resilience is encouraged. In South Africa researchers conceptualise that resilience is a product of individual traits, protective resources and person-context transactions (Theron & Theron, 2010). Ebersöhn (2017) suggests an emphasis on education for quality of human life as an alternative to a deficit focusing on poverty and education. Ebersöhn (2017, p. 6) suggest that "By integrating resilience, health and well-being lenses, education research may generate knowledge on how to cushion against poverty and adapt functionally". Well-being orientated education is found in schools that value a connectedness between themselves and the community, where members of the community are proud of who they are, and where there is an available space where children are perceived as happy (Ebersöhn, 2017).

2.3.3   RURAL EDUCATION

Ebersöhn and Ferreira (2012) describe rurality in a school setting as a condition of neglected and rundown buildings, limited classes, broken windows, limited access to water, electricity and sanitation and restricted access to resources. Poverty, HIV/AIDS, underdevelopment and underachievement are leading concerns in rural schools (Bray, 2003; Nkambule et al., 2011).

Several interventions have been planned and conducted to address rurality but education in rural settings continues to face unique demographic and methodological challenges (Nkambule et al., 2011). Little has changed in rural areas since the

dissolution of apartheid, meaning that programmes aimed at uplifting education have not been sufficient (Balfour et al., 2008). Nkambule et al. (2011) ascribe this to the limited amount of literature available from research to explain and describe the complexities of rural education and rural development.

Moletsane (2012) states that through the combined insufficiency and dominance of the "academic North" (referring to Europe and North America), theories and philosophies in South African scholarship, as well as education research and development, contribute to the lack of transformation in rural education systems. He highlights that although researchers from the academic North contribute valuable information and guidance to South Africa, this research is based on Western epistemologies and ontologies, and mutes African voices.

The unique challenges of rural education should not be ignored and they need specialised intervention. As Educational Psychologists stepping into rural areas to bring about change, Ebersöhn et al. (2015b) explain that it is crucial to have an understanding of a rural setting and the unique challenges of the particular setting to be successful partners in change. Balfour et al. (2008) take it further by adding that theories of globalisation, especially those focusing on influence and power, form an essential part of successful studies.

Although widespread research has been done on rural living and the specific challenges that individuals experience, very little research has been published on rural education (Balfour et al., 2008). Generative Rurality Theory assists to place context, with its unique challenges into perspective. This will not only help in the analysis of data in the current study, but also explains and describes the individual's ability to support themselves, which, depending on availability of resources, challenges or changes the environment (Balfour et al., 2008). Three distinct variables: forces, agencies, and resources, are identified by Balfour et al. (2008) that are present and existing in rural life, and which ultimately classifies rurality as such. Informed by Balfour et al. (2008), Ebersöhn and Ferreira (2012) describe the interplay between these variables (Figure 2.1). See Figure 2.1 with regards to how these variables rely on each other.
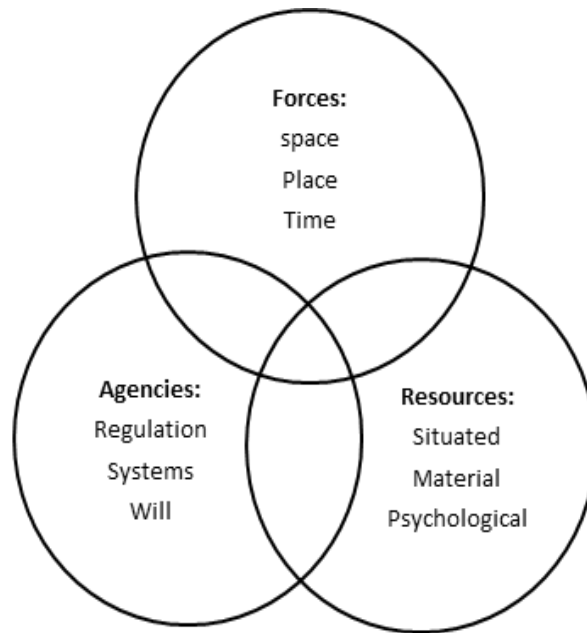
Figure 2.1:   Interplay between variables of generative theory of rurality (Balfour et al., 2008)

These variables are utilised to address challenges in rural communities. Forces can be understood in terms of space, place and time (Gruenewald as cited in Balfour et al., 2008). Forces involves interchange of labour and production from the rural to the urban and back including the time it takes for this movement. Agencies can be understood as the ability to define relationship between forces and access to resources (Balfour et al., 2008). The last variable, namely resources, includes material, situated and psychological resources (Balfour et al., 2008).

2.4   EDUCATIONAL PSYCHOLOGY INTERVENTIONS

2.4.1   INTRODUCTION

In countries that are faced with high adversity and inequality, Educational Psychologists are often considered to be a source of change in the lives of school-aged children (Pillay, 2011). South Africa faces specific challenges due to the inequalities prevailing within the education system. Despite this particular challenging context, Educational Psychologists should find unique ways to be beneficial (Eloff et al., 2007), as their work relevance in addressing challenges of the twenty-first century (Eloff & Ebersöhn, 2004).

2.4.2   WESTERN AND NON-WESTERN PSYCHOLOGICAL INTERVENTIONS

For a very long time, it was presumed that psychological theories that were developed in the West could be applied to any other country in the world (Evenden & Sandstrom,

2011). The restricted focus of Western psychologist on the individual is one of the challenges of applying Western psychologies to non-Western ecologies (Evenden & Sandstrom, 2011).

The social context of individuals in South Africa is crucial to defining an individual, whereas individuals understood according to Western psychology are more autonomous and independent, with an emphasis on the self (Matoane, 2012; Mpofu, 2002; Nwoye, 2010). In contradistinction to this, health and illness are described in terms of the successful interaction among the macro-, meso- and micro-levels of an individual within African worldviews (Matoane, 2012). Indigenous psychology (IP) takes into account cultural influences in the conceptualisation of behaviours (Evenden & Sandstrom, 2011).

With the end of apartheid and the start of a new democracy South African Educational Psychologists questioned previous methods and approaches and encouraged new techniques and pathways to engage the world (Eloff, 2015). Unfortunately, the amended paradigms often caused incompatibility and disagreement amongst psychologists, and still require consideration (Eloff, 2015). The work of Educational Psychologists in South Africa goes beyond the classroom or private practice (Eloff, 2015; Pillay, 2003) and includes clinical work with individuals and their families, teachers, adults, groups, and other professionals. Donald et al. (2010) encourage educational psychologists to look beyond the needs of individuals and consider systemic challenges. To make interventions meaningful it is important that a psychologist be sensitive to the individual's culture and values while inventing an intervention plan (Foxcroft, 2011). House and Hayes (2002) mention that special attention should be paid to students of colour and those from an economically oppressed background, as these groups remain marginalised.

Educational psychologists should keep up with the constantly changing systems in which they operate, whether it is within a school, family or in communities. Their work should include continuous reflection, rapid response and a proactive work ethos (Engelbrecht, 2004). Theron and Donald (2013), assert that this cannot be done without the knowledge and application of resilience theory. With the afore-mentioned support in place, it is expected that children and youth exposure to high stress from out-of-school challenges will be reduced, promoting self-regulation in social-emotional and cognitive functions (Walsh et al., 2014).

Traditional ways of intervention need to be investigated and alternative approaches, like group-based therapy, are less expensive and ingenious are needed (Kriek & Eloff, 2004; Lengelle & Asby, 2017). New methods of therapy and counselling

try to address the restrictions of present theories and take into account issues of current cultures and circumstantial factors (Ridley & Mollen, 2012).

2.4.3 INDIVIDUAL AND GROUP-BASED EDUCATIONAL PSYCHOLOGY SERVICES

Therapy can differ in constellation (who forms part of the intervention) as well as according to the medium through which therapy is delivered (Feltham & Horton, 2012). Intervention and therapy varies from individual intervention, with only one client, to systemic intervention where all significant aspects of the individual are taken into account, to groups of clients (Ferreira, 2004).

Individual therapy suggests that therapy is conducted with a single client. One-to-one therapy was deemed the most popular form of therapy over time (Feltham & Horton, 2012). The need for confidentiality, privacy, containment, intimacy and safety is met with individual therapy. Factors such as the psychologist's level of experience, the client's concern, and unique personality traits should all be considered before choosing individual therapy as the best type of therapy (Feltham & Horton, 2012; Ferreira, 2004).

Ebersöhn et al. (2010) indicate the challenge of providing counselling to extensive numbers of vulnerable young people due to inequality-associated risks. South Africa's history of discrimination has, caused a discrepancy in resource allocation (Eloff, 2015). Resources in this sense, includes access to mental health services (Chen, 2008; Visser, 2009). Access to educational psychologists thus varies significantly between contexts (Jimerson, Stewart, Skokut, Cardenas, & Malone as cited in Theron & Donald, 2013; McMahon & Watson, 2009). The rise of a young democracy revealed the real demand on educational psychologists to be respondent (Eloff, 2015). One way educational psychologists responded to the systemic challenges (Donald et al., 2010) of a new democracy was by helping on a larger scale (Eloff, 2015).

In 1964, Maslow developed the concept of synergy that is based on the idea that within a healthy group, there is more potential for individuals to develop than when alone (Paul, 2017). Group therapy can be defined as therapy with more than one individual who encounters interaction, interdependence and the acknowledgement that each member forms part of the whole, with the aim of striving towards a mutual goal (Henderson & Thompson, 2011). This initially started as a means to access psychological assistance for those that could not afford individual help (Paul, 2017). Pratt, the founder of group work intervention research, realised the psychotherapeutic benefits of supportive groups (Paul, 2017). One of the advantages of group-based

therapy is that clients feel part of a group that has similar concerns and issues as they do. Individuals can sense some association with others facing similar challenges, a sense of belonging when they are accepted by their group members, and the ability to contribute to the other group members' experiences (Henderson & Thompson, 2011). Group-based therapy has the major advantage of rendering therapeutic services on a larger scale (Eloff, 2015) and are both time and cost effective (Lengelle & Asby, 2017; Mcmahon & Patton, 2002).

In order to consider multicultural or cross-cultural interventions it is important to clarify what is meant by culture. Payne and Taylor (as cited in Carter et al., 2005) define culture as a set of values, beliefs, perceptions, institutions, technologies, survival systems and codes of conduct that members of a particular group share. Providing multicultural therapy entails that the psychologist pays special attention to, and is consistent in abiding by, the profession's practices and standards. Psychologists should be aware of their own, as well as the client's unique culture and worldviews as these may differ and influence the service being rendered (Henderson & Thompson, 2011).

The effect of therapy programmes aimed at contextual factors indicated that out-of-school factors influence academic achievement and affect learning negatively (Walsh et al., 2014). Intervention programmes that address contextual out-of-school factors prove to have a lasting effect on students' academic performance beyond the intervention, and should be reported on so as to close the achievement gaps between adolescents growing up in conditions of poverty and adversity (Walsh et al., 2014). In a study conducted by Brigman and Campbell (2003) it was found that active participation by adolescents in therapy programmes aimed at building basic life skills was associated with progressive academic achievement and scholastic behaviour.

Although studies have been done on different intervention strategies and types of interventions, there is a need to address the gap in reporting on interventions in the unique context of South African schools that are at risk and faced with adversity (Hsieh et al., 2005). Research with regards to asset-based approach in the unique context of South African rural schools is needed. The very unique and specific challenges of South Africa, and of rural, at risk communities leaves a gap in existing research.

Being a receiver of knowledge does not discredit the knowledge or devalue it, but Holdstock (2000) articulates that psychology ought to be culture-bound. Being culturally bound means that psychologists should not only resort to using international theories and knowledge in South Africa, but should develop techniques that originate in South Africa and place emphasis on them. By doing this, South African researchers

will not only be empowered, but provide ways of addressing concerns practically (Stead & Watson, 2006).

2.5 INTERVENTIONS FOR CAREER COUNSELLING

2.5.1 INTRODUCTION

Along with many other changes in practise and theory of psychology, career counselling has undergone some major changes since the start of career counselling about 120 years ago (Maree, 2011b, 2014; Savickas, 2006). Changes in the world of work, requiring new skills and attitudes demands a new approach to career counselling (Maree, 2014; Savickas, 2006).

Career counselling should be updated continuously and psychologist, administering career counselling should inform research paradigms so that the work of psychologists in the field of career counselling remain relevant and useful (Maree, 2011b). The current study aims to keep research paradigms up to date in terms of career counselling intervention methods with groups of young people in a rural school.

Career guidance, career education, or career counselling are often used interchangeably, and although similarities can be found between these concepts there are a few basic differences that, once understood, might enrich a reader's understanding of the concepts. Career interventions such as career guidance and career education are mostly concerned with helping individuals choose a career while career counselling entails a more interpersonal and individual process (Stead & Watson, 2006). The purpose of above-mentioned interventions is to assist clients to meet the challenges of the modern global economy by equipping individuals to adapt and establish an occupational identity (Savickas, 2013). Maree (2013) states that to be able to achieve "best practice" through career counselling for clients in South Africa requires an understanding of global career counselling developments.

2.5.2 GLOBAL DISCOURSE ON CAREER COUNSELLING

The foundations, development and transformation of career psychology rely mostly on two main sources, namely mainstream psychology rooting from Europe and America and vocational psychology, sourcing from America. Both America and Europe were affected by international influences that eventually shaped the modern understanding of career psychology (Stead & Watson, 2006).

Career counselling advanced from pre-modern techniques to a more postmodern perspective that provides the opportunity for creativity and innovation

(Maree, 2014). Postmodernism provided a narrative approach and post-structuralism introduced many improved methods of career counselling (Maree, 2011b). Post-modern career counselling encourages qualitative techniques that focus on how individuals create their lives and careers (Maree, Ebersöhn, & Biagione-Cerone, 2010).The field of career guidance also had a transformation towards an emphasis on positivity and strength, with the transition from vocational guidance to counselling psychology and it deliberately focuses on individual strengths and assets (Lopez et al., 2006).

Career theories offer counsellors the framework to determine individuals' unique concerns (Stead & Watson, 2006). Not all theories explain all concerns equally well (Schreuder & Coetzee, 2011). The type of model used relies on the competencies of the psychologists and the need of the unique client and their circumstances to use. Career construction as a method of career counselling provides a platform to understand and make sense of vocational behaviour and ultimately support individuals to make social contributions through work (Savickas 2011, as cited in Maree, 2013, p. 103). Career construction has been developed from the career construction theory that relies on the notion that both the counsellor or psychologist and clients work together to co-construct and co-author a client's story in order to enable them to make meaningful social contributions (Maree, 2013). Clients are supported and facilitated in various methods, such as reflection, so as to discover who they are, and who they will be in this world (Maree, 2011b). Maree (2010) includes that at the end of a career facilitation process, individuals will have a better idea of who they are and who they are becoming, and determine how school or work can help them be themselves.

2.5.3   CAREER COUNSELLING IN SOUTH AFRICA AND THE NEED FOR GROUP-BASED INTERVENTIONS

Career counselling theories are strongly influenced by Western individual values where emphasis is placed on the individual, assuming that they have suitable self-knowledge (Akhurst & Liebenberg, 2009). Western approaches have been widely criticised among South African researchers. Stead and Watson (2006), in accord with Savickas (2011), encourage indigenous approaches, methods and materials that are culturally sensitive, and which address the unique needs of the diverse population that is not part of the white, western, middle class populations (Mcmahon & Patton, 2002).

The global economy opposes particular expectations to individuals, and career counselling interventions should support clients to meet these challenges by enabling "meta-competencies" such as adaptation and identity (Savickas as cited in Di Fabio,

2016, p. 35). A new approach to career counselling is needed to not only meet the needs of clients, but also the expectations of a postmodern changing world of work (Maree et al., 2010).

Rapid changes, information overload and uncertainties about the future cause significant challenges for students (Akhurst & Liebenberg, 2009). Young people, especially in low socio-economic environments reported have academic problems, including language of learning and teaching mostly differing to their home language. The situation is further complicated by stress, a heavy workload, and difficulties with time management, psychological problems such as loneliness and relationship struggles, and environmental risk factors such as poverty. Other less reported problems included financial assistance, accommodation needs, sexual harassment and crime (Ebersöhn et al., 2010; Walker, Holling, Carpenter, & Kinzig 2004). The effect of HIV and AIDS also leads to bereavement and grief that can cause extensive difficulties (Bray, 2003). Malefo (2000) affirms that background variables had a much bigger impact on career counselling than cognitive factors of South African students. These contextual problems simply cannot be ignored in career counselling.

With the prohibition of psychological testing in South African schools in 1995 by the National Education Department, the scant access school children had to career counselling in under-resourced schools was taken away (Maree, 2013). While young people from affluent families sourced the services of psychologists in private practice, young people in rural schools had no access to career counselling assessments (Maree, 2013). Currently, Life Orientation as compulsory subject in school attempts to address the need for career guidance, however is not at all satisfactory to address the needs young people have in terms of career counselling. In South Africa's post-apartheid environment, especially in areas where unemployment is high, the exposure to role models and career opportunities are limited (Akhurst & Liebenberg, 2009), where students' perceptions of careers are based on what they see on television, and often these perceptions are glamorised and misinterpreted (Akhurst & Liebenberg, 2009).

The unique context of South Africa lends itself to particular approaches and Stead and Watson (2006) in agreement with Akhurst and Liebenberg (2009) and Mkhize and Frizelle (2000) suggest social constructionist, constructivist, and multicultural career counselling models as useful in the South African context. Maree (2013) emphasises that a narrative approach is ideal for an Ubuntu-led African society that values the group, and privileges storytelling. These theories places emphasis on

the individual as an open system that is in continual interaction with their environment (Akhurst & Liebenberg, 2009; Maree, 2013). The theories highlight the impact of an affinity to social symbols and the importance of lifespan development, making these theories the most sensitive to contextual challenges (Akhurst & Liebenberg, 2009). In terms of the unique needs and challenges of career assessment in rural contexts of South Africa, where resources are scarce and access to the guidance of psychologists is limited, life design holds certain promise (McMahon & Watson, 2009; Savickas, 2005). Life design not only studies the client in isolation, but considers the social context and the world of work in a modern society that is ever changing (Maree, 2013). Blustein, McWhirter, and Perry (2005) believe that career counselling has the potential to develop the education and working lives of all people.

The methods used by career counsellors need to be reconsidered if they wish to address the varied needs of clients (Savickas, 2008). Rural education with the various challenges and contextual barriers of poverty holds unique challenges for South African career counsellors (Stead & Watson, 2006). One way in which career counsellors in South Africa can answer to the need for varied counselling is to conduct group-based career counselling. Group-based counselling is not only time effective, but also a more cost-effective means of career counselling intervention (Lengelle & Asby, 2017; Mcmahon & Patton, 2002). Group-based counselling may also relieve the burden of scarcity, like Educational Psychological services in high-need societies, if Educational Psychologists can render services to more than one individual at a time.

2.6 CONCEPTUAL FRAMEWORK: INDIGENOUS PSYCHOLOGICAL KNOWLEDGE

The current study identifies trends in therapeutic interventions that occurred during group-based interventions in the unique context of a global south, post-colonial, and rural South Africa. The context of this study describes particular risk and resources that determine and define career counselling with Grade Nine clients. These trends in therapeutic interventions with young people serve to inform indigenous psychological knowledge on educational psychology therapy in high-risk, high-need and resource constrained school settings. Figure 2.2 presents a visual representation of the conceptual framework.

Unique Ecological Context of South Africa

Global
South

Determine

High risks
to young
people

Rural

Limited
Educational
Psychology
Resources

Relevant

Indigenous Psychology

Post
colonial

Define

**High need for career counselling and limited services and a low supply of
trained Educational Psychologists require group-based support**

Career
counseling

Group-based
services to
young people

Educational
psychology
therapy

Trends contribute to

Indigenous Psychological Knowledge

Figure 2.2:   Conceptual framework: Indigenous psychological knowledge

Although globalisation has become a new buzzword to describe the current world
conditions (Davies, 2006), many theories of psychology are based on universal
findings and Western epistemologies and cannot adequately address the distinctive

challenges of South Africa (Donald et al., 2010). The outcome of globalisation is to alter and adapt paradigms to become more universal (Davies, 2006), but the unique challenges of rural education need specialised intervention. South Africa falls within the parameters of the Global South and faces specific challenges, because of the inequalities prevailing within its education system. Malan-Van Rooyen (2015, p. 1) has noted in this regard that "[h]ow young people adapt, cope and develop in the face of severe adversity is of special interest to resilience researchers and health care practitioners in understanding such people and assisting them" The contextual challenges of a post-colonial background, place high risks upon young people, together with limited relevant indigenous psychology to inform therapeutic interventions. This compels health care practitioners to not only understand but to offer young people efficient, practical means to construct lives that speak of resilience (Bray, 2003; Cluver, Gardner, & Operario 2007) in the form of group-based career counselling.

Psychological intervention, such as for example career counselling, is one of the many services that are mostly inaccessible to South African young people in rural school context. The restricted time and limited number of skilled professionals does not justify individual therapy. Thus, group-based therapy needs to be studies as a way to provide educational psychology therapy for career counselling to as much clients as possible. The purpose of describing trends that result from group-based therapeutic interventions is to add to the limited indigenous psychological knowledge of groups of South African young people that require career counselling.

2.7   CONCLUSION

Researchers in the field of career counselling are of the opinion that career psychology has the potential to not only improve education in South Africa, but also the working lives of all people. The activist's social justice agenda that are promoted by these authors attempts to encourage participation in career counselling of all individuals of society, and to convert the paradigms that maintain oppression and social inequality. While this study describe the trends observed in career counselling intervention in a rural, postcolonial ecology, I believe the potential surpasses the improved educational potential, and may add much value to South African indigenous psychology. In the next chapter, attention is given to the methodological theories and methods used to generate and analyse data.

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Chapter 3
Research Methodology

3.1 INTRODUCTION

In Chapter 2 the current study was placed within existing literature, and understood by means of a conceptual framework. Chapter 3 is devoted to the research methods and guidelines used to answer the following primary research question: How can insight into trends in educational psychology therapy for group-based career counselling with young people in a rural high school inform knowledge on educational psychology therapy in high-risk, high-need and resource-constrained school settings? Firstly a description of the secondary data analysis as research design is presented. The process of sampling and analysing the data was explained and measured against particular quality criteria. At the end of the Chapter, special attention is paid to ethical considerations of the study.

3.2 RESEARCH DESIGN: SECONDARY DATA ANALYSIS

Nieuwenhuis (2007) describes the process of moving from the philosophical assumptions to the collection and analysis of data as a research design strategy. I used secondary data analysis as a method to find answers to my research questions. Secondary data analysis is the utilisation of existing data for analysis (Babbie, 2005; Heaton, 1998; Smith, 2008; Szabo & Strang, 1997) to obtain new understanding (Irwin, 2013). The analysis is done to address research questions that may be new or creating an alternative perspective of the original questions (Gladstone, Volpe, & Boydell, 2007; Heaton, 1998).

A secondary analysis include interpretations, conclusions or knowledge from a single or multiple datasets in addition to or different from that given in the first dataset (Heaton 1998; Smith, 2008). Additionally the analysis may be conducted by the original researcher, re-using data for a differing intent or relating primary research to existing data (Irwin, 2013). Alternatively, the data can also be used by a secondary analyst using previous established datasets (Heaton, 1998). In essence, secondary analysis can be described as a re-exploration of existing data (Jackson, Hutchinson, Peters, Luck, & Saltman, 2013). In this study, the researcher is a secondary analyst that answers questions differing from the questions set out by the primary researchers.

3.2.1 ADVANTAGES OF SECONDARY DATA ANALYSIS

Gray (2013) and Smith (2008) state that secondary data analysis provide the researcher with the opportunity to access data on a much larger scale than firsthand data collection strategies, thus leading to a high quality data analysis. I agree with Smith (2008), as in this study, I used data collected over the time-frame of two years, making interpretations and conclusions much richer. A further advantage of data that is re-used is the efficiency of funding is maximised as re-using of data, even if datasets are purchased is more cost effective than funding new data collection (Gray, 2013; Jones & Coffey, 2012; Morrow, Boddy, & Lamb, 2014).

Other benefits of using secondary data analysis include the creation of new knowledge and fresh insights or support of existing theories (Heaton, 1998; Jackson et al., 2013; Jones & Coffey, 2012). Gray (2013) indicates that because the secondary researcher is more detached from the data, they can be more objective in the analysis process. Secondary analysis limits the possibility of inconveniencing participants or avoiding potential harm to vulnerable participants about sensitive topics from sometimes exceptional or remote and unreachable participants (Fielding & Fielding, 2000; Gray, 2013; Jackson et al., 2013; Szabo & Strang, 1997). The limiting of harm is achieved through the extensive use and re-use of data generated (Bernard et al., 1986; Jackson et al., 2013). Gray (2013) further highlights that secondary data analysis is a convenient approach for student or first time researchers.

Considering all the advantages of secondary data analysis the main reason for choosing to work with secondary data is because this method of data collection was the best method to gain insight into trends of therapeutic interventions and for answering the current research questions.

3.2.2 LIMITATIONS OF SECONDARY DATA ANALYSIS

When using secondary datasets, care should be taken to determine the source and analysis, and enquiry should be made into the validity of sources (Atkinson & Brandolini, 2001). In the current study data sources from ASL students, working under supervision at the Faculty of Education is used, thus making it a valid and sound source to use.

Critics against secondary data analysis state that the secondary researcher may be too far removed from the sources and unaware or unconcerned with the context in which the research took place (Heaton, 1998; Irwin, 2013; Smith, 2008). In this study, the researcher was not part of the original data collection process or FLY intervention, and as a result, she can view and analyse data more objectively (Gray, 2013). The

researcher did, however, spend ample time studying the context and background of the researched environment to eliminate errors. Secondary data analysis is also done through a step-by-step process to recognise and comprehend the context (Irwin, 2013). By consulting with primary researchers and checking with research supervisors for bias I attempted to minimise limitations.

One of the biggest limitations of the current study is the incompleteness and lack of availability of full datasets (Gray, 2013). The researcher took all steps to assure that various datasets were sourced in order to have complete datasets that are representative of the FLY intervention. All datasets over a timeframe of two years were investigated from which to draw a purposive sample. Another aspect that could be regarded as a risk factor when using secondary data analysis is ethics (Irwin, 2013; Jones & Coffey, 2012; Mauthner & Parry, 2010). Through individual interactions with participants, a primary researcher takes responsibility to care for participants' data through their trusting relationship (Irwin, 2013). When a secondary researcher then re-uses such data critics raise a concern over ethical implications and informed consent (Irwin, 2013). Care is taken to ensure confidentiality, anonymity, and data protection in the use of secondary data beyond the original purpose (Morrow et al., 2014) by employing codes to identify and analyse data.

3.3 DATASETS AND DATA SOURCES

The data collection process was conducted by primary researchers. No new data was generated in this study. The original data were generated in 2012 and 2014 during the FLY Intervention.

3.3.1 DATASETS

Datasets were purposively selected (Maree, 2011a) from FLY data (generated by academic service learning educational psychology cohorts) providing Educational psychology services to groups of Grade Nine clients. ASL students visited the rural school twice annually, for two-day visits. The second visit was aimed at providing therapy for career counselling purposes. Photographs 3.1 and 3.2 show the 2012 and 2014 ASL cohorts. Each ASL student documented all assessment and therapeutic activities for their group's career counselling. They did this for each client in client files and for each group with regards to therapeutic planning. Thus, a group-based dataset includes one student's set of client files for clients in his/her group, therapy planning and visual data (described in section 3.3.3). Client files (FLY data source) are stored for safekeeping at the Faculty of Education, University of Pretoria per HPCSA

regulations (Health Professions Council of South Africa, 2011). Both clients and ASL students (Appendix A) consented to the use of FLY data for research purposes.

Photograph 3.1: ASL cohort of 2012

Photograph 3.2: ASL cohort of 2014

3.3.2   SAMPLING OF EXISTING DATA

In the current study, I used purposive sampling to select ASL data sources from the available 10-year FLY-project dataset. Sampling criteria included data that shows evidence of therapeutic interventions for career counselling that occurred in group-based ways. Therefore, FLY data-sets were selected had to include: educational psychology client files, a client report, demographical questionnaire, assessment activities, therapeutic planning, and photographs.

Datasets that conformed to the above criteria were that of the 2012 and 2014 cohorts. This means that I handpicked data sets of the 2012 and 2014 cohorts to be included in the sample based on the judgement of the characteristic criteria I sought (Cohen, Manion, & Morrison, 2007; Nieuwenhuis, 2007).The data sources that were thus sampled assisted me to understand the phenomenon (Creswell, 2013) of group-based therapy for career counselling. The sample of data were satisfactory to the specific needs and chosen for a specific purpose, namely identifying trends in career counselling therapeutic activities for groups of young people in a rural school.

The advantages of using purposive sampling is that it is most commonly used in psychological research, is less expensive, and population elements are not necessarily included (Acharya, Prakash, Saxena, & Nigam, 2013), making it the most suitable sampling method to answer the current research question.

By selecting client files through purposive sampling, I was able to generate rich and comprehensive data to describe trends in group-based therapeutic interventions for career counselling with young people in a group setting.

Acharya et al. (2013) and Maree (2011a) warn researchers about variability and bias that cannot be measured or controlled when doing purposive sampling. It is difficult to generalise information beyond the sample. The aim of the study is not to generalise, however, to understand a specific phenomenon within a population and inform scholars working in that particular population of rich data regarding therapeutic interventions in rural settings. Overcoming the barrier of bias and variability required supervisory oversight.

I followed the process below to access and select FLY-data:

- ❖ The Technical Assistant made client files available for my review in the Department of Educational Psychology's Media Room;
- ❖ Following revision of the client files, I purposively selected ASL client files that adhered to selection criteria (2012 and 2014) for analysis in the current study;
- ❖ I followed the regulation of the Professional Counsel of Psychology, Annexure 12 for maintenance, distribution and possession of reports and data (HPCSA, 1999);
- ❖ I returned original files to the Technical Assistant;
- ❖ I gave each educational psychology student a code (year / A-K) (see Table 3.1 and 3.2);
- ❖ I coded client files alphabetically and numerically (see Table 3.1 and 3.2); and
- ❖ I sampled only the data of students in 2012 and 2014 for whom complete datasets[1] were available.

3.3.3 COMPILATION OF ASL STUDENTS AND CLIENTS WHO GENERATED FLY DATA

In 2012, 13 ASL students provided services at the rural secondary school to 123 Grade Nine clients. However complete datasets of, only seven ASL students were documented and stored. In 2014, 12 ASL students visited the rural secondary school and 65 Grade Nine clients received career counselling services. Complete group-based datasets of eleven ASL students were available. Due to the unavailability of complete data sets from male ASL students, only female ASL student data sets could be used. Each Grade Nine client completed a demographic questionnaire (refer to

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[1] Complete data sets refer to data-sets of ASL-students that contain their group's client reports, demographic questionnaires, consent forms and therapy planning.

Appendix B) where gender, age, and language were indicated. Some of the demographic questionnaires were incomplete, with clients often not indicating their age. Information provided by the datasets is presented below in Table 3.1 and 3.2, as well as Figure 3.1 to 3.3. In total I studied the group-based data of 18 groups, i.e. 18 ASL students, group-work with 126 clients, males = 50, females = 76.

Table 3.1:   ASL students and clients' compilation 2012

ASL 2012	Client file no.	Client gender	Client age	Client home language
Student A	A1	F	14	Swati
	A2	F	15	Swati
	A3	F	15	Swati
	A4	F	14	Swati
	A5	F	UNKNOWN	Swati
	A6	F	14	Swati
	A7	F	16	Swati
	A8	F	14	Swati
	A9	F	17	Swati
	A10	F	15	Swati
	A11	F	14	Swati
Student B	B1	M	16	Swati
	B2	M	15	Swati
	B3	M	17	Swati
	B4	M	15	Swati
	B5	M	16	Swati
	B6	M	16	Swati
	B7	M	19	Swati
	B8	M	20	Swati
	B9	M	15	Swati
	B10	M	UNKNOWN	Swati
Student C	C1	F	14	Swati
	C2	F	15	Swati
	C3	F	14	Swati
	C4	F	15	Swati
	C5	F	14	Swati
	C6	F	13	Swati

ASL 2012	Client file no.	Client gender	Client age	Client home language
	C7	F	16	Swati
	C8	F	14	Swati
	C9	F	14	Swati
Student D	D1	F	16	Swati
	D2	F	14	Swati
	D3	F	15	Swati
	D4	F	18	Swati
	D5	F	14	Swati
	D6	F	14	Swati
	D7	F	15	Swati
	D8	F	15	Swati
Student E	E1	F	15	Swati
	E2	F	15	Swati
	E3	F	14	Swati
	E4	F	15	Swati
	E5	F	16	Swati
	E6	F	15	Swati
	E7	F	15	Swati
	E8	F	15	Swati
Student F	F1	M	15	Swati
	F2	M	15	Swati
	F3	M	15	Swati
	F4	M	15	Swati
	F5	M	15	Swati
	F6	M	14	Swati
	F7	M	14	Swati
	F8	M	15	Swati
	F9	M	15	Swati
	F10	M	15	Swati
Student G	G1	F	17	Swati
	G2	F	15	Swati
	G3	F	15	Swati
	G4	F	15	Swati
	G5	F	17	Swati

ASL 2012	Client file no.	Client gender	Client age	Client home language
	G6	F	15	Swati
	G7	F	16	Swati
	G8	F	15	Swati
	G9	F	15	Swati
	G10	F	15	Swati

On average the 2012 student-cohort worked with between 8–10 clients per group. Two groups comprised of males only, while five groups had only females.

Table 3.2:   ASL students and clients' compilation 2014

ASL 2014	Client file no.	Client gender	Client age	Client home language
Student AA	AA1	M	17	Swati
	AA2	M	17	Swati
	AA3	M	14	Swati
	AA4	M	13	Swati
	AA5	F	16	Swati
Student BB	BB1	M	16	Swati
	BB2	F	15	Swati
	BB3	M	15	Swati
	BB4	M	16	Swati
	BB5	M	17	Swati
Student CC	CC1	M	16	Swati
	CC2	M	16	Swati
	CC3	M	14	Swati
	CC4	M	16	Swati
	CC5	F	13	Swati
	CC6	F	13	Swati/IsiZulu
Student DD	DD1	F	14	Swati
	DD2	F	13	Swati
	DD3	F	15	Swati
	DD4	M	16	Swati
	DD5	M	16	Swati
	DD6	M	16	Swati
Student EE	EE1	F	17	Swati

ASL 2014	Client file no.	Client gender	Client age	Client home language
	EE2	F	18	Swati
	EE3	F	16	Swati
	EE4	F	18	Swati
	EE5	F	17	Swati
Student FF	FF1	F	18	Swati
	FF2	F	17	Swati
	FF3	F	17	Swati
	FF4	F	15	Swati
	FF5	F	15	Swati
Student GG	GG1	F	15	Swati
	GG2	F	14	Swati
	GG3	F	15	Swati
	GG4	F	16	Swati
	GG5	M	14	Swati
Student HH	HH1	M	15	Swati
	HH2	F	16	Swati
	HH3	F	16	Swati
	HH4	M	17	Swati
	HH5	F	15	Swati
Student II	II1	M	14	Swati
	II2	M	16	Swati
	II3	M	18	Swati
	II4	M	16	Swati
	II5	M	15	Swati
Student JJ	JJ1	M	15	Swati
	JJ2	M	18	Swati
	JJ3	M	17	Swati
	JJ4	M	15	Swati
	JJ5	M	17	Swati
	JJ6	F	18	Swati
Student KK	KK1	F	16	IsiZulu
	KK2	F	15	Swati
	KK3	F	15	Swati
	KK4	M	17	Swati

ASL 2014	Client file no.	Client gender	Client age	Client home language
	KK5	M	15	Swati
	KK6	F	15	IsiZulu
	KK7	F	14	IsiZulu

The 2014 student-cohort worked with an average of five clients per group. Only one group was predominantly male, with two female groups and eight groups were a combination of male and female groups.

Figure 3.1–3.3 gives a visual representation of the information provided in Tables 3.1 and 3.2.

Figure 3.1:   Clients' age in 2012 and 2014 groups

The South African School Act of 1996 indicate that schooling is compulsory for all South Africans up to the age of 15 years or the completion of Grade Nine (Republic of South Africa, 1996). The graphs above depict the 2012 and 2014 client ages. In 2012, 37 clients (30%) exceed the expectant age in Grade Nine and 25 clients (38%) of the 2014 cohort.
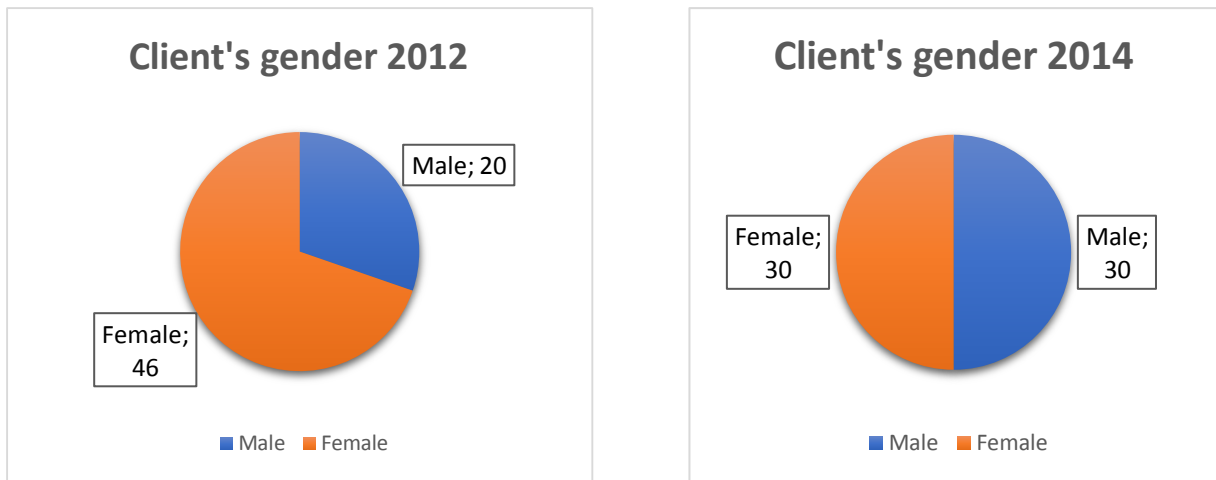
Figure 3.2 Clients gender in 2012 and 2014 groups

In 2012 groups consisted of significantly more females than males, while 2014 gender representability was equal. Groups of clients in 2012 were either male ($n = 2$) or female ($n = 5$). The 2014 groups were mostly mixed gender ($n = 8$) with some female groups ($n = 2$) and a male group ($n = 1$).

Figure 3.3: Clients home language in 2012 and 2014 groups

Grade Nine clients overwhelmingly indicated Swati as their Home Language. The above graphs are in line with the average Home language of people living in Mpumalanga. The Mpumalanga Provincial Government (2017) indicates that 27.7% of its population speaks Swati as a home language. ASL students did not have the same home language as the clients. The Language of Learning and Teaching (LOLT) (Department of Basic Education, Republic of South Africa, 2015) in the particular high school is English, although this is not the home language of any of the teachers or

learners. Educational psychology services were provided in English (in line with the schools preferred LOLT).

Photograph 3.3 & 3.4: **ASL students guiding and facilitating group-based therapy for career counselling**

3.3.4 DATA SOURCES

I used the following 2012 and 2014 FLY group data-sources: client files (Appendix C) that contained: client reports and quadrant maps, together with ASL group-based therapy plans (Appendix D) and the observational, visual data (Appendix E).

3.3.4.1 Client files

Clients self-selected into groups. The initial two-day visit entailed assessment activities that were planned by ASL students prior to the visit to the school. The assessment activities were planned in accordance with the culture and age group of the rural secondary school's Grade Nine students. The aim of the assessment activities during the initial visit was to give constructive feedback in terms of career guidance and also provide therapeutic interventions during a second visit to the school. At the end of initial assessment activities, client files were compiled by ASL students (refer to Table 3.3 and Appendix A-C) for an example of a student's comprehensive client file. Clients' assessment results were presented in educational psychological reports that were given to students during the second visit. The reports are written in a language that is logical and can be useful to the client. For the current study, the client files were analysed to obtain more information on the career challenges clients experienced. FLY client group data were captured as hardcopies and electronically

Table 3.3:   Description of contents of group-based data including client files

Activities	Description	Example in appendix
Demographic questionnaire	The demographic questionnaire contained questions regarding Grade 9 student's age, gender, home language, ethnicity and family constellation. A summary of the data can be seen in Figure 3.1 to 3.3.	Appendix B
Informed consent	Grade Nine students gave consent to participate in activities (informed and voluntary).	Appendix A
Therapy plan	Based on the findings of assessment activities each ASL student compiled a therapy plan to meet the challenges faced by clients. Intervention plans differ from student to student to meet the unique needs of clients and contain unique therapeutic techniques used during the second two-day visit.	Appendix D
Client report	Each client received a report that was compiled by ASL students. The report included findings of assessment activities and recommendations for possible career options.	Appendix C

3.3.4.2 ASL therapy plans

Each ASL student planned their therapeutic intervention for career counselling (Appendix D) before visiting the school for a second visit. Therapy plans were reviewed by researching supervisors to assure that career counselling challenges were adequately addressed. These therapy plans were included in the client files on return from the rural school.

3.3.4.3 Observational data captured as visual data

From the FLY data set visual data (Appendix E) over a ten year timeframe allowed for an enhanced interpretation and description of the rural setting of the school and environment as well as the group-based therapeutic activity constellation.

3.4   DATA ANALYSIS

Analysing data is the method by which the data that has been collected is organised and arranged so that investigation can take place and data can be made meaningful (Forrester, 2013). When doing secondary data analysis, data were re-analysed by another researcher with another purpose than that of primary analysis (De Vos et al., 2011). The task of a qualitative data analysis is to identify important patterns in the data (Vossler & Moller, 2014).

Data were analysed by means of an inductive thematic analysis. Thematic analysis is an ideal method to analyse data when the researcher is new to qualitative research, as it is believed to be the most accessible qualitative analytic method (Braun, Clarke, & Rance, 2015). A thematic analysis does not rely on a particular theoretical framework, and can be used across carious theoretical frameworks (Braun & Clarke, 2006). Creswell (2013) states that identifying themes through thematic analysis assists to clarify complex concepts. Future educational psychologists may thereby more clearly understand the complexity of therapeutic interventions for career counselling when a thematic analysis is done.

Thematic data analysis can be used inductively or deductively. A deductive thematic analysis entails that themes are determined before the analysis proses and is based on underlying assumptions and studied literature (Braun & Clarke, 2006; Nieuwenhuis, 2007). In this study, however, data were analysed by means of an inductive or "bottom-up" approach (Patton as cited in Braun & Clark, 2006, p. 53). Braun and Clark (2006) clarify inductive thematic analysis as an analysis determined by content of the data. Trends of therapeutic interventions arose as data sources were being investigated and studied and were not determined in advance.

The major advantage of using a thematic analysis is its flexibility. Where other qualitative analyses approaches offer theoretically-informed frameworks, thematic analysis is merely a method or technique for collecting or analysing data (Braun et al., 2015) making it useful and flexible with any chosen theoretical framework. For inexperienced researchers, the analysis is fairly easy and quick to grasp, while providing rich and comprehensive findings that might not have been anticipated (Braun & Clarke, 2006; Saldaña, 2009). A potential limitation is that themes were identified by one researcher, thus introducing the possibility of a single perspective (Fereday & Muir-Cochrane, 2006). This challenge was, however, overcome by checking with two supervisors that played a vital role in the original FLY project and could verify codes and themes.

Braun and Clarke (2006) state that doing a thematic analysis entails different phases, where, although it is explained in a linear way, the process can go back and forth as needed. In order to be as comprehensive as possible and ensure that data is analysed properly, it is important to conduct systematic data analyses (Braun & Clarke, 2006; Creswell, 2013).

- ❖ **Phase 1: The researcher familiarise herself with the data**

The researcher immersed herself in the data sets. This was done by spending ample time with the raw data, to read and re-read it (Braun & Clarke, 2006). I collected and analysed all data sources for 2012 and 2014 cohorts which included: 123 client files of 2012 and 65 client files of 2014, 13 ASL therapy planning and photographs for 2012 and 12 therapy planning and photographs for 2014. Each file was opened and actively studied to familiarise myself with the content of the files on several occasions. While working through the hard copies as well as electronic files, handwritten notes were made that were typed up for the analyses procedure.

- ❖ **Phase 2: Coding the data**

Braun and Clarke (2006) define coding as the process of labelling important elements relevant to the research question. To analyse data efficiently, coding is one of the most important phases (Bryman, 2001). This was done by reading data, making notes, and re-reading, so as to find answers to initial research questions. A list of codes was compiled while reading through data sources. Codes were determined through the original data sources. A record of the coding procedure can be found in Appendix F for audit trail.

- ❖ **Phase 3: Search for and identify themes**

Whenever a meaningful pattern in the data codes arose, it was grouped together to create a theme (Braun & Clarke, 2006). All documentation were kept for supervision to assure that the way in which themes were identified could be traced (Joffe, 2012). In this phase, codes from various data sources were compared and grouped as a theme (refer to Appendix G).

❖ **Phase 4: Review, refine, combine or discard themes as needed**

Not only should themes be reviewed to ensure they are comprehensive of the codes, but themes should also be reviewed against original data sources (Braun & Clarke, 2006). This phase required refining and controlling not only by myself, but with both my supervisors as well. In this phase, discussions with my supervisors also led to some themes that were broken down, while others were grouped together to give the best description of data sources.

❖ **Phase 5: Defining themes**

Once themes were identified, this phase entailed defining the themes and naming them. To get a complete idea of different themes, the essence of each theme needs to be identified. In this phase, special attention was paid to inclusion and exclusion criteria.

❖ **Phase 6: Write up themes**

Research findings in the form of themes were written up as a final stage of data analysis. The findings are written up in the form of a dissertation in this study and the outcome and description of themes are discussed in detail in Chapter Four.

3.5   QUALITY CRITERIA

To assess the quality of the data sources, the following criteria ensured a high quality analysis of the research data. These criteria are also used to measure the quality of my secondary data sources.

3.5.1   DEPENDABILITY

A detailed description of the research procedures enabled me to deliver dependable research findings (Terre Blanche et al., 2006) that contribute to a deeper understanding of the phenomenon being studied (Nieuwenhuis, 2007). All ASL students' data sources of 2012 and 2014 were included to produce sufficient information for rich descriptions. Offering an audit trail through Appendix F and G contributed to the dependability of the current study (Seale, 1999).

3.5.2 TRANSFERABILITY

The degree to which the findings of a particular study can be compared to other studies with similar context and conditions is known as transferability (De Vos, 2005; Terre Blanche et al., 2006). One way I increased the transferability is to include rich descriptions of the research context (refer to Chapter 1), and datasets (refer to Chapter 3) so as to transfer findings to similar context and settings (De Vos, 2005; Seale, 1999).

3.5.3 CONFIRMABILITY

The findings and descriptions of themes should be a true reflection of original data rather than researcher interpretations, so as to ensure the confirmability of the data by any other investigators (Morrow, 2005). It is impossible to be totally bias-free when analysing and interpreting data, but confirmability assures that personal assumptions and beliefs does not influence descriptions and findings (Bryman, 2001). Rich descriptions of data as well as a visual audit trail is included to guarantee that interpretations is based on the original data, rather than the researchers' own opinion (Lincoln & Guba as cited in Seale, 1999).

3.5.4 CREDIBILITY

The extent to which the data analysis and findings can be classified as accurate and trustworthy, thus being a true representation of original data refers to the credibility of a study (Morrow, 2005). The FLY intervention was conducted over a decade, warranting an extended engagement and enabling analysis over a time of two years (Seale, 1999). In the current study, the researcher conducted member checks (Lincoln & Guba, 1985, p. 314) with fellow researchers and supervisors for credibility. Thick descriptions and concrete detail (Tracy, 2010) of not only the literature reviewed (Chapter 2), but also of research methodology (Chapter 3), and research findings (Chapter 4) are presented so as to ensure credible findings.

3.5.5 AUTHENTICITY

Authenticity involves asking if the evidence is genuine and of unquestionable origin (Scott as cited in Flick, 2014). Seale (1999) further describes authenticity as a true representation of original data from various perspectives. The authenticity was developed by including two years of datasets that included a total of 25 ASL students. The authenticity was further warranted by my supervisors continues reviews of findings.

3.6 ETHICAL CONSIDERATIONS

"In its broadest sense 'ethics' refers to how we conduct ourselves morally" (Forrester, 2013, p. 98). The main ethical consideration while doing research is that no harm should be done. Research ethics does not only pertain to the research participants (Wassenaar, 2006), but also to the profession (Strydom, 2005). Ethical clearance was granted for the initial data gathering in FLY. I assured that original guidelines are adhered to, as this is a secondary data analysis. For the current study ethical approval was also obtained from the Ethics Committee of the Faculty of Education, University of Pretoria (EP 16/02/03). The researcher was furthermore guided by the Ethics Code for Psychologists as prescribed by the HPCSA. In the current study participants were protected from harm, agreed to informed consent, while all data sources was handled with highest confidentiality.

3.6.1 PROTECTION FROM HARM

When considering secondary data, research harm is explained in terms of stigma, prejudice and misinterpretation (Morrow et al., 2014). Morrow et al. (2014) suggest that researchers ought to have a clear and adequate understanding of the data to decrease the risk of misinterpretation. To achieve an adequate understanding as secondary researcher, ample time was spent in supervision, studying the context and background of the research site, so as to assure that no misinterpretation could have harmed participants. Chapter 1 is devoted to describing the context and background and appendices include an audit trail of data analysis.

3.6.2 INFORMED CONSENT

The Bill of Rights of South Africa protects the right to freedom and self-determination of the Grade Nine students that took part in the original FLY study as participants. Thus, informed consent from each participant was needed to conduct ethically responsible research (Cohen et al., 2007). Informed consent in this study is twofold. Firstly, it refers to participants of the study to give consent to participate in the assessment and intervention process of the original data collection (refer to Appendix A). This was done at the outset of the original data collection process by informing students of the process (Strydom, 2005). Secondly, Educational Psychology students are required to give informed consent to use data generated by them, in a secondary analysis (refer to Appendix A). Care is taken to pay attention to consent regulations and assure that the informed consent is in agreement with original consent and understanding of participants (Morrow et al., 2014).

3.6.3 CONFIDENTIALITY

Participants in the original research study should be able to rely on the same privacy and confidentiality restriction and ethical working principles, on the behalf of the researcher (Creswell, 2013; Procter as cited in Jones & Coffey, 2012, p. 52). Confidentiality was protected by keeping identities anonymous and making sure that individuals would not be identified (Cohen et al., 2007). Codes were allocated to participants and students as soon as possible as to safeguard their identity (Cohen et al., 2007; King & Horrocks, 2010). Electronic versions of data sources were password protected to ensure confidentiality (Cohen et al., 2007).

3.7 CONCLUSION

This chapter addressed the methods of sampling, analysis and documentation of data, undertaken in a meaningful way in response the research question. The quality criteria and ethical considerations under which this process was done were described in the conclusion. The next chapter is dedicated to research findings.

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Chapter 4
Findings of the Study

4.1 INTRODUCTION

The preceding chapter was devoted to research methodology. The research design was described, including the various advantages and limitations as well as how limitations were addressed. The data sampling and analysis processes were described in detail and considered against specific quality criteria and ethical standards.

Chapter 4 aims to describe the research results obtained through an inductive thematic analysis. Extracts from data sources and photographs were presented in support of the findings. Themes are discussed and controlled against existing literature, evaluating descriptions that reflect current knowledge and describing findings that differ from current knowledge.

4.2 DATA ANALYSIS RESULTS

Following inductive thematic data analysis two themes emerged. The first theme relates to career counselling challenges. The second theme describes group-based therapeutic techniques ASL students applied to address the career counselling challenges. Within each theme, subthemes with categories were identified and are listed in Table 4.1. Figure 4.1 gives a visual depicting of Themes 1 and 2.

Table 4.1:   Themes, subthemes and categories

Theme 1: Career counselling challenges	
Subtheme 1.1: Academic challenges	**Categories:** ❖ Low academic performance ❖ English as Language of Learning and Teaching (LOLT) ❖ Negative emotions about school ❖ Barriers to Mathematics and Science learning
Subtheme 1.2: Socio-emotional and identity challenges	**Categories:** ❖ Negative emotional outcomes ❖ Negative social outcomes ❖ Self-concept and identity challenges

Subtheme 1.3: Future orientated challenges	**Categories:** ❖ Career education ❖ Career exploration ❖ Financial support
Theme 2: Group based therapies for career counselling	
Subtheme 2.1: Group-based therapeutic activities for academic support	**Categories:** ❖ Barriers and bridges ❖ Study skills ❖ Time management
Subtheme 2.2: Group-based therapeutic activities for socio-emotional support and identity	**Categories:** **Socio-emotional support** ❖ Gratitude activities ❖ Memory box making **Aspiration and motivation** ❖ Sand tray ❖ Future mapping/vision boards ❖ Dream catcher ❖ Indigenous flowering bush fantasy ❖ Staircase to success
Subtheme 2.3: Group-based therapeutic activities for identity formation	**Self-knowledge and identity formation** ❖ Body map ❖ Who am I ❖ Career portfolio ❖ Bibliotherapy
Subtheme 2.4: Group-based therapeutic activities for career education and career planning	**Categories:** ❖ Qualification types ❖ Requirements for admission ❖ Job application skills ❖ Sourcing financial support
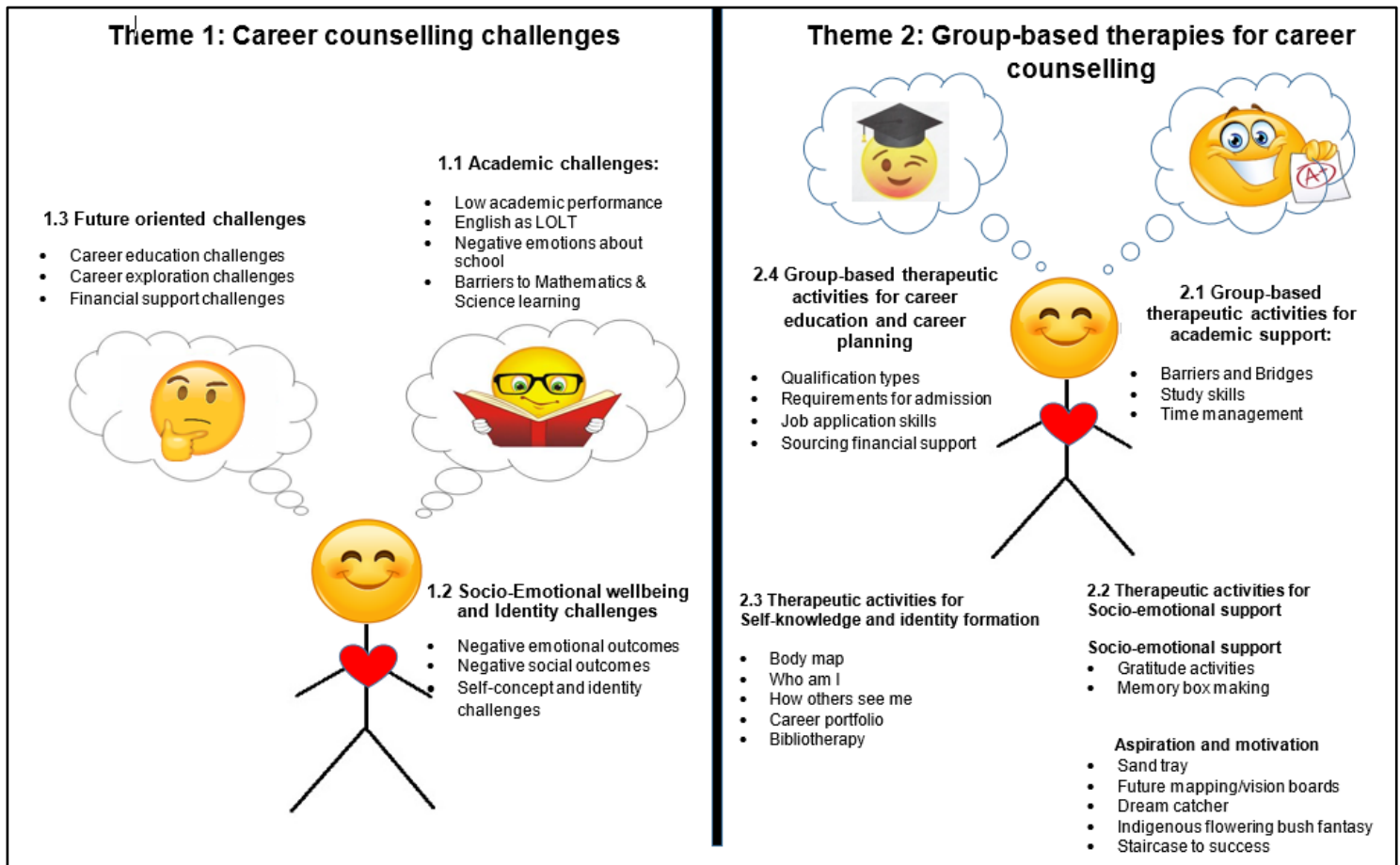
Figure 4.1:   **Illustration of themes and subthemes**

In Figure 4.1, I illustrate Themes 1 and 2 in terms of a fictional Grade Nine client in a rural secondary school. Theme 1 (with subthemes and categories), on the left, depicts particular career challenges of Grade Nine clients in a rural secondary school that require career counselling therapy. On the right, Theme 2 (with subthemes and categories) indicates the various group-based therapeutic techniques ASL students provided to address the particular career counselling challenges.

4.3   THEME 1: CAREER COUNSELLING CHALLENGES

4.3.1   INTRODUCTION

Theme 1 includes the following subthemes: academic challenges, socio-emotional and identity challenges and future orientated challenges. Table 4.2 indicates inclusion and exclusion criteria used during inductive analysis to describe career counselling challenges.

Table 4.2:   Subthemes of Theme 1 indicating inclusion and exclusion criteria

Subtheme	Inclusion criteria[2]	Exclusion criteria[3]
1.1 Academic challenges	Academic challenges including: ❖ Low academic performance ❖ Difficulties in receptive and expressive skills of English as additional LOLT ❖ Negative emotions about school ❖ Barriers to Math and Science learning	Academic challenges that are related to low academic achievement due to barriers in teaching, such as limited teacher-student ratios and other contextual challenges such as sanitation and infrastructure. Data related to language barriers other than English is excluded. Data related to barriers in learning areas other than Maths and Science is excluded.
1.2 Socio-emotional wellbeing and identity challenges	Negative emotional outcomes: ❖ Abandonment ❖ Anxiety/ fear / tension/ worry ❖ Anger ❖ Depression ❖ Emotional instability ❖ Grief and bereavement ❖ Lack of motivation ❖ Need for overt control Negative social outcomes: ❖ Negative frame of mind ❖ Peer pressure ❖ Conflicting social relationships Identity challenges: ❖ Difficulty exerting self ❖ Low self-confidence ❖ Low self-esteem ❖ Self-acceptance ❖ Submissiveness	Psychopathology, which falls outside of the scope of practice for educational psychologists.
1.3 Future-orientated challenges	Career education challenges: ❖ Limited study skills ❖ Difficulties regarding subject choice ❖ Challenges with time management ❖ Procrastination	Data exclude exploration not related to further education and training. Provision of means to access financial support for purposes other than further

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[2] Instances of the following are included in this category.
[3] Instances of the following are excluded in this category.

Subtheme	Inclusion criteria[2]	Exclusion criteria[3]
	❖ Lack of information on selection criteria for further education and training	education and training are excluded from data.
	Career exploration challenges: ❖ Lack of guidance to career options and possibilities ❖ Limited knowledge on job seeking skills such as Curriculum Vitae (CV) writing and interviewing skills ❖ Limited access to career exploration opportunities ❖ Lack of exposure to different career possibilities and training institutions ❖ Limited exposure to varying means in sourcing role models and mentors	
	Financial support challenges: ❖ Lack of or limited information on where and how to access financial support for further education and training including transport, accommodation, books and tuition fees	

4.3.2   SUBTHEME 1.1: ACADEMIC CHALLENGES

Adjusting to high school can be difficult. In addition to new social challenges, school-work requires different skills than those expected in primary school. The subtheme 'academic challenges' includes the following categories: low academic results, home language differ from LOLT, negative feelings about school, and Mathematics and Science difficulties.

4.3.2.1 Low academic results

Low academic results were a main concern raised by Grade Nine clients in the rural secondary school. Low academic results due to various barriers in academic learning were coupled with worries that such results would preclude admission to further education and training institutions, or that they might fail their academic year. Some of the Grade Nine clients' ages also exceed the average admission age of 15 years in

Grade Nine (Republic of South Africa, 1996). The aforementioned academic challenges also caused Grade Nine's to repeat the grade at least once.

In a 2012 client report (G/2) ASL student G, indicate the following: *"According to (G/2) her biggest concern is that she might fail at the end of the year."* Photograph 4.1 shows an extract of client report (B/3) indicating low academic results. In 2014 client GG/2 reflects on a quadrant map concerns over academic challenges: *"Below average performance at school, gets nervous when writing exams and cannot remember."* Photograph 4.2 is a 2014 school report showing clients' (BB/4) low academic results.

3.1 Scholastic Image

SUBJECT	PERCENTAGE	GRADE AVERAGE
Siswati	43	40
English	21	31
Mathematics	20	20
Natural Science	20	18
Social Science	17	21
Technology	28	29

Photograph 4.1:   2012 School report of client (B/3) indicating low academic results

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              MPUMALANGA  PROVINCE  -  EDUCATION  DEPARTMENT

                       NGILANDI  SEC.  SCHOOL
GERT SIBANDE DISTRICT           MASHISHILA
EMIS NO: 6110401                P.O. BOX 856
                                ELUKWATINI
                                CODE 1192

TEL:      TEL: (017) 886 1061 ENQ:    Mr. S. KUNENE
FAX       FAX: (017) 886 1061                0

                    REPORT  CARD:  GRADE        9
                     FIRST      TERM        2014

STUDENT:                               GENDER:     M
DOB:        0-Jan-00          ADMISSION NO:        0
YRS IN GRADE         0        DAYS ABSENT:         0
```

LEARNER'SUBJECTS	MAX	MIN	%	RATING
SISWATI	100	50	22	1
ENGLISH	100	50	37	2
SAL	100	50	–	-
MATHEMATICS	100	40	16	1
ART & CULTURE	100	30	29	1
E. & MAN. SCIE.	100	30	32	2
LIFE ORIENT.	100	30	24	1
NATURAL SCIE.	100	30	19	1
SOCIAL SCIE.	100	30	34	2
TECHNOLOGY	100	30	44	3
	STUDENT TOT.	257		
	STUDENT AVG.	29		
	RESULTS	NP		

Photograph 4.2:   2014 School report indicating client (BB/4) low academic results

4.3.2.2 Home language differs from LoLT

Students of the rural secondary school indicated Swati and isiZulu as their home language, while the academic LoLT is English. Poor expressive and receptive abilities in English as an additional language further hinder their academic abilities and cause barriers to learning (Landsberg, Krüger, & Swart 2016). All client are cited verbatim.

Client (F/1) specify in 2012: *"Limited expressive and receptive skills in English. English second language learner. Language of learning at school not same as home language"* as challenges on a quadrant map. Student C, reports through the client report (C/6) of 2012: *"C/6 may benefit from language support for English, due to the fact that most Universities and institutions offer courses in English, and this will also be useful if C/6 wants to be a … ."* In 2014 student EE reports in a client report (EE/02): *"English as a language of communication is still steadily developing. E/2 is able to read in the English language and she has difficulties with understanding any words and this indicates that her English vocabulary is emergent."*

4.3.2.3 Negative feelings about school

Negative feelings about school due to various aspects, including poor student discipline, were indicated as an academic challenge that caused barriers in effective learning and resulted in poor academic achievement.

Client G/9 in 2012 indicate her negative feelings toward school as a risk factor in a quadrant map: *"Poor learner discipline."* Photograph 4.3 indicates client D/4 strong negative feelings, while client FF/1 specified in 2014 the reason for her negative feelings towards school in a quadrant map as: *"School: Poor learner discipline."*

Photograph 4.3: Student D/4 quadrant map indicating negative feelings about school as a risk factor

4.3.2.4 Barriers to Mathematics and Science learning

Mathematics is one of the important subjects in school (Landsberg et al., 2016). Society expects of all its citizens to grasp at least some basic mathematical concepts (Landsberg et al., 2016). Subjects such as Mathematics and Science in particular are challenging for young people, and might complicate acceptance into tertiary education and training institutions.

From a 2012 client report (E/8), the following information was obtained: *"... she experiences Mathematics and Natural Science as her worst subjects. She explains that she is currently failing Mathematics."* Client report GG/1 states: "… *it is recommended that he gets support from his Mathematics teacher or finds another student that is good at Mathematics to improve his marks."*

4.3.3 SUBTHEME 1.2: SOCIO-EMOTIONAL WELLBEING AND IDENTITY CHALLENGES

In a school setting young people engage in various relationships. Social groups are beneficial for the adolescent's (Grade Nine client), social development, and feelings of self-worth (Tarrant et al., 2001). The following categories form part of this subtheme: negative emotional outcomes, negative social outcomes and self-concept and identity challenges.

4.3.3.1 Negative emotional outcomes

Adversities cause adolescents to react and respond in various ways. Some of the coping mechanisms the Grade Nine students of the rural high school adopt is maladaptive, and influence their daily functioning and their future career aspirations negatively (Theron, 2007). Anxiety and fear, anger outbursts, depression, emotional instability and lack of motivation resulted in particular challenges for students' emotional well-being. In the current study, most students' reports evidenced grief and bereavement as developmental challenge. AIDS and other illnesses resulted in the loss of several relatives and friends. Students indicated grief and bereavement to be a leading stressor in their daily functioning.

Student F recommend the following in a 2012 client report (F/8): *"It is recommended that you receive bereavement counselling to deal with the emotional difficulties that you experience relating to the death of your father as this maybe a risk factor that can negatively affect your academic performance and your future success."* A client report of 2014 (client HH/2) stated: "… *I also find it very difficult to live without my mother and father. It is very hard and I feel very sad not having them in my life.*"

4.3.3.2 Negative social outcomes

Positive social behaviour is an important skill to acquire for future development and entrance into tertiary education or work environment, where social interactions is inevitable. Grade Nine clients indicated peer pressure and conflicting social relationships as challenges towards their social development. Undesirable social relationships also resulted in a negative frame of mind for some students.

A 2012 client report (E/4) affirms: *"E/4 experience difficulty in her peer relationship currently which forms part of her current developmental stage. She fear rejection from her friend and display a great need for a sense of belonging."* In a 2014 client report, (AA/4) indicates: *"When I first entered school I did not like it at all because I struggled to make friends. Today everything has changed and I do love school and my friends a lot. I love to study although I struggle… ."*

4.3.3.3 Self-concept and identity challenges

Adolescence is marked by particular challenges in terms of psychological development. Erikson's psychosocial model of personality development categorise the adolescence stage of development, which are marked by the identity versus role confusion, as the most important stage (Dunkel & Harbke, 2017). By reaching the core

of the self by asking "Who am I?" (self-understanding), Erikson believed individuals can start to understand others (Dunkel & Harbke, 2017, p. 59). Grade Nine clients in the current study are mostly in the adolescent phase. They reported through narratives as well as through projective and expressive assessment media self-esteem and identity formation as a challenge in successful career development.

A 2012 client report (C/8) confirms the challenge in the following way: *"C/8 is currently in the stage of adolescence; this is a time which usually involve confusion and is a time for getting to know oneself better; therefor support will be provided … ."*

In the 2014 client report (KK/3) the following was noted: "*She seemed unsure of herself most of the times. KK/3 may be experiencing a low self-esteem … ."*

4.3.4 SUBTHEME 1.3: FUTURE ORIENTATED CHALLENGES

For a Grade Nine client a career might be a distant objective and dream. Yet, crucial competencies need to be instilled through career counselling initiatives to equip clients with information needed to pursue further education and training and to plan their career and work lives. Support for academic performance and throughput (study skills, time management & goal setting) is crucial in career counselling for young people of a rural high school (Donald et al., 2010). To understand future-orientated challenges, the following categories are applied: career education challenges; career exploration challenges; and financial support challenges.

4.3.4.1 Career education challenges

Career exploration entails exposure to various career possibilities, tertiary training institutions, and workplace opportunities. Exploration is also about providing young people with necessary skills to access information and source role models as mentors. They also need particular job seeking skills that include CV writing, interview skills and job application skills. In 2012, ASL student E, indicated a career education challenge, experienced by a client in a client report (E/8): *"In terms of her study skills E/8 stress that she will not recall information during exams and she feels overwhelmed when she is confronted with a large amount of work."*
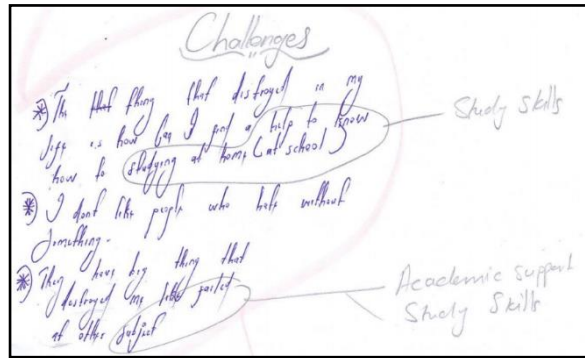
Photograph 4.4: 2014 Client (AA/1) indicated study skills as a challenge through quadrant map

4.3.4.2 Career exploration challenges

Career counselling challenges are complicated by the unique and rural setting of the high school in this study. Exposure to important information is limited and mostly unreachable. Clients indicated their remote location as a central challenge in obtaining vital information for career counselling.

Client report A/6 of 2012 confirms: *"If she wishes to live at home while she is studying, then her options are limited as there are few available places near her home. If she wishes to study to be an animal nurse, then she will have to move away from home as the training is only available in Gauteng."* In client report (JJ/4) of 2014 the following challenge is raised: *"I have a lack of knowledge on job and career opportunities that are suitable for me. I live far away from universities and colleges which could make it difficult for me to study after school."*

4.3.4.3 Financial support challenges

There is a lack of sufficient knowledge to know where and how to access financial support for further education and training. Client report of 2012 (A/3) revealed *"If she wishes to study away from home; she will need transport and accommodation, in addition to finance her studies."* Client report KK/4 of 2014 states: *"Transport and accommodation as well as finances for my studies are all aspects that I should consider."*

4.4 THEME 2: GROUP-BASED THERAPIES FOR CAREER COUNSELLING

4.4.1 INTRODUCTION

Theme 2 includes the following subthemes: therapeutic activities for academic challenges, therapeutic activities for socio-emotional support, therapeutic activities for identity formation, and therapies for future-orientated challenges. The aforementioned subthemes are described in Table 4.3. Group-based therapies are time and cost effective and are suited to the unique context of a rural high school (Lengelle & Asby, 2017). The purpose of all therapeutic activities were to develop the cognitive, behavioural and affective outcomes of participants (Robinson, 2005).

Table 4.3: Subthemes of Theme 2 indicating inclusion and exclusion criteria

Subtheme	Inclusion criteria	Exclusion criteria
2.1 Group-based therapeutic activities for academic support	❖ Barriers and bridges to career possibilities ❖ Study skills needed for career advancement ❖ Time management of academic activities	Barriers and bridges not related to career possibilities
2.2 Group-based therapeutic activities for socio-emotional support	❖ Gratitude towards aspects related to career possibilities ❖ Reminiscence over loss that impact career related development ❖ Relaxation techniques ❖ Investigation of dreams, aspirations and motivations to career development ❖ Future mapping directed at career development ❖ Goal settings for career development ❖ Bibliotherapy for identity formation	Gratitude towards aspects other than those related to career possibilities Reminiscence over loss that does not impact career-related development Investigation of dreams, aspirations and motivations not related to career-development Future mapping not directed at career development Goal settings for aspects other than career-development Bibliotherapy for challenges other than identity formation
2.3 Group-based therapeutic activities for identity formation	❖ Identity exploration ❖ Identifying personal strengths and resources for career development	Identification of personal strengths and resources other than career development
2.4 Group-based therapeutic activities for career education and career planning	❖ Career education and career planning aimed at career exploration and development	Education not aimed at career exploration and development

4.4.2 **S**UBTHEME **2.1: G**ROUP**-**BASED THERAPEUTIC ACTIVITIES FOR ACADEMIC SUPPORT

4.4.2.1 Introduction

In both the 2012 and 2014 cohorts, ASL students used a variety of group-based career counselling techniques to support the academic challenges of clients in a rural high school. These group-based techniques, which drew overwhelmingly on constructivist and postmodern modes, included: barriers and bridges, study skills/academic soccer, as well as therapy for time management. The use of cognitive strategies to support students academically thus embodies this subtheme. One such cognitive strategy is finding alternative solutions to possible barriers in future planning by utilising personal strengths. Academic support also entails equipping clients with the necessary competencies for academic throughput, such as study skills and time management strategies.

4.4.2.2 Barriers and bridges

The purpose of this activity is to help clients co-construct within their groups, unique solutions to overcome barriers in reaching their goals, and was used during 2014 group-based activities: "*Clients are presented with possible scenarios that will reduce their chances of getting a job or getting into tertiary education* [barriers]. *In a group they must come up with possible solutions* [bridges]*"* (Student EE of 2014 therapy planning).

Bridges and barriers – Izintfo lezingivimbayo

Clients are presented with possible scenarios that will reduce their chances of getting a job or getting into a college/university. They must come up with solutions based on their acquired knowledge from the report feedback and other activities which they have participated in.

Problem	Solution
If you pass matric and your parents do not have money to pay for you to further your studies, what will you do?	
What will you do if you do not meet the entry requirements for University or University of Technology?	
What can you do while you are studying in order to get working experience and if you want to have extra pocket money?	
What will you do if you cannot get a job after matric? What will you do if you cannot get a job after you obtain a qualification?	
What will you do if you are at University and you are not coping with the workload and you begin to fail your modules?	

Photograph 4.5:   Barriers and bridges from therapy planning 2014, EE

Photograph 4.6:   Group EE of 2014 working together on intervention activity

4.4.2.3 Study skills / academic soccer

The purpose of this activity was to teach clients study skills as a psycho-education activity or by a game and was done in 2012 and 2014 as a group-based therapeutic activity. *"Using soccer or netball as a metaphor I will use aspects related to the game to make clients aware of certain things they have* [resources and assets] *and might still feel they need in order to achieve their goals and dreams"* (Therapy planning of student CC of 2014).

ASL students explained the game to their respective groups as follows: The soccer or netball player symbolises a Grade Nine client. The ball represents the academic study skills like motivation, note making, relaxation, listening, reading, memory, exam, revision, as well as time management that Grade Nine's need to practice. The team players are the external resources clients can use while the net represents the goals clients have for their career. The goal-keeper represents possible obstacles in the way of reaching clients' goals.

Each ASL-student gives the clients in their groups an A4 piece of paper with a playing field on it. Each client in the group works on their own piece of paper. On the net, each client writes goals that they have. They then place themselves on the field and give their team a name (maybe related to a goal they have). Pictures of balls were given to clients and they could write study skills needed for academic goals. Next, they added the opposite team players and the goal keepers to the playing field. Clients had to think of possible obstacles that might prevent them from achieving their goals. Each ASL student talked with clients in their groups to co-generate ideas on how the clients could potentially overcome obstacles. The game could be extended by moving to an open area to play soccer or netball. A team spur or team song, which can be used to remind the client of the skills they need in order to develop their academic goals, can be created.

Photograph 4.7: **Study skills taught as an educational activity within the group. ASL student of 2012 guiding the activity**

Day 2
Gratitude letter - Each person writes a letter to a lost loved one or a gratitude letter to their loved ones
Soccer academic goals - Do activity on paper - Go play soccer and create a team song/spur

Photograph 4.8: **Extract from student CC 2014 therapeutic intervention planning**

4.4.2.4 Time management

The purpose of this activity was to help clients plan and manage their day, as better planning might have a positive influence of their academic results. The time management activity was used during 2012 and 2014 therapeutic activities. The activity was extended by creating a 'to-do list' and prioritising the list with allocated times as a way to practice time management with the guidance and facilitation of ASL students. Students A, D, F and G indicated in their therapy planning of 2012: "*To give learners guidance on how to self-organise.*" Student EE in 2014 state in her therapeutic planning of Day 1 (4 September 2014) *"Time management,* with the objective: *Planning the day, setting goals and making a to do list."*

Photograph 4.9:   Example of time management therapeutic activities

Photograph 4.10:   Members of group CC of 2014 working together on intervention activity for academic support

4.4.3   SUBTHEME 2.2: GROUP-BASED THERAPEUTIC ACTIVITIES FOR SOCIO-EMOTIONAL SUPPORT

4.4.3.1 Introduction

Constructivist and expressive art-based postmodern techniques were used by both 2012 and 2014 cohorts ASL-students in a variety of group-based career counselling techniques to support the socio-emotional well-being needs of young clients in a rural high school. Therapeutic activities for socio-emotional support were grouped in two categories. Firstly, techniques for socio-emotional support consisted of: gratitude

activities and memory box making. In addition, developmentally relevant therapeutic activities (given in the adolescent phase) were included focused on aspiration and motivation, namely: 'sand trays', 'future mapping', 'dream catchers', 'indigenous flowering bush technique' and 'staircase to success'.

4.4.3.2 Gratitude activities

From a positive psychology lens, ASL students opted to use art-based activities with the gratitude activity to support young clients to think about things they are grateful for (resources and strengths) despite adversities and challenges and was used by ASL students in 2012 and 2014 as therapeutic intervention. ASL students also drew on the rural context here – using, for example, familiar environmental objects such as rocks and trees. Gratitude allowed clients to reflect on their resources and strengths as well as people who mean a lot to them, giving them the opportunity to say thank you. The aim was to create hope and optimism for the future. The activity elicited proactive steps towards coping with the adversity clients were experiencing. **Gratitude tree** *"Clients write things they are grateful for on leafs and flowers and then add it to a gratitude tree. The tree is a spring tree to signal the beginning of new season in the clients live"* (Student GG intervention planning of 2014). **Gratitude letter:** *"The clients write a gratitude letter to a deceased loved one/themselves in which they thank their deceased loved one/themselves for achieving their goals. In the letter they will also explain how they manage to flourish in life despite the adversity they are faced with"* (Student KK intervention planning of 2014). **Gratitude rocks:** *"The ASL student provides each client with six clean rocks. The clients are then instructed to write down the names and organisations that they are grateful for being in their lives on the rocks. The clients should also write one word of gratitude for each of the other members in the group"* (Student DD intervention planning of 2014).
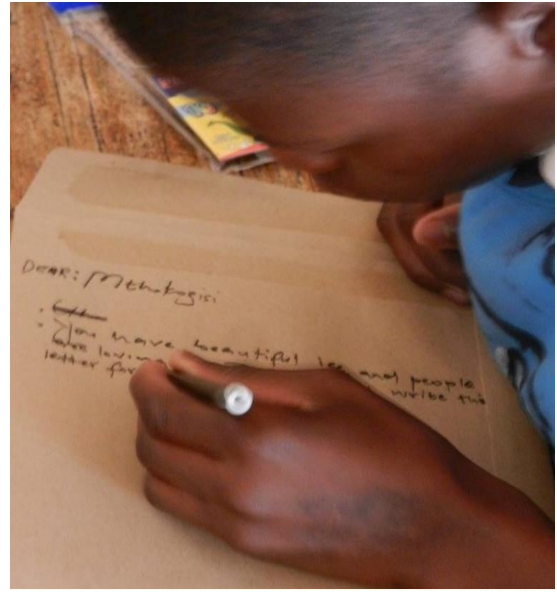
Photographs 4.11 and 4.12:   Clients of 2012 writing gratitude letters
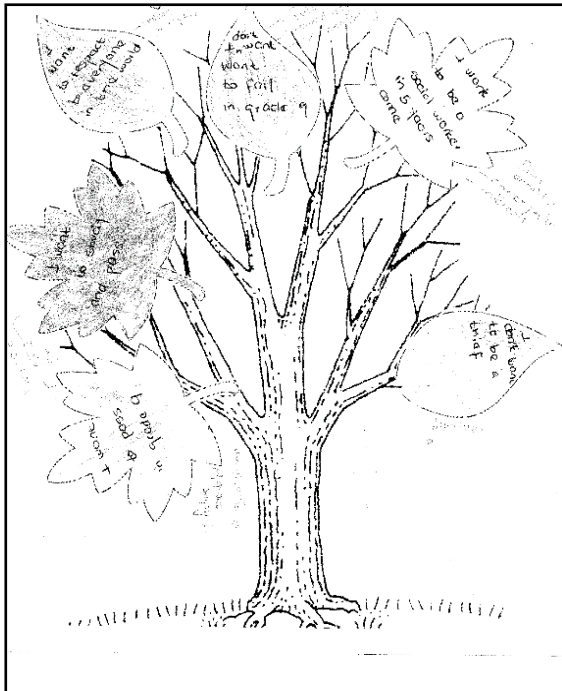
Photograph 4.13:
Gratitude tree (Student GG/02-2014)

Photograph 4.14:
Gratitude rocks (Student DD-2014)

4.4.3.3 Memory box making

The goal of making a memory box was to allow clients to remember and honour not only their future but also their past (Ebersöhn, 2007). Memory box making was used during 2012 and 2014 group-based activities. From an indigenous psychology perspective (see theoretical framework on Indigenous Psychology, Chapter 1), socio-cultural knowledge was also acknowledged in this activity. Memory box making was a

co-construction of identity formation between ASL students and groups of Grade Nine clients (Ebersöhn, Ferreira, & Mnguni, 2008). Students EE, JJ, GG, JJ and KK of 2014 described the process in her therapy planning as follows: "*The clients will be provided with an empty medium size box. The ASL students explain to clients that they should decorate their box with drawings, phrases, materials or anything they prefer that has meaning to them. The decorations can depict happy times (pre-trauma) or happy memories and feelings of a deceased loved one (depending on the client's life story). Once the memory box decoration is completed then the clients will share their stories that go along with the decorations. Clients can bring something from home to put in their memory boxes. This can range anything from a photograph to a clothing item. This item should be something of sentimental value or should have some form of significance to the client. Items will be stored in the memory box and the client can always revisit the box to reminisce about the positive memories and feelings that it is associated with whether it reminds them of deceased loved one/s or about happier times.*"

Photographs 4.15 and 4.16:   Clients of 2012 making memory boxes

Photographs 4.17 and 4.18: Memory box making (ASL Student DD) planning

Photographs 4.19 and 4.20: Clients of group CC with their completed memory boxes in 2014

4.4.3.4 Sand tray

From a positive psychology framework ASL-students used sand trays to create opportunities for young people to create hope and optimism for the future. Sandtrays was used during 2014 therapeutic activities and is a non-verbal technique that can be used in a resource constrained environment with clients at risk (Lubbe-De Beer & Thom, 2013). As the clients explore the possibilities of the future they are able to experience the realisation of life as on-going, and to consider the pathways in life. Student DD of 2014 indicate in her therapy planning, where this activity might have also created an awareness of protective factors (strengths and resources). Sand trays

provided the client with the opportunity to create a sand tray of who they are in the present and who they would like to become to boost future-orientated aspirations. 2014 Students DD, EE, JJ, GG, JJ and KK describe the process as follows in their planning: *"Clients have to divide the sand tray into two halves, the one side they create a scene of who they are now and the other half they create a scene of who they would like to become. The clients are asked the following questions after telling their story: Who is this person that you would like to become? What is the person like? What obstacles stand in your way of becoming this person? ASL student will then ask the client to identify the 'bad things' in their current life, they can name the bad things if they prefer. Thereafter, they will be asked to take a handful of sand that represents those bad things, and they can go and throw it away. This will resemble removing the obstacles and giving them courage that they can overcome their obstacles."*

Photograph 4.21:   ASL student preparing sand tray in 2014

Photographs 4.22 and 4.23: Clients engaging in sand tray therapy in 2014

Photographs 4.24 and 4.25:   Completed sand trays of 2014

4.4.3.5 Future mapping and vision boards

The purpose of this postmodern technique, based on positive psychology, was to help clients explore by means of arts-based methods who they want to be and was used during 2012 and 2014 group-based activities. *"The aim of this activity is to allow the client to visualise their dream, set goals pertaining how they will achieve their dream. This activity will allow the client to realise that their dream is attainable. It allows them to have a practical and visual plan to achieve their goal. This activity may keep the student motivated"* (Student D of 2012). In 2014 Student AA, BB, II, JJ, and LL planned the activity as follows: *"Client are asked to draw two pictures next to each other, one of who they are now and who they want to be. They are then asked to identify where*

they think they fit into larger society on by providing them a piece of puzzle. The group then puts the puzzle pieces together while sharing their contribution to society. This activity creates an awareness of how people play a role in making society a better place."
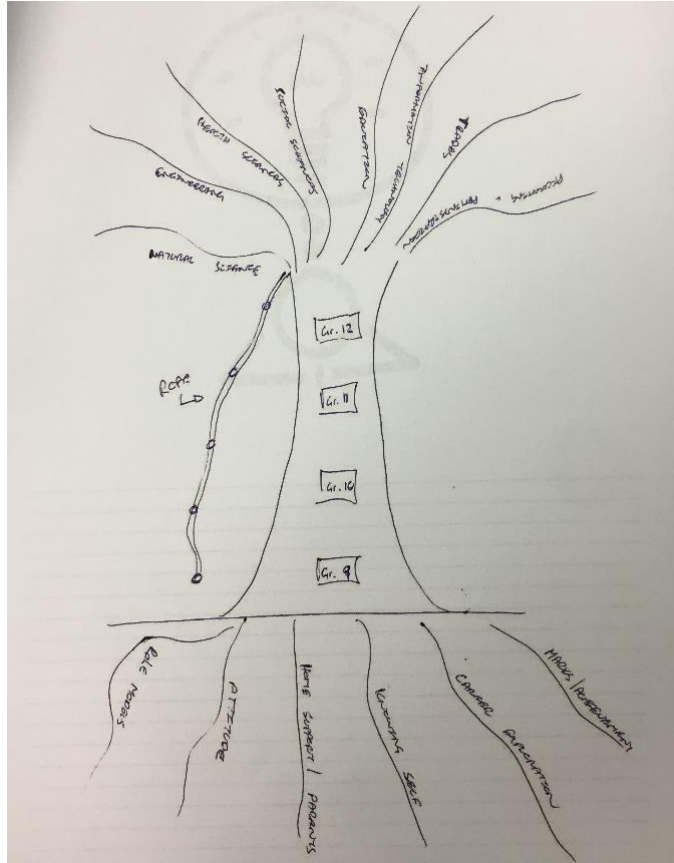
Photograph 4.26: 2012 Future mapping (Client D/6)
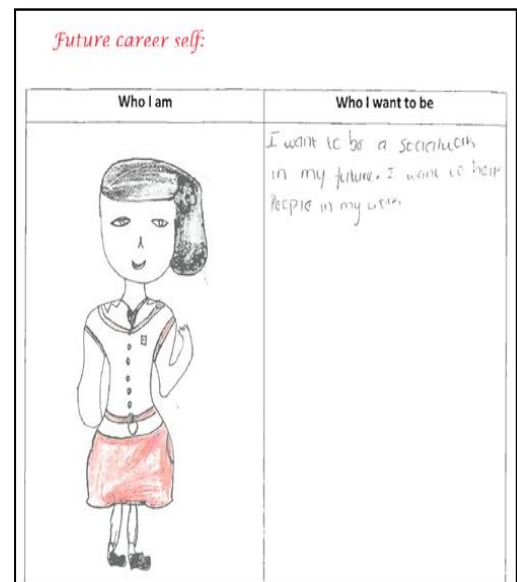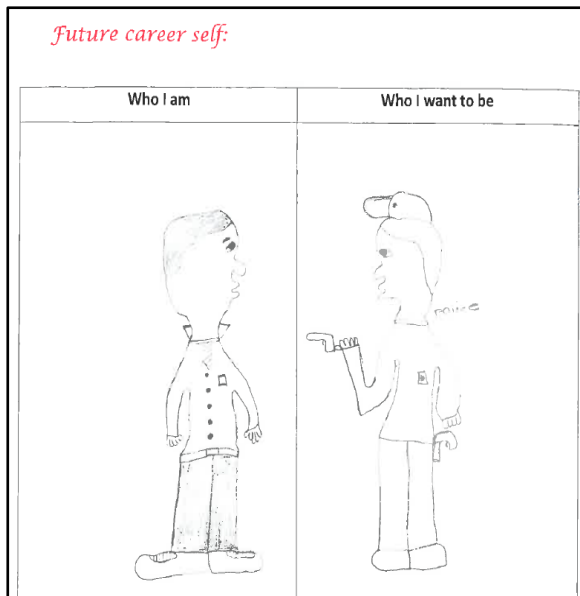
Photographs 4.27 and 4.28: Future-self drawing (Clients AA/3 and AA/4) of 2014

4.4.3.6 Dream catcher

This activity allowed young clients to think about their future and to create hope- again aligned with a positive psychology lens. The activity was used during 2014 therapeutic intervention. Dream catchers enabled clients to know that someone believe in them and they can believe in themselves as well. It was used to motivate clients to think about their future and therefore set goals for themselves. Student CC of 2014 explains in her therapy planning: *"The client are provided with craft material to make a dream catcher. ASL students explain and demonstrate to them how to make their dream-catcher. Coloured paper will be used to make beads on, they will write their dreams for the future on the beads. While making the dream-catcher the ASL student will discuss what a dream-catcher is, and what it can be used for. The dream-catcher will be something they can take home and put into their memory box (refer to 4.4.4.2) in order to remind them of their dreams for the future and the good things in their life. The goal of a dream catcher is to achieve future aspiration goals."*

Photograph 4.29: Group of clients CC with various craft material to make dream catchers

4.4.3.7 Indigenous flowering bush fantasy

Informed by the "rose-bush fantasy" activity (UK Essays, 2015) this activity was contextualised to address the need for indigenous psychology therapies in a rural school. This technique was used as an expressive art therapy technique, where clients could self-express in a non-threatening, non-verbal way (UK Essays, 2015). This technique, as used during the 2014 intervention, is explained by students GG and FF in their therapy planning of 2014: *"The purpose of the activity is to make a visual representation of client's dreams, aspirations and goals. By exploring and becoming aware of what they dream of for their future, what they aspire to have and be, and what they need to do make these dreams a reality, the clients can gain deeper self-knowledge, and both the ASL student and the clients can gain greater insight into their clients' future. Clients draw a tree that represents all their dreams, fantasies, aspirations and goals, who they want to be in the future. There are no limitations, and they can include anything and everything that they dream of for their future, whether they believe it to be realistic or not. There is no right or wrong way to do it. They should use their imagination and have fun with it."*

Photographs 4.30 and 4.31:   Indigenous flowering bushes of Group FF in 2014

4.4.3.8 Staircase to success

This activity was used to support young clients to set both short-term and long-term goals and was used during 2014 therapeutic activities. It also created opportunities for clients to co-construct, in arts-based format, a visual representation of the steps they will need to commit to if they want to reach the future of which they dream. *"The ASL student provides each of the clients with a staircase printout. Then explains to the clients that the small steps (short-term goals) are the things they have to do to be able to reach the platforms/large steps (long-term goals). The clients are then given time to complete their goal setting individually. After each of them have completed their staircase the group will discuss the different short- and long-term goals and the various ways of reaching them".* Student EE translated the activity to *"Ngiyo fikelwa yini empumelelweni yami"* (Staircase to success). She indicates in her therapy planning of 2014 that *"This will enable them to review their goals and serve as motivation for their future."*

Photograph 4.32: **Group of clients working with student EE to set short and long term goals in 2014**

4.4.4 SUBTHEME 2.3: GROUP-BASED THERAPEUTIC ACTIVITIES FOR IDENTITY FORMATION

4.4.4.1 Introduction

Like any adolescents, participating young clients were challenged developmentally with identity formation. In an attempt to facilitate identity formation ASL students of 2012 and 2014 cohort used the following constructivist, postmodern therapeutic techniques: 'body mapping', 'who am I', 'how others see me', 'career portfolios' and 'bibliotherapy'.

4.4.4.2 Body map

Body mapping is a creative, arts-based form of expressive narrative therapy (Van der Walt, 2012). Self-reflection and introspection is central to body mapping process (Ferreira, Ebersöhn, & McCallaghan, 2010). Body mapping was used during 2012 and 2014 therapeutic interventions. Student BB of 2014 indicate in her therapy planning: *"A body map is used to externalise experiences and to make meaning by means of art, symbols and develop a map that connects all the different aspects of one's being. The clients will be asked to lay down on a paper (about 2m in length). Someone in the group or ASL student then traces their bodies with a pencil. After their bodies have been traced the client can choose a colour that represents who they are and trace a darker line on the pencil line. Upon completion of the body tracing the clients will be allowed time to colour/paste or paint clothes and any other features on the empty paper body."*

Photograph 4.33:   Clients of group BB making a body map with student in 2014
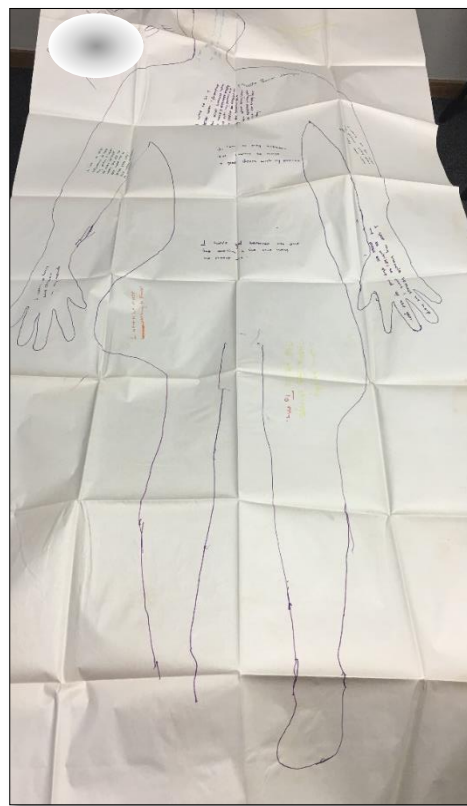
Photograph 4.34:   Completed body map of 2012 (Client A/2)

4.4.4.3 Who am I?

The purpose of this activity (used during 2014 group-based activities) was to provide clients in the adolescence phase of development with the opportunity to meaningfully co-construct their self-identity with peers whom at this stage of development form an integral part of their lives through expressive performances. The activity is aimed at determining who clients believe they are. Clients in the adolescence phase of development may realise that they are unique and each of them have their own strengths and weaknesses. Student BB indicate in her 2014 therapy planning: *"Clients*

will be asked to think of tasks and/or jobs that they are good at (strengths) as well as tasks or activities that they are not as good in (weaknesses). The clients will be asked to come up with a slogan or saying that represents who they are and what they believe. The slogan, strengths and weaknesses can be written on a body map (refer to 4.4.4.2). The slogan can be lyrics of a song, a poem, famous slogan or saying. After coming up with a saying or slogan they will be asked to write it down anywhere on a paper."

Photograph 4.35:   Clients of 2014 group DD performing their "Who am I?" activity to the rest of the cohort
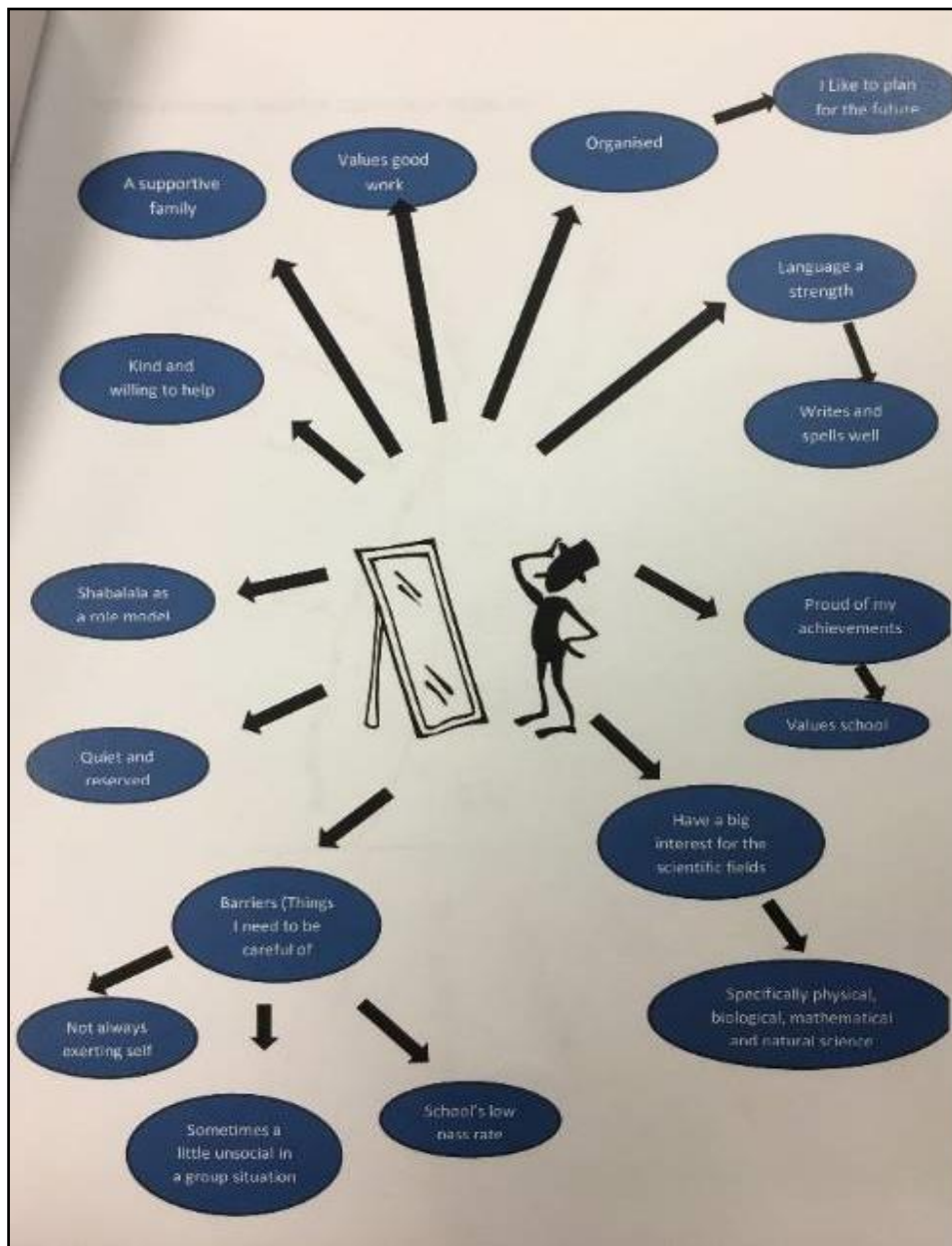
Photograph 4.36:   Client D/2 of 2012 indicating unique strengths and weaknesses

4.4.4.4 Career portfolio

The purpose of this activity was to demonstrate on a single sheet of paper strengths and experiences clients already poses that can contribute to success in the world of work. Career portfolios are an art-based, postmodern technique that were used in 2014 therapeutic interventions. Student DD of 2014 indicates in her therapy planning: *"It is a visual representation of the client's skills, strengths, abilities and knowledge. During the administration of the career portfolio activity the ASL Student will explain to the client that: Educational Achievements (the clients must write down all the Grades they have passed as well as any awards or compliments they received pertaining to their education). Activities (in which activities do clients engage and of what organisations*

they belong to, eg, through volunteering, caring for younger siblings, or participating in church, choir, etc). Work related activities (have they ever worked anywhere, of what kinds of jobs do they know alot about, have they ever gone to work with anyone, etc). Personal qualities and strengths (what are they good at, what do they do for other people, what do other people say about them, etc). Personal interests (what do they like doing). The ASL student must discuss each of these concepts sequentially and engage with every individual client as pertaining to their answers."
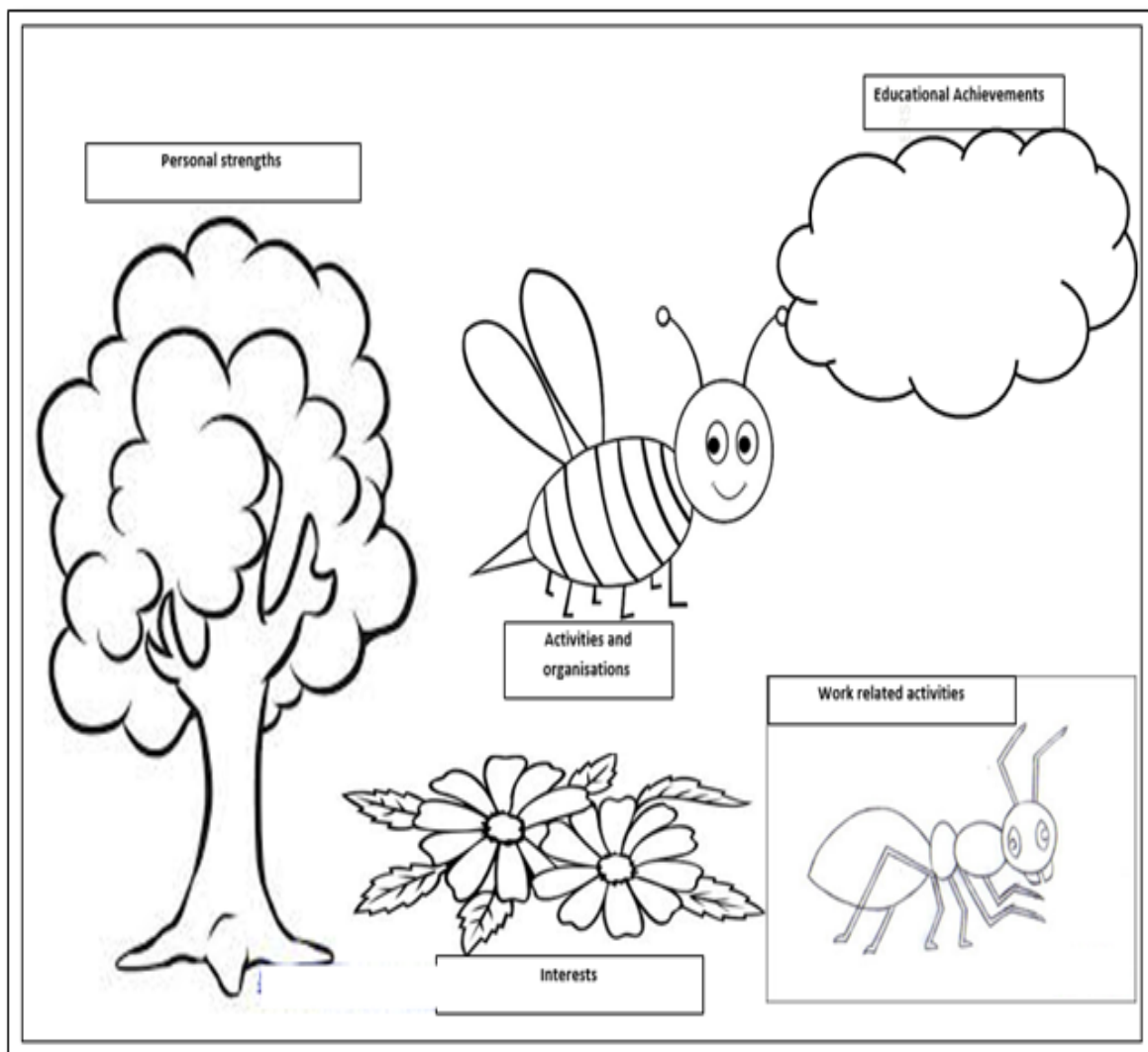
Photograph 4.37:   2014 Career portfolio planning (Student DD)

Photograph 4.38: Student DD facilitating and guiding the construction of career portfolios in 2014

4.4.4.5 Bibliotherapy

Bibliotherapy as a postmodern technique, is used to enhance self-reflection and awareness through an expressive/projection media format. This technique was used during 2012 group-based activities. Each ASL student read a story to their group of clients based on particular challenge in identity formation. After reading the story a discussion followed. The relevance of the story and the outcomes of the story is explained while applying same principles in client's lives. Student D and E of 2012 state in their therapy planning: *"After reading, a discussion will follow about the meaning of the story in which learners discover that we each have a special role on earth and a special career plan … ."*

Photographs 4.39 and 4.40: Group of clients listening to story (Bibliotherapy) told by ASL student in 2012

4.4.5 SUBTHEME 2.4: GROUP-BASED THERAPEUTIC ACTIVITIES FOR CAREER EDUCATION AND CAREER PLANNING

4.4.5.1 Introduction

This subtheme addresses the way in which information regarding careers are provided to clients to assist them in their decision-making. Career interventions range from career education concerned with helping clients to choose a career, to career planning that include finding a job and writing a CV. In this study, Educational Psychology students of 2012 and 2014 guided Grade Nine clients of the rural school through the process of both career education and career planning by using constructivist, postmodern techniques. Group-based therapeutic activities for career education and career planning in this study involves: descriptions of qualification types, requirements for admission, job application skills, and sourcing financial support.

4.4.5.2 Qualification types

The purpose of this activity was to provide clients with knowledge on different types of further education and training activities and was used during 2012 and 2014 group interventions. By means of a psycho-educational activity that teaches clients about various qualification types. Student E of 2012 writes in her therapy planning: *"To give the learners information about possible avenue for future wide their knowledge base around career … ."*

Photographs 4.41 and 4.42: ASL student of 2012 providing career education

Photograph 4.43: **Extract of ASL therapy planning for career education – Qualification types 2014 (Student AA)**

4.4.5.3 Requirements for admission

The aim of this activity was to inform clients through psycho-education about the admission requirements of further education and training institutions and was used during 2012 and 2014 career education and planning. Student A of 2012 indicated the following in her therapy planning: *"Clients are provided with information on the requirements of various tertiary education and training institutions by equipping them*

information pamphlets. Explain requirements for some of the predominant career choices they have (nursing, teaching, social work etc)."

Photograph 4.44:   Groups of 2012 clients with their information pamphlets

Photograph 4.45:   ASL student giving feedback per individual client on personal requirements for admission

4.4.5.4 Job application skills

The purpose of this activity was to demonstrate to clients various skills needed in finding a job through advertisement, applying for a job by compiling a CV, and teaching some basic interview skills needed, and was used during therapeutic interventions of 2012 and 2014. Students of 2014 planned the activity as follows: *"Clients can practice these skills by using newspapers to search for a job. As a group they identify other places to look for a job such as community centres, schools, local clinics and the internet."*

Photograph 4.46:   ASL students of 2012 introducing skills to apply for jobs

Photograph 4.47:   A group of 2012 clients practising interviewing skills

4.4.5.5 Sourcing financial support

The purpose of this activity was to introduce clients to various methods of attaining financial support for further education and training during 2012 and 2014 therapeutic activities. Facilitation of competencies to know where and how to access financial support for further education and training, including transport, accommodation, books and tuition fees. Student F of 2012 writes in her therapy plan: *"Support learners with question about careers and finances/ funding possibilities."*

Photograph 4.48:   Extract of therapy planning for financial support 2014 – (Student AA)

Photograph 4.49:   2012 Students introducing clients to sources of financial support through posters

Photograph 4.50: **2014 Student exposing clients to various ways of accessing financial support**

4.5 LITERATURE CONTROL AND FINDINGS

In this section, findings are compared to existing literature on career counselling challenges (Theme 1) and group-based therapeutic interventions for career counselling (Theme 2). Tables 4.2 and 4.3 describe themes with relevant subthemes.

4.5.1 FINDINGS THAT REFLECT CURRENT KNOWLEDGE ON CAREER COUNSELLING CHALLENGES

I found that the challenges identified for career counselling to young people in a rural school is similar to that which has been found by others. Ebersöhn et al. (2015a) and Walsh et al. (2014) confirm that extra-curricular challenges such as environmental and contextual challenges exist for young people in a rural school context. Walsh et al. (2014) argue that the aforementioned challenges have to be addressed to give young people the best opportunity to succeed. Challenges in the current study were identified as academic challenges, socio-emotional challenges, and identity formation challenges, as well as future-orientated challenges.

As in other studies, I found that literature associates with academic challenges: learning obstacles and difficulties (Donald et al., 2010; Ebersöhn, 2017; Pillay, 2003; Visser, 2009; Walsh et al., 2014); unequal access to education and resources (Pillay, 2003); underdevelopment and underachievement in schools (Bray, 2003; Nkambule et al., 2011).

Others also found that socio-emotional challenges are high in contexts where there is an increase in orphans and grief and bereavement difficulties due to AIDS-related deaths (Bray, 2003; Ebersöhn, 2017; Fleisch et al., 2009; Nkambule et al., 2011), school dropouts (Donald et al., 2010; Ebersöhn, 2017), structural dangers, anxiety for abuse, and circumcision initiations (Morojele & Muthukrishma, 2012). Young people from low socio-economic environments reported language difficulties (Ebersöhn et al., 2010; Walker et al., 2004).

Future orientated challenges have been indicated in other studies highlighting poverty, oppression reverberation of unemployment, limited access to public services and resource deprivation (Bundy, 1988; Chen, 2008; Ebersöhn, 2017; Moore as cited in Ebersöhn & Ferreira, 2012), stress, a heavy workload, difficulties to manage time effectively and psychological problems as challenges to career development (Ebersöhn et al., 2010; Walker et al., 2004).

4.5.2　FINDINGS THAT REFLECT CURRENT KNOWLEDGE ON GROUP-BASED THERAPIES FOR CAREER COUNSELLING

Hsieh et al. (2015) indicate that there is a gap in literature that reports on intervention in the unique context of South African schools faced with adversity and classified as high-risk. Confirmed in the current study, the broader literature has found the value of Life design (Savickas, 2005) to be beneficial in addressing not only career education and planning challenges but also socio-emotional wellbeing and identity formation through various therapeutic techniques, included in the life design initiative. Although life design adequately fit the paradigms of indigenous psychology and is suited for the particular rural context, this therapeutic measure is based on individual therapy rather than on therapy in a group setting.

As is the case in the current study, Maree (2017) has done globally significant work on socio-culturally relevant career counselling promoting narrative counselling and storytelling in an African society, and although the value it adds to Indigenous Psychological knowledge cannot go unnoticed, it is mostly individual and don't address the need for group-based therapies. Ebersöhn and Mbetsi (2003), Maree (2014), Maree and Ebersöhn (2002), Maree et al. (2010), and Maree, Ebersöhn, and Molepo (2006), have also demonstrated the value of postmodern techniques, like the techniques used in the current study, for career counselling.

Literature correlates with the use of group-based activities and Lengelle and Asby, (2017) in agreement with Mcmahon and Patton (2002), state that career counselling ought to be conducted in group-based ways. There is thus a limited

emerging body of knowledge on group-based therapeutic activities for career counselling per se, and even more limited knowledge in this regard with young people in challenged education settings (such as a rural secondary school).

In terms of the particular postmodern group-based therapeutic techniques for socio-emotional and identity formation, the broader literature correlates with findings in this study. Researchers indicate that body mapping can be used as a creative, arts-base form of expressive narrative therapy (Van der Walt, 2012) for adolescence. Body mapping as postmodern technique also allows young clients to self-reflect and do introspection as a way of forming their identity (Ferreira et al., 2010). It is possible not only to use memory boxes as a grief and bereavement therapeutic activity (Ebersöhn, 2007), but also as a co-construction of identity (Ebersöhn et al., 2008). Sand trays were found to be useful in resource constrained environments, and suited the multilingual context; as this therapy technique is a non-verbal way for adolescents to express emotions (Lubbe-De Beer & Thom, 2013).

4.6   CONCLUSION

Chapter 4 described themes as they emerged from an inductive thematic analysis. Each theme was described with supporting subthemes and categories. Inclusion and exclusion criteria were also indicated. Evidence from the data source in support of the themes were presented in the descriptions of subthemes and categories. This chapter concludes by comparing themes to existing literature to find correlation and differences.

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Chapter 5
Conclusion and Recommendations

5.1   INTRODUCTION

This final chapter will be used to give and overview of the preceding chapters. The research findings will then be discussed based on the primary and secondary research questions that were presented in Chapter 1. The chapter concludes with recommendations for future research, recommendation for practice and training.

5.2   OVERVIEW OF THE PREVIOUS CHAPTERS

Chapter 1 commences with an introduction and rationale to the study of educational psychology therapy for group based career counselling with young people in a rural school. The context is then described to give the reader of the study a background of the rural context of the school and province in which the original FLY study was conducted. With the contextual background clarified, the chapter continues by considering the purpose and possible contribution the study might make on the broader field. This is followed by the primary and secondary research questions directing the study. Key concepts are clarified next to ensure mutual understanding of relevant terms. The paradigmatic perspectives which includes meta-theoretical paradigms, methodological paradigm, as well as the theoretical framework, is then described. The chapter closes with an outline of subsequent chapters.

Chapter 2 offers a literature review of the study by firstly establishing the global South, post-colonial context characterised by structural disparity, high-risk and severe resource constraints. This is followed by discussing rurality, including risks and resources as well as rural education. Next an overview is given of educational psychology interventions, both Western and non-Western interventions. Specific types of therapy including individual and group-based educational psychology services is then discussed. The chapter then focuses specifically on interventions for career counselling, both globally and in South Africa, highlighting the need for group-base interventions. The chapter concludes with a conceptual framework for indigenous psychological knowledge that are built on the literature review and that guides the study.

Chapter 3 is dedicated to research methodology starting with a detail description of a secondary data analysis as research design, including advantages and limitations.

This is followed by an in-depth description of sampled datasets and data sources. The step-by-step process of an inductive thematic analysis is discussed next. The chapter settles by ensuring that quality control and ethical considerations was followed.

Chapter 4 presents the findings of this study. Two themes emerged through thematic analysis, namely: career counselling challenges and therapies for career counselling. These themes, along with their relevant subthemes and categories, are thoroughly discussed, presenting visual data and extracts from various data sources as evidence. Particular inclusion and exclusion criteria is also presented in this chapter. The two themes are then compared to existing literature as conclusion.

5.3   ANSWERING THE RESEARCH QUESTIONS

5.3.1   SECONDARY RESEARCH QUESTIONS

The research questions that were presented in Chapter 1 will be answered by describing the findings from the current study, as explained in Chapter 4 to draw a conclusion. By revisiting the secondary questions first, I can answer the primary question next. Figure 4.1 in Chapter 4 visually illustrate the two themes that emerged through the study.

5.3.1.1 Which career counselling challenges of young clients in a rural school did educational psychologists focus on during group-based therapy over a two year timeframe?

I found that the challenges which ASL-students needed to provide career counselling therapy for young clients in a rural high school setting are similar to those reported in other settings. These career counselling challenges included: academic challenges, socio-emotional wellbeing, and identity challenges, as well as future orientated challenges.

5.3.1.2 Which group-based career counselling therapies did two cohorts of educational psychologists use with young clients in a rural school to address career counselling challenges?

The particular contribution of this study is a description of techniques, which were used over a two-year time frame for career counselling therapy with groups of young clients in a rural school (Table 4.3). The group-based career counselling therapy included a focus on academic support, socio-emotional support, enabling identity formation and

career education and career planning. There was evidence of positive psychology theoretical underpinnings in the therapies. Group-based career counselling techniques were used to address the challenges of differences in language and culture between ASL students and Grade Nine clients. Rather than exclusively depending on verbal techniques, ASL students used non-verbal, expressive and arts-based techniques (from constructivist and postmodern positions) to engage in co-construction during career counselling. Theoretically from a positive psychology perspective, therapeutic techniques focused on identifying internal strengths, as well as communal resources which could be mobilised to buffer against challenges.

The rural context of clients was considered as part of career counselling in terms of intentional career education and planning. Ample time was allocated during career counselling to provide clients with accessible sources of information like pamphlets, posters and client reports as a means to access valuable information in order to plan careers.

Given the high incidence of HIV & AIDS and tuberculosis loss in the rural setting, memory boxes were used to provide clients with opportunities to i) grieve about losses in the past; and ii) create hope and optimism for future aspirations and goals. The Grade Nine clients, particular developmental phase (adolescence) was considered during group-based therapeutic activities by addressing co-construction of self-identity, not only with peers but also in terms of adult role models from their environments as well (Finestone, 2004; Maree & Van der Westhuizen, 2011). From an Indigenous Psychology perspective the activities also permitted clients to include their emic knowledge during the group-based career counselling therapy sessions.

5.3.2 PRIMARY RESEARCH QUESTION AND POSSIBLE CONTRIBUTIONS OF THE STUDY

In Figure 5.1 I revisit the conceptual framework as introduced in Chapter 2, with insights from the current study.

5.3.2.1 How can insight into trends in educational psychology therapy for group-based career counselling with young people in a rural high school inform knowledge on educational psychology therapy in high-risk, high-need and resource-constrained school settings?

The current research contributes to knowledge on educational psychology service in a high-risk, high-need and resource-constrained school setting, specifically group-based career counselling therapy. From the description I deduced certain elements of group-based career counselling amongst young clients that may be useful in transferable

contexts (challenged education settings). The multicultural and multilingual context of a rural school call for postmodern arts based techniques that can be co-constructed as a way of bridging language and cultural barriers and differences. Clients faced with adversities, as in the present study could be encouraged and motivated by exploring particular resilience strategies through asset mapping, highlighting strengths and resources to create hope and optimism for the future, and utilising resources of support within themselves and the community.

The relevance and utility of group-based therapies required of therapist to plan activities in such a way that one-on-one time between client and therapist is possible, whilst the rest of a group continues uninterrupted with therapy. One-on-one discussions focused on reports, attending to individual concerns or challenges, or personalising visions and goals clients have for their future.

The remote location and isolated setting of rural schools compelled therapists to think innovatively in the provision of relevant career education in terms of subject choice, career choice, and admission requirements amongst further education and training institutions due to the lack of access and proximity to relevant sources of information.
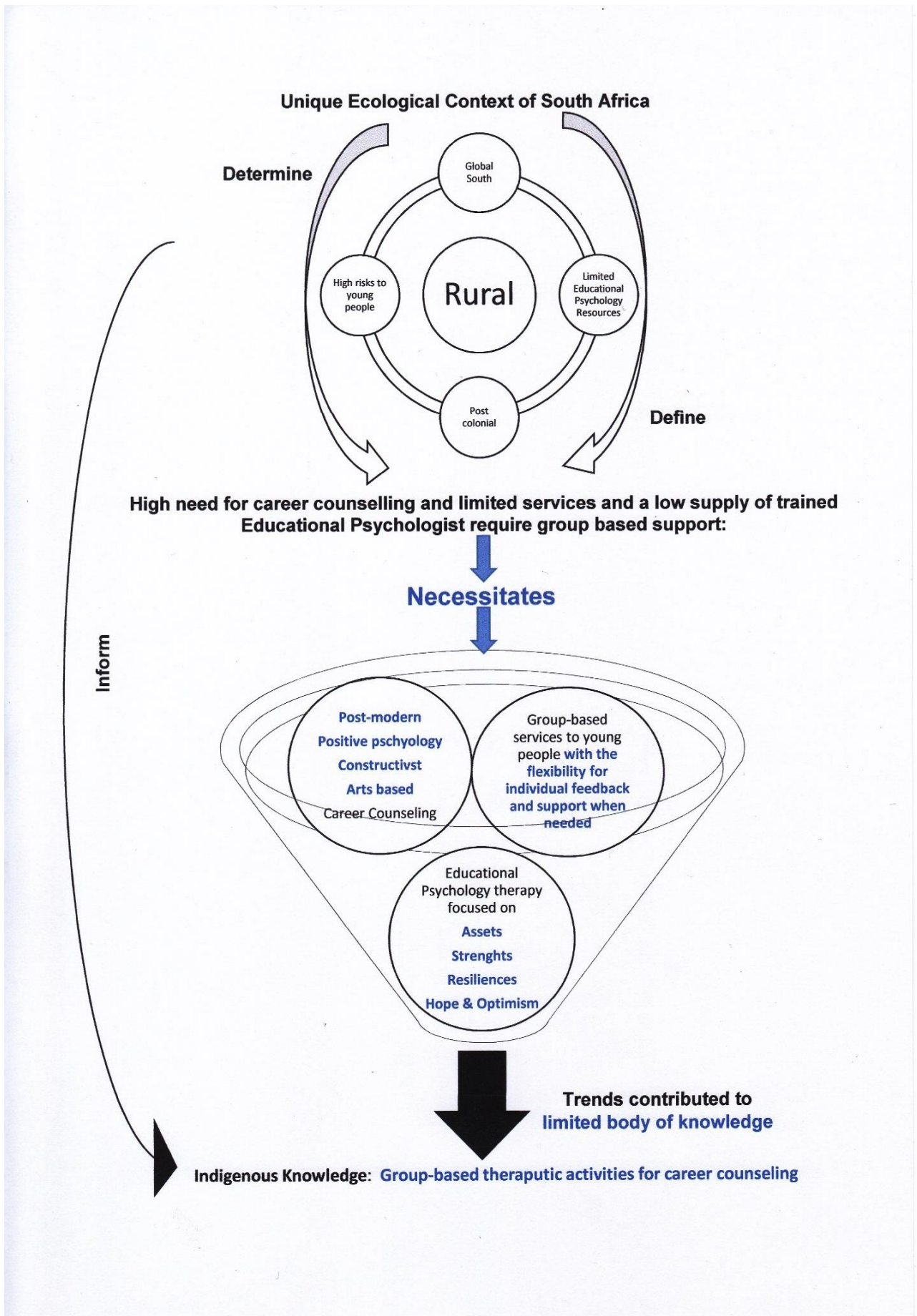
Figure 5.1:   Adapted conceptualisation based on finding

5.4   LIMITATIONS OF THE STUDY

One of the limitations of the current study is that the findings related to career counselling challenges and group-based therapeutic activities were studies from a single rural secondary school. From the contextual background, it was evident that the majority of young clients are Swati speaking from the same rural school, which might implicate an incongruity between career counselling challenges described by other young clients and the applicability of group-based therapeutic activities for different contextual backgrounds. The findings thus cannot be compared to other secondary schools (De Vos, 2005; Terre Blanche et al., 2006). To increase the transferability of findings, a rich description of the research context (refer to Chapter 1) as well as datasets (refer to Chapter 3) were given in an attempt to make a transfer of findings possible to similar contexts and settings.

Another limitation to the current study was the availability and quality of secondary data sources (Gray, 2013). Not all students included visual evidence or descriptions of the therapeutic activities they did. Some data sources were unclear without a description to describe the content of the source. By using data sources over a period of two years, the probability of having sufficient data that would be representative of the FLY study was heightened.

The ASL cohorts of 2012 and 2014 consisted of female students only. Consequently this study lacks perspectives of how male educational psychology students may have approached group-based career counselling therapy in the same setting.

5.5   RECOMMENDATIONS

5.5.1   RECOMMENDATIONS FOR FUTURE RESEARCH

❖ The study was conducted in a particular secondary rural school of Mpumalanga, with mainly Swati speaking young Grade Nine clients. Future researchers might investigate career counselling challenges and group-based therapeutic activities in other rural secondary schools with clients from differing cultural backgrounds to make the findings more general to other rural secondary schools in South Africa.

❖ Therapeutic intervention occurred over a short period of time (two days) in the original FLY study. Due to various contextual challenges ASL students could not attend to all the therapeutic activities they planned. It is recommended that

future studies be done over a longer period of time to generate rich data on group-based therapeutic interventions for career counselling.

❖ A further study can be conducted to utilise indigenous psychological therapies only to determine the value of localised knowledge in therapeutic activities for career counselling challenges.

❖ Further studies can be done to determine the value of group-based therapy for career counselling on adaptability and well-being within further education and training programmes.

❖ It is recommended that future research be done to determine young Grade Nine clients' experience of group-based career counselling.

❖ A further study can be done to investigate the impact and value of male ASL students' rendering of career counselling to young Grade Nine clients.

5.5.2 RECOMMENDATIONS FOR PRACTICE

❖ Educational psychologists can use this study as starting point for planning group-based therapeutic activities for career counselling in rural context.

❖ The group-based therapeutic activities described can help ASL students improve or enhance their provision of therapy for career counselling.

❖ Insights of this study can inform educational psychologists during group-based therapies for career counselling with young people from diverse multicultural and multilingual backgrounds.

❖ Educational Psychologists can use the indigenous group-based therapeutic techniques described in this study and develop further indigenous psychological interventions for career counselling.

5.5.3 RECOMMENDATIONS FOR TRAINING

❖ Educational psychology students need to be trained in intervention strategies that are suitable for the diverse, multicultural, multilingual context of South Africa where risk is high.

❖ Educational psychology students need training in developing indigenous psychology intervention that are relevant in the South African, rural, post-colonial context.

❖ Educational psychology students should be prepared during training to be flexible and be able to adjust planning to fit the contextual background with limited resources.

5.6 CONCLUSION

This study contributes a description of particular group-base techniques that can be used during career counselling. It describes trends in educational psychology therapy for group-based career counselling with young people in a rural school. Trends that were identified in therapeutic interventions serve to inform knowledge on group based educational psychology in high risk, high need and resource constrained school settings.

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APPENDICES

Appendix A:
Informed Consent

Appendix B:
Demographic Questionnaire

Appendix C:
Client File

Appendix D:
Therapy Plan

Appendix E:
Observational Visual Data

Appendix F:
Coding Procedure

Appendix G:
Thematic Analysis

Faculty of Education

Why am I here?

Learner's Assent for participating in a Research Study. A research project of the University of Pretoria. Project Title: Flourishing Learning Youth. To be read to children under the age of 18 years.

Sometimes when we want to find out something, we ask people to join something called a project. In this project we will want to ask you about yourself and we will ask you to participate in activities focused on your own development and learning. Before we ask you to be part of this study we want to tell you about it first. This study will give us a chance to see how we, together with your school and teachers, can help you address career and learning challenges that you may have here at school. We also want to help you gain some skills in your learning here at school so that you can be better equipped to support yourself during your education and after leaving school. We are asking you to be in this study because your parents/guardians have agreed that you can be part of our study.

What will happen to me?

If you want to be part of our study you will spend some time with us answering some questions and participating in some activities. This will be done at two different times when we come to your school this year – once sometime soon then again for a second visit later on in the year. The questions and activities will be about you and your career development and learning. There are no right or wrong answers, only what you feel is best. You will also be asked to join some other children in a group, just like at school, except this time it would be playing games and talking.

If you agree, we would like to take photographs and audio-visual footage of you during some of the project activities. People will be able to see your face and hear your voice if we decide to show the images during discussions, as well as reports we write about the project. However, we will not tell anyone your name.

Will the project hurt?

No, the project will not hurt. The questions and activities can take a long time but you can take a break if you are feeling tired or if you don't want to answer all the questions at one time. If you don't want to answer a question, or participate in an activity, you

don't need to. All of your answers will be kept private. No one, not even someone in your family or your teachers will be told your answers.

Will the study help me?

We hope this study will help you feel good about yourself and learn more about yourself and what you can do in school and one day when you want a job or career, but we don't know if this will happen.

What if I have any questions?

You can ask any questions you have about the study. If you have questions later that you don't think of now you can phone Prof. Liesel Ebersöhn at 012 420 2337 or you can ask us next time we come to visit you here at your school.

Do my parents/guardians know about this project?

This study was explained to your parents/guardians and they said you could be part of the study if you want to. You can talk this over with them before you decide if you want to be in the study or not.

Do I have to be in the project?

You do not have to be in this project. No one will be upset if you don't want to do this. If you don't want to be in the project, you just have to tell us. You can say yes/no and if you change your mind later you don't have to be part of the project anymore. It's up to you.

a. Writing your name on this page means that you agree to be in the project and that you know what will happen to you in this study. If you decide to quit the project all you have to do is tell the person in charge.

_____   _____

Signature of Client   Date

_____   _____

Signature of Student   Date

b. Writing your name here means that you agree that we can take photographs and audio-visual footage of you during the project and share these images during discussions, as well as reports we write about the project. We will not share your name with the people who see the images. If you decide that we should rather not take photographs or audio-visual footage of you in the project, all you have to do is tell the person in charge.

_____   _____

Signature of Client   Date

_____   _____

Signature of Student   Date

If you have any further questions about this study, you can phone the investigator, Prof. Liesel Ebersöhn at 012 420 2337. If you have a question about your rights as a participant you can contact the University of Pretoria, Faculty of Education, Ethics Committee at 012 420 3751.

Invitation to participate

Parent/Guardian consent for participation of a minor in a Research Study. A research project of the University of Pretoria. Project Title: Flourishing Learning Youth.

We would like to invite your child .... to participate in a research study. In order to decide whether or not to participate in the research study you should know enough about the study and its risks and benefits to be able to make an informed decision. Once you understand what the study is about you can decide if you want your child to take part in the study. If so, you will be asked to sign this consent form, giving your child permission to be in the study.

Description of the research

The purpose of this project is to help identify your child's strengths and resources to help support them in their learning at school and in planning a career. The study will also try to help the child deal with daily challenges in their life and identify their own strengths as well as the resources that exist in their environment that could help benefit them in their learning and career planning and development. The study also aims to teach the child new skills that will help them in their learning at school and for planning a career in the future. The name we use for this is Career and learning development intervention: Skills transference for learners.

If you want your child to be part of our study he/she will spend some time with us answering some questions. This will be done at two different times when we come to the school this year – once some time soon then again for a second visit later on in the year. The questions will be about the child and his/her learning is here at school. There are no right or wrong answers, only what the child feels is best. The child may also be asked to join some other children in a group, just like at school, except this time it would be playing games and talking.

Risks and inconveniences

We do not see any risks for your child participating in this study. If any problems do arise we will speak to the child and make sure he/she understands what is going on and feels comfortable to continue in the study. The identity of the child will not be revealed to anyone and any information that we get from the study will be kept private.

Confidentiality

All of the information that we get from the study will be kept strictly confidential and will only be available to the research team. No information will be shared with anyone else.

The only exception is if there is a serious problem about the safety of the child or any other person in which case we are required to inform the appropriate agency. If such a concern arises we will make every effort to discuss the matter with you before taking any action. Please note that none of the questions in this study are designed to collect information that will require us to contact anyone. All the information we get from the study will be stored in locked files in research offices at the University of Pretoria.

Because confidentiality is important we would expect that any information you provide is also private and that you would not discuss this information with anyone.

Benefits

We hope this study will benefit your child and his/her learning at school and also contribute towards the development of his/her career one day but we cannot guarantee this. There are no financial benefits to this study.

What are the rights of the participants in this study?

Participation in this study is purely voluntary and both the parents/guardians as well as the child may refuse to take part in the study or stop at any time without giving any reason. If the child decides not to participate or wants to stop taking part in the study after they said yes, this will not affect you or the child in any way.

Has this study received ethical approval?

This study has been approved by the Health Sciences Ethics Committee of the University of Pretoria.

Questions

Please feel free to ask about anything you don't understand and take as long as you feel necessary before you make a decision about whether or not you want to give permission for your child to take part in the study. If you have questions later that you don't think of now you can phone Prof. Liesel Ebersöhn, at 012 420 2337 or you can ask us next time we come to visit the school.

Informed consent

I hereby confirm that I have been informed about the nature, conduct, risks and benefits of this study. I have also read or have had someone read to me the above information regarding this study and that I understand the information that has been given to me. I am aware that the results and information about this study will be processed anonymously. I may, at any stage, without prejudice, withdraw my consent for the child to participate in this study. I have had sufficient opportunity to ask questions and (of my own free will) declare that the child may participate in this study.

Name: _____ (Please print)

_____   _____
Signature   Date

I, _____ herewith confirm that the above person has been informed fully about the nature, conduct and risks of the above study.

Student's name _____ (Please print)

_____   _____
Signature   Date

If you have any further questions about this study, you can phone the investigator, Prof. Liesel Ebersöhn at 012 420 2337. If you have a question about your rights as a participant, you can contact the University of Pretoria Health Sciences Ethics Committee at 012 339 8612.

Universiteit van Pretoria

PERMISSION FOR USE OF RESEARCH DATA

I hereby grant permission for the data generated by myself in OPR 800 school-based work to be used for the purposes of research. I understand that I can withdraw this permission at any time, should I wish to do so. I also understand that all data will be used anonymously in order to protect my own identity as well as the identities of the learners/families in my group. Your research contribution will be acknowledged in publications, and where relevant your authorship will be included.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

FLY Demographic Questionnaire

A. *Particulars*	
Questionnaire number *(Administration use only)*	
Interviewee surname and name	
Date of birth	

B. *General Instructions*
Tick the box where necessary, or answer the question in the space provided

1.	*Gender (Tick one)*	Male	Female

2.	*Ethnicity (Tick one)*	
Black		
White		
Coloured		
Indian		
Other (Specify):		

3.	*Ages (Tick one)*	
Below 30 years		
30–40 years		
41–50 years		
51–60 years		
61–70 years		

4.	*Language proficiency (Tick appropriate options)*	
Afrikaans		
English		
isiNdebele		
isiZulu		
isiXhosa		
Sepedi		

Sesotho	
Setswana	
Shona	
Siswati	
Tshivenda	
Other (Specify):	

5.	*Where do you live? (Tick one)*	
Gauteng		
Another province (Specify):		
Another country (Specify):		

6.	*What is your highest post-graduate level of education? (Tick One)*	
Masters		
PhD		
Other (Specify):		

7.	*State your current occupation.*
Senior lecturer	

8.	*How many years were/are you involved in the FLY project? (Tick one)*	
1–2 Years		
3–4 Years		
5–6 Years		
7–8 Years		
9 years and more		

9.	*In what year(s) were you involved in the FLY project? (Tick one)*	
2006		
2007		
2008		
2009		
2010		
2011		
2012		
2013		

10.	*Please explain the following with regards to your engagement in the FLY project?*
Your research role and focus?	
Research outputs/deliverables based on FLY-participation:	

11.	Are you currently involved with the FLY project? (Tick one)	Yes	No
If so, specify how are you involved?			

12.	What do you believe this partnership to be about? (Tick appropriate option/s)	
Academic service learning.		
Postgraduate research.		
Higher education community engagement.		
Knowledge generation.		
Social justice.		
Other reasons:		

CLIENT REPORT

EDUCATIONAL PSYCHOLOGY REPORT

STRICTLY CONFIDENTIAL

_____
___

PERSONAL INFORMATION

Name of Client:	XX
Date of Birth:	XX
Age:	13
Grade:	9
School:	XX Secondary School
Assessment Dates:	29 and 30 May 2014

REASON FOR THE SCHOOL VISIT

XX is a 13 year old female in Grade 9. She is at an important point in her life where she must make the right subject choices so that she can one day find a job that best suit her and that she would like to do. XX has to think good about what she likes, what she dislikes, what she is good at, what is important to her, and what kind of person she is and wants to become. By going on this journey of discovering XX might be able to choose her subjects for Grade 10 wisely, improving her chance to study further after school and then get a job she will be good at and enjoy doing.

WHAT DO WE KNOW ABOUT XX?

XX's family life

XX currently lives in a house with her grandmother and her two brothers. She has a good relationship with her grandmother who is also her caregiver. In turn XX helps around the house and takes care of her grandmother when she is not feeling well. XX enjoys spending time with her older brother as well as her younger brother. She likes to tell the people in her family how much she cares for them and to write them cards. XX said that her mother died when she was still a little girl and she sometimes still misses her mom and wished she could be with her. She knows her grandmother is good to her and she is happy to have someone who cares for her.

XX's school life

XX is in Grade 9 at XX. She passed Grade 8 and recognises the value of Grade 9 and the importance of succeeding at school. XX knows that school is to learn more and not to socialize, it is just a bonus. She does not like failing and wants to work hard this year especially to pass Economic and Business Sciences. XX mentioned that her favourite subjects are Natural Sciences, Mathematics and Life Orientation.

XX's dreams for her future

XX likes to help other people and make them feel better, both emotionally and physically. She therefore wants to do a job in which she can help and support others. She would also like to make money one day so that she can help her own family. XX wants to be a nurse but first she wants to finish school and obtain a National Senior Certificate.

XX's free-time activities

When XX has free time she likes to watch television and play netball with her friends. She also likes spending time with her little brother. XX likes writing in her free time, especially letters to people she cares for.

XX's talents (aptitudes)

XX's aptitudes involve those abilities or talents that she is born with that can be developed over time with training or practice. Considering the school marks obtained from XX, she did the best in Technology, Social Sciences and Arts and Culture. She did least well in Mathematics, English, and Life Orientation. This means that her aptitudes most likely lie in fields in which her hands and social knowledge can be used. XX's school marks are in Appendix A.

XX's interests

XX's interests include those activities or topics that she finds fun and exciting and likes to read, talk, and ask questions about. Based on her responses to various qualitative assessment measures relating to preferred work environments, activities, and/or topics, it appears that XX has a wide field on interest and activities, including:

Artistic activities and environments

When someone shows an interest in activities that are artistic they are usually emotional, complex, feminine, intuitive, non-conformist and idealistic. That means that they are interested in activities where they are free to do whatever their imagination tells them. They are interested in activities that relate to the world and their bodies such as fashion, music, drawing and writing.

Investigative activities and environments

People who have an interest in this area prefer activities that are analytical, cautious, critical, curious, introspective, and rational. These people also tend to be reserved and quiet. These people prefer to take part in activities that requires the examination of

specific behavior, physical, biological, or cultural occurrences. They are not very interested in persuasive activities such as convincing people about economic or organizational activities.

Conventional activities and environments

People who are interested in conventional activities tend to be practical and persistent. They enjoy activities where they know what is expected of them and they create and uphold order. They like to sort things and do not mind following the lead of other people.

Social activities and environments

An interest in social activities and environments usually indicate friendliness, kindness, responsibility and helpfulness. Being interested in social activities involves also being interested in informing, developing and helping others. Importance is attached to social and ethical activities and problems. Interest in these activities usually leads to skills in human relations.

It is important to note that XX's interests might change as she is exposed to different fields and activities and as she learns more about herself and the different kinds of jobs available. Her interests are currently very wide and they are likely to become more focused as she explore possible careers.

XX's personality

XX's personality involves those aspects of herself that best describes her as a person. XX is a quiet and soft-spoken young woman. She makes the people around her smile and is caring towards them. XX does not like sharing her own emotions but likes to hear about others. She is not interested in debating with others and respect other people's views. XX is easy to get along with and people tend to trust her at first sight.

Other people describe XX as a popular and clever lady. They say that she is nice and that she likes laughing and making other people laugh.

XX's strengths and resources

XX's resources involve those things inside herself as well as in her environment that can help and support her to make her life better. XX has a supportive grandmother and brothers with whom she lives. XX is caring and kind-hearted and easy to get along with. She recognises the importance of education and is future oriented. XX is furthermore fluent in SiSwati and can also speak English. She goes to church and gain strength from God. In XX's community they have access to running water, electricity, health services and transport.

XX's school is a valuable resource and provides her with an education, food and caring teachers. The teachers can provide extra help with subjects that she struggles with and can also listen to her worries. At school XX has friends who can support her in her struggles and she participates in extramural activities such as netball. The school provides XX with access to computers and books so that she can read up on subjects she finds interesting.

XX's possible challenges

If XX decides to study further after she finishes school, and if she wants to finish school, she faces a few challenges. If XX wants to gain a matric certificate she will need to work hard to pass Grade 9 and the grades that follow. Furthermore, if she wants to live at home while she is studying after school, then her options are limited as there are not many places that offer training courses close to where she stays. Should she want to study away from home; she will need transport, accommodation, and finances to pay for her studies and other expenses.

Although XX is able to communicate in English she has some trouble reading and writing English very well. She might therefore need to take further courses to increase her English abilities before she can study further. It appears that XX faces some challenges at home that leave her with little time to complete her homework and study after school. She stated that she sometimes have to cook food and care for her grandmother. XX's parents died when she was a little girl and she sometimes still feel sad about this. Despite the challenges XX face, her parents, community, and school can all work with her to help her achieve a bright future.

SUGGESTIONS FOR XX'S FUTURE

XX's school subject and career choices

Now that XX knows herself a bit better, it is time for her to think about the subjects and careers that are suggested to her and how these might fit with her unique talents, interests, and personality traits. It is very important for XX to understand that if she wishes to study further after school, she will have to work hard. Entrance into post-school education and training institutions is not automatic, but depends on the student's performance at school. The list of possible job choices is meant as a guide only and there might be many more jobs that she might want to learn more about. The suggested jobs in the table will give XX the chance to support people and put her skills, talents and interests to good use.

❖ *The school subjects for the suggested jobs are*:
- Maths Literacy
- Life Orientation
- Life Sciences
- English
- SiSwati
- Agricultural Sciences
- Geography

❖ *The suggested job choices that XX might like to explore are:*

Note:	It is important to realize that each institution will have its own requirements for admission and that these are only guidelines, you need to do further research into the careers you are interested in
Child Care Worker	**HOW DO I BECOME A CHILD CARE WORKER?** Child care workers are given in-service training to perform their job duties

	Some FET Colleges offer courses in child care Diploma can be obtained in child care work **WHAT DO I NEED TO BECOME A CHILD CARE WORKER?** ❖ You need to enjoy working with children ❖ You need to want to help and support others ❖ You need to be patient ❖ You need a Grade 9 certificate for in-service training ❖ You need a National Senior Certificate for a Diploma course ❖ No compulsory subjects ❖ Recommended subject: English **WHERE CAN I BECOME A CHILD CARE WORKER?** ❖ Any child care center can be contacted and negotiated with ❖ You can visit www.greataupair.com for possible job opportunities **WHERE DO I GET THE MONEY?** ❖ Your employer will negotiate payment with you ❖ **NSFAS** FET bursary once accepted Tel No: 021 763 3232 Email: info@nsfas.org.za ❖ Application for bursary at the **Bursary Institute of South Africa (BISA)** Send all enquiries to info@tbisa.co.za ❖ **REAP Bursary** E-mail: reception@reap.co.za Website: http://www.reap.org.za/
Auxiliary Nurse	**HOW DO I BECOME AN AUXILIARY NURSE?** ❖ Higher Certificate: Auxiliary Nursing (1 year) **WHAT DO I NEED TO BECOME AN AUXILIARY NURSE?** ❖ You need to want to help people ❖ You need to be able to follow instructions ❖ You need a Grade 10 certificate although a National Senior Certificate is preferred ❖ Recommended subjects: Physical Sciences, Life Sciences and Agricultural Sciences **WHERE DO I BECOME AN AUXILIARY NURSE** ❖ Mpumalanga College of Nursing – KaBokweni ❖ Also offered by many hospitals **WHERE DO I GET THE MONEY?** ❖ -Bursary offered by Mpumalanga College of Nursing ❖ Learnerships offered by Health and Welfare SETA Telephone: (011) 607 6900

	Fax: (011) 616 8939 Call Centre Number: 0800864478 E-mail Address: hwseta@hwseta.org ❖ You can also contact: The South African Nursing Council (SANC) PO Box 1123 PRETORIA, 0001 Tel: (012) 420-1000 Fax: (012) 343-5400 E-mail: registrar@sanc.co.za http://www.sanc.co.za/ Democratic Nursing Organization of SA PO Box 1280 PRETORIA, 0001 Tel: (012) 343-2315/6/7 Fax: (012) 344-0750 http://www.denosa.org.za/

Nurse	**HOW DO I BECOME A NURSE?**
	To become a nurse you need to do a Bachelor in nursing which is a four year course
	You can also do a Diploma for three years
	
	WHAT DO I NEED TO BECOME A NURSE?
	❖ You need a National Senior Certificate with university exemption
	❖ Compulsory subject: English
	❖ Recommended subjects: Physical Sciences and Mathematics
	❖ You need to be good with people
	❖ You need to be caring and supportive
	
	WHERE CAN I BECOME A NURSE?
	  ❖ **Bachelors**
	    • UNISA
	    • North West University
	    • University of Johannesburg
	  ❖ **Diploma:**
	    • Tshwane University of Technology
	    • Mpumalanga College of Nursing
	    • University of Limpopo
	WHERE CAN I GET THE MONEY?
	❖ Learnerships offered by **Health and Welfare SETA**
	  Telephone: (011) 607 6900
	  Fax: (011) 616 8939
	  Call Centre Number: 0800864478
	  E-mail Address: hwseta@hwseta.org.za

Social work	**HOW DO I BECOME A SOCIAL WORKER?**
	❖ Degree: BA (Social Work)
	  BSoc Sc (Social Work) or
	  BA (Social Sciences)
	
	WHAT DO I NEED TO BECOME A SOCIAL WORKER?
	❖ National Senior Certificate (Grade 12) with exemption to university
	❖ No compulsory subjects
	❖ You need to be sympathetic
	❖ You need to want to help others
	
	WHERE DO I BECOME A SOCIAL WORKER
	❖ University of Pretoria,
	❖ University of Stellenbosch,
	❖ University of Western Cape,
	❖ North West University,
	❖ Nelson Mandela Metropolitan University,
	❖ University of Limpopo,
	❖ University of Johannesburg,
	❖ UNISA,
	❖ University of Cape Town,
	❖ University of Free State,
	❖ Rhodes University,
	❖ University of KwaZulu Natal
	
	WHERE DO I GET THE MONEY?
	❖ The Department of Social Development offers bursaries for social work students
	  Postal Address:
	  NPO Directorate
	  Department Of Social Development
	  Private Bag X901
	  PRETORIA
	  0001
	
	❖ **Study Trust**
	  Studytrust
	  National Director
	  PO Box 29192
	  MELVILLE
	  2109

Pharmacist Assistant	**HOW DO I BECOME A PHARAMACIST ASSISTANT?** You need to register at the South African Pharmacy Council as a trainee and undergo two years of training, one year theoretical and one year practical **WHAT DO I NEED TO BECOME A PHARMACIST ASSISTANT?** ❖ You need a National Senior Certificate ❖ No compulsory subjects ❖ Be responsible

	❖ Have integrity **WHERE CAN I BECOME A PHARMACIST ASSISTANT?** South African Pharmacy Council PO Box 40040 ARCADIA, 0007 Tel: 0861 727200 Fax: (012) 321-1492 https://www.pharmcouncil.co.za/ Pharmaceutical Society of South Africa P.O. Box 26039 ARCADIA, 0007 Pharmacy House 6 de Veer Lane ARCADIA, 0083 Tel: (012) 301-0820 Fax: (012) 301-0828 http://www.pssa.org.za/

Photographer	**HOW DO I BECOME A PHOTOGRAPHER?**
	❖ You can become a photographer by completing a diploma in the field by various Universities of Technology
	❖ You can become a photographer by attending courses at private photography colleges
	
	WHAT DO I NEED TO BECOME A PHOTOGRAPHER?
	❖ You need to be able to move around easily
	❖ You need to be able to see what things are beautiful and important
	❖ You need to have some organizational and business skills
	❖ You need to have a good eye and colour sense
	❖ You need a National Senior Certificate with diploma exemption if that is what you want to do
	❖ You need no compulsory subjects
	❖ Recommended subjects are Mathematics and Natural Sciences
	
	WHERE CAN I BECOME A PHOTOGRAPHER?
	❖ NDip. Photography (diploma three year courses):
	  • Cape Town University of Technology
	  • Tshwane University of Technology
	❖ A certificate in photography:
	  • The National College of Photography (year year course)
	    National College of Photography
	    PO Box 12361
	    HATFIELD, 0028
	    Tel. (012) 342-4770
	    Fax: (012) 342-1821
	
	❖ Short courses:
	  • Tshwane South College for FET

	85 Francis Baard (formerly known as Schoeman Street)
	PO Box 151
	PRETORIA
	0001
	Tel: 086 144 1111
	E-mail: info@tsc.edu.za
	
	• Flash That Studio
	66 Halssnoer Crescent
	Sonheuwel X1
	NELSPRUIT
	1201
	Phone numbers: +27 72 452 2405
	
	WHERE DO I GET THE MONEY?
	❖ You can apply for a bursary at:
	  • East Rand Youth Trust
	    Closing Date: 31 October
	    Address:
	    The Trust Administrator
	    East Rand Youth Trust
	    PO Box 965
	    KEMPTON PARK
	    1620

Medical secretary	**HOW DO I BECOME A MEDICAL SECRETARY?** ❖ Experience and knowledge are gained through in-service training, or by taking an appropriate degree or diploma course at a University of Technology. **WHAT DO I NEED TO BECOME MEDICAL SECRETARY?** ❖ You need to have good organizational skills ❖ You need to be able to follow instructions ❖ You need a National Senior Certificate or equivalent qualification ❖ You do not need any compulsory subjects **WHERE CAN I BECOME A MEDICAL SECRETARY?** ❖ You can contact any University of Technology to enquire about a related field ❖ Intec College Sharecall Telephone Number for INTEC Consultants: 0860 103 347 **WHERE DO I GET THE MONEY?** ❖ **NSFAS** FET bursary once accepted Tel No: 021 763 3232 Email: info@nsfas.org.za ❖ Application for bursary at the **Bursary Institute of South Africa (BISA)** Send all enquiries to info@tbisa.co.za

	❖ **REAP Bursary** E-mail: reception@reap.co.za Website: www.reap.org.za

FINAL REMARKS

It is important for XX to know that the final decision of what she will do in her future is up to her. She should also know that to be able to complete school and further training will require hard work. XX must do her own reading on the suggested careers for her to learn everything she can about these careers so that she can make a smart and informed decision. She must also talk to the people in her community to find out what jobs they have and how they managed to achieve that. The careers mentioned above are only a few possible careers and she must not limit herself to these careers only as there are many more options available. I know that XX is a hard worker and that she will be able to do what she sets her mind to.

It was a pleasure working with XX and I wish her well in the future. For further information, please contact the supervising educational psychologist, Prof. Liesel Ebersöhn via email, liesel.ebersohn@up.ac.za.
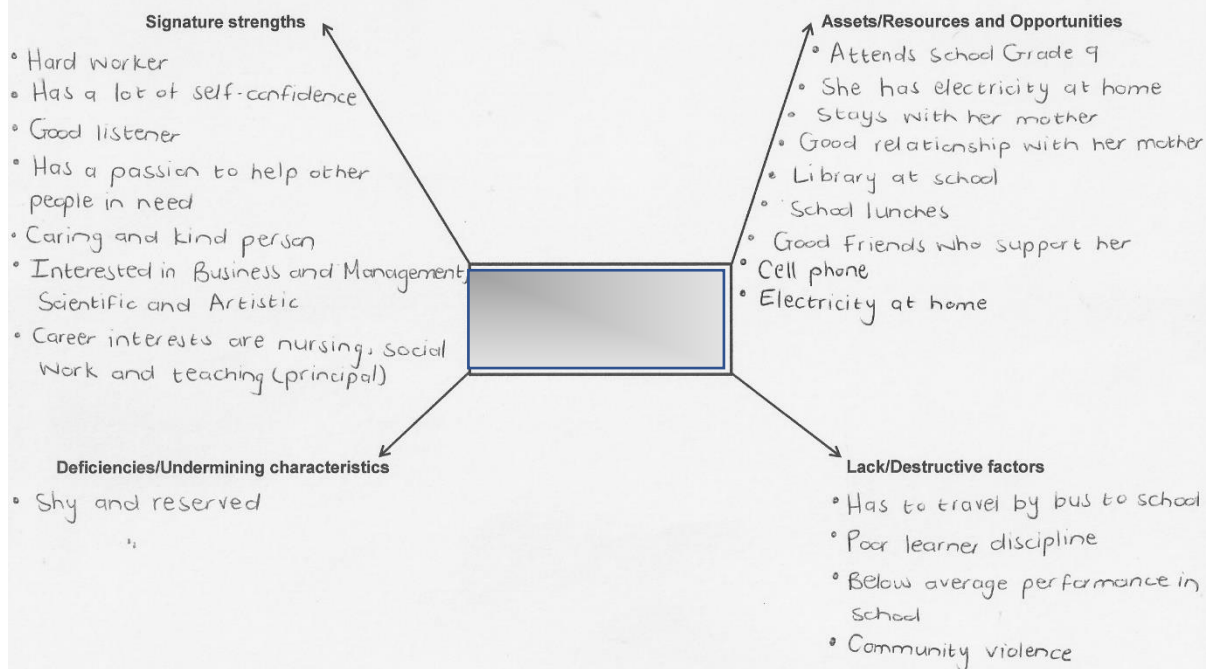

_____   _____

Student Educational Psychologist   Supervising Educational Psychologist

Appendix A: XX's School Marks

Subjects ranked from best to least well	Mark	Rating
Technology	40%	3
Social Sciences	32%	2
Arts and Culture	28%	1
SiSwati	23%	1
Natural Sciences	16%	1
Economic and Management Sciences	16%	1
Mathematics	14%	1
English	13%	1
Life Orientation	9%	1
Description of school performance	Not ready to progress	

Quadrant Map

Signature strengths

- Hard worker
- Has a lot of self-confidence
- Good listener
- Has a passion to help other people in need
- Caring and kind person
- Interested in Business and Management, Scientific and Artistic
- Career interests are nursing, social work and teaching (principal)

Assets/Resources and Opportunities

- Attends school Grade 9
- She has electricity at home
- Stays with her mother
- Good relationship with her mother
- Library at school
- School lunches
- Good friends who support her
- Cell phone
- Electricity at home

Deficiencies/Undermining characteristics

- Shy and reserved

Lack/Destructive factors

- Has to travel by bus to school
- Poor learner discipline
- Below average performance in school
- Community violence

Quadrant map

INTERVENTION PLAN

Intervention Plan

Rationale

Our clients have been faced with much adversity including illness or death in the family, abandonment and violence (Ganga & Chinyoka, 2013; Kaldine, 2007; Mkhize, Gopal, & Collings, 2012; Smit, 2007). As a result of all the trauma and grief our clients have experienced we have opted to make this the focus of our intervention, nevertheless career intervention can still be incorporated. We have selected a memory box as the primary tool for intervention. A memory box is a useful tool to process grief and trauma as memory forms an important part of the therapeutic process (Ebersöhn, 2007). The purpose of a memory box is to cultivate resilience in the clients by facilitating the therapeutic processes which will empower them to cope in adverse times. Memory box making involves narrative therapy which elicits memories through talking by sharing stories, special memories and expressing feelings (Ebersöhn, Eloff, & Swanepoel-Opper, 2010). The process of decorating the memory box fosters relationship building and the filling of the box creates a personal legacy for the clients. A memory box is typically created to store any objects that have sentimental value or is of some significance to the client such as letters, poems, photographs, drawings, gifts or certificates. Making memory boxes aids people in building an identity and strengthens their emotional capability enabling them to make meaning of the past and to move forward into the future with a positive outlook (Ebersöhn et al., 2010).

Activities: Day 1

While the clients are busy decorating their memory box individual feedback will be done with each client.
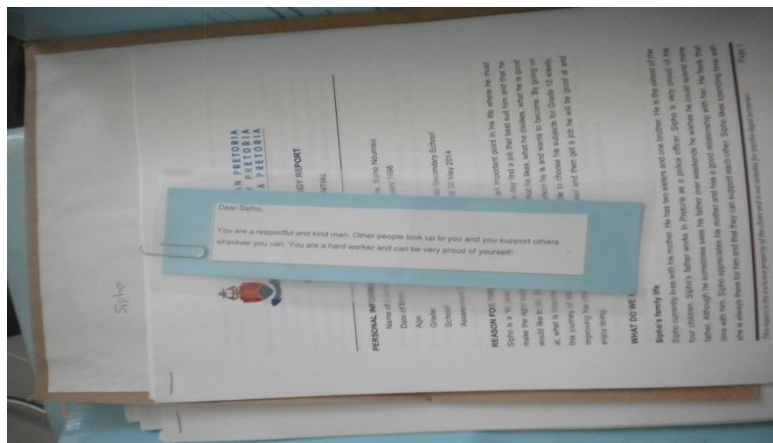
Memory box activity

1. Reminiscing about the past

The clients will be asked to decorate their memory box (or memory bag) by creating a collage on the memory box (can draw or cut out pictures). The collage can depict happy times (pre-trauma) or happy memories and feelings of a deceased loved one (depending on the client's life story). Once the collage is completed then the clients will share their stories that go along with the collage. Process questions will be used

in this process. While the clients are busy decorating the memory boxes individual feedback will be administered.

Examples of process questions
1. Why did you choose this picture/symbol?
2. How has this event affected you?
3. What have you learnt from this this event?
4. How has this influenced future decision and life choices?
5. What is life like now?

Aim

The aim of this retrospective activity is to elicit happy positive memories and emotions either about the deceased or about pre-trauma times. The collage should express all the positive memories and feelings that the client had experienced in association to the loved one that they've lost or pre-trauma times.

Material required

❖ Box/paper bag for each client.
❖ X3 Magazines for each client.
❖ Art and craft material to decorate the box (e.g.: wrapping paper, beads, stickers ect.).
❖ Scissors and glue.
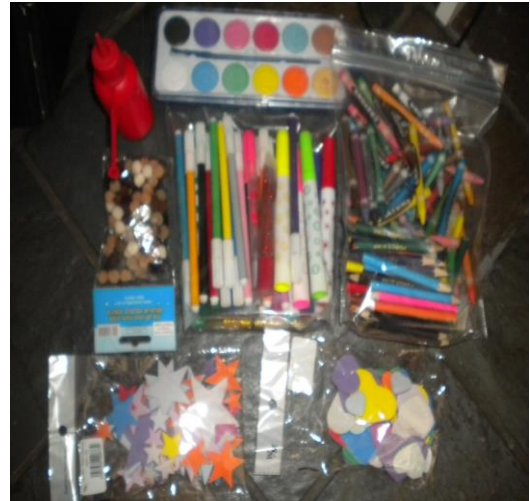
2. Commemorating and preserving the past (Alicia only)

The clients will be asked to bring along (for day 2) something that reminds them of their deceased loved one or that makes them happy. This can range anything from a photograph to a clothing item. This item should be something of sentimental value or should have some form of significance to the client. A discussion will be facilitated on day 2 where the client will be elicited to express feelings and emotions associated with the item.

<u>Aim</u>

The item will be stored in the memory box and the client can always revisit the box to reminisce about the positive memories and feelings that it is associated with whether it reminds them of deceased loved one/s or about happier times.

<u>Material required</u>
❖ Item with sentimental value/significance.

3. *Creating hope and optimism*

<u>Gratitude letter</u>

The clients write a gratitude letter to a deceased loved one/themselves in which they thank their deceased loved one/themselves for achieving their goals. In the letter they will also explain <u>how</u> they managed to flourish in life despite the adversity they were faced with. This activity is similar to the "Letter A" activity where the client will explain step by step how they accomplished their goals. This is very much future orientated.

<u>Aim</u>

The aim of this letter is to create hope and optimism for the future. The letter elicits proactive steps towards coping with the adversity they are presently experiencing.

<u>Material required</u>

❖ A piece of paper for each client
❖ Envelope for each client
❖ Writing material

<u>Career Portfolio</u>

The goal of career portfolios is to demonstrate on a single sheet of paper the strengths and experiences the client already has that can contribute to success in the world of work. It is a visual representation of the client's skills, strengths, abilities and knowledge.

Administration:

During the administration of the career portfolio activity the EPIT will explain to the client each of the following:
- ❖ Educational Achievements (the clients must write down all the Grades they have passed as well as any awards or compliments they got pertaining to their education)
- ❖ Activities (in which activities do clients engage and of what organisations do they from part of, e.g., volunteer work, caring for younger siblings, church, choir, etc)
- ❖ Work related activities (have they ever worked anywhere, of what kinds of jobs do they know a lot about, have they ever went to work with anyone, etc.)
- ❖ Personal qualities and strengths (what are you good at, what do you do for other people, what do other people say about you, etc.)
- ❖ Personal interests (what do you like doing)

The EPIT must discuss each of these concepts sequentially and engage with every individual client as pertaining to their answers.

Materials:

❖ A3 career portfolio sheet for each client
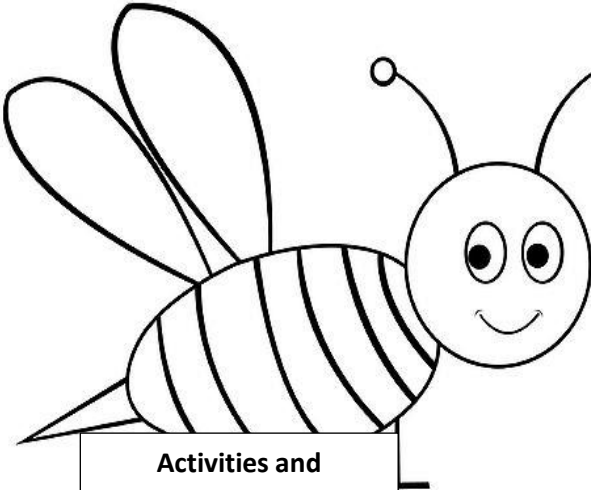❖ Pens and pencils for each client
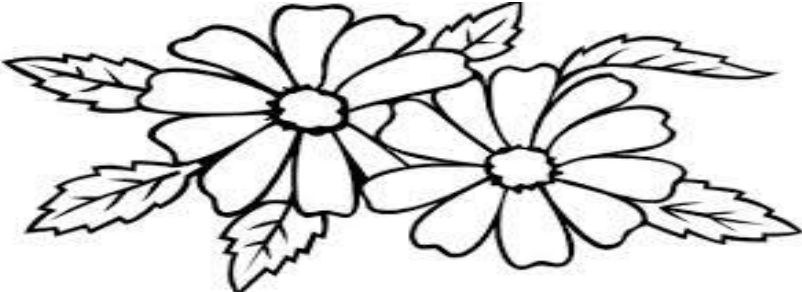
Personal strengths

Educational Achievements
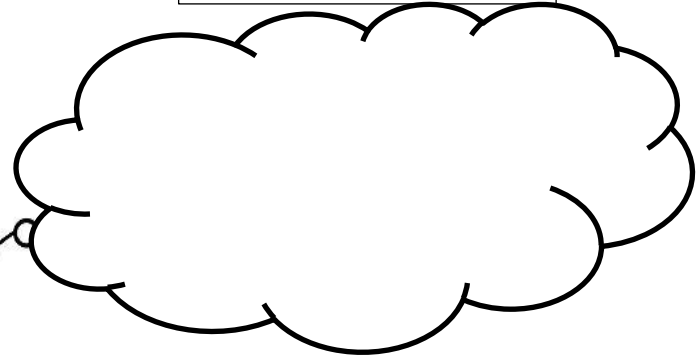
Activities and
organisations

Work related activities

Interests

<u>Activities: Day 2</u>

Memory box activity continues

<u>Activity 2 (continuation)</u>

Now that the clients have brought their item, they will place it in their memory box. It is here where the client will reflect on any memories or emotions associated with the item.

<u>Processing questions</u>

Why is this significant or sentimental to you?
What type of feelings does this item provoke inside of you?
In what way can this item inspire you and when?

<u>Sand-tray activity (Alicia only)</u>

3. *Creating hope and optimism (continuation)*

Activity 4

The clients will be asked to create a scene in the sand and tell a story that explains this scene. The client must build a sand-tray of a future anecdote which depicts how they have evolved as a result of their grief or trauma. In this activity the client will be given an opportunity to reconstruct their life by making meaning of their experience/s and moving forward with a positive outlook.

<u>Aim</u>

The aim here is to once again create hope and optimism for the future. As the clients explore the possibilities of the future they will come to a realisation that life can goes on. This activity may also create an awareness of their protective factors (strengths and resources).

<u>Material required</u>

❖ Sand-tray
❖ Sand-tray items

<u>Process Questions</u>

The client will guide the questions that will be asked during/after the construction of the sand-tray.

Ant

Career portfolio continuation

Gratitude rocks

The goal of this activity is to give clients the opportunity to cultivate happiness and well-being by showing gratitude. The activity will further allow the clients to express gratitude towards each other and the group.

Administration:

The EPIT provides each client with 6 clean rocks. The clients are then instructed to write down the names and organisations that they are grateful for being in their lives on the rocks. The clients should also write one word of gratitude for each of the other members in the group. The EPIT also writes a gratitude rock to each of the clients which they can then place in their memory boxes.

Materials:
❖ 6 rocks for each client
❖ Felt tip pens

Photograph E1:   Rural setting of the current study

Photograph E2:   Run-down school buildings

Photograph E3: Groups of clients engaged in therapeutic activities on school grounds

Photographs E4 and E5: Clients busy with group-based, arts-based therapeutic activities

Photographs E6 and E7:   Individual feedback by ASL student to client

Client identified challenges (Client reports)		Client reports
1. School related challenges	1. Age surpass school admission	**2012**: G8 **2014**: AA1, AA2, AA3, AA5
	2. Failing grade	**2012**: B1, E8, F5 **2014**: AA2, BB1, DD2, DD3, II3, KK1
	3. Fear of failing Grade 9	**2012**: B1
	4. Hates school	**2012:** D4, D7
	5. Language difficulties	**2012:** A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, E6, F1, F2, F5, F6, F9, K6, G1, G3, G4, G5, G6, G7, G9, G10 **2014:** AA1, BB5, EE1, EE2, EE3, EE4, FF1, FF2, FF3, FF4, FF5, GG5, II2, II3, II4, II5, JJ3, KK4
	6. Low academic performance	**2012:**B1, B2, B3, B4, B5, B7, B8, B9, B10, C2, C6, C8, C9, D1, D3, D6, D8, **2014:** AA1, AA2, AA3, AA4, AA5, BB1, BB2, BB3, BB4, BB5, CC1, CC2, CC3, CC4, CC5, CC6, DD1, DD4, DD5, DD6, FF1, FF2, FF3, FF4, FF5, GG2, GG3, GG4, GG5, HH1, HH2, HH3 ,HH4, HH5, II1, II2, II3, II4, II5, JJ1, JJ2, JJ3, KJK4, KK5, KK6

Theme 1: Career counseling challenges

Categories	Data source: Client files	Description	Inclusion criteria[4]	Exclusion criteria[5]
1.1 Academic challenges:				
1.1.1 Low academic performance (Green)	**2012:** B1, B2, B3, B4, B5, B7, B8, B9, B10, D1, D3, D5, D6, D8 **2014:** AA1, AA2, AA3, AA4, AA5, BB1, BB2, BB3, BB4, BB5, CC1, CC2, CC3, CC4, CC5, CC6, DD1, DD2, DD3 DD4, DD5, DD6, FF1, FF2, FF3, FF4, FF5, GG2, GG3, GG4, GG5, H1, H2, H3, H4, H5, II1, II2, II3, II4, II5, JJ1, JJ2, JJ3, JJ4, JJ5, JJ6	Young people raised their concern over achieving academic results that are insufficient for tertiary acceptance. Students struggle to meet the academic standards of Grade 9.	❖ Age not aligned with admission criteria of schools ❖ Low academic scores ❖ Failing of Grade 9 ❖ Fear of failing	❖ Low academic achievement due to barriers in teaching ❖ Limited teachers to students
1.1.2 Home language differ from academic language of learning and teaching differing from (Yellow)	**2012:** A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, C1, D1, D2, D5, D6, D9 **2014:** AA1, BB5, CC2, DD1, EE1, EE2, EE3, EE4, FF1, FF2, FF3, FF4, FF5, GG5, HH2, HH3, HH4, HH5, HH3, KK4	Most student in the identified rural school recognised Swati and IsiZulu as their home language. Learning and teaching takes place in English. The difference in languages cause an academic barrier to learning.	❖ Poor expression and receptive abilities in English	❖ Barriers to languages other than English
1.1.3 Negative emotions about school (Turquoise)	**2012:** C4, C7 **2014:** BB2, BB3, BB4, BB5, FF1, FF2, FF3, FF4, FF5, GG1, GG2, GG3, GG4	Young people indicated a negative feeling about school because of various aspects including poor student discipline. When students portray a negative feeling towards school this might influence their learning.	❖ Hates school ❖ Poor student discipline	❖ Poor teacher relationships ❖ Inadequate sanitation ❖ Poor infrastructure ❖ Poor teacher discipline

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[4] Instances of the following are included in this category.
[5] Instances of the following are excluded in this category.

Categories	Data source: Client files	Description	Inclusion criteria[4]	Exclusion criteria[5]
1.1.4 Barriers to Math and Science learning (Purple)	**2012:** A2, A6, A7, A10, D2 **2014**: DD3, GG1	Young people reported to struggle especially in math and science and expressed their concern in continuing with these subjects for tertiary acceptance	❖ Struggles with Math ❖ Struggles with Science	❖ Difficulty in subjects other than Maths and Science