Educational psychology perspective on group-based career counselling assessment with young people in a rural school

by

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Submitted in partial fulfilment of the requirements for the degree

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(Educational Psychology)

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PRETORIA

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My poem as educational psychologist reflecting on career counselling assessment

Who am I to toy with your dreams?

I don't know your pain

I don't know your circumstances

I don't know your struggle

I don't know your strife

I will try

I will strive

I will interpret

I will comply

I will make it my mission

Falls within my vision

An inescapable priority

A destiny, intertwined

Your adversity, my own

Our diversity, thrown

A path of discovery

To us only known

DECLARATION OF ORIGINALITY

I declare that this mini-dissertation titled "**Educational psychology perspective on group-based career counselling assessment with young people in a rural school**" which I hereby submit for the degree Masters in Educational Psychology at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

....

Donné Barnard

August 2018

ETHICAL CLEARANCE CERTIFICATE

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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
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ABSTRACT

There are a limited psychological assessment tools that accommodate diversity in South Africa. The purpose of this study was to describe group-based career counselling assessment with young people in a rural school. The study, employing secondary data analysis, purposively sampled existing qualitative data for deductive analysis guided by a priori assumptions (methodological and theoretical approaches to group-based career counselling assessment, group-based career counselling assessment foci, rural context and group-based career counselling assessment). The existing data forms part of the educational psychology data set of two cohorts of Grade 9 clients (2014 and 2015) in the Flourishing Learning Youth (FLY) study. Relevant data was co-generated by 24 groups of clients, who underwent career counselling assessment (2014 clients: n = 30 females, n = 30 males; 2015 clients: n = 30 females, n = 34 males; total number of clients: (n = 124; n = 64 male; n = 60 female). Sampling criteria aimed at including data sources of group-based career counselling assessment. Textual and visual data sources included artefacts of educational psychology services in individual client files.

The study contributes a systematic description of group-based career counselling assessment activities with young people in a challenged, rural school setting. I found that group-based assessment was adapted for language, culture and context and informed by indigenous, positive psychological and narrative psychology theoretical lenses. Innovative quantitative and qualitative assessment activities and techniques were employed to assess groups of clients' cognitive capabilities, personalities, interests, values, aspirations and motivations, as well as life stories, with due consideration for clients' specific cultures and contexts.

Key words: Culture; Descriptive study; Diversity; Educational psychology assessment; Flourishing Learning Youth; Group-based career counselling; High-risk contexts; Phenomenology; Rural school; Rurality; Young people

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CHAPTER ONE

INTRODUCTION AND CONTEXT TO THE STUDY

1.1 INTRODUCTION AND RATIONALE

There seems to be a number of limitations in the context of rural, oppressed and disadvantaged communities in South Africa which derail the opportunity for effective educational psychological service delivery (Huebner, Suldo, Smith & McKnight, 2004; Malekane, 2009; Seedat, Van Niekerk, Jewkes, Suffla, & Ratele, 2009; Ebersöhn, Bender & Carvalho-Malekane, 2010; Kramer, Seedat, Lazarus & Suffla, 2011; Ebersöhn, 2014b). It has become increasingly evident that traditional or mainstream psychological services are ineffective and ill-suited in the context of disadvantaged communities (Maree & Beck, 2004; Ebersöhn, Bender, & Caravalho-Malekane, 2010; Seedat & Suffla, 2017). An additional limitation includes the isolation and fragmentation of young people in the rural areas of South Africa who lack the necessary exposure to potential career opportunities (Painter & Blanche, 2004). There is a need to follow a relevant approach to the challenges that are experienced when individuals from educationally, environmentally or culturally marginalised groups participate in assessments (Maree, Ebersöhn & Molepo, 2006; Oppong, 2013). In addition, there are limited psychological assessment tools available that promote diversity as well as accommodate the diverse variety of cultures in South Africa, due in part to psychometric assessment being isolated and should ideally be developed into a more dynamic culture of assessment (Lubbe, 2004; Kramer et al., 2011; Oppong, 2013).

"Psychometric assessment instruments still widely in use in South Africa are based on Western principles and are therefore not representative of the manifold groups indicative of South Africans" (Maree, Aldous, Hattingh, Swanepoel & Van der Linde , 2006, p. 51). Moreover, there are limited contextually appropriate and cost-effective career counselling services available in rural schools, and the available research is not necessarily descriptive or rich with guidelines that can inform educational psychological assessment (Mcmahon & Patton, 2002; Ebersöhn, 2016). For a long time emphasis has specifically been placed on individual psychometric assessment as a determining, quantitative measurement in psychology practice (Tzurial, 2000). Modernist views of psychology have been widely criticised for being too narrow or restrictive in its practical application (Edwards & Usher, 2002). Therefore, the current challenge is that there is a gap in the existing practical application of cost-effective post-modern and indigenous career-counselling techniques that could

accommodate the variety of changes and needs in South Africa. In addition, there are limited practical counselling resources that apply when one considers post-modern career perspectives (Watson & Kuit, 2007). It is therefore necessary to reflect accurately on diversity when considering cultures, languages, race, and socio-economic factors that are relative to geographic location in rural contexts (Mpofu, 2002; Mkhize, 2004; Ebersöhn, 2010; Moletsane, 2016). From a purely South African perspective, the inequalities caused by apartheid form an inseparable part of this paper as the majority of socio-economic challenges faced by the public and private sectors are derived from its legacy (Henrard, 2002).

Emphasis was placed solely on the impact of post-colonialism and apartheid on the provision of education and educational psychological services (Hook, 2004). It is imperative to discuss the worldwide historical disparity that has been prevalent, from an educational psychological perspective, as it could provide valuable insights and it moreover sets the tone for this study. There is a need for the development of psychology as there are areas of the discipline that have not yet been explored in South Africa. The aforesaid emphasises that there are Western-based psychological services that require decolonisation (Seedat & Suffla, 2017). I consequently applied these concepts to the quality of education and educational psychological career assessment services available to South African young people in rural schools to emphasise the need for group-based, cost-effective, improved and alternative approaches in these areas (Di Fabio & Maree, 2012b; Ferreira, Maree & Stanz, 2016).

The purpose of the study is the need for group-based, post-modern qualitative assessments. Furthermore, it includes the manner in which educational psychologists can contribute to the development of more relevant and culturally applicable career counselling services for young people (Ferreira, 2016). In accordance with the above-mentioned purpose, there is a noticeable need for group-based, post-modern career counselling (Di Fabio & Maree, 2012b) assessment techniques that can be applied in the diverse contexts associated with the South African population, as is evident from the research by Foxcroft (1997) and Maree and Beck (2004). Maree (2009) states that career counselling in South Africa is still regarded as a process that privileged counsellors practise in the framework of a diverse client base in which the majority comprising that client base are culturally diverse. The current study has the potential to contribute to a more comprehensive and culturally aware perspective. This study may moreover bring a clear understanding of the manner in which career counselling assessment resources can be described, adapted and applied to comparable groups that are based in rural areas in South Africa (Mcmahon & Patton, 2002; Di Fabio & Maree, 2012b).

It is consequently pivotal that educational psychologists develop psychological methods and techniques that are in line with cultural and contextual factors that influence the assessment process (Lubbe, 2004). If practitioners are aware of and sensitive to issues that are undeniably relevant in South Africa, it might have a positive effect and contribute to

culturally applicable and more group-based career counselling assessment practices (Foxcroft & Roodt, 2009; Di Fabio & Maree, 2012b). A combined qualitative and quantitative approach to assessment could also address the existing shortcomings in assessment methodologies (Ebersöhn, 2010; Maree, 2012). Educational psychologists should assess, intervene, and share knowledge in high-risk contexts or environments in order to enable groups of young people to become resilient even though their circumstances might place them at risk (Theron & Donald, 2012; Erasmus & Albertyn, 2014; Ebersöhn, 2014b; Ebersöhn, Ferreira, Van der Walt & Moen, 2016; Ebersöhn, 2017a). Therefore, a holistic approach to assessment could assist with the development of assessment integrity, which can be expected of South African education psychologists (Lubbe, 2004). For that reason, the holistic approach combines existing psychometric assessments with a variety of group-based, innovative career counselling assessment measures, while utilising the assets available to each young person to assist them in reaching their full potential (Eloff & Ebersöhn, 2004; Lubbe, 2004; Eloff, Ebersöhn, & Viljoen, 2007; Ferreira, 2016). In essence, this could result in their becoming flourishing individuals as it would allow for a diversity of perspectives (Ebersöhn, 2010; Ebersöhn, 2017a). The existing qualitative data in the Flourishing Learning Youth (FLY) intervention were ideally suited for describing the group-based career counselling assessments that were used with young people in rural contexts (Di Fabio & Maree, 2012b). The above-mentioned statement relates to the unique opportunity that I had to be indirectly involved in higher education-rural community engagement through the adequate representation of the experiences of participants in the existing qualitative data that were generated during the FLY intervention (Ebersöhn et al., 2010). I was inspired by the opportunity to engage with the existing qualitative data and literature that promote and inform educational psychological assessment, as well as the development of psychological services in rural South African schools.

1.2 CONTEXTUAL BACKGROUND OF THE CURRENT STUDY

1.2.1 Risk factors and statistics in a rural school ecology in Elukwatini District Municipality

The school where the group-based career assessments took place is located in the Elukwatini District Municipality in Mpumalanga province (Ebersöhn, 2010; Louw, 2017). This specific municipality is situated in the Gert Sibande District in Mpumalanga (Statistics South Africa, 2011b). Mpumalanga province has 1 966 schools and many of them are in rural areas (DBE, 2014). The challenges experienced in the context of this rural school include a lack of access to basic electricity, running water, transport as well as health services (Machimana, Sefotho & Ebersöhn, 2018).

Figure 1.1: Google Maps image location of the rural secondary school

According to the DBE (2014), in 2014 there were 1079 280 students and 35 153 teachers in 1 862 independent and public schools. This means that there should be, based on the available statistics, no fewer than 30 students per teacher. However, this ratio might not accurately reflect the distribution of teachers and the quality of services available to students in rural environments (Statistics South Africa, 2011b; Machimana, 2017). A reason for this is that many rural schools in Mpumalanga face a multitude of social and financial challenges, which include a lack of infrastructure and finances, books, resources, qualified teachers and consequently a lack of quality education (Statistics South Africa, 2011a; Joubert, Ebersöhn, Ferreira, Du Plessis & Moen, 2014; Machimana, 2017; Machimana et al., 2018). The aforementioned district has a population of approximately 186 010 people, of whom 36,5% are young people. The challenges faced by the populace of the province, particularly in the Elukwatini District Municipality, include unemployment, child-headed households, limited education, inadequate health facilities, no implementation of policy and legislation and a lack of access to basic facilities such as water and sanitation (Lynch, Morison, Moolman, Chiumbu & Makoae, 2016; Statistics South Africa, 2011a; DBE, 2014; Statistics South Africa, 2011a). It could therefore be stated with a degree of certainty that many people in this rural district live in under-resourced households and continuously experience a lack of access to appropriate and much needed health services (Makiwane, Makoae, Botsis & Vawda, 2012).

There is a high population density in the district that cannot be sustained by the existing infrastructure, which in turn has an effect on the availability of quality education and

learning environments (Makiwane et al., 2012; Machimana, 2017). The educational challenges in the province can mainly be ascribed to the lack of teachers in relation to the number of learners in need of quality education, as well as the distribution of teachers in rural areas. Current statistics show that only 4,4% of young people have completed primary school, 28,8% have received some secondary schooling, and only 27% have completed matric (Statistics South Africa, 2011a; Makiwane et al., 2012). Furthermore, only 6,3% of people in the district have access to some form of higher education (Statistics South Africa, 2011a). In addition to this the Departments of Health and Social Services in Mpumalanga urgently need to promote, among African communities, the necessity of expanding their skills development (Rankhumise & Rugimbana, 2010). One can therefore deduce that there is a clear need for rural inhabitants of all provinces to have "access to equal basic and further education" opportunities, as is their Constitutional right (The Constitution of the Republic of South Africa, 1996, p. 1257).

Photograph 1.1: View of rural secondary school (Photograph by S. Seobi, September 2015)

1.2.2 Flourishing Learning Youth intervention

FLY refers to the Flourishing Learning Youth collaboration between the Centre for the Study of Resilience, University of Pretoria, and a rural South African secondary school in Mpumalanga since 2005 (Ebersöhn, 2010; Ebersöhn, 2014a; Machimana, 2017; Machimana et al., 2018; Oosthuizen, 2017). Some of the advantages of FLY include the opportunity to conduct new research on a number of topics, including community engagement and ASL (Ebersöhn et al., 2010). The contributions that the FLY intervention have made include, among others, the accessibility of contextual educational psychological services, as well as

knowledge that was gained for further research in high-risk areas (Maree et al., 2006b; Ebersöhn et al., 2010). Moreover, FLY provided educational psychology students with the opportunity to learn how to develop and administer an appropriate group-based career assessment approach to a purposefully selected group of Grade 9 clients (Ebersöhn, 2010). Psychological services were provided, including group-based career assessment and intervention, for Grade 9 clients in a South African rural school (Ebersöhn, 2010, 2013, 2014a).

The MEd (Educational Psychology) programme for Master's students at the Department of Educational Psychology of the University of Pretoria promotes "community engagement, mass intervention, and cohesive, practically oriented practices" in their training, in so doing creating awareness in future educational psychologists (Malekane, 2009; Ebersöhn et al., 2010, p. 89). The intention of FLY is to bring about collaboration and consequently social change (Mbongwe, 2012). FLY focuses on promoting awareness of students' social and civic responsibility when they are working with people in high-risk communities (Cherrington, 2011; Malekane, 2009; Ebersöhn et al., 2010; Ebersöhn, Nel, & Loots, 2017). FLY also focuses on educational psychological assessment and intervention, as well as community engagement in pre-identified rural schools (Ebersöhn et al., 2010; Ebersöhn, 2013; Machimana, 2017), while conveying appropriate knowledge relating to risk and implementing a resilience framework (Cherrington, 2010; Ebersöhn, 2010; Edwards, 2016; Louw, 2017; Machimana, 2017). FLY provides educational psychology students with an opportunity to develop practical experience through the asset-based approach and positive psychology, as well as to create opportunities for learning and research (Ebersöhn et al., 2010).

As I mention in my study, I specifically studied the group-based career counselling assessment services that MEd (Educational Psychology) students provided in FLY as part of their practical training module (Ebersöhn, 2014a). FLY emphasises the promotion of group-based career assessment and intervention strategies and techniques in a high-risk secondary rural school in Elukwatini District in the Mpumalanga province (Ebersöhn, 2010; Louw, 2017). The ASL students, during their exposure to FLY, used a variety of group-based, post-modern career assessment and intervention measures in the assessments they administered to their Grade 9 clients to "bridge the cultural divide" between them as ASL students and the rural learners, and to provide "relevant psychological training" (Ebersöhn et al., 2010, p. 88).

1.3 PROBLEM STATEMENT, PURPOSE AND RESEARCH QUESTIONS

1.3.1 Problem statement

Group-based career counselling services should be implemented on a large scale in rural communities and schools to address the cost-related challenges associated with it (Mcmahon

& Patton, 2002; Di Fabio & Maree, 2012b) and to provide support for rural communities (Ebersöhn, 2016, 2017a). Stead and Watson (2006, p. 79) emphasise that focus must be placed on group-based career counselling to address the "realities of the South African context". It is my view that existing career assessments in South Africa are not culturally appropriate for the rural school context and that the findings of this study could provide alternative insights that might inform educational psychological assessment in the rural context.

1.3.2 Purpose and potential contribution of a descriptive study

As I indicated in the introduction of this Chapter, the current study is descriptive in nature as it describes how educational psychologists in training employed group-based career counselling assessments with young people in a rural school to inform knowledge on educational psychology assessment in South Africa. A descriptive study is a study focused on the factual description of what had been deduced from the available data (Sandelowski, 2000).

The descriptive nature of the study enabled me to produce a comprehensive summary of the qualitative data contained in the FLY intervention (Sandelowski, 2000). Another objective of the study was to provide forthright and factual descriptions of the relevant phenomena in extant FLY data, and therefore a qualitative descriptive study was ideal for this research (Sandelowski, 2000). I specifically focused on sampling secondary data from FLY that had the potential to describe group-based career counselling assessment in a high-risk rural school in South Africa (Ebersöhn, 2014b).

An identifiable limitation of the descriptive study is that it may appear to be relatively "basic" and potentially less scientific than other research methods (Sandelowski, 2000, p. 335). In addition, a descriptive study is less interpretative, and focuses on providing a fundamental account of events or people (Sandelowski, 2000) and their experiences (Goulding, 2005). I attempted to minimise the above-mentioned limitations using a phenomenological meta-theoretical paradigm (Sandelowski, 2000; O'Leary, 2004). The choice of qualitative descriptive study was therefore advantageous as it promotes gaining an understanding of a phenomenon, particularly from the perspectives of those who are experiencing it (Vaismoradi, Turunen & Bondas, 2013). This takes place in accordance with the previously mentioned solid findings that are based on sound knowledge that emerged from the qualitative description (Vaismoradi et al., 2013). An additional advantage was that the descriptive mode of the qualitative inquiry produced a highly "valued end product" (Sandelowski, 2000, p. 335).

1.4 RESEARCH QUESTIONS

The following research questions were posed in the research process, enabling me to provide the required detailed answers:

1.4.1 Primary research question

How can a description of group-based career counselling assessments used with young people in a rural school inform educational psychology assessment in South Africa?

1.4.2 Secondary research questions

The secondary research questions that were addressed to answer the primary question are as follows:

➢ Which group-based career counselling assessment techniques were used with young people in a rural school?

➢ Which educational psychology domains were assessed in group-based career counselling with young people in a rural school?

➢ To what extent were group-based strategies responsive to diversity in educational psychology assessment in the rural school context?

➢ To what extent was awareness of indigenous psychology discourses evident in the group-based assessment activities with young people in a rural school?

1.5 CONCEPT CLARIFICATION

In this section I defined and contextualised the key concepts that guided the study:

1.5.1 Educational psychology assessment

Educational psychology assessment focuses predominantly on emotional and behavioural aspects, learning support and career development (Lubbe, 2004). According to Kennedy (2006), educational psychology assessment is a process that involves the educational psychologist's responsibility to create interventions that are based on the analysis of information that has been gathered from evidence-based resources in the form of an assessment. The focus therefore falls on the shared and comprehensive understanding of the young person's needs (Kennedy, 2006) while planning the appropriate intervention (Lubbe, 2004). According to Semrud-Clikeman and Teeter Ellison (2009), a thorough and properly completed assessment that accommodates specific contextual factors can be therapeutic in itself. Therefore, one could conclude that the term "educational psychology assessment" comprises a number of psycho-educational assessment services. However, for the purposes of the current study, it specifically refers to a combination of quantitative and qualitative group-based, post-modern career counselling assessments.

1.5.2 Group-based career counselling assessment

Maree and Beck (2004) refer to traditional career counselling in South Africa as a process that still focuses on psychometric assessment for dominant cultural groups. To clarify this further, career counselling assessment is defined as services that focus on providing support for all people in making sound occupational choices to manage their specific careers as effectively as possible (Flederman, 2008). However, for the purpose of the current study, group-based career counselling assessment refers specifically to a qualitative, post-modern and indigenous psychological process that includes an appreciation for unique cultures, circumstances, resources and opportunities that form part of the combination of attributes of each individual in their diverse settings (Maree et al., 2006b; Ebersöhn, 2016). Furthermore, group-based career counselling can also be seen as a process that enables young people in rural contexts through using a broad range of innovative approaches, strategies and techniques in the career-counselling assessment process (Mcmahon & Patton, 2002). Group-based career counselling also includes an appreciation for clients' sociological perspectives, recognises the value of career counselling services in community agencies and schools, and reduces costs (Mcmahon & Patton, 2002). Group-based career counselling assessment is seen as a process in which group facilitation, collective meaning-making and decision-making are amplified while closing a gap in the theory and practice (Di Fabio & Maree, 2012b). Some of the objectives of education are to prepare young people for productive careers, to attempt to enable them to live in dignity and with purpose, as well as to promote public wellness in communities (Erasmus & Albertyn, 2014). Group-based career counselling assessment in the context of this study is therefore defined as an essential service that requires more equal distribution of services as many people in high-risk contexts cannot afford individual career counselling services.

1.5.3 Young people

Young people are defined by Maree and Beck (2004, p. 800) by means of the word "learner [student]", which refers to a person who receives an education and applies certain skills to think creatively. In the current study the term "young people" specifically refers to rural South African male and female youths in Grade 9 who are between the ages of 13 and 20. They come from high-risk environments and need self-development in the form of group-based career counselling assessment services (Mcmahon & Patton, 2002; Ebersöhn et al., 2010).

1.5.4 Rural schools and rurality

"Rural schools" refers to schools in rural environments that are faced with resource constraints and are located in high-need contexts (Ebersöhn, Loots, Eloff & Ferreira, 2015). "Rurality" refers to the rural "space" and distinctive features of rural "life" (Balfour, Mitchell & Moletsane, 2008, p. 100). Rural schools moreover refer to consciousness of the marginalised people who

reside and attend school in these isolated environments (Balfour et al., 2008). The limited flow of resources is emphasised in the term "rurality" (Kelly, 2009). Rurality, for purposes of the current study, refers to the geographical area of groups of young people, specifically in rural areas in Mpumalanga, who attend schools where access to supportive educational assessment services is limited. The young people in these rural areas face a variety of "rural school adversities", which include continuous challenges in the "geographical, financial and social" contexts of their lives, which are also associated with living in high-risk rural environments (Machimana et al., 2018, p. 1).

1.5.5 Cohorts of educational psychology students

A cohort can be described as a group of people who meet specific, shared or predetermined characteristics to be studied (Mann, 2003). The cohorts included in the current study refers to 24 student groups of MEd students in the Department of Educational Psychology at the University of Pretoria in 2014 and 2015. The aforementioned cohorts (selected sample) of MEd students were involved in the FLY partnerships in their roles as ASL students (Machimana et al., 2018).

1.6 PARADIGMATIC LENSES: META-THEORETICAL, RESEARCH METHODOLOGY AND THEORETICAL FRAMEWORK

There are three types of paradigmatic perspective that are discussed in the next sections (Hanson, Creswell, Cark, Petska, & Creswell, 2005). I discuss how I opted for a meta-theoretical paradigm, methodological paradigm and theoretical framework (Denzin & Lincoln, 2011).

1.6.1 Meta-theory: Phenomenology

Phenomenology was the chosen meta-theoretical paradigm as the current study used a qualitative methodological approach, specifically with a view to doing a qualitative secondary analysis (Morgan & Sklar, 2012). The ontology of this framework assumes that there are multiple realities that are socially constructed (Mertens, 2007). Therefore, the data collected during the initial phases of the FLY intervention were described through the acknowledgement of the multiple realties that were represented in the existing data sources. When the phenomenological lens was applied, I noted that behaviour, from this meta-theoretical paradigm, could be seen as determined by phenomena or experiences, instead of an external reality (Cohen, Manion & Morrison, 2007).

A limitation associated with the applied meta-theoretical paradigm was that objective detachment as a researcher was a prerequisite in the process of discovering the client's perceived realities effectively (Guba & Lincoln, 1991). This was achieved by acknowledging my assumptions and other preconceived perceptions with the potential to influence the secondary data analysis process. I also attempted to address any possible bias by diligently

keeping a reflective journal with the intention to capture the process effectively (Appendix H). My objective was to establish an unbiased description of the data that were collected in the research process during the FLY project, with specific focus on the clients' experiences as presented in the data, which proposed phenomenology as the applied epistemology.

Another limitation of phenomenology can be traced to its philosophical foundation, particularly the question whether a description of subjective experiences can be accepted as the truth or known reality throughout the study. This limitation was countered by acknowledging a qualitative study in which subjective experiences were recorded (Jansen, 2007).

Phenomenology in qualitative research is based on the notion that knowledge is a subjectively constructed reality (Goulding, 2005; Jansen, 2007; Gitchel & Mpofu, 2012; Seabi, 2012). A main aspect of the meta-theoretical paradigm was to determine how the known realities of participants in the FLY intervention could be identified in the applied data sets. This was done in order to describe a specific phenomenon as it presented itself in the existing qualitative data.

During this study a phenomenological meta-theoretical paradigm enabled me to understand and describe data in documents during the process of informing educational psychology assessment. A rich description of data, as could be expected from descriptive qualitative secondary data analysis, was available about the career counselling assessments that had been used with the young people in a rural school. Phenomenology aided me in gaining insight into the subjective experiences of the participants, seeing that the focus was on the essence of the experiences, as reflected in the existing qualitative data (Berrios, 1989; Giorgi & Giorgi, 2008; Ferreira, 2012; Giorgi & Giorgi, as cited in Morgan & Sklar, 2012).

1.6.2 Research methodology: Qualitative research

The current study takes the form of qualitative research methodology that used qualitative secondary data from the FLY intervention. Qualitative research concentrates on words and the analysis of textual data as empirical material that can enrich the research study through adhering to the basic principles of the qualitative methodological paradigm and its assumptions (Flick, 2007; Braun & Clarke, 2013). The qualitative methodology focused on the "why" questions of the research and therefore meant that rich descriptions of the data were produced (Nieuwenhuis, 2007b).

The qualitative research methodology assisted me with giving a comprehensive description of the existing data with particular focus on the participants' experiences in relation to a phenomenon in the specific study (Nieuwenhuis, 2007b; Sandelowski, 2000). The qualitative research methodology emphasised the description of a phenomenon in its natural context to gain an understanding of the phenomenon to be described, in accordance with the

specific meaning that is attributable by the participants involved in the research process (Nieuwenhuis, 2007b). Given that the goal of this particular study was to describe educational psychology assessment used for young people in a specific context, by means of existing qualitative data, the qualitative research paradigm has proven to be the correct approach for focusing on the detailed description of the experiences of the participants' subjective reality (Nieuwenhuis, 2007b).

An identifiable limitation of a qualitative paradigm is that deeper understanding and identified meaning are subjective in nature (Nieuwenhuis, 2007b). In this particular study, the above-mentioned limitation was seen as advantageous as its purpose was to provide thorough, contextually specific description of data based on the understanding of social phenomena and the experiences of participants, as is evident in the data generated by FLY. It was therefore important for the qualitative researcher to identify detailed and true descriptions that are based on the participants' understanding and interactions (Silverman, 2005).

I acted as the instrument through which the qualitative data was described (Morgan & Sklar, 2012). Sceptics of qualitative research are of the opinion that it can be unstructured and the outcomes unpredictable (Morse, 1994, as cited in Silverman, 2005, p. 140). As the data have already been collected, this study focused on the interpretation and description of data; and the research process was therefore not unstructured. "Qualitative researchers focus on the socially constructed nature of reality, the intimate relationship between the researcher and what is studied" (Silverman, 2005, p. 10). This emphasises the adaptability of qualitative research methodology and its focus specifically on the socially constructed reality of participants or, in this case, the data being studied (Silverman, 2005). A limitation that I had to acknowledge was the question whether or not the findings of the research could be generalised (Nieuwenhuis, 2007b). The qualitative research methodology does not focus on the representativeness of findings, but instead on establishing a rich understanding that may come from "the few, rather than the many" (O'Leary, 2004, p. 104). The nature of the methodology may cause a subjective description of data and could therefore be a possible delimit in generalising its findings beyond the studied situation (Nieuwenhuis, 2007a). In addition, for qualitative research the generalisation of findings was less important than understanding the "unique meaning" associated with the data sets (Dalton, Elias, & Wandersman, 2007, p. 100). The above-mentioned unique meaning is related to phenomenology as the applied meta-theoretical paradigm in the study. The qualitative research methodology ultimately contributed to rich description, as well as contextual understanding of a phenomenon and its meaning, as the experiences of the participants were reflected in the existing data that were generated during the FLY intervention (Dalton et al., 2007).

1.6.3 Theoretical framework: Indigenous psychology

Indigenous psychology is focused on developing a "local psychology in a specific cultural context" (Allwood & Berry, 2006, p. 243). The reason for choosing indigenous psychology as theoretical framework in the current study was to identify context-specific factors in psychological theory and practice to develop career counselling assessment theories that can be applied to non-Western cultural groups (Mcmahon & Patton, 2002; Di Fabio & Maree, 2012b; Ebersöhn, 2012). Moreover, cultural factors and how they shape and influence people living in a specific culture were captured in the qualitative secondary data as the cultural roots of these people relate to their indigenous knowledge of that particular culture (Yang, 2000; Ebersöhn, 2012; Evenden & Sandstrom, 2011; Mpofu, Otulaja, & Mushayikwa, 2014). The specific culture of young people in the rural environment was considered throughout the current study to ensure that the research focused on the indigenous so that it remained true to specifically the rural context (Ebersöhn, 2012).

According to Triandis (2000), indigenous psychology emphasises that psychological processes assume unique, culture-specific forms. There are multiple perspectives of several cultures and in my view represent multiple indigenous realities in the South African rural context (Ebersöhn, 2012). Indigenous psychology served as the underlying philosophy of this study, as the description of extant data had to be analysed in accordance with cultural factors in order for the data to be context-specific and accurate (Ebersöhn, 2012). In the rural school where the group-based career counselling assessments took place I had to consider the data as part of the unique reality of the young people in that specific environment (Wilson, 2001; Ebersöhn, 2012).

According to Evenden and Sandstrom (2011), the assumption was made that psychological theories developed in Western countries may be easy to apply to or adjust for external cultures worldwide. Evenden and Sandstrom (2011) are moreover of the opinion that this assumption is openly challenged by the indigenisation movement, whose focus is on achieving career resilience (Ebersöhn, 2012). As indigenous theory became more applicable in non-Western contexts it became essential to understand people in their cultural environments (Ebersöhn, 2012; Mpofu et al., 2014; Moletsane, 2016). For the purpose of this study the focus fell on the need that arose either to adapt Western career counselling assessment theories or to create new tools that reflect cultural relevance in career counselling services (Allwood & Berry, 2006; Ferreira, 2016). One can conclude that it is important to devote attention to indigenous factors that reflect context-specific realities (Mpofu, 2002; Mpofu et al., 2014).

The diverse perspectives of the different cultures should be acknowledged in the career counselling process. Culture cannot be considered as a separate factor as it is an integral part of each environment (Foxcroft & Roodt, 2009). The application of indigenous

psychology "allowed the researcher to get to the heart of a culture, by analysing the essential concepts often used by its members, and the relationships among these concepts" (Triandis, 2000, p. 190). The process of indigenous psychology therefore enriched understanding of the main factors relating to the specific culture relevant to the study (Triandis, 2000). The aforementioned aspects apply to the study as the aim of a qualitative descriptive study focused on contextual and factual accounts of participants' experiences captured in the secondary data generated during the FLY intervention. Indigenous theory was consequently applied to provide contextual clarity throughout the study. Career counselling should be multicultural, diverse, promote social justice and, finally, use indigenous psychological principles in its application in order to ensure culturally sensitive practices (McMahon & Yuen, 2009).

1.7 SUMMARY OF PARADIGMATIC LENSES, QUALITY CRITERIA AND ETHICAL CONSIDERATIONS

Table 1.1 provides an overview of the research process. I selected a qualitative approach as an appropriate methodological lens as it has the potential to establish understanding and provide for rich descriptions of the data. Phenomenology as a meta-theoretical paradigm was selected as it could capture clients' subjective experiences effectively as these were reflected in the existing FLY data (Goulding, 2005). Secondary data analysis relates to descriptive research questions and was therefore a suitable research design (Mouton 2001). I selected samples from existing FLY data sources using specific sampling criteria. Sampling involved selecting specific data sources generated over a ten-year timeframe, using deductive analysis to analyse the sampled data by means of a priori themes and subthemes. I proceeded to ensure that the findings had the desired quality by being cognisant of the key quality criteria (Guba & Lincoln, 1991; Silverman, 2016). An ethics review process was followed in accordance with the ethics requirements and standards of the University of Pretoria (Ebersöhn, 2013).

Table 1:1: Summary of research process

1.7.1.1 Research methodology: Qualitative research	➢ The current study takes the format of qualitative research methodology, which utilised qualitative secondary data from the FLY intervention. ➢ Qualitative research concentrates on words and the analysis of textual data (Flick, 2007; Braun & Clarke, 2013). ➢ The qualitative research methodology focused on the why questions of the research and therefore inspired rich descriptions of data (Nieuwenhuis, 2007a).
1.7.1.2 Meta–theoretical paradigm: Phenomenology	➢ Phenomenology was the chosen meta-theoretical paradigm as the current study used a qualitative research methodology, specifically qualitative secondary analysis (Morgan & Sklar, 2012). ➢ When the phenomenological lens was applied, I noted that behaviour from this meta-theoretical paradigm could be seen as determined by phenomena or experiences, instead of external realities (Cohen et al, 2007).
1.7.1.3 Research design: Secondary data analysis	➢ Given that the current study is descriptive, it uses a phenomenological meta-theoretical paradigm and is based on existing qualitative data from the FLY intervention; qualitative secondary data analysis was chosen as appropriate research design as in-depth descriptions were advanced in the available data (Machimana et al., 2018). ➢ Secondary data analysis was done to describe existing qualitative data arising from group-based career counselling assessments. The reason for the aforesaid is the aim to describe the manner in which educational psychologists can provide group-based career assessments that are contextually applicable at rural schools in South Africa. This research design is discussed in detail in Chapter Three, section 3.2, of this research report.
1.7.1.4 Selection and documentation of existing documents	➢ Non-probability sampling, specifically the combination of convenience and purposive sampling strategies, formed part of intentional sampling, which was employed in the current study. ➢ The aforementioned was done using sampling criteria that clearly indicated the data that required investigation (Cohen et al., 2007; Morgan & Sklar, 2012). Purposive sampling was done with a specific "purpose in mind", which is to describe group-based career counseling assessment with young people in a rural school (Maree & Pietersen, 2007, p. 178). ➢ As a result, sampling for the purposes of this study involved the meticulous selection of the relevant documents that contained data generated by the cohorts of educational psychology students (Gravetter & Forzano, 2009; Mann, 2003). ➢ The data sets and data sources that were analysed are outlined in Chapter Three, section 3.3.3, of this research report.
1.7.1.5 Deductive analysis	➢ In deductive analysis the identification of a particular theme was inspired by a theoretical idea of the researcher, as well as research found in existing literature (Joffe, 2012). The details of the data analysis process are presented in Chapter Three, section 3.4.
1.7.1.6 Quality criteria	➢ Established key criteria were applied to ensure the trustworthiness of the descriptive qualitative research, namely credibility,

	transferability, dependability, confirmability and authenticity (Guba & Lincoln, 1991, as cited in Nieuwenhuis, 2007b, p. 80).
1.7.1.6.1 Credibility	➢ Credibility was promoted due to the lengthy process associated with qualitative secondary data analysis (Morrow, 2005).
1.7.1.6.2 Transferability	➢ Transferability included my actively determining whether aspects of the research findings could be viewed as lessons learnt that might be applicable to various populations in similar settings (O'Leary, 2004).
1.7.1.6.3 Dependability	➢ Dependability was ensured by implementing quality control measures, including the use of a combination of data sources, monitoring the quality of the documentation as well as analysis throughout the study (O'Leary, 2004; Di Fabio & Maree, 2012a).
1.7.1.6.4 Confirmability	➢ Confirmability was ensured as a result of the accurate descriptions of qualitative secondary data (Di Fabio & Maree, 2012a).
1.7.1.6.5 Authenticity	➢ Authenticity was achieved through taking the contextual factors into account throughout the entire research study (Seale, 2011).
1.7.1.7 Ethical considerations	➢ I took due care to ensure that the confidentiality, integrity and anonymity of participants' data were maintained (Braun & Clarke, 2013).

1.8 CHAPTER OUTLINE

1.8.1 Chapter One: Introduction and context of the study

Chapter One served as an introduction to the current study, which provided the necessary historical background, the rationale, contextual aspects, as well as a description of its appropriateness. In addition, questions guiding the study and the key concepts are outlined in order to guide the reader. To conclude the chapter, the paradigmatic lenses underpinning the study were discussed.

1.8.2 Chapter Two: Literature review

Chapter Two is a review of empirical studies relating to career counselling assessment in rural schools. Additional literature has also been reviewed with the intention of describing the ongoing effects of post-colonialism on the accessibility of health-related services in high-risk contexts. Career counselling, and specifically group-based career counselling assessment, is also discussed in detail to emphasise the need for the development of group-based career counselling and post-modern educational psychology assessment in South African rural schools. Furthermore, the conceptual framework underpinning the study, which includes a visual presentation of key aspects, was also discussed. The chapter concluded with the a priori themes, which guided the deductive analysis process that is dealt with in Chapter Four.

1.8.3   Chapter Three: Research methodology

Chapter Three describes the methodological lenses that have been applied throughout the study. This includes a detailed description of the chosen research design and sampling strategy, as well as the data analysis process. The ethical considerations and quality criteria have also been included to emphasise the importance of just and fair research throughout the research study.

1.8.4   Chapter Four: Findings of the study

Chapter Four comprises of a description of the results of the deductive data analysis process, according to the previously identified a priori themes and subthemes. These results can be viewed parallel with the literature discussed in Chapter Two, as well as the theoretical and conceptual frameworks that guided the current study. The above-mentioned were included with the intention of contributing to theory-driven discussions in the final research report.

1.8.5   Chapter Five: Conclusions and recommendations

In Chapter Five, I attempted to answer the current study's research questions, which were introduced in Chapter One. The adapted conceptual framework that was relevant to this study is included in the final chapter as the framework contributed to the manner in which the study was contextualised. The limitations, strengths and potential for future research were also discussed. The final recommendations in Chapter Five serve as the conclusion of the study.

1.9 CONCLUSION

In summary, Chapter One introduces the research paper and provides an outline of what can be expected in each of the subsequent chapters. Describing how educational psychology assessment for group-based career counselling can inform educational psychology assessment for young people in rural schools required the inclusion and discussion of the relevant literature. Consequently, detailed accounts of literature related to the above-mentioned topic, as well as the conceptual framework guiding the study, were included in Chapter Two to anchor the study in existing knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This literature review primarily focuses on key concepts relating to educational psychology assessment for career counselling with groups of young people in a rural school. The literature includes existing research on post-colonialism, globalisation, rurality, educational psychology assessment, and post-modern career counselling assessment in the South African context. The rationale for including these specific concepts is to emphasise the need for a post-modern and indigenous approach to appropriate group-based career counselling assessments for young people in South Africa (Stead & Watson, 2006; Di Fabio & Maree, 2012b; Ebersöhn, 2015a; Symington, 2015; Ferreira, 2016).

For the purpose of the current study, emphasis was specifically placed on high-risk rural schools and high-need environments (Ebersöhn et al., 2015). Due consideration was given to the potential effect that a change in perspectives of career counselling assessment could have on informing educational psychology in South Africa. A logical point of departure was describing the pre- and post-colonial legacies on a global scale (Kasese-Hara, 2004). A concise description of the impact of colonialism on indigenous populations was moreover integral to this study and contributed to the rationale forming its foundation. The ongoing challenges associated with the above-mentioned therefore warranted the brief, yet accurate description and inclusion of colonialism in this study.

2.2 POST-COLONIALISM AND GLOBALISATION

2.2.1 Introduction

Globalisation is having a noticeable impact on the provision of health services, which includes psychological services, as well as the general enablement of young people in diverse contexts (Henrard, 2002; Erasmus & Albertyn, 2014). Cross-border access to and sharing of knowledge and resources in a globalised environment should be emphasised (Turner, 2007). Consequently, the term globalisation and its effect had to be correctly understood in order to provide the necessary contextual background for the current study. Globalisation is a well-known concept, but it has been slow to reach rural communities around the world due to the power of the West, which is one of the main concerns that relates to the post-colonial theory (Subedi & Daza, 2008). Global trends have a definite effect on the general development of

individuals all over the world, particularly of those who reside in "underdeveloped contexts" (Kasese-Hara, 2004, p. 544). The limited connectedness referred to above relates specifically to the isolation and inaccessibility of resources and services in these communities due to their remote geographic locations (Ebersöhn, 2015b). According to Subedi and Daza (2008, p. 1), education forms part of the critical zone that emphasises the challenges associated with ensuring "equal rights and effective democratic practices" (Subedi & Daza, 2008, p.1). Moreover, education guides the way that resistance against dominant forces should be approached and how alternative methods should be considered. It has become clear that Western knowledge does not necessarily apply in the South African context. This is especially true in the sense that traditional African educational and cultural values are not recognised as part of the knowledge and power systems of the established educational perspectives that prevail in many Western countries (Cloete & Muller, 1998; Henrard, 2002; Lee, 2003; Abdi & Cleghorn, 2005; Bryant, 2006).

Post-colonialism refers to the period following independence from colonisation, the act of one nation appropriating another. Many countries in Africa, Asia and South America were colonised from the fifteenth to the twentieth centuries by European nations such as Britain, Germany, Portugal, Spain, France, Belgium and the Netherlands. European traditions were therefore applied in the colonised parts of the world (Ranger, 1997; Bryant, 2006). McClintock (1992) explains that the term "post" usually promotes the concept of historical progress. The hopes for a flourishing post-colonialist society therefore reflect the need to promote progress (McClintock, 1992). However, the aforementioned expectation was not necessarily developed uniformly throughout the world (McClintock, 1992). It is commonly known that colonisation of one country by another involves the unashamed exploitation of that nation's natural resources and indigenous population for the coloniser's own gain (Bryant, 2006). This act of socio-economic mistreatment have caused multiple challenges subsequent to the decolonisation of those countries, and it must be emphasised that it may be premature to gain a celebratory impression of post-colonialism (McClintock, 1992; Bryant, 2006).

A notable criticism of globalisation alludes to colonialism not yet having come to an end. Many countries around the world are still subjected to the effects of colonialism (Crossley & Tikly, 2004). It can therefore be argued that post-colonialism in itself does not necessarily signify a new era, but rather a process of disengagement from colonialism (Crossley & Tikly, 2004). An outcome of this is that Western interpretations and perceptions of colonialism can be reinforced instead of challenged, which has the potential to cause misrepresentation of the realities of non-Western groups (Crossley & Tikly, 2004). Ultimately, the main criticism against post-colonialism is arguably the continued perspective of it that prevails in the Third World, where post-colonialism is not deemed to be an appropriate discussion (Dirlik, 2018).

2.2.2 Globalisation and the Global South

The concept of globalisation makes sufficient provision for the cross-border transfer and sharing of cultures, knowledge systems, ideas, values, skills, technology and thought processes (Mkhize, 2004). Globalisation describes the connectedness or interdependence of all the regions of the world (Kasese-Hara, 2004). The concept of globalisation has impacted significantly on other key disciplines, including education and psychology, specifically as it relates to gaining an understanding of conceptual categories and theories that are developed in the West (Mkhize, 2004). With the advent of globalisation, an increased number of countries started adopting and sharing specific educational curricula primarily based on the successes these curricula have achieved in other countries (Chisholm & Leyendecker, 2008). It is regrettable that the gap between Third World countries and the rest of the world seems to be even more evident now, which is great cause for concern (Cloete & Muller, 1998; Bryant, 2006; Chisholm & Leyendecker, 2008; Subedi & Daza, 2008). This is essentially owing to globalisation, which has focused on inequality in an attempt to address the issue formally, and it is this that revealed the existing structural disparity (Subedi & Daza, 2008). A critically relevant question that relates to globalisation is how the idea of what is considered to be global can be redefined to promote democracy more effectively and prevent the exploitation of one nation by another (Subedi & Daza, 2008). A global re-evaluation of practices in the context of African world views is therefore long overdue (Mukoni, 2015).

The political context of globalisation contains conflicting aspects relating to belonging and locality, which emphasise broader political, economic or social interests that clearly indicate disparity (Lovell, 1998). Numerous challenges arise as a direct result of the inescapable cultural, geographic and social differences between different nations (Bryant, 2006). The above-mentioned challenges can be linked to the fact that specific methods of education and curricula that are perceived to be successful in First World environments, due to the availability of essential educational resources, are not necessarily suitable for most Third World countries (Cloete & Muller, 1998; Chisholm & Leyendecker, 2008). Post-colonial notions could potentially lead to alternative ways of showing appreciation for social transformation and diversity (Subedi & Daza, 2008). However, the transformation process seems to be limited by global uncertainty (McClintock, 1992). A form of colonisation occurred when specific practices that had been adopted in developed nations were transferred directly to developing countries (Mkhize, 2004). To reiterate, the primary reason for this incompatibility of the two education systems arises from the unique requirements of each culture and the variations between First and Third World countries as regards culture, financial status and access to resources (Chisholm & Leyendecker, 2008).

All-encompassing systems that are introduced nationwide are generally doomed to fail, because of their inability to provide for the differences in educational or educational

psychological ecologies as they are linked to a global system of shared power (Cloete & Muller, 1998), and are not adapted for specific contexts (Ebersöhn et al., 2016). This lack of adaptability could cause irreparable harm in communities where a lack of access to resources is prevalent. Therefore, globalisation in the context of education (curricula) and educational psychology requires significant further research to establish which interventions are suitable for amending existing structures (Chisholm & Leyendecker, 2008). New research may inevitably bring about unique solutions that provide specifically for populations in areas that have not been fully exposed to or have not experienced the full impact of globalisation (Henrard, 2002). In the light of the aforesaid, it is imperative to focus on perspectives that promote African sociologies of educational and social development (Matshalanga & Powell, 2002; Lee, 2003; Mkhize, 2004; Feldman & Matjasko, 2005). These sociologies, which require special emphasis, have the inherent potential to bring about improved achievements in localised environments in addition to (Abdi & Cleghorn, 2005) promoting indigenous psychology (Mkhize, 2004). In South Africa specifically, emphasis should be placed on "enabling spaces for accessible and adaptable education practices that are fitting, with a transforming, post-colonial global South space" (Ebersöhn, 2016, p. 1).

The negative consequences associated with historical, cultural and political globalisation have already been noted (Tikly, 2001; Crossley & Tikly, 2004; Rizvi, 2004). Cultural globalisation in particular has the potential to have an undesirable impact on education policy and practice (Rizvi, 2004). The structural challenges and social inequality in education systems can therefore be attributed to globalisation (Tikly, 2001). It is necessary therefore to see education as an integral part of the globalisation process as it can no longer be viewed in purely national terms. This is primarily due to the fact that education has become internationalised (Qiang, 2003). Post-colonialism consequently distracts from the current practices relating to domination by certain nations as well as global challenges (Dirlik, 2018). The aforementioned refers to post-colonial intellectuals, such as Steven Slemon, Edward Said, Homi Bhabha and Gayatri Chakravorty Spivak (Ashcroft, 2013), who focus on cultural criticism and not on global transformation (Ashcroft, 2013; Williams & Chrisman, 1994; Dirlik, 2018.

2.2.3 Inequality and structural disparity as a consequence of post-colonialism

In addition to having a brutal colonial past, which created a multitude of socio-economic problems and significant economic disparity, South Africa was also subjected to the racial segregation system of apartheid, which in the main benefitted the white minority population and entrenched a lack of self-determination among other population groups in South Africa (Motala, 1997). Ebersöhn (2017a, p. 2) states that the "chronicity" of the structural disparity in South Africa is pleading for positive, transformative action. Vital (2008) expresses the hope to formulate unique country-related questions in the search of contextual, indigenous answers

during the process of gaining an understanding of the effect of transformation in the post-colonial world. The same principle applies to criticism of the African post-colonial situation, where the effects of apartheid and a lack of African solutions have caused the creation of a wide gap in wealth and opportunities between the white minority and the African majority (Dass-Brailsford, 2005). Many black people in South Africa continue to experience severe inequality and a lack of opportunities, largely due to social inequality, which has put a strain on the available resources (Dass-Brailsford, 2005). These limited resources refer specifically to the limited opportunities for gaining access to education and health resources, as well as evident poverty and social risks that put people in a position of high need and high vulnerability (Ebersöhn, 2017b). The effect of this is that people who are experiencing high need and high risk nevertheless also have limited access to services and infrastructure (Ebersöhn, 2017a).

One of the more significant problems that was created by the apartheid system was unequal opportunities in respect of education. The quality of education in Africa has deteriorated because of its poor quality as well as a lack of participation, mainly due to colonialisation (Mukoni, 2015). The initiation and restructuring of the South African higher education system were listed as priorities, after the democratic dispensation had come into effect to address the inequalities in education and opportunities (Cloete & Muller, 1998). In an attempt to democratise education and eradicate inequalities in the post-apartheid education system, curriculum-related modifications were necessary (Jansen, 1998). The modifications seem to have been ineffective due to the Third World conditions in which these education modification strategies were developed (Jansen, 2002). The promise of the post-colonialist era should be understood as a "history of hopes postponed" (McClintock, 1992, p. 92) as far as reform in South African education is concerned (Jansen, 2002).

It was imperative for the inequities caused by colonialism and apartheid to be addressed after 1994, but it seems as if the search for a balance in equality is still ongoing (Henrard, 2002). This, however, presented a monumental task to the relevant branches of government as they were faced with addressing the disparities caused by the apartheid regime, while also taking into consideration the educational, cultural, financial and linguistic differences prevalent among the South African population (Henrard, 2002). To achieve their objectives, the government adopted all-encompassing strategic interventions. These "umbrella" policies provided for the population in general, but did not properly consider the specific requirements of each population group (Lee, 2003; Abdi & Cleghorn, 2005). In addition, the current interventions that aim to achieve transformation do not incorporate the perspectives of high-need environments and indigenous communities effectively (Mukoni, 2015; Ebersöhn, 2016).

In South Africa psychology is linked to international history in the sense that Western trends have dominated in the field, although psychology "hid" from politics behind scientific

neutrality (Painter & Blanche, 2004). That psychology as a discipline avoided international political and socio-economic issues is troublesome as this could be construed as subtle discrimination (Tzurial, 2000). A form of discrimination therefore emerged from the previously mentioned passive approach, of ignoring context and adopting the medical model (Painter & Blanche, 2004). This relates specifically to oppression and the limited acceptance of indigenous psychology due to an internalised colonial mentality and the need for the discipline to develop and move in a direction of sensitivity to culture (Okazaki, David, & Abelmann, 2008). Psychology should ideally be more critical, involved with critiquing and questioning oppressive uses of psychology, and should moreover also actively address the disruptive imbalances of power that have a negative impact on the development of contextual psychology practice (Hook, 2004; Bryant, 2006).

The barriers young people face in "underdeveloped parts of the world are fundamentally different from those facing children in the First World" (Kasese-Hara, 2004, p. 540), primarily due to inequality and increased exposure to adversity (Ebersöhn, 2017a). It is therefore imperative to investigate the traditions of Western psychological principles (Kasese-Hara, 2004). It is important to note that since 1994 there has been significant development in psychology and education owing to transformation in the demographic of psychologists, and the promotion of institutional and structural changes in psychology in South Africa (Pillay, 2003). In addition, an approach that encourages the development and celebration of diverse and contextual practice is necessary in most fields to promote indigenous South African knowledge through cultural integration (Hoppers, 2002). The rate of globalisation encourages psychology to keep up with the pace of development, although psychology is still seen as decontextualised (Okazaki et al., 2008). It remains critically important to be aware of colonial legacies and psychologies that prevail in the former colonies, which can be seen as some of the reasons why Western cultural factors limit efforts to develop indigenous psychology (Okazaki et al., 2008). The main problem that is therefore applicable to the current study may be the lack of implementation and development of post-modern qualitative and group-based career counselling assessment techniques in rural South African schools. Previously the development of tests was driven by the goals and aims of the apartheid-era government, which emphasised racial exclusion (Ferreira, 2016). A significant criticism of post-colonialism is the clear discrepancy between the First World and the Third World, which manifests in a variety of services that have reproduced "Western modernity" (Chakravartty, 2004, p. 227).

2.2.4 Careers, the world of work and the post-colonial context

The transformative nature of careers contributes significantly to the challenges associated with the twenty-first century's world of work (Schreuder & Coetzee, 2011). Career guidance has a number of limitations, which have their origins in certain specific twenty-first century

characteristics, including changes in meaning, disorganisation as well as a lack of sustainability, which are all evident in the world of work (Maree, 2009; Schreuder & Coetzee, 2011; Savickas, 2012; Duarte, 2017). Although an inherent understanding of the challenges faced by psychology as a developing field in the post-colonial and post-apartheid society is relevant, one should recognise the importance of the development of career counselling practices (Savickas, 1993). It is therefore imperative to contribute to an educational psychology that celebrates and promotes diversity, which focuses on a sense of wellbeing and entrenches community psychology (Pillay, 2003; Ebersöhn, 2017a).

According to Maree (2015), the reconstruction of career counselling techniques and strategies became a priority in the process of converting from quantitative objective approaches and career counselling in isolation to qualitative subjective approaches (Maree, 2015). In addition, the post-modern approach to careers, and career counselling specifically, refers to cultural relativity and the appreciation of diversity as dependent on specific contexts (Maree & Beck, 2004; Tebele, Nel & Dlamini, 2015; Duarte, 2017). Moreover, culture and diversity both play a significant role in the development of career counselling, and it is therefore vital to enable young people through acknowledging their cultures, circumstances and general environments (Maree & Beck, 2004; Tebele et al., 2015; Erasmus & Albertyn, 2014). It is also essential to undertake this enabling task while promoting career adaptability (Schreuder & Coetzee, 2011) in groups of young people who reside in high-risk and high-need contexts (Ebersöhn, 2015b, 2016, 2017a).

Important criticism includes the reality that many of the transformative practices that are in place in the world are in parallel with the lack of development in some Third World countries (Kapoor, 2008). Therefore, post-colonialism is known by the continuing effect of "materialist forms of agency", with the Third World being the most affected (Tikly, 2001; Kapoor, 2008, p.15). This has contributed to careers and environments in the Third World still being categorised by social struggle (Kapoor, 2008), which reflects the state of many Third World countries (Duarte, 2017). One of the consequences of this is the unequal distribution of employment in First and Third World countries (Kapoor, 2008).

2.3 RURALITY: WHERE AM I AND HOW DOES MY "PLACE" AND MY "PAST" AFFECT MY OPPORTUNITIES AND MY FUTURE?

2.3.1 Introduction

Rural environments across the world experience challenges that are unique to their particular environments (Ebersöhn et al., 2015). The levels of education, service delivery and general connectedness of rural populations cannot be compared to those of their urban or peri-urban counterparts as a result of a lack of sensitivity for context and the limited critical understanding of these communities (Pillay, 2003). Owing to the conflicting economic, education and social

contexts of rural communities, these differences and inequalities are intensified (Ebersöhn, 2015a). There are numerous "rural adversities" that young people in rural spaces are exposed to that require the constant mobilisation of available protective resources in their rural environments to address the challenges they are facing (Theron & Donald, 2012; Machimana et al., 2018).

2.3.2 Rural context and career opportunities for young people in South Africa

The development of the rural context as well as the context of young people in rural South African schools should be regarded as greater than the needs of the individual (Eloff et al., 2007). Due consideration must be given to the fact that individuals who live in isolated contexts can be provided with the appropriate guidance to enable them to focus on the value that is associated with that specific context (Theron, 2016). This value exists irrespective of the challenges the location poses, and the process of identifying its assets and resources (Eloff et al., 2007). It is generally accepted that a place can be associated with the unique bond that exists between the members of that particular community (Ebersöhn, 2015b). This bond also includes the community's accumulated common knowledge and challenges, and the culture-specific heritage associated with that particular context (Ebersöhn, 2015b; Theron, 2016). From a South African perspective, it would be ideal if all people could experience the benefit of supportive communities, which is found among the indigenous groups of South Africa (Mukoni, 2015). Rurality evokes the sentiment of belonging, which can be related directly to rootedness and a desire to be in a specific geographic location (Lovell, 1998). The sense of connectedness, the development of a cultural identity and interconnectedness of ideology, land, spirituality and community engagement are represented by the term "rurality" (Balfour et al., 2008; Nkambule, Balfour, Pillay, & Moletsane, 2011; Ebersöhn, 2015b; Moletsane, 2016). In addition, prevalent agency, together with force and space as resources, should be seen as a valuable characteristic of rurality and therefore place and space (Ebersöhn, 2015b).

According to Eloff et al. (2007, p. 86), there are no completely negative human situations, as there are always positive factors in the form of "potential". On the other hand, the negative factors associated with rurality should be considered in trying to gain an understanding of how these factors influence the functioning of young people in high-risk contexts (Eloff et al., 2007). There is a noticeable imbalance in the accessibility of psychological services, which include career counselling (Ferreira et al., 2016), and the appropriate reformulation of education (Chisholm & Leyendecker, 2008) in South Africa. It is cause for concern that the aforementioned imbalance has exacerbated the lack of psychological and educational services at rural schools, where vulnerable children are in dire need of these services (Chrisholm & Leyendecker, 2008; Ferreira et al., 2016). This lack of services may be a factor that contributes to adversity in isolated contexts. Accordingly,

poverty, limited accessibility, high risk and vulnerability all form part of the general adversity that many people in rural environments are experiencing (Ebersöhn et al., 2015). An additional concern is that youth in rural contexts have limited career and educational aspirations in comparison with their urban and suburban counterparts (Howley, 2006).

2.3.3 Rural education

It is a fact that most of the predominantly black schools in disadvantaged socio-economic contexts specifically receive a lower level of education in respect of quality, which is contrary to what can be expected in a democratic society (Maree, 2012). Poor quality education also relates to the challenges of "localised" individuals in the sense that this is a problem notion that specifically highlights the consequences of being isolated and alienated which are associated with a limited connection to the wider world (Lovell, 1998). Isolation and alienation therefore seem to be constraints that limit the previously identified strengths (Eloff et al., 2007) of people in rural or isolated environments. It is necessary to understand, however, to prove the challenges faced by the people in these high-risk environments conclusively. It is therefore important to consider the value of belonging as part of a multifaceted process, which includes an appreciation of loyalty and a collective connection in localised environments (Lovell, 1998). Sociality and identity and the meaning associated with these concepts in a particular environment further serve to enable people living in localised or rural communities (Lovell, 1998). The above-mentioned undoubtedly emphasises how an individual's environment can contribute directly to an inherent sense of self and community (Lovell, 1998). It is moreover necessary that the African educational principles that are applicable to specific places and are indigenous to a specific context should be revitalised (Abdi & Cleghorn, 2005) to address the education needs of localised individuals (Ferreira et al., 2016).

Noteworthy criticism, when evaluating education opportunities in South Africa, is that there are limited opportunities for learning and working in rural contexts, which show that there is a lack of transformation in those environments (Moletsane, 2012; Moletsane, 2016). The lack of change in the social and educational areas in rural contexts emphasises the need for research about rural education and its development (Moletsane, 2012).

2.3.4 Resilience in rural communities

One must acknowledge that risk factors should be seen in relation to positive resources in rural communities (Theron, 2016). Dominant strengths that contribute to resilience in rural communities are togetherness and communal resources (Mukoni, 2015; Ebersöhn, 2016), which shape resilience in young people through a renewed appreciation for and attachment to place (Howley, 2006) as well as the mobilisation of potential (Erasmus & Albertyn, 2014). Rural life may limit students' educational aspirations in the negotiations between "social mobility and geographical rootedness" (Howley, 2006, p. 76). Therefore holistic understanding

of specific rural contexts is non-negotiable for community engagement and for enablement to occur as action is facilitated through enablement, knowledge, and creativity (Erasmus & Albertyn, 2014; Janse van Rensburg, 2014; Ebersöhn et al., 2015). The apartheid era negatively influenced the development and use of psychometric tests as well as the quality of education in impoverished rural areas (Maree, 2012) in comparison with the quality of the education of students who are in privileged environments. However, resilience in isolated rural environments are continuing to develop, which has a positive impact on the existing situation (Ebersöhn, 2010; Theron, 2016).

2.3.5 Post-colonialism and the impact on rural communities and rural education

Colonially developed curricula that focused primarily on dominant groups in society (Shizha, 2005) triggered the systematic loss of indigenous education systems and disregarded that post-colonial Africa required transformation (Abdi & Cleghorn, 2005). The loss of indigenous education systems, along with the disregard shown for transformation, caused the alienation of rural communities to occur in post-colonial Africa (Cloete & Muller, 1998; Jansen, 2002; Abdi & Cleghorn, 2005; Shizha, 2005; Moletsane, 2012). This discrimination contributed to the promotion and elevation of Western knowledge and education systems, which did not advance the educational requirements of indigenous African people (Chisholm & Leyendecker, 2008). Communities should therefore focus on finding ways to identify the culture-specific knowledge of their own local populations, thereby assisting with contributing to traditional indigenous African education (Shizha, 2005).

The relevant question to ask would be to what extent South Africans are equipped to redress the inequalities of the past (Jansen, 2002). Individuals in rural contexts should be reminded of their own power through strategic educational and social enablement and they should make an effort to claim back their lost power (Gibson & Swartz, 2004). Rural communities should be provided with easily accessible opportunities (Kasese-Hara, 2004) that promote the development of research into human and rural education (Moletsane, 2012). The importance of acknowledging the unique and contextual differences between advantaged and disadvantaged groups should be given consideration at all times (Kriegler, 2016). This is particularly relevant in instances where the objective is to provide indigenous psychological assessment services specifically in high-risk and high-need environments (Pillay, 2003; Howley, 2006; Ebersöhn, 2012; Shuttleworth-Edwards, 2016). It is therefore crucial that educational psychologists should aim to make meaningful contributions in children's lives as well as acknowledge the ecologies that children come from, giving due recognition to child-ecology transactions, and in so doing promoting resilience in children from high-need contexts (Theron & Donald, 2012).

2.4 EDUCATIONAL PSYCHOLOGY AND ASSESSMENT IN SOUTH AFRICA

2.4.1 New lenses required

Educational psychology has made significant progress with achieving a shift in the relationship between theoretical and practical lenses in this science (Greeno, Collins, & Resnick, 2013). The ultimate focus in educational psychology should be on integrating traditional assessment practice with reforming educational psychology practice with a view to accomplishing transformation (Greeno et al., 2013). Some issues that arise in the South African context and educational psychology are represented by the range of lenses that are required to improve current psychological practices (Black & William, 2009). The aforesaid can be achieved when the assessment process is focused on promoting the development of clients (Lantolf & Poehner, 2004). It is therefore of paramount importance to consider the indigenous "beliefs, values and attitudes" of one's clients when engaging in psychological assessment and intervention (Kaslow, et al., 2007, p. 484; Valsiner, 2009).

Educational psychology places great emphasis on the provision of various psychological support services to children, which are made available by the individuals who have influence, and can therefore contribute to a child's general functioning (Ferreira et al., 2016) as well as significant environmental factors (Ebersöhn, 2015a). In addition, educational psychology encourages the development of refined epistemological beliefs that are aimed at promoting the capacity of psychologists as reflective practitioners (Hoy & Murphy, 2001). The specific psychological services that essentially contribute and relate to educational psychologists' scope of practice and duties include career guidance, learning and development, and emotional and behavioural support (Ferreira et al., 2016). In addition to the aforementioned, assessment in educational psychology specifically comprises of academic, neurological and individual or group-based career counselling assessment, with the primary focus on factors relating to learning and development in all the contexts of a child's life (Ferreira et al., 2016). Educational psychologists furthermore assess the domains of clients' functioning, which include cognitive, academic, learning, memory, executive, perceptual-motor, attention as well as emotional and social functioning (Semrud-Clikeman & Ellison, 2009). It is moreover known that educational psychological services focus on potential solutions to challenges experienced by youngsters, and they therefore do not focus on the problems or challenges themselves (Ferreira et al., 2016). It is of great importance to listen to children's voices and consequently to enable children by providing productive educational psychological services (Gersch, Lipscomb, Stoyles & Caputi, 2014).

Assessment in educational psychology has developed into a dynamic assessment culture as it is clear that multidisciplinary and collaborative approaches to assessment practice and relating contexts have been shown to be very beneficial (Lubbe, 2004). Similarly,

educational psychological services are broader than the scope of practice itself owing to the focus constantly shifting to more indigenous perspectives, which is a direct result of the diversity in South Africa (Ferreira et al., 2016; Moletsane, 2012; Moletsane, 2016). A resilience-focused perspective relates well to the previously mentioned culturally sensitive and indigenous approach, which is applicable in developing contexts, and should be used by educational psychologists as a guiding agent in high-need contexts (Theron & Donald, 2012; Ebersöhn, 2017a). These developments in educational psychology therefore focus on community education and participation as part of the support measures at schools and in private practice, which can be ascribed to psychological functions becoming more holistic (Eloff & Ebersöhn, 2004).

Promoting improved and transformative diagnostic as well as prognostic approaches during assessment (Black & William, 2009) should be emphasised. The reason for this is that educational assessment can present an opportunity for learning because of the culturally embedded connectedness that is fundamental thereto. The context can also promote perspective and success in assessment (Hoppers, 2002; Knight, Shum, & Littleton, 2014).

2.4.2 Accessibility, culture, and diversity in educational psychology assessment

When considering educational psychology practice in the twenty-first century, there are certain principles that cannot be ignored. One of these principles includes the requirement of practitioners to be critically aware of the manner in which psychological tests are administered (Ferreira et al., 2016; Shuttleworth-Edwards, 2016) owing to demographic diversity in South Africa (Ebersöhn & Eloff, 2002). Furthermore, there are many young people who live in areas where support services are severely limited, resulting in their psychological needs not being addressed (Eloff & Ebersöhn, 2004). This concept of limited support services is moreover relevant in psychological assessment practice (Ferreira, 2016) as there are no tests for young people living in a diverse South Africa that are perfect (Boivin & Giordani, 2013). The reason for this is a lack of adaptation and standardisation to ensure applicability in specific contexts (Ebersöhn, 2017b). This is furthermore exacerbated by the fact that the human and financial costs associated with the development of culturally appropriate tests are often "prohibitive" (Boivin & Giordani, 2013, p. 20). Due to the above-mentioned challenges, cultural assessment measures from Western contexts are adapted for children in Africa (Boivin & Giordani, 2013) and these tests are not always reconcilable with the existing needs of African children that have been identified (Ferreira et al., 2016). It is therefore crucial that the adaptation of assessment measures should be done in accordance with the uniquely identified assessment goals of young people in South Africa, and assessments should also be translated to meet the

contextual needs of young people who participate (Boivin & Giordani, 2013; Ferreira et al., 2016; Shuttleworth-Edwards, 2016; Ebersöhn, 2017b).

Test development and assessment practices in South Africa face significant challenges in this country because global trends inform their foundation (Ferreira et al., 2016). The aforementioned tests are therefore not suitable in the South African context of diversity (Ferreira et al., 2016). Assessment instruments that were developed in Western contexts are not suitable for children in Africa and using them would reflect a lack of just assessment practices (Boivin & Giordani, 2013). Moreover, the development and use of Western cognitive tests as the sole indicator of the cognitive abilities of young people (Tzurial, 2000; Watts & Shuttleworth-Edwards, 2016) have limited value in a multicultural and diverse South Africa. In addition to the aforesaid, these Western population-based norms are not contextually relevant and should therefore be seen as incompatible with multicultural groups in South Africa (Foxcroft & Roodt, 2009; Shuttleworth-Edwards, 2016). Moletsane (2016) emphasises that there is a need for cultural awareness as well as a more sensitive approach to psychological service delivery in South African contexts. Cultural considerations are therefore imperative when overseeing psychological assessments in a multicultural country (Moletsane, 2016) as children should be shown to be valued or enabled through the assessment process (Erasmus & Albertyn, 2014; Gersch et al., 2014).

2.4.3 Traditional and comprehensive career counselling assessment approach

2.4.3.1 Traditional career counselling assessment

The traditional view of career counselling assessment does not necessarily reflect any cognisance of structural disparity in South Africa. The primary purpose of career assessment is to promote self-understanding in clients (De Bruin & De Bruin, 2006, 2013). As I explain in the next section, there are two distinct theoretical approaches to career counselling assessment. These include standardised psychological tests or quantitative methods that rely on positivist principles, and qualitative career counselling methods that are constructivist in nature (De Bruin & De Bruin, 2013). A comprehensive approach to career assessment involves the use of qualitative methods to complement and expand on quantitative assessment procedures (De Bruin & De Bruin, 2006). It is imperative for career counsellors to identify the value of implementing a combined qualitative and quantitative approach, in which psychometric tests are not the primary source of information (Maree & Ebersöhn, 2010), but should instead serve as additional information (Schreuder & Coetzee, 2011). Emphasis should therefore be placed on verifying assessment results directly with the clients as they are the experts and active agents of their own career counselling processes (Maree & Ebersöhn,

2010; Maree, 2013) as well as the mobilisers of their strengths (Seligman, Steen, Park & Peterson, 2005).

However, career counselling in high-need communities should be a facilitative process in which career counsellors visualise the members of the community as being successful (Ebersöhn & Mbetse, 2003; Theron, 2016). It is therefore important to invest in increasing the possibilities of young people to achieve their career potential, apart from any influential or potential intergenerational career expectations that may exist (Ebersöhn & Mbetse, 2003; Ebersöhn, 2010; Maree & Ebersöhn, 2010; Theron & Donald, 2012; Theron, 2016).

Traditional career counselling assessment includes identification of the personal characteristics of a client by means of qualitative or quantitative techniques or assessment measures (Foxcroft & Roodt, 2009; Maree & Ebersöhn, 2010). The aforesaid is done to measure an individual's academic ability, personality, interests, values, career aspirations as well as their life and career stories (De Bruin & De Bruin, 2006; Foxcroft & Roodt, 2009; Maree & Ebersöhn, 2010; De Bruin & De Bruin, 2013).

In a traditional career counselling assessment a client's cognitive ability forms an important part of the assessment process as the client should be competent to achieve suitable occupational outcomes (Stead & Watson, 2006; Deary, Smith, & Fernandes, 2007; Foxcroft & Roodt, 2009). Cognitive measures are furthermore employed to provide valuable insight into an individual's possible cognitive strengths and other areas of development, which in turn could promote educational and future occupational achievement (Deary et al., 2007).

In traditional career counselling assessment personality-related characteristics should be taken into consideration as there should be a clear and appropriate correlation between the client's personal characteristics and his or her chosen career (Foxcroft & Roodt, 2009). A personality assessment could provide a detailed explanation of an individual's personality structure. It is valuable knowing the personality structure when providing vocational guidance as personality factors tend to affect a client's career-related decision-making (Wang, Jome, Haase, & Bruch, 2006).

In the past interests and values also played an integral part in the career-related decision-making process as preferences and beliefs testify to a client's unique and valued principles, which are applied in the workplace (Foxcroft & Roodt, 2009; Schreuder & Coetzee, 2011). Assessment activities that are focused on interests could facilitate an attempt to establish a correlation between personal and career information as this might present an opportunity for the development of career maturity (Foxcroft & Roodt, 2009; Rottinghaus, Day, & Borgen, 2005). This assessment is therefore based on the notion that a client's interests should be congruent with his or her vocational environment in order for them to function efficiently. It is important that a client's career correlates positively with their values to enable the person to make quality career decisions (Sagiv, 2002). All of the above points are essential

in assisting clients to develop their personal and career-related stories (Maree, 2013a; Ebersöhn et al., 2016).

Career counselling necessarily requires a paradigm shift that addresses the expectation relating to post-modern and timely adjustments to career counselling worldwide (Di Fabio & Maree, 2013). Sensitivity by the career counsellor should also form part of an adjusted, post-modern and flexible approach to career counselling for young people who are faced with the challenges that relate to structural disadvantages (Ebersöhn, 2010; Theron, 2016). For career counselling therefore to be effective in a multicultural South Africa, a combination of qualitative and quantitative group-based career counselling methods should be developed through research, practice, and training (Leong & Hartung, 1997; Foxcroft & Roodt, 2009; Di Fabio & Maree, 2012b; Ebersöhn, 2012; 2015a; Blokland & Visser, 2016; Ebersöhn, 2016; Shuttleworth-Edwards, 2016).

2.4.3.2 Career counselling assessment approach: Quantitative, qualitative and combined

A quantitative approach to career counselling assessment is generally associated with Western instruments, which include standardised tests and formal assessment media that are associated with positivist principles (De Bruin & De Bruin, 2006; Blokland & Visser, 2016). Lately psychometric tests have been used to serve as an additional source of counselling conversations with the intention to assist with the career counselling process (De Bruin & De Bruin, 2006). The quantitative approach also involves a series of psychometric tests that are used to establish a client's personal profile, in which the career counsellor is the careers expert (Maree & Ebersöhn, 2010). Typically the assessment tests associated with the quantitative approach in career counselling include a focus on vocational interests, ability or aptitude measurements, career values, and personality questionnaires or scales (Borgen & Harmon, 1996; Prediger, 1999, as cited in De Bruin & De Bruin, 2006, p. 133; Maree & Ebersöhn, 2010). The aforementioned assessment media are used with the objective to contribute to the pool of valuable information in a client's quest for self-knowledge, whilst still providing meaning during the career counselling process (De Bruin & De Bruin, 2006). There are, however, a number of limitations to using the quantitative approach in isolation. These above-mentioned limitations include its rigidity, challenges concerning the "expert" and the "passive recipient", the mass use of information, and ultimately the limited attention that is devoted to contextual factors (Maree & Ebersöhn, 2010, pp. 122-124). One may, however, refer to the quantitative approach as an isolated Western approach to career counselling assessment due to its lack of suitability for the diverse South African context. This is the case because many assessment tools were not adapted for use in South Africa (Ferreira et al., 2016). One of the reasons for this lack of adapted assessment tools is that psychometric tests were developed in different

contexts and for other population groups, thereby rendering them inapplicable to diverse cultural groups; they fail to acknowledge any aspects relating to diversity (Ferreira et al., 2016). The quantitative approach, when used in isolation, is therefore not suitable for capturing and assessing South African clients' career counselling experiences effectively (Maree, 2016).

Qualitative assessments are often used together with quantitative assessments, but in many cases as substitutes for psychometric tests and quantitative measuring instruments (Makhubela & Mashegoane, 2016). A reason for the aforesaid is that career counselling needs as well as work relating to career counselling in South Africa should be transformative in nature, and therefore take the contextual factors in a diverse society into consideration (De Bruin & De Bruin, 2006; Schreuder & Coetzee, 2011; Ferreira et al., 2016). Qualitative assessments are based on constructivist principles and therefore allow for different perspectives of diversity. A number of techniques are used in qualitative career counselling, which include, among others, unstructured interviews, life stories, collages, card sorting exercises, genograms, and imagination-related activities (Brott, 2001, 2004; Lamprecht, 2002; McMahon et al., 2003; Thorngren & Feit, 2001, as cited in De Bruin & De Bruin, 2006, P. 134). The primary assumption of the qualitative approach is that clients are regarded as the experts and are therefore active participants in the career counselling assessment process (Maree & Ebersöhn, 2010).

The career assessment process, using the qualitative constructivist approach, can be viewed as a creative process with the objective of enabling clients to become more self-aware by creating continuous opportunities for growth, enablement and co-construction (Maree & Ebersöhn, 2010; Erasmus & Albertyn, 2014). Qualitative career assessment correlates with the constructivist and narrative lenses (Maree et al., 2006b; Maree & Ebersöhn, 2010) and is considered a non-Western approach to career counselling (Moletsane, 2016). The reason for this is its solution-focused and contextual nature, in which the strengths of the youth and community as well as their human capabilities are highlighted (Jimerson, Sharkey, Nyborg & Furlong, 2004; Seligman, Steen, Park & Peterson, 2005; Ferreira et al., 2016). It is therefore necessary that consideration should be given to positive human experiences (Seligman et al., 2005), endorsed by strength-based perspectives (Jimerson et al., 2004), and an appreciation for indigenous cultures should be shown in order for career assessment to become more applicable to and more inclusive of non-Western groups (Moletsane, 2016).

Traditional quantitative assessment techniques can be integrated with qualitative measures in the process of developing and gaining an understanding of clients through career counselling (Coetzee, 2012b; Maree, 2013b). In addition, one should note that there is currently a shift in focus from traditional Western methods, where the psychologist or counsellor is seen as the expert, to the client taking control of their own career counselling process (Maree & Beck, 2004; Savickas, 2005). The client and the career counsellor are

therefore co-constructors in the meaning-making process that forms part of the career counselling journey (Savickas, 2005). In group-based career counselling clients can share their respective individual experiences and in so doing contribute to one another's meaning-making processes (Di Fabio & Maree, 2012b). The post-modern approach to career counselling is therefore in itself an opportunity for the development of culturally applicable career counselling tools and resources that could address previously existing inequalities in career counselling (Ebersöhn, 2010).

The lack of culturally informed career counselling approaches gives further cause for concern. It is vital to close the gap in post-modern career counselling and make this a priority in the development of career counselling (Stead & Subich, 2006). Accordingly, the importance of focusing on human behaviour not only as a function of the person, but also their environment should be highlighted when investigating alternative approaches to career counselling (Savickas et al., 2009). High-need environments experience isolation and fragmentation, which require contextual, affordable post-modern career counselling (Maree & Beck, 2004; Di Fabio & Maree, 2012b; Theron & Donald, 2012; Ebersöhn, 2015a). It is imperative that South Africans should be enabled to benefit from a "combined qualitative and quantitative theoretical framework in career counselling" (Maree, 2013b, p. 415). Career counselling therefore serves as a narrative process in which clients can organise their lives to provide for twenty-first century career possibilities that are separate from transgenerational (Theron, 2016) or environmental challenges (Ebersöhn, 2010).

2.4.4 Group-based career counselling assessment

As I discussed in Chapter One (section 1.1), it has become increasingly important for career practitioners to adjust their assessment approaches in order to accommodate the transformative nature of career environments worldwide (Schreuder & Coetzee, 2011; Ferreira et al., 2016; Blokland & Visser, 2016; Maree, 2016). This links up with the need for group-based career counselling services as part of the transformative journey of qualitative career counselling as individual career counselling services are becoming too expensive (Mcmahon & Patton, 2002; Di Fabio & Maree, 2012b).

Group-based career counselling assessment is necessary to facilitate and contribute to the process in which clients can effectively adjust to the post-modern world of work by sharing their career assessment experiences (Schreuder & Coetzee, 2011; Di Fabio & Maree, 2012b; De Bruin & De Bruin, 2013). It is therefore important to understand that the concept of career assessment is broader than simply psychological testing and that also involves formal and informal assessment instruments (De Bruin & De Bruin, 2006). Group-based career counselling can facilitate the above-mentioned by means of using the group of people to elicit cooperation and relying on the "power of the audience" to mobilise the knowledge that may

exist in the group, which could moreover be done at a reasonable cost (McMahon & Patton, 2002; Di Fabio & Maree, 2012b, p. 6). Thus, it could prove to be beneficial to use a culturally inclusive, group-based career assessment approach to encourage and motivate clients to engage meaningfully in and so benefit from the career counselling process (Leong & Hartung, 1997; Di Fabio & Maree, 2012b).

It is crucial for career counsellors to undertake the innovative career counselling assessment of as many people as possible at any given time at a "reasonable cost" (McMahon & Patton, 2002, p. 58). Possible critique against group-based career counselling or psychometric assessment is that the assessments could be less in-depth than is desirable (Kidd, 2006). Another potential limitation is that it may be difficult to administer group-based assessment and intervention when members of a group are from different cultural groups, with different realities (Kidd, 2006) or knowledge systems (Moletsane, 2016). However, it is becoming increasingly necessary to develop and use a variety of group-based career counselling assessments that could contribute to contextually appropriate and productive career counselling (Maree, Bester, Lubbe & Beck, 2001; Ferreira, 2016).

2.4.5 Positioning a different theoretical lens for assessment in career counselling

Career counselling in a resource-scarce country such as South Africa is associated with multiple adversities that have the potential either to contribute to or limit the process (Ebersöhn, 2012; Tebele et al., 2015). In addition psychometric tests that have been developed for populations outside South Africa are not appropriate and are consequently not applicable in the unique context of Southern Africa (Ebersöhn, 2012; Ferreira et al., 2016). Another disconcerting factor is that career counselling principles based on Westernised norms and standards can in fact obstruct the ability of South African clients to reach their full potential as these Western principles are not reconcilable with the multicultural nature of South Africa (Ebersöhn, 2010). Career counselling services for learners in rural schools in South Africa are often not administered in a manner that is culturally mindful, and therefore the career counselling needs of these learners remain "unmet" (Tebele et al., 2015, p. 260).

As time progresses the need for an applicable career theory suitable for this specific era is increasing (Ferreira et al., 2016). In the nineteenth century pre-modernism was used to describe career perspectives (Watson & Kuit, 2007). Careers in that era were predictable and pre-determined and therefore in line with the philosophy that was subscribed to at that specific time (Nicholas, Naidoo, & Pretorius, 2006; Watson & Kuit, 2007). Assigning objective meaning to career counselling based on psychometric assessments that are not designed or developed to suit all South Africans is not effective in a multicultural society (Ferreira et al., 2016). One should note that the development of traditional psychological tests unfortunately focused on

providing for separate cultural or language groups, despite the multicultural nature of the country (Foxcroft, 1997; Foxcroft & Roodt, 2009). Post-modernist perspectives developed in response to the identified need for a global movement towards indigenous psychologies (Liu, 2015).

Indigenous psychology focuses on cultural factors and how they shape career choices in a particular culture (Yang, 2000; Ebersöhn, 2012). The specific context of young people in a rural environment should therefore be considered in following the post-modern approach to career counselling to emphasise the impact of a particular context on the career assessment process (Ebersöhn, 2012). The development of post-modern career counselling does not focus on diminishing the valuable impact that had been made by some psychometric assessments, but rather on the development of a more culture-friendly approach that can be applied in diverse contexts in non-Western environments (Ferreira, 2016). This is based on indigenous psychological principles that include the transition from Western principles to post-modern perspectives (Liu, 2015). The aforementioned is appropriate when considering a twenty-first century career counselling client in a developing country (Liu, 2015).

Educational psychologists are optimistic that the development of group-based career counselling strategies and resources can effectively close the gap between post-modern theoretical perspectives and post-modern practice (McMahon & Patton, 2002; Watson & Kuit, 2007; Di Fabio & Maree, 2012b; Maree, 2013b; Ebersöhn, 2015a). The importance of establishing an indigenous career counselling approach in South Africa is highlighted by the current state of career counselling services, which are limited, in previously disadvantaged schools (McMahon & Patton, 2002; Tebele et al., 2015). Moreover, post-modern career counselling relies on the career counsellor's ability to interconnect life domains and promote a client's active role in their career counselling process (Watson & Nqweni, 2006) by enabling one's client (Erasmus & Albertyn, 2014; Gersch et al., 2014). Enabling of the client also takes place while being continuously culturally aware and also promoting indigenous factors and context (Tebele et al., 2015). The link between post-modernism and indigenous psychology points to a shift towards a "global consciousness" and "cultural diversity" in the career counselling process (Liu, 2015, p. 9). One can therefore conclude that culture is not merely a neutral term in psychology, and psychological research should certainly focus on the slow movement with which theory and practice are developing (Valsiner, 2009). It is therefore necessary for more innovative, post-modern career counselling services to be established that provide for the cultural phenomena that are prevalent in developing countries in the world (Valsiner, 2009; Liu, 2015). Indigenous psychological principles therefore fit the post-modernist perspective, in which knowledge is seen as depending on context in career counselling (Hook, 2004; Allwood & Berry, 2006; Valsiner, 2009; Ebersöhn, 2016).

Positive psychological principles are in line with an indigenous, post-modern approach to career counselling (Ebersöhn, 2010). This can be attributed to the fact that the dual emphasis of both approaches are on career assessment techniques and tools that are capable of capturing meaning, optimism, engagement, hope and wellbeing with a view to achieving successful career counselling (Ebersöhn, 2010; Schreuder & Coetzee, 2011; Maree, 2013b). Positive psychology promotes a balanced assessment process with specific focus on the measurement of strengths, as well as the weaknesses of people in their contextual environments (Lopez, Snyder & Rasmussen, 2003). The aforementioned contributes to the development of self-awareness of the career-assessment practitioner (Lopez et al., 2003) and the client's career adaptability as it is the primary component of career construction theory (Maree, 2016). In the process of applying a positive psychological approach, the practitioner uses a client's present and past experiences to develop future goals (Lopez et al., 2003).

When employing a narrative approach, the emphasis tends to fall on the "reflexive construction, deconstruction, co-construction and reconstruction" of clients' stories (Savickas, 2011, as cited in Maree, 2016, p. 140). Moreover, narratives can enable clients to become active role players in their career construction, which further promotes the career counselling process and directs them towards achieving success in their careers (Chen, 2007; Ebersöhn et al., 2016). Examples of post-modern constructivist assessment techniques include life stories, drawings, body mapping, memory boxes and family trees (Ebersöhn et al., 2016), which are used in the process of developing new and co-constructed identities (McMahon, 2007). Therefore the narrative approach to career counselling values personal experience as a meaningful resource in the career counselling process (Savickas, et al., 2009).

2.5 CONCEPTUAL FRAMEWORK FOR CAREER COUNSELLING IN THE SOUTH AFRICAN CONTEXT

The following conceptual framework represents a number of factors that relate to group-based career counselling assessment in South Africa, which was employed to guide the current study. As a result of colonialism (Bryant, 2006), there are identified inequalities and structural discrepancies in high-need or rural environments (Ebersöhn et al., 2015). Adversity is amplified in rural contexts as national challenges are intensified in high-risk environments (Ebersöhn, 2012), mainly due to "barriers to enablement" (Janse van Rensburg, 2014, p. 41). Therefore, it would seem that many young people in rural schools, which are located in high-risk environments, do not have the proper exposure to culturally appropriate assessment and indigenous, post-modern career counselling services (Maree, 2013b; Ebersöhn, 2015a; Ferreira, 2016; Ebersöhn, 2017a) that are suitable for a post-colonial, Global South (Bryant, 2006; Ebersöhn, 2016).

South African context and group-based career counselling

Post-colonialism in Global South

Barriers

Adversity
- Inequality
- Structural disparity
- Resource constraints
- Poverty
- Risk factors

Amplified in → **Rural schools**

Diversity
- Multilingualism
- Multiculturalism (cultural space)
- Urban/rural differences
- Class
- Race/ethnicity

Assets

Resources
- Social
- Cultural (Indigenous knowledge systems)
- Natural/agricultural

Career Counselling

Educational Psychology Assessment in South Africa
- Indigenous psychological assessment
- Value of rurality
- Cultural applicability
- Cultural awareness
- Accessibility and acknowledgement of available rural resources

Educational psychology assessment for group-based career counselling
- Co-construction of meaning
- Use narratives and stories
- Aspects of positive psychology
- Aspects of indigenous psychology
- Combine aspects of quantitative and qualitative approach to career assessment and group-based career counselling

Quantitative assessment
- Positivist assessment
- Standardised measures
- Statistical norms and standards
- Not culturally applicable in South African context due to limited standardisation and adaptation for the context

Qualitative assessment
- Constructivist assessment
- Space to voice contextual factors
- Allowing for diversity perspective
- Variety of assessment techniques

Figure 2.1: Conceptual Framework

Adversity in a South African context includes possible resource constraints, poverty, high risk, HIV/AIDS, lack of access to support and health services, isolation as well as fragmentation resulting from rurality, high need, and high vulnerability (Ebersöhn & Eloff, 2002; Kasese-Hara, 2004; Dass-Brailsford, 2005; Ebersöhn, 2016; Ebersöhn, 2017a, Machimana et al., 2018). However, diversity can be seen as a valuable resource that can contribute to generally effective career counselling by employing post-modern career counselling techniques (Dass-Brailsford, 2005; Ebersöhn, 2010; Maree, 2016). South Africa is a diverse and influential country with a multitude of resources, inclusive of rich natural, cultural and social adaptability that collectively contribute to resilience in the face of adversity (Eloff et al., 2007). Aspects of diversity are multilingualism, multiculturalism, localised community support and ethnicity, which could all contribute to young people shaping a well-developed identity in rural contexts (Pillay, 2003; Ebersöhn et al., 2015). Career counselling techniques must be reformulated to be more appropriate and applicable in a post-modern society (Savickas et al., 2009). The aforesaid statement could easily be applied to the South African context as there are limited assessment tools available that promote diversity and are specifically designed to accommodate cultural diversity (Tebele et al., 2015; Ferreira et al., 2016). Career counsellors should therefore aim to develop "contextualised models" as they can be implemented better to understand specific contexts (Savickas et al., 2009, p. 3).

Constructivist perspectives attach value to each contextual factor that has the potential to have an impact on an individual's past, present and future experiences, and is therefore an appropriate approach to contextual career counselling (Savickas, 2012). Post-colonialism has impacted significantly on the manner in which careers are viewed, which makes it imperative to develop career counselling services that are appropriate for the Global South and rural environments (Maree & Beck, 2004; Bryant, 2006; Ebersöhn, 2010; Ferreira et al., 2016). A post-modern approach to career counselling presents the opportunity to move away from scientific norms and technical terms (Savickas, 2005). The objective should be to gain valuable insight into a client's construction of their subjective realities in the process of analysing their self-designed narratives (Savickas, 2005, 2012). In addition, the transition from focusing on psychometric assessment instruments to a post-modern career counselling perspective emphasises the outdated, "static" manner in which assessments were administered in the past (Maree, 2009, p. 439). This transition should take place while encouraging the need for transformation and more indigenous career counselling practices (Ebersöhn, 2012). For this reason, Maree (2009) explains the current challenges associated with career counselling assessment practices effectively. Maree's (2009) concern relates to the limited availability of career counselling services for the vast majority of South Africans, which can be ascribed to structural disadvantages (Theron, 2016) and limited exposure to career counselling services in South Africa.

South Africa's multiple resources and assets can be employed in providing post-modern, culturally appropriate, group-based career counselling techniques (Eloff et al., 2007; Di Fabio & Maree, 2012) in high-risk environments (Ebersöhn, 2015b). Counsellors should view clients' backgrounds through a teleological lens as this emphasises the objectives of behaviour (Human-Vogel, 2016) and can be regarded as an asset that could be mobilised in career counselling. If career counsellors view their clients' circumstances as resources to empower and enable young people, it could mean more culturally appropriate career counselling (Eloff et al., 2007; Erasmus & Albertyn, 2014).

It is my opinion that a combination of indigenous psychological assessment practices (Ebersöhn, 2012) and an appreciation for cultural awareness, rurality, and the implementation of innovative group-based career counselling techniques or tools (Ferreira, 2016; Theron, 2016) could contribute to meaningful and accessible career counselling, which would promote and inform educational psychological assessment (Mcmahon & Patton, 2002).

The process that shaped the meaning-making process during the development of the conceptual framework agrees with the notion that career counsellors should enable young people by facilitating change and contributing to the lives of clients, who are able to realise their dreams (Fritz & Beekman, 2007; Erasmus & Albertyn, 2014). This should be done not because career counsellors who administer assessments are in the position of the expert, but because they aim to be co-constructors of clients' dreams. These clients refers to all young people, especially those in high-risk environments, where access to quality career counselling and assessment services are limited (Maree & Beck, 2004; Ebersöhn, 2010; Ferreira et al., 2016; Shuttleworth-Edwards, 2016). Hence the objective should be to provide quality group-based and therefore affordable career counselling services that can inform and promote educational psychology in rural South African contexts as it could assist with and promote effective indigenous psychological assessment services.

2.8   A PRIORI THEMES AND SUBTHEMES

A priori themes serve as a framework for deductive data analysis. In Table 2.1, I present the a priori themes and subthemes that I had identified based on my literature review.

Table 2.1: A priori themes and subthemes

THEMES	SUBTHEMES	DESCRIPTION
1. Methodological approaches: Group-based career counselling assessment	1.1 Group-based quantitative assessment	Group-based quantitative assessment includes standardised assessments. Standardised quantitative assessment activities are based on positivist, modern principles (De Bruin & De Bruin, 2006; Blokland & Visser, 2016) that were adapted from the traditional trait-and-factor approach to career counselling (McMahon & Patton, 2002).
	1.2 Group-based qualitative assessment	Group-based qualitative assessment includes assessment activities that are based on constructivist, post-modern principles and therefore allow for diverse perspectives (Maree et al., 2006; Maree & Ebersöhn, 2010). The qualitative approach promotes a client's involvement in the selection of career counselling assessment activities and the subsequent allocation of meaning from the career counselling assessment results (McMahon & Patton, 2002). Emphasis is further placed on career counselling assessment activities that involve innovative, creative and adapted group-based qualitative methods that engage clients (McMahon & Watson, 2015). Therefore, group-based qualitative methods

		specifically refer to assessment activities that are more appropriate when a post-modern era is considered (Di Fabio & Maree, 2012b; McMahon & Watson, 2015).
2. Theoretical lenses: Group-based career counselling assessment	2.1 Indigenous psychology	Indigenous psychology promotes local psychological perspectives in specific cultural ecologies or contexts (Allwood & Berry, 2006) and refers to the indigenous knowledge in a particular culture (Evenden & Sandstrom, 2011; Yang, 2000; Ebersöhn, 2012; Mpofu et al., 2014).
	2.2 Positive psychology	Positive psychology focuses on identifying individual and ecological strengths, whilst striving for hope, optimism and client engagement (Seligman, 2004; Ebersöhn, 2010; Maree, 2013b; Seligman, Pawelski, Duckwath, Robertson-Kraft & Reivich, 2018).
	2.3 Narrative psychology	A narrative psychological lens refers to a client's own story, which is told by employing career construction theory (McIlveen & Patton, 2007). Career construction theory is used when clients are seen as active role players in the career counselling process (Maree, 2013a).

3. Group-based career counselling assessment foci	3.1 Group-based cognitive or ability measures	Group-based cognitive or ability measures refer to the assessments that assess a client's cognitive or intellectual capacity and provides insights into an individual's cognitive strengths and areas of development (Deary et al., 2007).
	3.2 Group-based personality measures	Personality measurements refer to the specific assessment questionnaires or activities that capture a client's personality structure, as well as the correlation between the personality structure and certain occupations (Wang et al., 2006).
	3.3 Group-based interest measures	Interests are measured with the intent to outline a client's unique occupational preferences and is therefore a crucial component of the career counselling assessment process (Foxcroft & Roodt, 2009; Shreuder & Coetzee, 2011).
	3.4 Group-based values measures	Values in this particular context can represent the client's preferred beliefs in relation to a particular occupation. The aforementioned is of particular importance, as the exploration of a client's values are closely related to their future career choice (Patton, 2000).
	3.5 Group-based motivations and aspirations measures	Motivations and aspirations can be loosely defined as concepts that promote career

		development in clients which drives them to be successful in their futures (Watt & Richardson, 2008; Shumba & Naong, 2012).
	3.6 Group-based life-and career stories	Life and career stories form part of the client's career narrative and can consequently be seen as a client's storied life experiences (Stead & Subich, 2006, p. 87; Chope & Consoli, 2007).
4. Rural context and group-based career counselling assessment	4.1 Rural context and young people	Rural context and group-based career counselling assessment deal with assessment activities that assess clients' contextual factors in the career counselling process. Contextual factors relating to career counselling in South African rural contexts should be devoted to accommodating specific cultural, economic and political contexts throughout the entire process (Watson & Stead, 2002).

2.9   CONCLUSION

In Chapter Two I gave a critical review of the relevant literature about post-colonialism, rurality, educational psychological assessment and group-based career counselling. The differences between individuals who live in high-risk areas and those in urban environments, owing to the residual effects of apartheid are highlighted in this chapter. The rationale for explaining this difference is to clarify how an indigenous approach towards career counselling could facilitate much-needed change in the manner that career counselling assessment is administered in South Africa. As many of the challenges experienced in South Africa relate to education and career opportunities, specifically in rural contexts, the need for a deeper understanding of how to address these shortcomings should be prioritised. This paradigm shift may actively facilitate change in career counselling approaches as the move towards cost-effective, group-based career counselling services takes place. In an ideal South Africa educational psychological

services, specifically career counselling assessments, would be easily accessible and culturally appropriate, thereby providing for the diversity in the country. An improved appreciation of the diversity and multiculturalism that characterise our country is therefore of paramount importance. The need to investigate ways that group-based career counselling assessments in rural schools can close the above-mentioned gap is therefore central to the process of informing educational psychological assessment in rural South African schools.

Chapter Three of this dissertation contains a discussion of the study's research methodology. Due consideration was given to the ethical aspects that were upheld and applied for the duration of the study. Meta-theory was discussed in Chapter One. Chapter Three, section 3.2, focuses on the research design. The research design is followed by the sampling of data and the analysis thereof. In Chapter Three emphasis is placed on the strengths and weaknesses of the selected methodological approach as well as the all-encompassing research methods and techniques that I applied in the study while searching for answers to the research questions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   INTRODUCTION

Chapter Two contains the empirical literature review relating to the study and discusses the conceptual framework underpinning the study. Chapter Three presents the research design and sampling of existing data as well as the secondary data analysis exercise. Additional points of discussion include the quality criteria and ethical considerations, which were upheld throughout the research process. In summary, Chapter Three focuses on the selected methodological approaches and explains the manner in which the descriptive study unfolded (Sandelowski, 2000). This chapter also described the way that group-based career counselling assessment can inform educational psychological assessment in the context of post-colonial South African. I emphasised a post-modern perspective of research, which highlights the "particular" and "local" that apply not only to the study, but also the chosen methodology (Nieuwenhuis, 2007c, p. 63). Figure 3.1 below outlines the contents of this chapter.
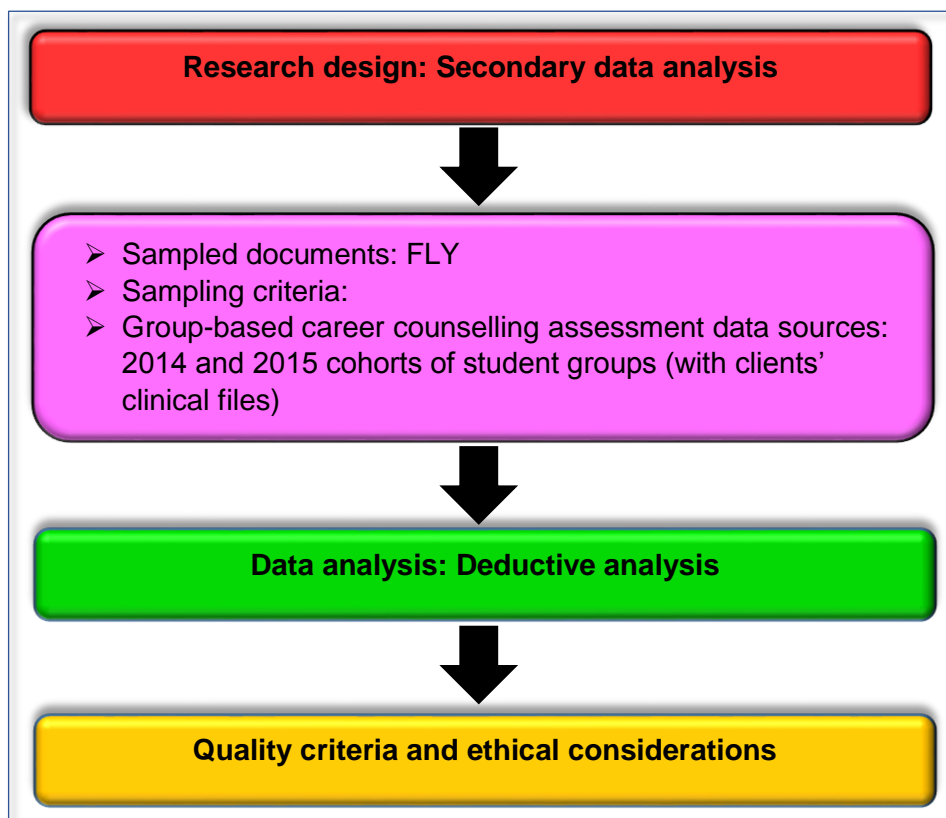
Figure 3.1: Outline of Chapter Three

3.2   RESEARCH DESIGN: SECONDARY DATA ANALYSIS

3.2.1 Introduction

The current study followed a secondary data analysis research design and is therefore descriptive in nature, which also serves as an extension of the FLY intervention (Sandelowski, 2000; Vasmoradi et al., 2013). According to Nieuwenhuis (2007b), a researcher should select a research design that is compatible with the relevant philosophical assumptions, and is appropriate for the chosen research questions as well as the methodological approach of the study. Owing to the current study being descriptive in nature and using phenomenology as meta-theoretical paradigm, the value of secondary data analysis as appropriate research design was amplified. Secondary data analysis refers to reusing existing data in order to identify and investigate new and additional research questions, or to extract new information from existing data (Heaton, 2008). The fact that "qualitative secondary data analysis is a new and emerging methodology" fits the purpose of this study well as the data were readily available (Leech & Onwuegbuzie, 2008, p. 599). Secondary data analysis further refines and enriches the findings of the primary research study as the researcher gains a deeper understanding of it (Leech & Onwuegbuzie, 2008). The secondary data were described in great detail and due consideration was given to the meta-theoretical paradigm and philosophical foundations that described the participants' subjective reality. In applying a phenomenological meta-theoretical paradigm, I determined that the described reality was a true reflection of reality in its subjective form, which had enriching the nature of the qualitative secondary data analysis as aim (Nieuwenhuis, 2007b).

3.2.2   Advantages of secondary data analysis

Secondary data analysis has been proven to be an appropriate and useful design to apply in descriptive research studies (Castle, 2003). The aforementioned is especially true for the purpose of the current study as it was imperative to capture an accurate account of the characteristics of the particular group of young people who were represented in the secondary data that emerged from the primary data that were produced during the FLY intervention (Castle, 2003). One of the advantages of using a secondary data analysis research design was that a significant amount of both time and money are saved by reusing existing qualitative data (Mouton, 2001; Castle, 2003; Corti & Thomson, 2006). I was in the advantageous position of being able to analyse stable existing data that had been collected and remained unaffected by the research process (Bowen, 2009). Another advantage of qualitative secondary data analysis included the opportunity for additional research questions to emerge from the study. The FLY intervention continued for a period of 10 years, and there was consequently room for additional qualitative secondary analysis of data to take place with the objective making

possibly to make a further contribution to promoting and enriching detailed descriptions of the existing qualitative data sources (Ebersöhn, 2013). Qualitative secondary data analysis therefore enables rich descriptive qualitative data that could in turn prompt the finding of other important sources of information (Hinds, Vogel, & Clarke-Steffen, 1997; Sandelowski, 2000).

Another advantage was the large amount of secondary data that were at my disposal as researcher (Castle, 2003; Vartanian, 2011). It is moreover also advantageous to work with secondary data as researchers with limited funding might not necessarily be in a position to collect raw data themselves (Castle, 2003). An additional advantage of secondary data analysis is associated with descriptive studies, in which researchers use secondary data sets to access samples that may have been difficult to obtain during the primary data collection process (Castle, 2003). I therefore maximised the opportunities provided by the data which were available for secondary data analysis (Castle, 2003). Secondary data analysis allowed for longitudinal analysis to occur as the possibility to conduct further research existed (Heaton, 2008). A final advantage that proved to be a valuable factor was that detailed, context-specific answers to the research questions posed in the study could be found. This served as a justification for selecting this particular choice of research design.

3.2.3 Disadvantages of secondary data analysis

The main limitation of doing qualitative secondary data analysis is that everything in the generated data sets is a given and therefore it is imperative to have methods in place to control this aspect (Young & Ryu, 2012). This limitation relating to data could have presented a disadvantage as I was not part of the primary research project and because the data cannot be reflected as different than the originally captured data sets or changed in any way (Thorne, 1994). I had to take cognisance of existing secondary qualitative data representing multiple realities, as was confirmed in the ontological framework. I therefore had to interpret and analyse the qualitative data in an accurate and justified manner to protect and maintain the integrity of the data.

An additional challenge was whether secondary data analysis was in line with some of the fundamental principles of qualitative research (Heaton, 2008). There was moreover the question of whether or not data collected for one purpose could be used for another (Heaton, 2008). According to Irwin and Winterton (2011), it may be possible for data reusers even to use aspects of the initial context. A further potential limitation, however, was that I was not personally involved in the actual data collection process. My lack of involvement in the primary data collection phase could nevertheless be construed as an advantage in this study as I was in a position to be very objective. Accordingly I had to be cognisant that the primary researchers may potentially have interpreted the results differently and that the qualitative data might deviate from its initially intended purpose when it was analysed afresh. Important details

relating to the data collection process could have been lost as the data collected for a primary purpose was used for a secondary purpose (Trzesniewski, Donnelan, & Lucas, 2011). For this reason I focused on the specific context while analysing the data as context proved to be an important aspect of the secondary data analysis process (Irwin & Winterton, 2011). Moreover, a further potential limitation that I had to overcome was that it took a considerable amount of time to become familiar with the relevant data sets (Trzesniewski et al., 2011). From the outset I had to remain cognisant of the data being unfamiliar because I was not involved in the collection process. Therefore, I spent a great deal of time on the data selection and interpretation components of the study. Another evident challenge was that I had to be aware of the numerous ethical considerations, such as issues of confidentiality and the agreements that had been made when the field work was done (Corti & Thomson, 2006). Confidentiality issues and agreements were acknowledged and requirements complied with throughout the entire secondary data analysis phase. The secondary data analysis was conducted to achieve findings that could be seen as an accurate representation of the experiences of the participants in the FLY intervention, and would therefore be applicable to similar contexts in future research. Regardless of the above-mentioned disadvantages, secondary data analysis presents advantages that clearly compensate for the limitations (Bowen, 2009).

3.3 FLY DATA SETS

The FLY data sets include existing data sources generated throughout a 10-year period. I purposively selected data generated by two one-year cohorts, 2014 and 2015. Among the data sources I selected were assessment battery booklets that contain examples of career counselling assessment activities (See Appendices D and E) and techniques that specifically focus on group-based career counselling. This group-based data set, which I specifically selected for the purpose of the current study, includes ASL students' client files, which reflect assessment techniques and visual data of the school context, groups working on assessments and clients performing assessment activities. Both the clients and the ASL students consented to the use of FLY data for the purpose of this research. Photographs 3.1, 3.2, 3.3 and 3.4 illustrate the rural school environment and the groups of educational psychology students administering group-based career counselling activities to Grade 9 clients.

Photograph 3.1: The rural school's environment (Photograph by I.M. du Toit, September 2014)

Photograph 3.2: ASL students and a few student-clients on the school grounds

(Photograph by Marinei Nel, September 2014)

Refer to page 64 and Appendix A, p. 152: Participants gave consent that photographs may be used for research purposes, which included consent for photographs where clients' faces are shown.

Photograph 3.3: *Student-clients participating in group-based assessment activities*
(Photograph by Marinei Nel, September 2014)

Photograph 3.4: *Student-clients participating in group-based assessment activities*
(Photograph by Hester Phillips, September 2014)

3.4 SAMPLING EXISTING DATA FOR SECONDARY ANALYSIS

3.4.1 Purposive sampling and sampling criteria

I extracted samples from the FLY data sets' [1]career counselling assessments that are [2]group-based data sources from [3]two one-year (2014 and 2015) cohorts and [4] represented [1] and [2] identified above in their entirety. Each group was guided by an educational psychology student who administered assessments separately. The data sources in each group that were relevant for assessment included the clinical client files of each group member. The client files were selected as sample sources as they contained assessment information, visual data and a demographical questionnaire (See Appendices B, D and E).

Sampling involves the process of selecting data sources for a particular study (Onwuegbuzie & Collins, 2007). For the purpose of the current study, sampling was the selection of relevant documents in the qualitative secondary FLY data (Gravetter & Forzano, 2009). The goal of the sampling process in the study was to find relevant extant qualitative data that captured and described the FLY participants' experiences effectively (Starks & Trinidad, 2007). Therefore the qualitative secondary data analysis included information from samples that had been extracted from the existing FLY data, which accurately represents the experiences of the participants. Sampling in qualitative research refers to the process that involves the selection of data with a view to finding the richest sources of information that might possibly contain the answers to the research questions (Nieuwenhuis, 2007b).

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[1] Sampling criteria: Career counselling assessments
[2] Sampling criteria: Group-based data sources
[3] Two one-year cohorts
[4] Representation of [1] and [2] above

I used a combination of non-probability sampling strategies known as convenience and purposive sampling (Onwuegbuzie & Collins, 2007). I intended to determine the sampling criteria by using readily accessible documents (Cohen et al., 2007; Maree & Pietersen, 2007; Morgan & Sklar, 2012). The purposive sampling focused on a specific outcome and the existing data sources were readily available, meaning that this combined approach was highly suitable (Maree & Pietersen, 2007). Sampling for the purpose of this study involved the meticulous selection of required documents from the qualitative secondary data (Gravetter & Forzano, 2009). The term "required" as reflected in the aforementioned statement refers to the selection of documents that provided me with the best opportunity to answer the research questions (Morgan & Sklar, 2012). Convenience sampling was included as part of the sampling strategy as the qualitative secondary data from the FLY intervention was conveniently available and easily accessible (Nieuwenhuis, 2007b; Onwuegbuzie & Collins, 2007). Purposive sampling relates to my aim, as the researcher, to answer specific questions contained in the qualitative secondary data, which acknowledge and also include convenience sampling (Onwuegbuzie & Collins, 2007). The data sets selected for this study include the clinical files of the clients of two one-year cohorts of student-clients, 2014 and 2015.

The sampling criteria reflect the characteristics of the documents that were selected as part of the sample for the study (Nieuwenhuis, 2007b). I chose the sampling strategies specifically for saturation to occur as data saturation refers to the process of obtaining knowledge and forming some comprehension of the data by continuing the sampling process until no new substantive information emerges (Palinkas et al., 2015).

3.4.2 Composition of group-based assessment data

The composition of groups of ASL students and their student-clients, who took part in group-based career counselling assessments in 2014 and 2015, are outlined in Table 3.1 and Table 3.2 respectively. In each year the clients self-selected in which group they wanted to participate in respect of educational psychological services. The size of each group of Grade 9 clients varied between 60 and 64 clients each and the gender representation in each group was also varied. In the 2014 cohort, 11 ASL students provided group-based career counselling services to 60 Grade 9 clients at the rural secondary school. In the 2015 cohort, 13 ASL students provided group-based career counselling services to 64 Grade 9 clients. In these two years there were 24 educational assessment groups administering psychological services to 124 (males $n = 64$, females $n = 60$) Grade 9 clients as part of their academic practicum requirement. Each client was asked to complete a demographic questionnaire (See Appendix B), which was included in the sample. The demographic questionnaire was selected as a sample document as it contains information about each student-client's age, gender, language and environmental context (Louw, 2017). I purposefully selected data based on the sampling

criteria that were applicable to 24 groups to be able to describe group-based career counselling assessments in a rural school.

Table 3.1: Composition of groups of ASL students and their student-clients in 2014

ASL STUDENT GROUP	ASL STUDENT GENDER	CLIENT NUMBER	CLIENT GENDER	CLIENT AGE	CLIENT HOME LANGUAGE
Student A with Group A	Female	01	M	17	Siswati
		02	M	17	Siswati
		03	M	14	Siswati
		04	M	13	Siswati
		05	F	16	Siswati
Student B with Group B	Female	06	M	16	Siswati
		07	F	15	Siswati
		08	M	15	Siswati
		09	M	16	Siswati
		10	M	17	Siswati
Student C with Group C	Female	11	M	16	Siswati
		12	M	16	Siswati
		13	M	14	Siswati
		14	M	16	Siswati
		15	F	13	Siswati
		16	F	13	Siswati IsiZulu
Student D with Group D	Female	17	F	14	Siswati
		18	F	13	Siswati
		19	F	15	Siswati
		20	M	16	Siswati
		21	M	16	Siswati
		22	M	16	Siswati
Student E with Group E	Female	23	F	17	Siswati
		24	F	18	Siswati
		25	F	16	Siswati
		26	F	18	Siswati
		27	F	17	Siswati
Student F with Group F	Female	28	F	18	Siswati
		29	F	17	Siswati
		30	F	17	Siswati
		31	F	15	Siswati
		32	F	15	Siswati
Student G with Group G	Female	33	F	15	Siswati
		34	F	14	Siswati
		35	F	15	Siswati

ASL STUDENT GROUP	ASL STUDENT GENDER	CLIENT NUMBER	CLIENT GENDER	CLIENT AGE	CLIENT HOME LANGUAGE
		36	F	16	Siswati
		37	M	14	Siswati
		No client files numbered 38-42 available in secondary data			
Student H with Group H	Female	43	M	15	Siswati
		44	F	16	Siswati
		45	F	16	Siswati
		46	M	17	Siswati
		47	F	15	Siswati
Student I with Group I	Female	48	M	14	Siswati
	No consent	49	M	16	Siswati
		50	M	18	Siswati
		51	M	16	Siswati
		52	M	15	Siswati
Student J with Group J	Female	53	M	15	Siswati
		54	M	18	Siswati
		55	M	17	Siswati
		56	M	15	Siswati
		57	M	17	Siswati
		58	F	18	Siswati
Student K with Group K	Female	59	F	16	IsiZulu
		60	F	15	Siswati
		61	F	15	Siswati
		62	M	17	Siswati
		63	M	15	Siswati
		64	F	15	IsiZulu
		65	F	14	IsiZulu

The 2014 student cohort had an average of between five and seven clients per group. Two groups comprised of females only, while one group had only male clients. There were no client files for numbers 38 to 42 present in the 2014 cohort of secondary FLY data.

Table 3.2: Composition of groups of ASL students and their student-clients in 2015

ASL STUDENT GROUP	ASL STUDENT GENDER	CLIENT NUMBER	CLIENT GENDER	CLIENT AGE	CLIENT HOME LANGUAGE
Student AA with Group AA	Female	01	F	17	Siswati
		02	F	15	Siswati
		03	F	15	Siswati
		04	F	14	Siswati
Student BB with Group BB	Female	05	F	16	Siswati
		06	M	19	Siswati
		07	F	14	Siswati
		08	F	16	Siswati
		09	F	15	Siswati
Student CC with Group CC	Female	10	F	14	Siswati
		11	M	15	Siswati
		12	F	14	Siswati
		13	F	16	Siswati
		14	F	17	Siswati
		15	F	15	Siswati
Student DD with Group DD	Female	16	M	15	Siswati
		17	M	17	Siswati
		18	M	14	Siswati
		19	M	17	Siswati
Student EE with Group EE	Female	20	M	14	Siswati
		21	M	19	Siswati
		22	M	14	Siswati
		23	F	15	Unknown
		24	F	14	Siswati
		25	F	14	Siswati
Student FF with Group FF	Female	26	M	16	Siswati
		27	F	18	Siswati
		28	F	16	Siswati
		29	F	17	Siswati
Student GG with Group GG	Male	30	M	17	Siswati
		31	M	16	Siswati
		32	M	13	Siswati
		33	M	14	Siswati
		34	M	17	Siswati
Student HH with Group HH	Female	35	M	15	Siswati
		36	M	14	Siswati
		37	F	16	Siswati
		38	F	16	Siswati

ASL STUDENT GROUP	ASL STUDENT GENDER	CLIENT NUMBER	CLIENT GENDER	CLIENT AGE	CLIENT HOME LANGUAGE
Student II with Group II	Female	39	M	19	Siswati
		40	F	14	Siswati
		41	F	14	Siswati
		42	F	15	Siswati
		43	F	15	Siswati
Student JJ with Group JJ	Female	44	M	17	Siswati
		45	M	14	Siswati
		46	M	14	IsiZulu
		47	M	15	Siswati
		48	M	15	Siswati
Student KK with Group KK	Male	49	M	20	IsiZulu
		50	M	15	Siswati
		51	M	17	Siswati
		52	M	18	Siswati
		53	M	16	Siswati
		54	M	17	Siswati
Student LL with Group LL	Female	55	M	16	Siswati
		56	F	14	Siswati
		57	F	14	Siswati
		58	F	15	Siswati
		59	F	14	Siswati
Student MM with Group MM	Male	60	F	20	Siswati
		61	M	16	Siswati
		62	M	Unknown	Unknown
		63	M	16	Unknown
		64	M	17	Unknown

During 2015, the average student cohort had between four and six clients per group. Four groups comprised of male clients only, while one group had only female clients. Figures 3.2 to 3.4 provide a visual summary of the information provided in Tables 3.1 and 3.2.
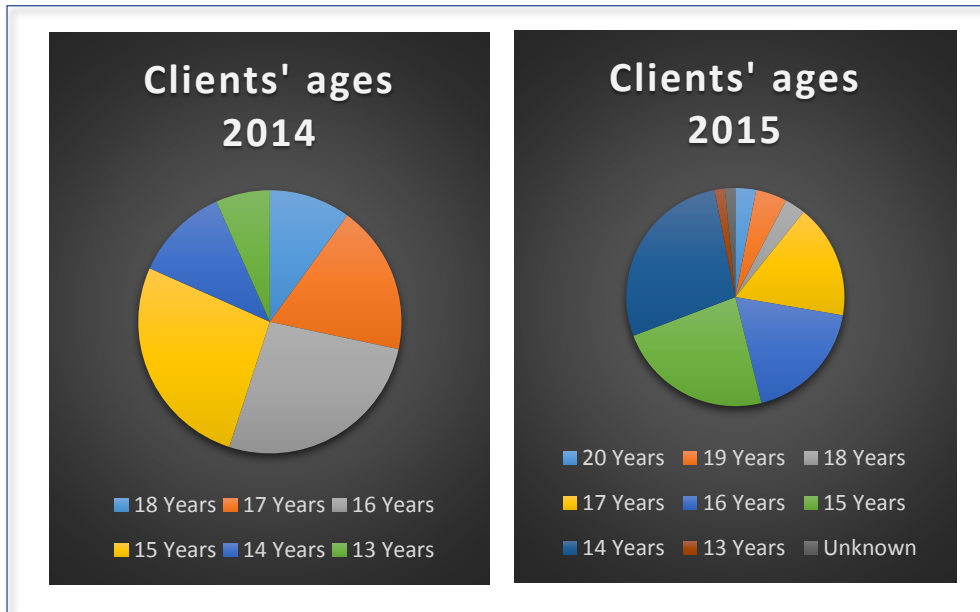
Figure 3.2: Clients' ages in 2014 and 2015 cohorts

In South Africa school attendance is compulsory for students up to Grade 9, which should preferably be completed before the age of 16 (Operario, Cluver, & Pettifor, 2008). This is not always possible in a country where many young people are vulnerable and live in high-risk areas (Operario et al., 2008; Ebersöhn, 2014b). The graphs in figure3.2 show clients' ages during the 2014 and 2015 research years and represent the young people who completed career counselling assessments. During 2014, 55% of the student-clients were older than the expected age of a Grade 9 student, while 47% of student-clients were older than the recommended age in 2015.
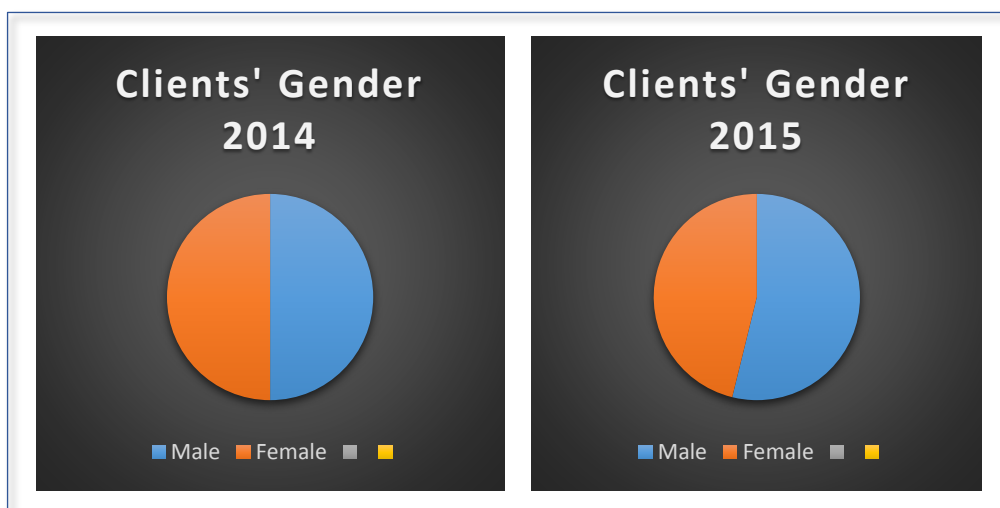
Figure 3.3: Gender of clients in ASL students' cohorts in 2014 and 2015

In the 2014 groups males and females were represented equally, while in 2015 there were 7% more males than females in the student-client groups. Both the 2014 and 2015 groups were predominantly mixed-gender, with some female- and male-only groups in both years.
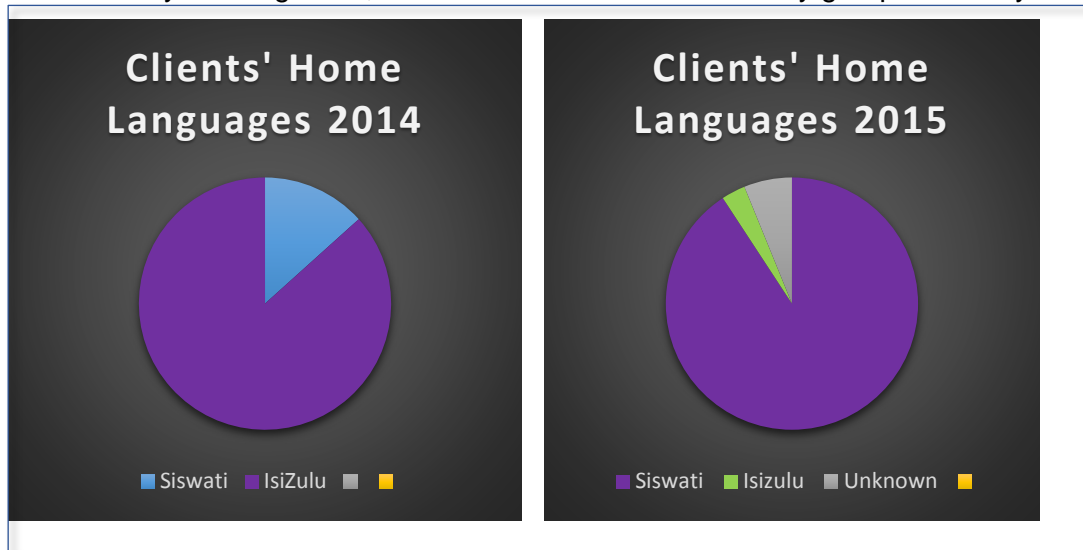
Figure 3.4: Home languages of clients in ASL students cohorts in 2014 and 2015

None of the educational psychology students could speak Siswati, while the demographic questionnaire clearly indicated that Siswati was the home language that was the most prevalent among the Grade 9 student-clients. The language of learning and instruction in the rural school is English, however. The percentage of Siswati-speaking learners at the rural school, at 84%, is consistent with this demographic of the province as 27,67% of the population of Mpumalanga speak Siswati, followed by 24,14% who speak isiZulu and 10,42% who speak Xitsonga, which emphasises that Siswati is the most commonly used home language in the province (Statistics South Africa, 2011a). One can therefore assume that the language of learning and teaching (LOLT), namely English, is not conducive to learning when considering that 84% of the relevant clients, as mentioned above, did not receive their education in their mother tongue (Maree et al., 2006). Assessment strategies that educational psychology students applied therefore had to adapt the English-dominant assessments to resemble traditional quantitative and qualitative tests and assessment techniques when they administered these tests to their predominantly Siswati-speaking clients. The assessments were conducted in English, however, which was in line with the rural school's LOLT policy.

3.4.3 Data sources selected according to group-based career assessment activities

I selected the following data sources from the 2014 and 2015 FLY groups: student-client files (See Appendix F), which contained group-based assessment activities and techniques (See Appendices C, D and E), together with the available visual data.

3.4.3.1 Student-client files

The group-based career counselling assessments that were conducted during 2014 and 2015 are furnished in Appendices C, D and E of this research report. The educational psychology student groups maintained clinical client files for each Grade 9 client in their respective groups (Ebersöhn, 2013). The client files contain data sources that were generated by clients as well as the educational psychology students (See Appendix F). Both qualitative and quantitative career counselling assessment approaches were employed. In Appendix C data sources are identified and given brief descriptions.

3.4.3.2 Visual data

In this particular context visual data are defined as an "investigation of a particular cultural or social process" and a study of what is observable (Silverman, 2016, p. 305). Visual data can also be seen as data that serve as an alternative source of qualitative data (Polkinghorne, 2005). The visual data comprise part of the available FLY data sets and assisted me with describing the rural setting in which the relevant educational psychological services were provided. In addition, it has provided me with the opportunity to describe the career counselling assessment activities effectively, and the way that they were administered, while at the same time capturing the student groups' experiences in a single, unbiased report (Schwartz, 1989; Polkinghorne, 2005; Banks, 2008).

An advantage of including visual data in qualitative research is that it inspires alternative insights and contributes to extracting additional knowledge that would have been difficult to obtain through other methods (Banks, 2008; Packard, 2008). Moreover, photographs generally tend to provide objective evidence (Schwarts, 1989). The objective evidence could include facial expressions, emotions and gestures made by the clients, and moreover depict their environmental settings (Merriam & Tisdell, 2015). Unique contexts are captured in visual data, which suit the theoretical framework of the research study (Banks, 2008). Visual data can be associated directly with the "interactive context", in which photographs have specific meaning (Schwarts, 1989, p. 120). Accordingly the visual data can provide concrete details and information about the clients' activities and generate rich data relating to rural life experiences and settings (Schwarts, 1989). A limitation associated with visual data is that individuals who respond to such data could be viewing the data from the perspective of their own realities, which could in turn prompt the emergence of multiple interpretations or meanings (Schwarts, 1989; Silverman, 2016). The most important limitation therefore lies in the loss of objective reality as some might see or interpret the visual data differently from the researcher (Merriam & Tisdell, 2015; Silverman, 2016).

3.5 DATA ANALYSIS AND INTERPRETATION: DEDUCTIVE ANALYSIS

As indicated in the previous chapters, I used deductive analysis as this process focused on the available procedures that generated themes and subthemes from the qualitative data to create a framework within which to perform effective analysis (Vaismoradi et al., 2013; Braun & Clarke, 2017). In Chapter Two, section 2.8, I provided a priori themes and subthemes, which guided my deductive analysis. Deductive analysis ensured theory-driven data analysis, which capture the essence of the data (Braun & Clarke, 2017). Themes and subthemes were therefore pre-selected from previously considered literature (Gale, Heath, Cameron, Rashid, & Redwood, 2013).

I engaged with the relevant literature and theoretical framework of the study thoroughly, which made the analysis process significantly easier as the description of themes and subthemes that relate to the literature and specific research questions was facilitated (Braun & Clarke, 2006). The deductive analysis approach proved to be useful in the quest to describe themes in the available and relevant data as well as literature (Braun & Clarke, 2017).

An identifiable limitation of deductive analysis is its "decontextualized and theory driven nature" (Rice & Ezzy, 1999). Whilst employing deductive analysis, I had to be aware that the focus was on theory-building and not on the identification of new themes and subthemes. Another limitation of deductive analysis is that the previously selected a priori themes and subthemes could have been influenced during secondary analysis by my existing preconceptions (Thomas, 2006). The deductive analysis procedures had to be documented carefully to address the limitation that any possible bias might have presented (Thomas, 2006; Gale et al., 2013). The previously identified a priori themes enabled me to narrow down the focus of the deductive analysis effectively (Rice & Ezzy, 1999). I was therefore able to concern myself with describing the themes and subthemes in the FLY data (Matveev, 2002).

3.6 QUALITY CRITERIA OF THE STUDY

In qualitative research the onus rests on the researcher to ensure that the data are represented in a manner that promotes trustworthiness (Morrow, 2005).

3.6.1 Rigour, context, sincerity

The current study ensured rich rigour through generous contextual descriptions of theoretical constructs and data sources, as could be expected from any effective qualitative secondary data analysis (Tracy, 2010). I followed transparent and self-reflexive practices throughout the research study, all of which confirmed that sincerity prevailed. Rich descriptions of experiences also produced resonance throughout the study. The goal of the study was to reach unexpected readers and inform educational psychological assessment in specific

contexts in South Africa, namely the rural. The key criteria that had been established were applied to ensure the trustworthiness of the descriptive qualitative research, namely credibility, transferability, dependability, confirmability and authenticity (Guba & Lincoln, 1991).

3.6.2 Credibility

The prolonged engagement with the data during the secondary data analysis process reflects the measure of credibility that was achieved. I kept a research journal (Appendix H), which outlines all the processes that were followed and confirms that credible secondary research took place. The following excerpts from my research journal highlight the initial deductive analysis processes, showing that I employed certain strategies to conduct credible data analysis:

> As soon as I started the process I realised how lengthy it was going to be. I also realised that I was unsure about a number of aspects relating to the secondary data analysis process, specifically deductive analysis. I am unsure of how deep I should delve into the data that I capture. I have found myself sitting with mountains of data, trying to summarise the information and to explain what I interpret within the files. I have asked my supervisors a number questions via email and they quickly agreed to set up a meeting to help me better understand (Research Journal, 3 February 2018) (Appendix H).

> I have started using a new system whereby I capture the data in a more functional Excel template. The process seems to be quicker, but it still takes a lot of time. I am responsible for the analysis process and I want to do the analysis as well and as professionally as possible (Research Journal, 19 February 2018) (Appendix H).

The rich descriptions of the multiple layers of context and culture that were embedded in the qualitative secondary data promoted credibility in the research study (Morrow, 2005). Peer reviews were also done to promote credibility and ensure trustworthiness (Seale, 2011). Representing the original data in the form of accurate, trustworthy and true analysis moreover also ensured that credible research results emerged.

3.6.3 Transferability

A rich description of multiple data sources, as could be expected in qualitative secondary data analysis, promoted transferability in the study and potentially encouraged determining its relevance in respect of other contexts (Philips, Kenny, Esterman, & Smith, 2013). Transferability, for the purpose of the study, was seen as a bonus as the focus was not on the generalisation of findings, but rather on achieving a rich, descriptive contextual study.

Transferability was moreover advanced through detailed descriptions of the contexts in which data as well as data sets and sources were generated. The completeness of this exercise affords researchers the opportunity to decide to what extent the findings of the study could justifiably be applied to other situations (Shenton, 2004).

3.6.4 Dependability

Dependability was promoted through ensuring that there was consistency and that the quality of the study was confirmed by means of analysing the degree of control that was applied throughout the study (O'Leary, 2004; Di Fabio & Maree, 2012a). The qualitative research in a phenomenological meta-theoretical paradigm focused on "categories of meaning", which were derived from the secondary data analysis (Morrow, 2005, p. 252). Subjectivity and reflexivity are both concepts that were embraced in the study as qualitative secondary analysis and phenomenological epistemology highlight the value of subjectivity. I was positioned as the "co-constructor of meaning", which was integral to the interpretation of the data, and "unapologetically subjective" in pursuit of "descriptive qualitative secondary data analysis" (Morrow, 2005, p. 254). The data sources from 2014 and 2015 were included for their in-depth descriptions of the existing data.

3.6.5 Confirmability

I ensured confirmability by being careful to describe and report the data as clearly and objectively as possible in this qualitative study (Di Fabio & Maree, 2012a). I moreover made every effort to show that the findings of the research study were an outcome of the experiences of the participants and not the researcher (Shenton, 2004). The availability of data for further analysis by other researchers would enable the verification of the findings that are captured in the research report (Di Fabio & Maree, 2012a). The verification process was done by means of member-checking with a fellow student. My supervisor, in her capacity as primary researcher in the FLY intervention, provided assistance with verifying the findings of this particular study. My co-supervisor, who completed his doctoral studies in the context of the FLY partnership, also contributed to credibility as he could guide me as well as verify content based on his research experience.

3.6.6 Authenticity

I achieved authenticity in giving a true account of the qualitative secondary data. This was done by means of thorough systematic investigation, analysis and consideration of phenomenology, indigenous psychology and, most importantly, the rich rigour that was promoted during the original qualitative research, which I, in my capacity as researcher, also achieved during secondary data analysis. Contextually relevant evidence was presented at all times, prompting specific conclusions through the detailed accounts of specific experiences

during the research that relate to this study (Seale, 2011). Data saturation occurred in the study to achieve depth of understanding, which is consistent with the qualitative research approach (Palinkas et al., 2015). I considered and noted the limitations of secondary data analysis, particularly in the sense that data may not necessarily be available (O'Leary, 2004).

3.7 ETHICAL CONSIDERATIONS

In the meaning-making process of data analysis and determining research findings there are certain ethical procedures that should be regarded as guidelines that had to be and were moreover followed and complied with throughout the study.

3.7.1 Professionalism, confidentiality and privacy while protecting clients from harm

The FLY research records were stored in a responsible manner, in compliance with the stipulated requirements, to ensure that all records remained under the control of the relevant professionals. All the FLY-related files were handled and maintained properly as well as stored in a secure manner, which endeavoured to protect the confidentiality of the clients throughout the study, including the data analysis process. The data were digitally archived and will be securely stored for a period of 15 years (Ebersöhn, 2013). I took every possible care to ensure that the confidentiality, integrity and anonymity of participants' extant FLY data are maintained (Braun & Clarke, 2013). The ethical considerations entrenched in the provisions of the Health Professions Council of South Africa (Health Professions Act, 2006), which were applicable in the current study, include the responsibility of the researcher to maintain confidentiality in accessing and using records in the secondary data analysis process (Health Professions Act, No 56 of 1974). The confidentiality and anonymity of participants in extant data were therefore protected during secondary data analysis.

3.7.2 Ethical considerations pertinent to qualitative secondary data analysis as research design

Research in the form of qualitative secondary data analysis should be done with respect for the rights and dignity of the people who are portrayed in the existing, original data sources (Elias & Theron, 2012). I used multiple data sources and took special care to apply the relevant ethical considerations to all these data sources. I moreover exercised reasonable judgement and ensured that no potential bias caused any harm or unjust practices (Elias & Theron, 2012). This was achieved by acknowledging any possible bias that might occur during qualitative secondary analysis. Ethical considerations were, as regards certain aspects of the study, so stringently complied with that it could be said the traditional ethical code of researchers, namely to "do no harm", was exceeded (Tracy, 2010). These ethical considerations included

my being responsible for continuously reflecting on, reviewing and questioning all the research-related decisions that I had made in order to promote ethical self-awareness, and I did this throughout the research process (Tracy, 2010).

3.7.3 Ethical considerations pertinent to phenomenology as meta-theoretical paradigm

Phenomenology includes the reflection of the "self" of the researcher in order to understand the lived experiences of the participants represented in the FLY data. The "self of the researcher", which is referred to here, relates to the sources of consciousness that are responsible for an individual's thoughts and actions, which are part of being human (Sefotho, 2017). I therefore had to confront any personal assumptions that could have caused bias in the study from the phenomenological viewpoint. I, from the phenomenological perspective, therefore made a conscious effort to gain an understanding of phenomena in line with the perspectives of the participants (Groenewald, 2004). I used "bracketing", a process that involves an awareness of one's own assumptions and predispositions and the ability to set them aside in order not to allow them to influence the research (Husserl, 1931, as cited in Morrow, 2005, p. 254). In addition to bracketing, personal individual characteristics that contribute to the "self of the researcher" were also considered (Sefotho, 2017).

3.7.4 Institutional approval and ethics clearance

According to the ethical guidelines of the University of Pretoria I had an incumbent responsibility to adhere to the ethical principles that relate to justice and credibility in research (Committee for research ethics and integrity, 2007). I therefore strived to comply with these ethical principles by actively making sense of the existing qualitative data through the constant verification of data, also by other researchers in the same field, and by showing respect for the research that was done during the FLY intervention. Following the aforementioned approach in the current study undoubtedly ensured that true and ethical research was conducted, which is moreover in line with the ethical clearance that was granted by the Ethics Committee of the University of Pretoria for the purpose of conducting this study.

3.7.5 Informed consent

The informed consent of each participant was essential to ensure that the research was conducted in an ethical manner. There were two processes that required informed consent in the current study. The first process involved the client's initial consent to participate in the career counselling assessment and intervention process that was conducted as part of the original FLY data collection process (Ebersöhn, 2013). The clients furthermore gave consent that photographs may be used for research purposes, which included consent for photographs where clients' faces are shown (Appendix A). The second was the informed consent given by

the educational psychology students to allow the data they had generated to be used for further research or, in this particular case, for the purpose of secondary data analysis (Machimana et al., 2018). I therefore had to acknowledge and display due respect for the original informed consent by the clients as well as the informed consent of the ASL students.

3.8 CONCLUSION

The research methodology of and processes used in the current study were described in Chapter Three, with the intention of capturing the essence of the methods that were applied in the search for answers to the research questions. As a result, secondary data analysis was identified as the most suitable research design, and the sampling strategies were specifically chosen with a predetermined purpose in mind, namely answering the research questions that are posed in this study. The strengths and weaknesses relevant to the methodological choices were explained as well as the methods I had used to control any limitations. In Chapter Four, I discussed and analysed the results of the study, which were achieved by means of deductive analysis.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.1 INTRODUCTION

In this chapter I discuss the results emanating from deductive analysis (Sandelowski, 2000). Chapter Four is thus structured around the priori themes and subthemes I introduced in section 2.8 in Chapter Two.

In Figure 4.1 below I provide an overview of results. I define and discuss each theme and subtheme. I outline the inclusion and exclusion criteria for each theme. I substantiate themes and subthemes by using raw data.
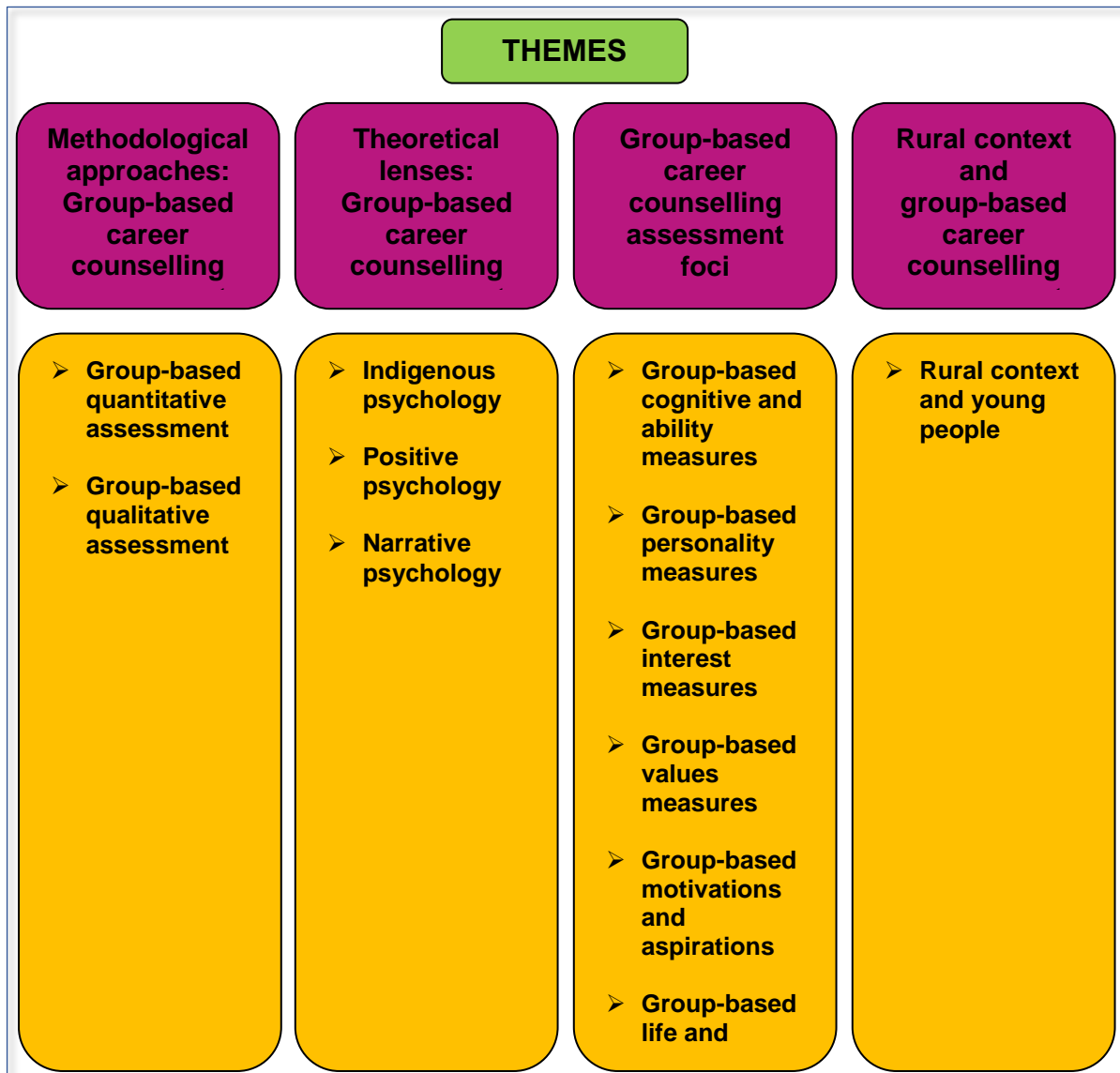
Figure 4.1: Themes and Subthemes

4.2 THEME 1: METHODOLOGICAL APPROACHES: GROUP-BASED CAREER COUNSELLING ASSESSMENT

4.2.1 Introduction

Methodological approaches in group-based career counselling assessment refer to objective standardised quantitative approaches to career counselling assessment as well as constructivist, post-modern qualitative approaches in career counselling assessment (Maree & Beck, 2004). Therefore this theme includes the following two subthemes: Group-based quantitative assessment and group-based qualitative assessment.

Table 4.1 provides information on the inclusion and exclusion criteria that I used during analysis to categorise data on assessment activities with regard to methodological approaches to group-based career counselling assessment.

Table 4.1: Inclusion and exclusion criteria: Methodological approaches: Group-based career counselling assessment

SUBTHEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
Group-based quantitative assessment	Include data that were gathered from utilising group-based quantitative assessments that were a) adapted for South African use that were either b) standardised for South African use or c) adapted Western assessments that were not standardised for South African use. The group-based quantitative assessments were adapted by means of reformulation, innovative techniques that are based on principles of adaptation, lifelong learning and self-exploration (Foxcroft, Paterson, Le Roux, & Herbst, 2004).	Exclude data on Western and positivistic assessment activities, which include standardised tests and formal assessment psychometric media that are associated with positivist principles in South Africa (De Bruin & De Bruin, 2006; Blokland & Visser, 2016). Therefore exclude the career counselling assessment activities that were not adapted for South African use and are not group-based.
Group-based qualitative assessment	Include data that were gathered from group-based, innovative, post-modern assessment activities that are based on constructivist principles in educational psychological assessment in South Africa. Qualitative career counselling assessment further includes career counselling assessment activities that are more flexible in nature and allows clients to	Exclude data that were gathered from innovative post-modern assessment activities that are based on constructivist and post-modern principles in educational psychological assessment in South Africa. Exclude qualitative career counselling assessment activities that are more flexible in nature, therefore not statistical or standardised (Mcmahon & Patton, 2002). Exclude data that were

	understand themselves better (Mcmahon & Patton, 2002). Include data that were gathered from activities that are appropriate and designed for South African career counselling assessment. The group-based qualitative assessment activities include constructivist (narrative), arts-based (personal meaning-making) and projective or expressive methods (Fritz & Beekman, 2007; Foxcroft & Roodt, 2009).	gathered from group-based qualitative assessment activities that are appropriate for South African career counselling assessment. Exclude group-based qualitative assessment activities that are constructivist (narrative and post-modern), arts-based (personal meaning-making) and projective or expressive methods.

4.2.2 Subtheme 1.1: Group-based quantitative assessment

For the purpose of this study, group-based quantitative assessment includes standardised assessments. Standardised quantitative assessment activities are based on positivist and modern principles (De Bruin & De Bruin, 2006; Blokland & Visser, 2016) that were adapted from the traditional trait-and-factor approach to career counselling (Mcmahon & Patton, 2002).

There were no instances of *non-adapted standardised quantitative assessment activities* present in the data. During the 2014 assessment year, one adapted quantitative measure was used, namely My Interest Worksheet (see Appendix D). In 2015, two measures were *adapted*, namely the Values Activity (see Appendix E) and Brief Strengths Scale Questions. (Appendix E).

The quantitative assessment activities that were administered in the rural school were mainly adapted for language and culture as well as context (Whiston & Rahardja, 2005; Suzuki & Poteretto, 2007; Rabie, 2017). The rationale for the adaptation of standardised assessments was techniques that were relevant to a context with multiple languages, a culture different from the urban and more non-Western, which could be used in groups (Ebersöhn, 2010; Ebersöhn, 2013; Suzuki & Poteretto, 2007; Rabie, 2017).

When considering the quantitative career counselling assessment approach, where assessment activities were standardised for South African use, the focus fell predominantly on individual psychometric career counselling (Mcmahon & Patton, 2002). Quantitative assessment methods therefore traditionally refer to tests that are based on logical and positivist principles, which have an objective orientation to career counselling (Maree & Morgan, 2012; McMahon & Watson, 2015a). The methods described above refer to methods that are considered to be proven and established standardised psychometric assessment measures (Maree & Beck, 2004).

Initially psychometric instruments were developed internationally and then "imported into the South African context" (Rabie, 2017, p. 31). Many instruments were therefore not

standardised for South African use (Shuttleworth-Edwards, 2016) and as a result they were not relevant in certain contexts due to a lack of adaptation to and standardisation for specific contexts (Ebersöhn, 2017b).

Adapted quantitative assessment activities refer to the creation and reformulation of traditional and standardised quantitative assessment methods to suit the needs of twenty-first century clients (Savickas et al., 2009; Savickas & Porfeli, 2012). This also includes the modification of assessment measures to ensure applicability in a certain context, while retaining the original meaning (Rabie, 2017). It is therefore important to note that adapted assessment measures further facilitate changes in "words, context" as well as item "examples" to facilitate its "applicability within a specific cultural or language group" (Rabie, 2017, p. 42). Group-based quantitative methods that have been standardised for South African use refer to psychometric tests that were specifically designed to promote relevance with regard to culture, language and context in assessment (Rabie, 2017).

The My Interest Worksheet (see Appendix D) was adapted from the South African Vocational Interests Inventory (SAVII) (Anon, 2014; Mindmuzik Media, Langey, Du Toit, Herbst, 2018) with the intent to assess the Grade 9 clients' interests. The SAVII is a quantitative assessment instrument that was developed in South Africa and is based on Holland's theory and hexagonal model (Schreuder & Coetzee, 2011; Rabie, 2017). The SAVII arranges a client's interests according to the following subfields: Practical realistic, Scientific investigative, Artistic, Social, Business (Enterprising) and Administrative or Clerical interest fields (Rabie, 2017). The My Interest Worksheet assessed the same subfields as the SAVII, but the items were adjusted for context. The SAVII was contextually adapted by modifying the words and examples (Anon, 2014). The manner in which the SAVII as a standardised quantitative South African measure was adapted for use in the assessments is illustrated below in Photograph 4.1:

Photograph 4.1: My Interest Worksheet adapted quantitative measures based on the SAVII
(Group E, Client File 25, 2014, F1)

Another example of the adapted My Interest Worksheet is displayed below in Photograph 4.2.

Photograph 4.2: My Interest Worksheet as an adapted quantitative assessment activity
(Group C, Client File 14, 2014, M1)

The Values Activity (see Appendix E) was adapted from the standardised Values Scale (Mindmuzik Media et al., 2018), which assesses work values (Nevill & Kruse, 1996; Mindmuzik Media et al., 2018). Some of the items in the Values Activity were translated into IsiZulu (Appendix E). The words referring to the items were also adapted to suit that particular context better. The Values Activity was consequently adapted for language and words in the item examples (Rabie, 2017) to accommodate multilingualism. In addition, the words and example items were adapted to fit the specific rural context in which the assessments were administered (Rabie, 2017). Examples of how the Values Activity was adapted from the standardised Values Scale is evident in Photographs 4.3 to 4.6 below:

Photograph 4.3: Adapted Values Activity as a group-based quantitative method not standardised for South Africa (Group GG, Client File 32, 2015, M2)

Photograph 4.4: Values Activity adapted for language as an example of adapted quantitative assessment (Assessment Battery Booklet, 2015) (Appendix E)

Photographs 4.5 and 4.6: Values Activity as it was adapted for context from the standardised Values Scale (Group DD, Client File 18, 2015, M3) (Mindmuzic Media et al., 2018)

The Brief Strengths Scale Questions were adapted from the Brief Strengths Test for context (Rabie, 2017; Seligman et al., 2018). The Brief Strengths Test assesses clients' basic coping styles, motivational factors, self-regulation abilities and is an indicator of clients' ability potentially to develop a positive outlook and a sense of self-worth (Seligman et al., 2018). An example of how the Brief Strengths Scale Questions were adapted from the Brief Strengths Test as a group-based quantitative method not standardised for South Africa has been

illustrated in Photographs 4.7 and 4.8 below. The clients, for example, had to indicate how often they saw their strengths in certain everyday tasks.

Photograph 4.7: Item from the Brief Strengths Scale Questions as an adapted quantitative assessment activity (Group CC, Client File 11, 2015, M4)

Photograph 4.8: Brief Strengths Scale Questions adapted from the Brief Strengths Test (Group CC, Client File 11, 2015, M5)

Only three groups in the 2015 cohort (Group CC, Group DD and Group KK) administered the Brief Strengths Scale Questions to their clients. Information gathered from the adapted activity is evident in the client responses in Photographs 4.7 and 4.8 above. Photographs 4.9 and 4.10 include the reference from which the quantitative assessment activity was adapted (Group KK: Client File 54, 2015, M6; Psychologist in training booklet, 2015).

Photographs 4.9 and 4.10: Brief Strengths Scale Questions (Assessment Battery Booklet, 2015) (Appendix E)

The Brief Strengths Test in its original format is included below to illustrate how it was adapted for use in the South African rural context.
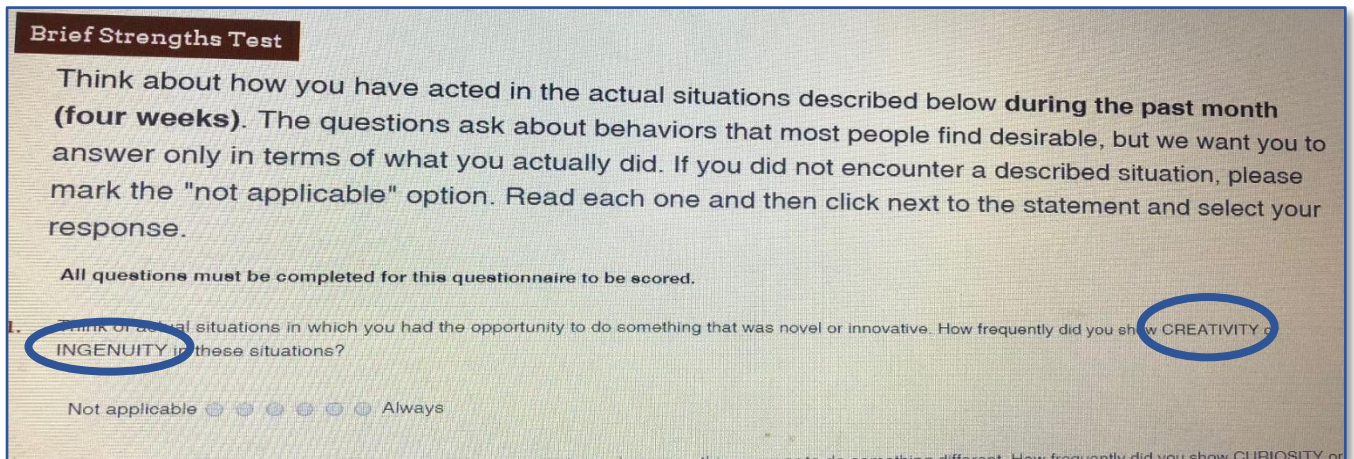
Photograph 4.11: Brief Strengths Test as a group-based quantitative method not standardised for South Africa

Group-based quantitative assessments were therefore adapted for the purpose of assessment, which provided clients with an opportunity to express and inform their lifeworlds accurately during the career counselling process.

4.2.3 Subtheme 1.2: Group-based qualitative assessment

Group-based qualitative assessment includes assessment activities that are based on constructivist and post-modern principles and therefore allow for diverse perspectives (Maree et al., 2006b; Maree & Ebersöhn, 2010). The qualitative approach promotes a client's involvement in the selection of career counselling assessment activities and the subsequent allocation of meaning from the career counselling assessment results (Mcmahon & Patton, 2002). Emphasis is further placed on career counselling assessment activities that involve innovative, creative and adapted group-based qualitative methods that engage clients (McMahon & Watson, 2015a). Therefore, group-based qualitative methods specifically refer to assessment activities that are more appropriate when a post-modern era is considered (Di Fabio & Maree, 2012b; McMahon & Watson, 2015b).

During 2014, 14 group-based qualitative measures were used, namely: Name and Surname Activity, Incomplete Sentences, Ubuntu Hand, Kraal Activity, Draw a Person in the Rain,

Indlela Yam, Featuring my Family, Artefact, Sand Tray, Life Line, Draw a Tree, Letter from Client, Role Model, What Animal am I? and Career Card Sorting (see Appendix D). In 2015, 12 qualitative measures were used, namely: Incomplete Sentences, Ubuntu Hand, Draw a Person in the Rain, Sand Tray, Letter from Client, Collage, Family and Home Drawing, Cartoon, Footprints, Resource and Resilience Map, Journey Bag and Career Card Sorting (see Appendix E).

Photograph 4.12 shows a client's response to Incomplete Sentences as follows: "*I failed school because I play in class and are not listen to my teacher*", "*I am sad when my parent beat me*" (Group F, Client File 29, 2014, F2). Incomplete Sentences were used to assess the client's ability and emotions (Anon, 2014; Anon, 2015). Photograph 4.12 shows the client's response to the Incomplete Sentences, which illustrates the qualitative nature of the activity.
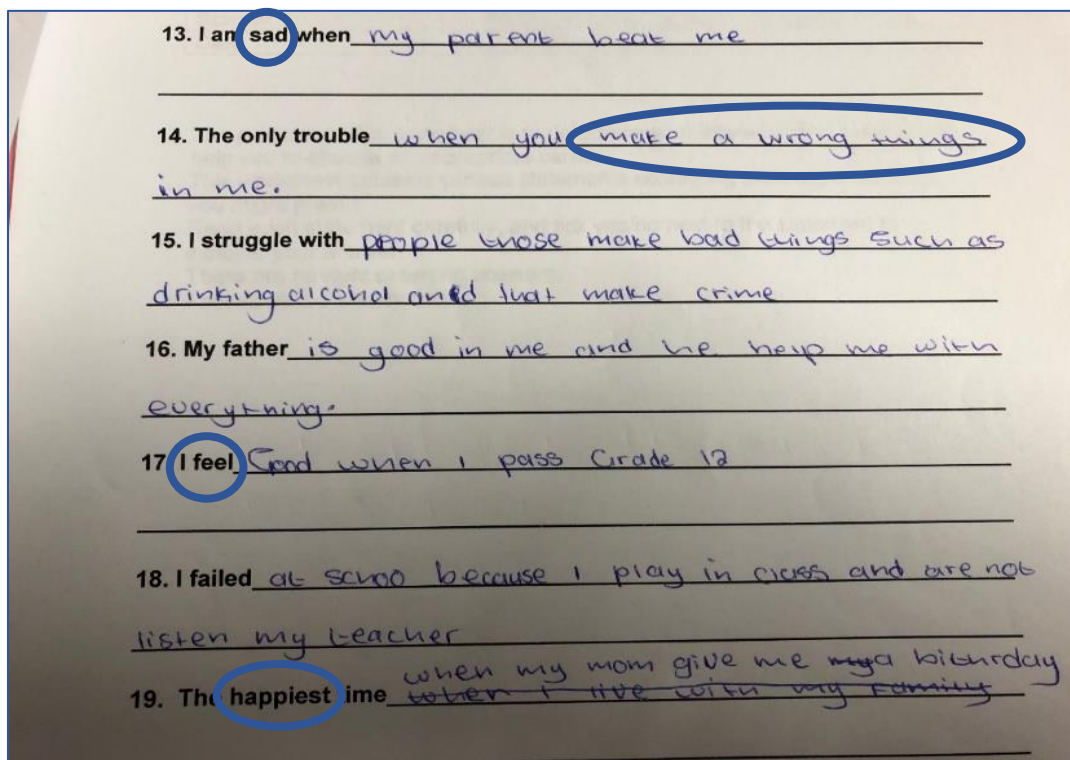
Photograph 4.12: Incomplete Sentences as a group-based qualitative assessment (Group F, Client File 29, 2014, F2)

In the Kraal Activity the client describes the threats in her life as "*crime*", whereas the protective resources include "*food, garden, church, family and school*" (Group E, Client File 25, 2014, F3). In Group FF, Client File 27, 2015, F4, another client indicates the dangerous forces outside her "Kraal" as being "*sickness, family illness, loneliness and hunger*" and her protective factors as her "*mother, friends, reading and television*". This assessment activity's qualitative nature is emphasised in the client's description of the kraal. This activity affords an opportunity to express relevant lifeworld insights. Qualitative information consequently emerged from the

Kraal Activity, which assesses client's strengths and weaknesses, as indicated in Photographs 4.13 and 4.14 below:
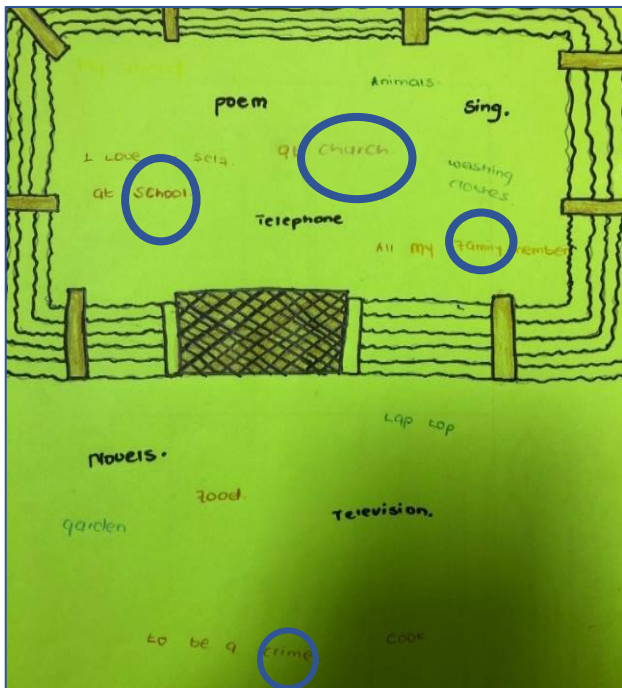
Photographs 4.13: *The Kraal Activity as a qualitative assessment activity* (Group E, Client File 25, 2014, F3)
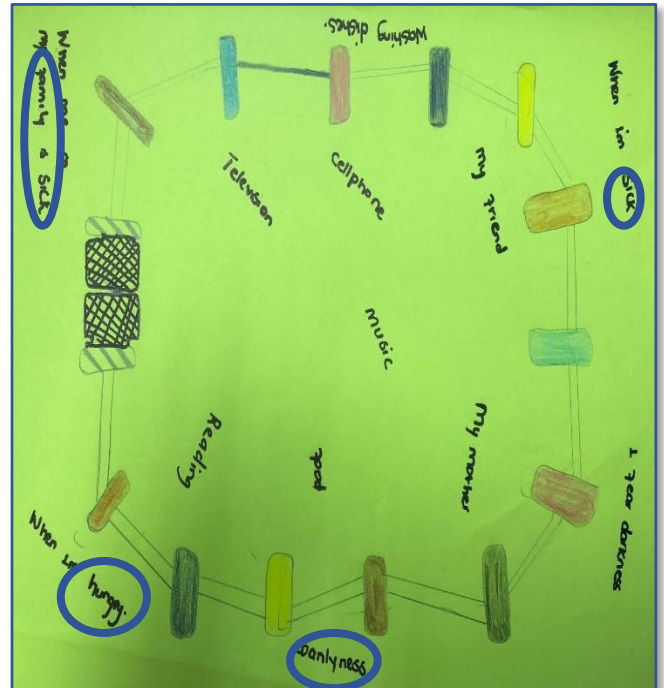
Photographs 4.14: *The Kraal Activity as a qualitative assessment activity* (Group FF, Client File 27, 2015, F4)

Photograph 4.15 illustrates that Indlela Yam assessed clients' aspirations. The excerpt that emphasised the aforesaid is depicted below. One goal in this client's life is *"to finish school".*
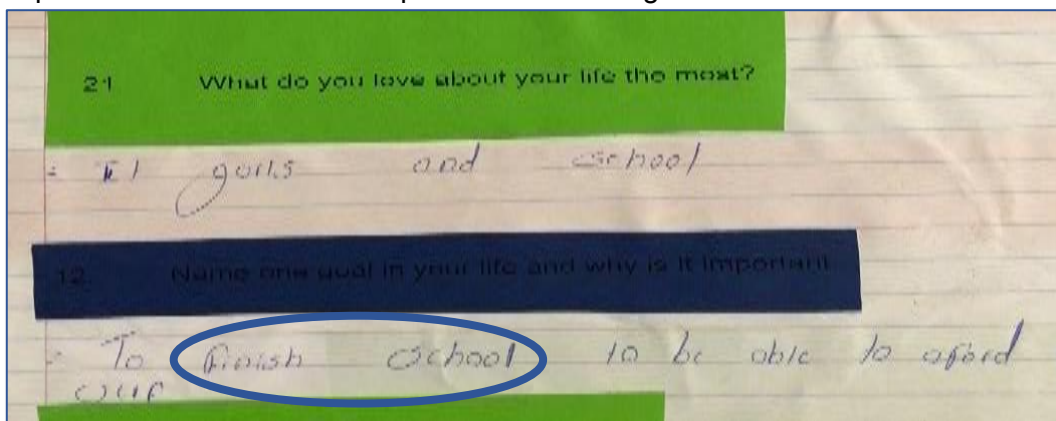
Photograph 4.15: Indlela Yam as a qualitative assessment (Group A, Client File 4, 2014, M7)

Footprints assessed the client's life aspirations, particularly when the client expressed that he wanted to "*finish grade nine, complete grade ten, complete grade eleven, complete grade twelve, apply to the military, start training, finish military and to make a difference*" (Group A, Client File 4, 2014, M7). The Footprints activity was relatively silent in the data as the students

of only one group administered the activity. In Photograph 4.16, I show the client's response to illustrate the information that emerged from Footprints.
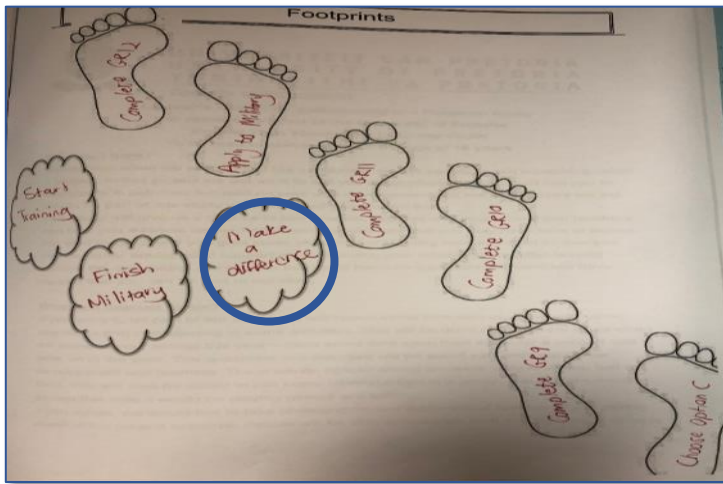
Photograph 4.16: Footprints as a qualitative assessment activity (Group CC, Client File 11, 2015, M8)

The client response reflected below indicates the information that emerged in the Cartoon activity. The qualitative nature of this activity provided the client with the opportunity to describe a day in his life in that particular rural context. In Photograph 4.17, the client reported that he wakes up and "*read my book*"; before school "*I go and fetch my friend*"; at school "*I play with my friends, write classwork, write notes, write homework*"; and before bed "*I read my book*". Only Group CC used Footprints and Cartoon as qualitative assessment activities. In Photograph 4.17, I show the Cartoon to illustrate the information that emerged from the activity.
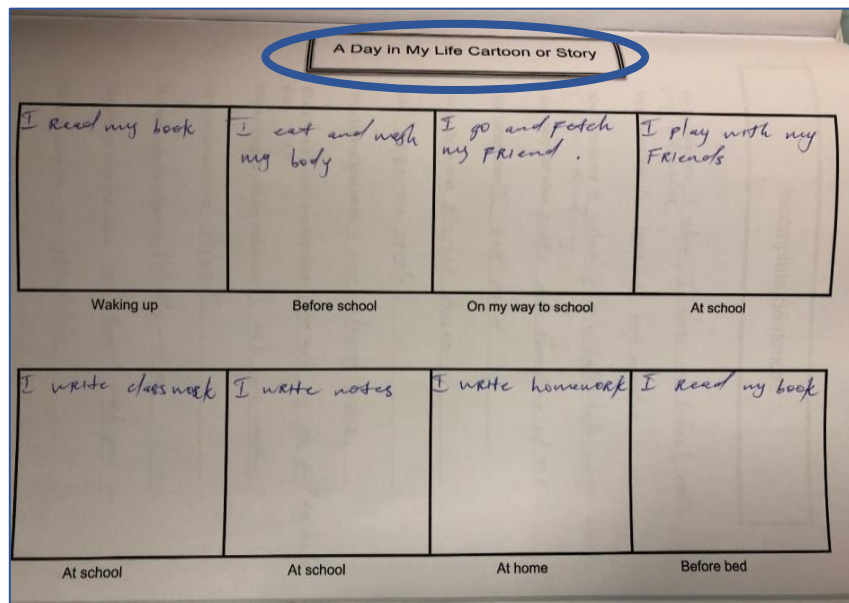
Photograph 4.17: Responses in the Cartoon activity (Group CC, Client File 11, 2015, M9)

More group-based qualitative methods in the data are illustrated in Photographs 4.18, 4.19 and 4.20 below to illustrate the qualitative nature of the activities:

Photograph 4.18: Sand Tray activity (Photograph by H Philips, September 2014)

Photographs 4.19 and 4.20: Incomplete Sentences and Career Card Sorting activities (Photograph by K Schneider, September 2014)

Photograph 4.21: Name and Surname Activity (Photograph by M Nel, May 2014)

Photograph 4.22: Name and Surname Activity (Photograph by S Seobi, May 2014)

Some group-based qualitative assessment activities were constructivist methods. A constructivist method refers to career counselling assessments that are specific in their narrative approach and focus for assessment and intervention (Brott, 2004; Whiston & Rahardja, 2005). Constructivist assessment methods are therefore often responsive to client narratives and subjective experiences (Young & Collin, 2004; Maree, 2016b). Group-based methods that are constructivist or narrative in nature therefore refer to assessment activities and methods that promote client co-construction (Maree, 2013a; Ebersöhn et al., 2016). In addition personal experience, development, context, learning and client resources are encouraged in the group-based assessment methods (Mcmahon & Patton, 2002; Savickas et al, 2009; Ebersöhn et al., 2016). It is therefore important to note that constructivist assessment methods are reviewed to suit a particular culture better, while assisting clients in the process of narrative deconstruction (McMahon, 2006). In Photographs 4.23 and 4.24, I show group-based qualitative assessments to illustrate the constructivist methods that were utilised.

Photograph 4.23: Sand Tray *(Group EE, Client File 20, 2015, M10) (Photograph by M Nel, May 2014)*

Photograph 4.24: Collage *(Group EE, Client File 20, 2015, M10) (Photograph by M Nel, May 2014)*
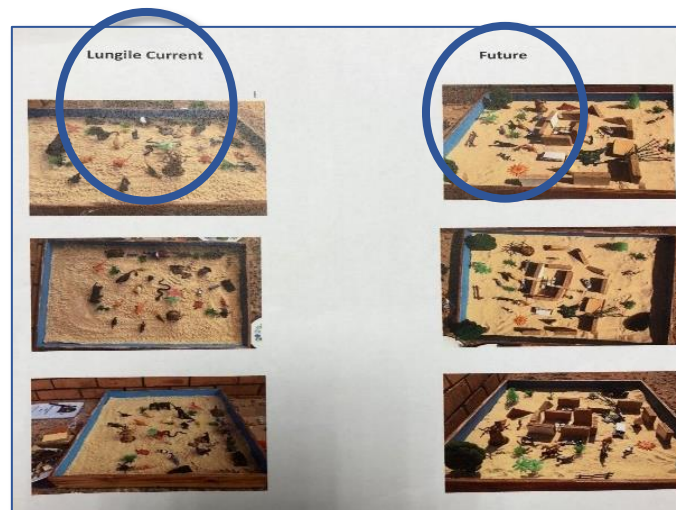
Photograph 4.25: Sand Tray *(Group AA, Client File 1, 2015, F5)*
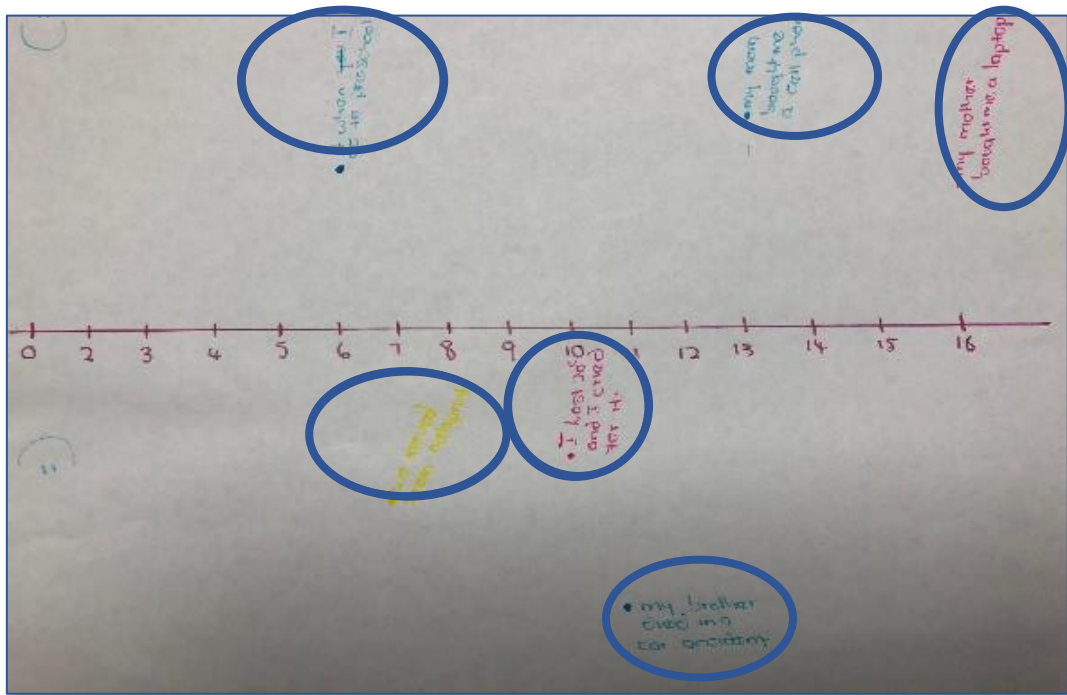
Photograph 4.26: Life Line illustrates clients' narratives (Group G, Client File 33, 2014, F6)

The activities that were group-based, constructivist and narrative in nature, assessed clients' life stories or narratives (Savickas, 2005; Savickas et al., 2009).

Group-based qualitative assessments also included arts-based measures. Arts-based measures refer to instruments that were co-constructed with clients to provide them with an opportunity to express themselves (Ebersöhn, 2007) while engaging and participating in a creative career counselling process (Fritz & Beekman, 2007). Expressive art can facillitate change, promote non-verbal communication in withdrawn clients and the active involvement of all clients in the career counselling process (Pearson, 2003). The group-based arts-based assessment activities assessed the clients' preferred approach to emotional expression (Gladding & Newsome, 2003). The students focused on the process during the clients' expression in the arts-based activities, and not the actual art they produced (Bardos, 2013). The students asked clarifying and probing questions to facilitate their understanding of the clients (Bardos, 2013). I show Photographs 4.27 to 4.31 to illustrate the group-based qualitative assessments that were arts-based.
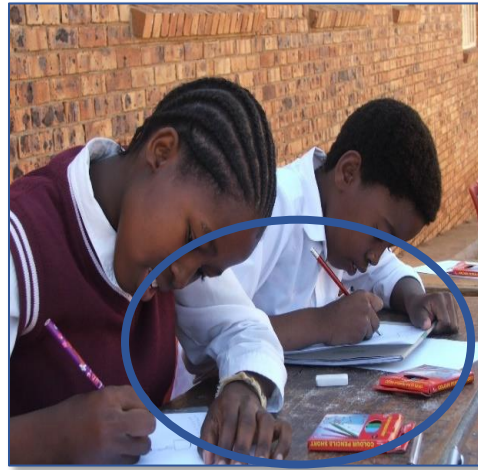
Photographs 4.27 and 4.28: Draw a Person in the Rain as a group-based qualitative and arts-based assessment measure (Photographs by S Seobi, September 2014)
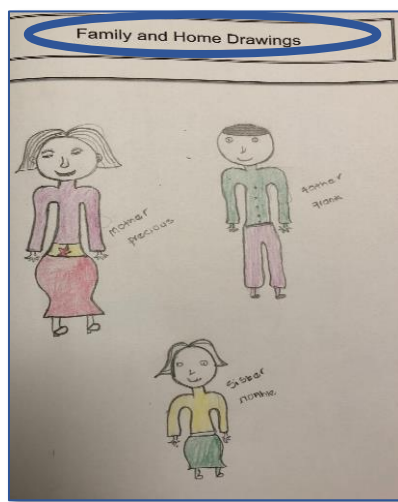
Photograph 4.29: Family and Home Drawing (Group BB, Client File 8, 2015, F7)

Photograph 4.30: Collage *(Group BB, Client File 8, 2015, F8)*

Photograph 4.31: Ubuntu Hand *(Group AA, Client File 1, 2015, F9)*

Students administered other qualitative activities that were group-based, and expressive as well as projective in nature. The clients therefore projected their personal experiences in their responses to the projective assessment activities. Projective and expressive activities are aimed at facilitating conversation between the client and the career counsellor (Malan-Van Rooyen, 2018). This is also done to promote the assessor's understanding of each individual client's motivations, attitudes and beliefs, personal thoughts and feelings (Donoghue, 2000). The activities therefore enabled responses by the clients, which revealed information about their personality characteristics and/or life (Meyer & Kurtz, 2006). I included Photographs 4.32 to 4.34 to illustrate group-based qualitative expressive and projective assessment activities.
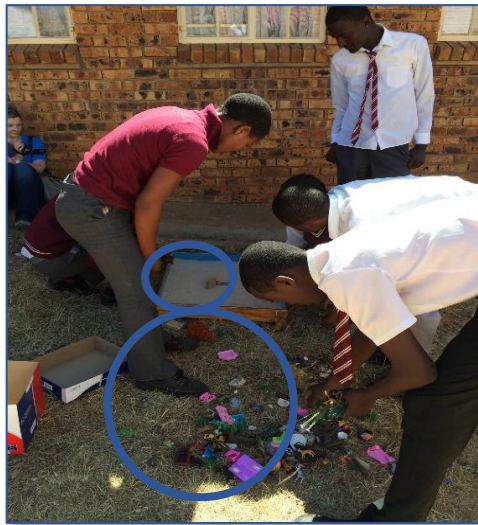
Photograph 4.32: Sand Tray (Photograph by K Schneider, September 2014)
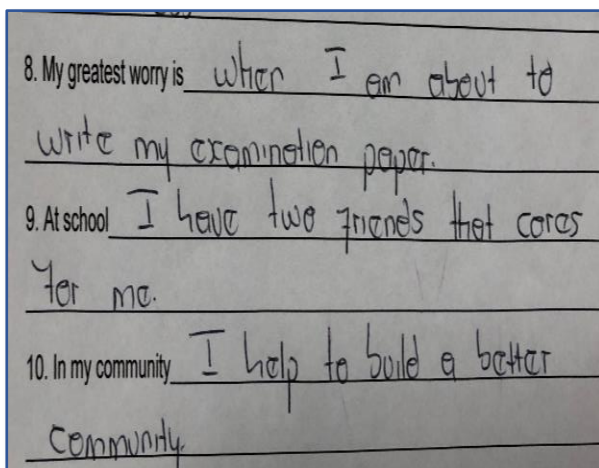
Photograph 4.33: Incomplete Sentences *(Group G, Client File 33, 2014, F10)*
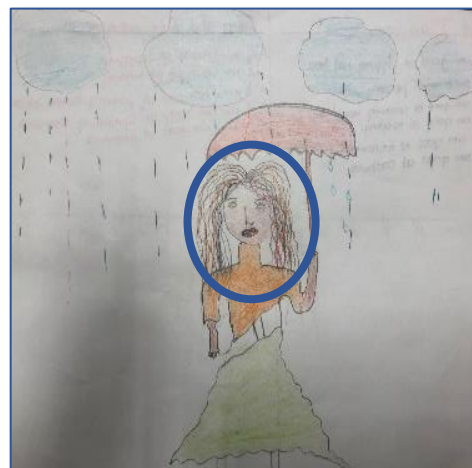
Photograph 4.34: Draw a Person in the Rain *(Group G, Client File 33, 2014, F10)*

The assessment activities that were administered to the Grade 9 clients were all group-based, and employed several qualitative assessment techniques and measures. These measures included group-based qualitative constructivist, arts-based and projective methods, which enabled clients to express their lifeworlds in the career counselling process.

4.3 THEME 2: THEORETICAL LENSES – GROUP-BASED CAREER COUNSELLING ASSESSMENT

4.3.1 Introduction

Theoretical lenses in group-based career counselling assessment refer to the underpinning framework or perspective from which a career counsellor approaches and interprets the assessment process (Zittoun & Perret-Clermont, 2009). The theoretical lens of the Group-based career counselling assessment theme includes the following subthemes: Indigenous psychology, Positive psychology and Narrative psychology. In Table 4.2, I provide the inclusion and exclusion criteria that I applied during analysis to categorise the assessment activities with regard to the theoretical lenses for group-based career counselling assessment.

Table 4.2: Inclusion and exclusion criteria: Theoretical lenses - group-based career counselling assessment

SUBTHEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
Indigenous psychology	Include data that were gathered from employing a non-Western lens in the group-based career counselling process. Data were included when the indigenous psychological lens was utilised, which shows a client's socio-cultural ecology and focuses on traditional and local knowledge and practices. Further includes data that were gathered while being considerate of local and cultural aspects in the career counselling assessment activities.	Exclude data that were gathered from employing a Western lens in the career counselling process. Data were excluded when the indigenous psychological lens was not utilised to show a client's socio-cultural ecology and there was no focus on traditional and local knowledge and practices.
Positive psychology	Include data that were gathered from identifying the strengths and weaknesses of clients while employing a positive psychological lens in a group setting. Data that were included were gathered from a philosophy that promotes a balanced career counselling assessment process with specific focus on the measurement of clients' strengths (Lopez & Snyder, 2003).	Exclude data that were gathered from not identifying the strengths of people while utilising a positive psychological lens. Data were excluded if they were gathered from a philosophy that does not promote a balanced career counselling assessment process with specific focus on the measurement of clients' strengths (Lopez & Snyder, 2003). Exclude data that were gained from employing a problem-focused approach.

	Therefore data on positive human characteristics were emphasised in the movement towards the optimal functioning of people and in the assessment (Seligman, 2004).	
Narrative psychology	Include data that were gathered from group-based career counselling assessment activities that were focused on clients' lives and their career stories (Savickas, 2011). Moreover include data of clients' narratives that can enable them to become active roleplayers in their career construction (Chen, 2007; Ebersöhn et al., 2016; Ferreira et al., 2016).	Exclude data that were gathered from career counselling assessment activities that were focused on clients' lives and their career stories (Savickas, 2011).

4.3.2 Subtheme 2.1: indigenous psychology

Indigenous psychology promotes local psychological perspectives in specific cultural ecologies or contexts (Allwood & Berry, 2006) and refers to the indigenous knowledge in a particular culture (Evenden & Sandstrom, 2011; Yang, 2000; Ebersöhn, 2012; Mpofu et al., 2014). The development of culturally applicable career counselling assessments in rural contexts are of paramount importance in a multicultural country such as South Africa (Hook, 2004; Bryant, 2006). The reason for the aforementioned is the necessity to promote indigenous psychology in South Africa (Okazaki et al., 2008; Ebersöhn, 2012; Kriegler, 2016). An indigenous psychology could promote relevant psychological assessment for high-risk and high-need contexts (Ebersöhn, 2015a; Shuttleworth-Edwards, 2016). I categorised data under this subtheme when it was evident that assessment accommodated a non-Western lens in respect of the socio-cultural aspects applicable to a client (Watson, 2006; Kral et al., 2011; Ebersöhn, 2012).

In 2014, seven assessment activities were framed using an indigenous psychology lens, namely: Demographic Questionnaire, Incomplete Sentences, Name and Surname Activity, Ubuntu Hand, Draw a Person in the Rain, Indlela Yam, Featuring My Family and Kraal Activity (see Appendix D). In 2015, seven assessment activities were framed from indigenous perspectives, namely: Demographic Questionnaire, Incomplete Sentences, Ubuntu Hand, Draw a Person in the Rain, Letter from Client, Role Model and Collage (see Appendix E). There were four assessment activities that were the same in both 2014 and 2015, namely: Demographic Questionnaire, Incomplete Sentences, Ubuntu Hand, and Draw a Person in the Rain.

The Name and Surname Activity is depicted in Photograph 4.35 to illustrate that the meaning of a client's name can provide socio-cultural information about a client. In Group K, Client File

59, 2014, F11, the meaning of the client's name reveals that she was an unexpected pregnancy (a surprise). The assessment activity therefore elicited additional information about the client's cultural ecology. In Group G, Client File 33, 2014, F12, a client explains: "*my parents asked God to bless them with a daughter and they would call her Angel. She would become her parents' 'Angel'*".

Photograph 4.35: Name and Surname Activity as framed by an indigenous psychology lens (Group K, Client File 59, 2014, F11)

Photograph 4.36: Name and Surname Activity as framed by an indigenous psychology lens (Group G, Client File 33, 2014, F12)

Ubuntu Hand (Photograph 4.37) enabled clients to share some characteristics of their lives. A client stated that he "*works hard at home and that he would like to work hard at school".* He further expressed that he has "*a mother and he enjoys playing soccer*". The information that can be extracted from Ubuntu Hand can be seen in the following excerpt: "*Love's his family wisdom, love for your grandmother, and he is a good boy*" (Group MM, Client File 64, 2015, M11)*.*

Photograph 4.37: Ubuntu Hand, which showcases the non-Western characteristics of the client *(Group MM, Client File 64, 2015, M11)*

Photograph 4.38 illustrates the Kraal Activity, aimed at assessing specific socio-cultural factors that have an impact on a client's life.
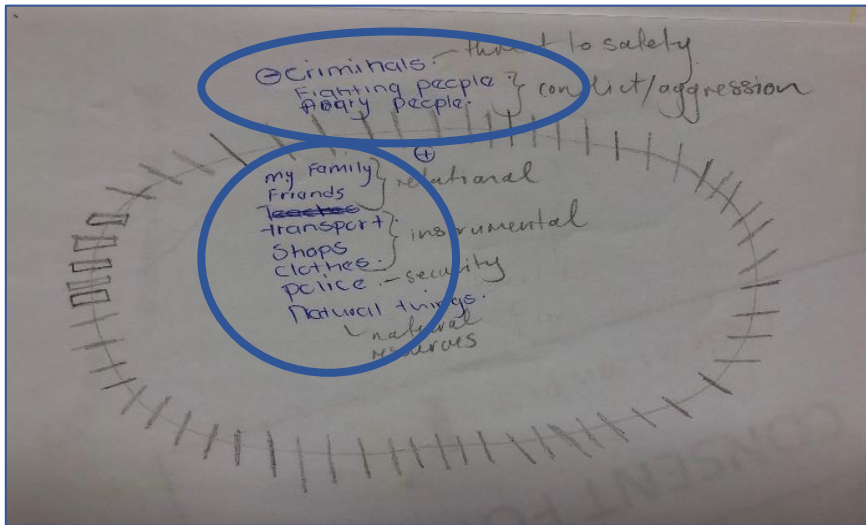
Photograph 4.38: Kraal Activity assessing a client's culture (Group A, Client File 5, 2014, F13)

The Name and Surname Activity assesses a client's cultural context in the client's descriptions, as is evident when this client says: "*Majahnke means that my father have boys only*", as depicted in Photograph 4.39.
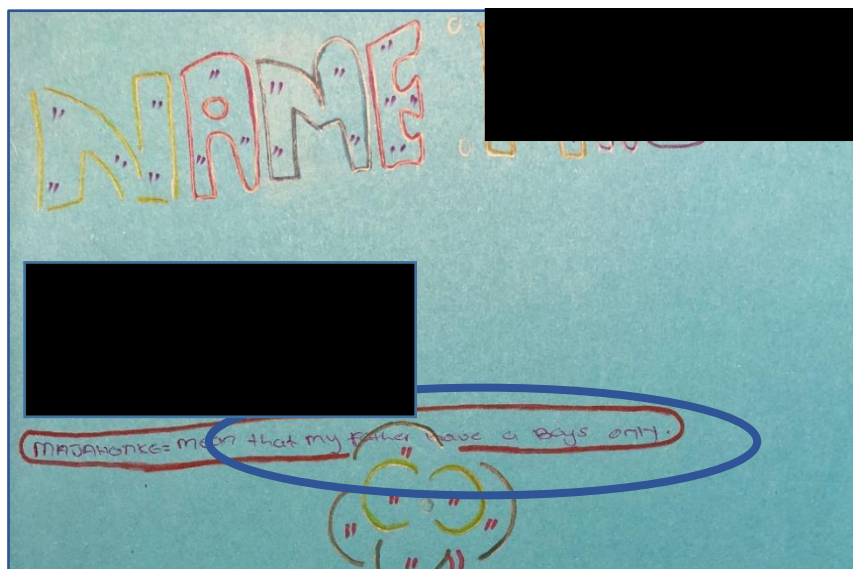
Photograph 4.39: Culturally applicable assessment (Group C, Client File 14, 2014, M12)

Photograph 4.40 illustrates Life Line as an activity which assesses the client's culture, and the client's experiences are assessed in this activity.
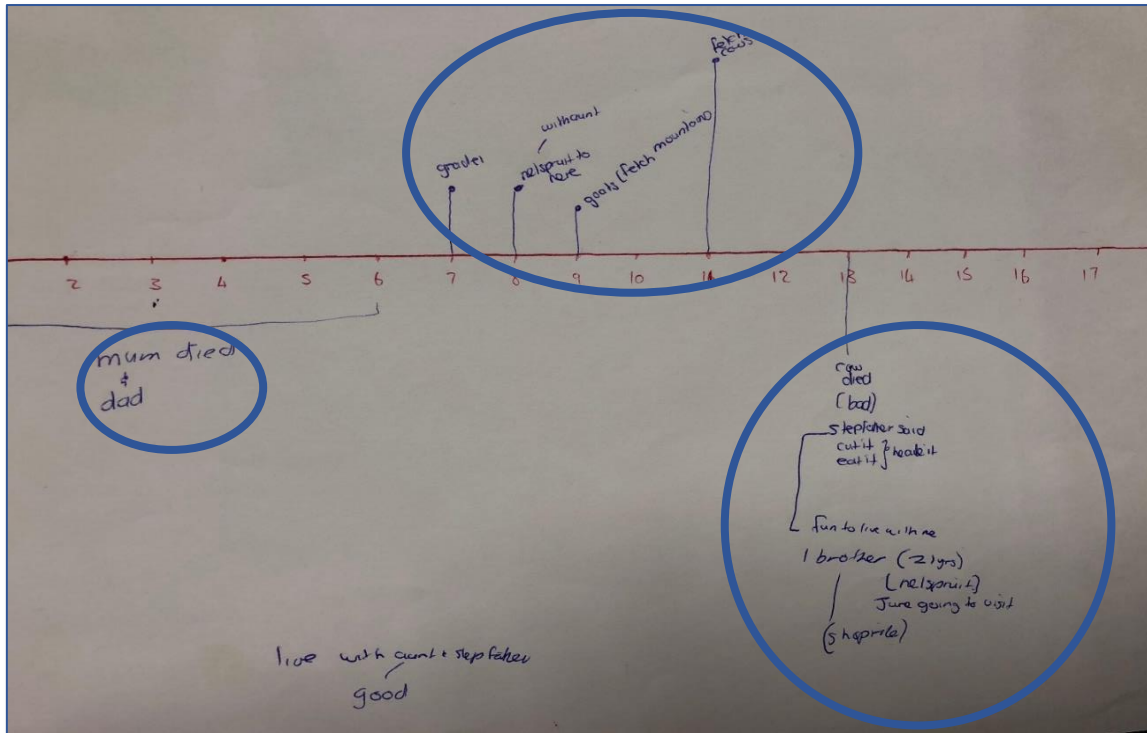
Photograph 4.40: Life Line indicating the client's context and cultural experiences in a visual outline (Group H, Client File 43, 2014, M13)

Draw a Person in the Rain assessed the clients' unique experiences relating to their cultural factors. The assessment activity is reflected in Photographs 4.41 and 4.42 to illustrate the cultural factors that were assessed in Draw a Person in the Rain.
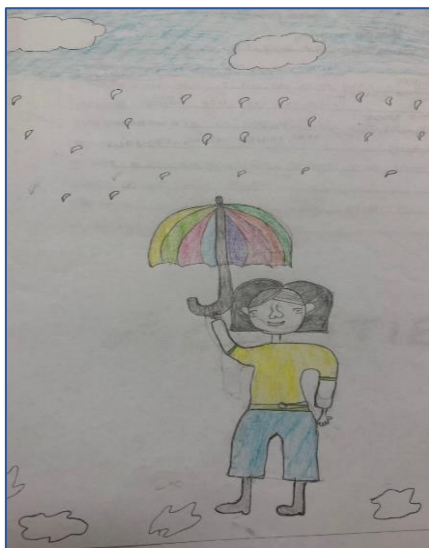
Photograph 4.41: Draw a Person in the Rain, a visual picture, and a narrative assessment of cultural factors (Group F, Client File 30, 2014, F14)
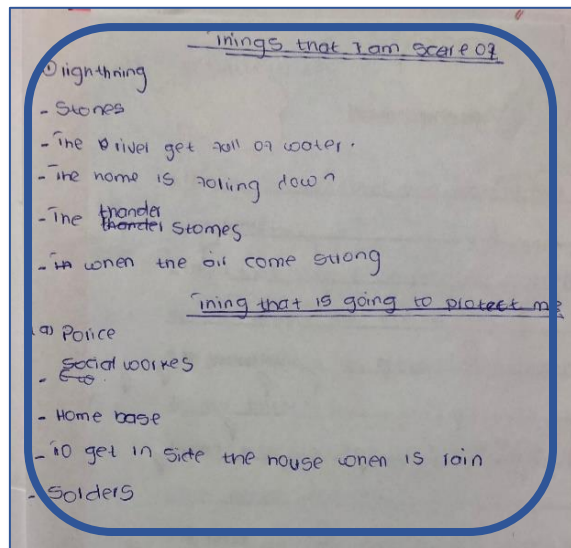
Photograph 4.42: Draw a Person in the Rain, a visual picture, and a narrative assessment of cultural factors (Group F, Client File 30, 2014, F14)

4.3.2 Subtheme 2.2: Positive psychology

Positive psychology focuses on identifying individual and ecological strengths, while striving for hope, optimism and client engagement (Seligman, 2004; Ebersöhn, 2010; Maree, 2013b; Seligman et al., 2018). The career counselling assessment activities that were framed through a positive psychology lens facilitated the gathering of rich information on the clients' individual and ecological strengths (Seligman & Csikszentmihalyi, 2000; Theron, 2016).

Positive psychology as concept was evident from the following nine assessments during 2014: Demographic Questionnaire, School Report, Name and Surname Activity, Incomplete Sentences, Draw a Person in the Rain, Indlela Yam, Life Line, Resource Map and Draw a Tree (see Appendix D). In 2015 there were five instances of positive psychology assessment activities, namely: Demographic Questionnaire, Incomplete Sentences, Role Model, Collage, and Footprints (see Appendix E). Examples of the assessment activities have been outlined below.

Examples of Incomplete Sentences assessing positive psychological principles appear in Photographs 4.43 to 4.45 (Group EE, Client File 24, 2015, F15), when clients express: "I am really good at "*nettball and soccer*"; Group HH: Client File 43, 2015, M14, when a client specifically expressed the fact that she needed *"to pass"*. Also in Group GG, Client File 37, 2015, M15, the client says: I am really good "*at home*".
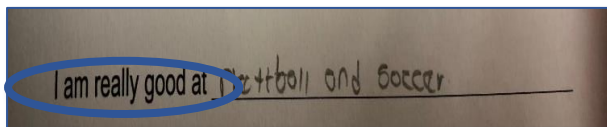
Photograph 4.43: Assess the clients' strengths in Incomplete Sentences (Group EE, Client File 24, 2015, F15)
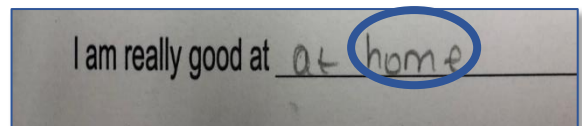
Photograph 4.44: Assess the clients' strengths in Incomplete Sentences (Group HH, Client File 43, 2015, M14)
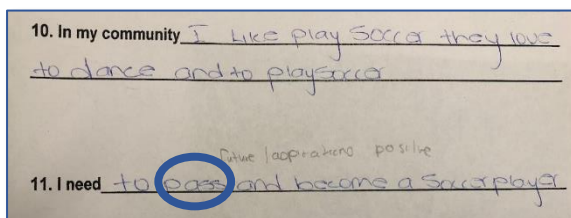
Photograph 4.45: Assess the clients' strengths in Incomplete Sentences (Group GG, Client File 37, 2015, M15)

Specific items contained in the Demographic Questionnaire are based on positive psychological principles that amplify the clients' assets and resources. The Demographic Questionnaire assesses the clients' academic strengths and confidence as well as vision for the future. Photograph 4.46 illustrates the Demographic Questionnaire as reflecting the positive thoughts of the client, assessed through a positive psychology lens.
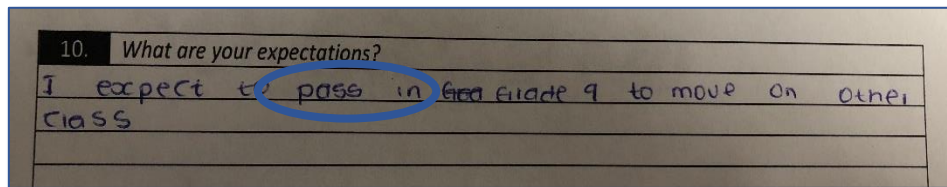
Photograph 4.46: Demographic Questionnaire from a positive psychology perspective (Group F, Client File 30, 2014, F16)

In Photograph 4.47 it is clear that the client indicated what he was grateful for in Indlela Yam, illustrating the positive psychology lens. The client expressed more assets in other items of the activity when he reported to be thankful for "*safety at school, respect my family and to pass at school*". In Indlela Yam, the clients' personal strengths and environmental resources were assessed. A client, Group G, Client File 33, 2014, F17, indicated her positive attitude in the Indlela Yam assessment activity as follows: "*I just wish good luck for myself. I really want to become a lawyer, earn my own money. One day I would like to buy myself a Polo, a big house and start a family. I need to encourage other learners to finish school and live a good life. I also want to encourage them to be more respectful towards others. I would like to change the community by helping other people.*" The following response identifies the assets assessed by the client: "*I respect my mom and dad because they gave me life and I am beautiful on the outside and the inside.*"
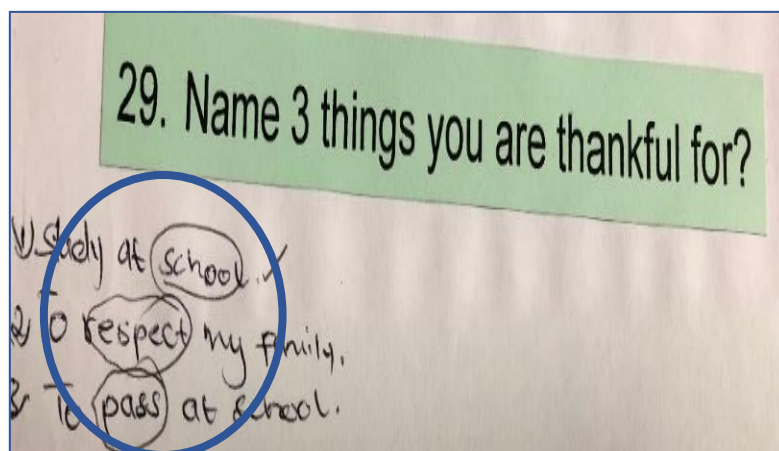
Photograph 4.47: Indlela Yam (Group C, Client File 14, 2014, M16)

Photograph 4.48: Indlela Yam (Group G, Client File 33, 2014, F17)

Photograph 4.49 illustrates the assessment of client resources and strengths on the Resource Map. The client indicates resources of the individual as: "*Caring, respectful, friendly or kind, polite, resilient, motivated, hardworking, positive attitude about school and learning*". Environmental resources are listed as: *"positive relationships, role models, family, school, and university student*".
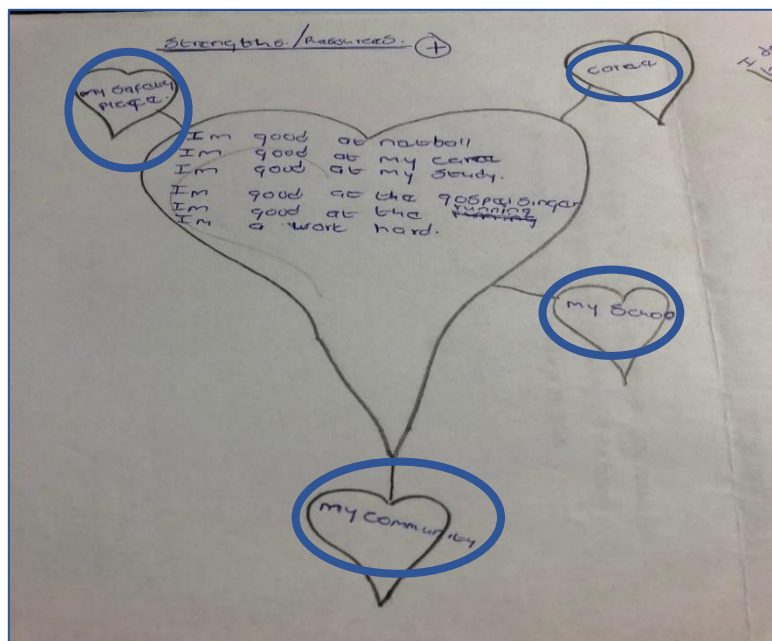
Photograph 4.49: Resource Map (Group C, Client File 15, 2014, F18)

Photograph 4.50 indicates the client's response in the What Animal am I? The client shares her self-identified strengths when she said: "*I want to be a lion because they are strong and beautiful animals.*"
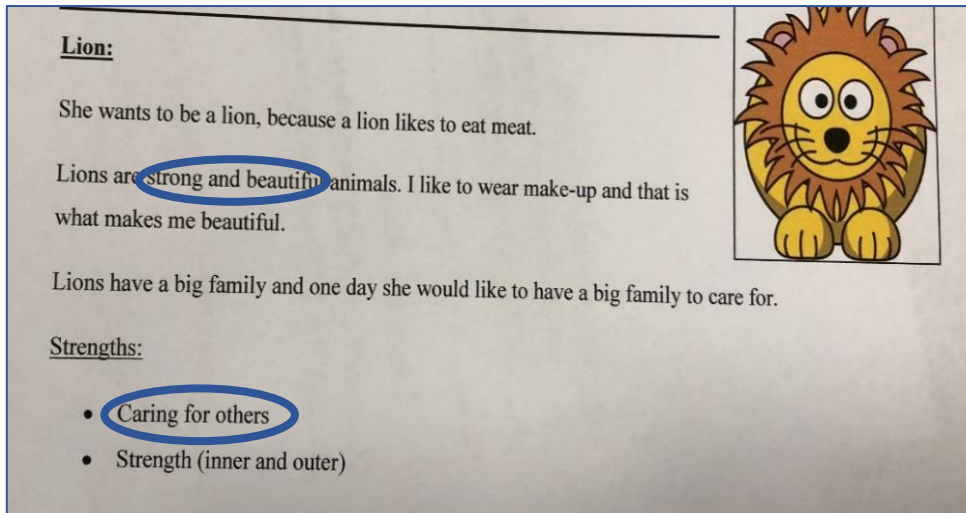
Photograph 4.50: What Animal Am I? (Group G, Client File 33, 2014, F19)

Photograph 4.51 depicts an example of a Draw a Tree activity to emphasise the information that emerged when the client was assessed through a positive psychology lens. Data relating to the strengths and resources in the client's life were assessed. The client expressed: "*I want to be a good person and help homeless children*". Another example of this is the Draw a Tree in Group B, Client File 8, 2014, M17, where the client's response indicated the assets and resources in his life: "*Grateful for Spirituality, respect, honesty*". In Group K, Client File 62, 2014, M18, the client indicates his assets as his ability to "*play soccer and to dance*".
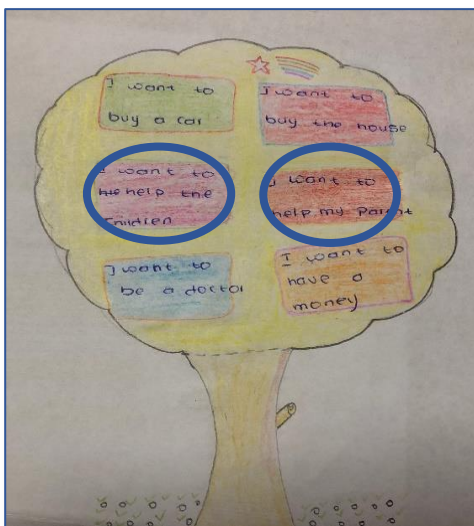
Photograph 4.51: Draw a Tree as framed by a positive psychology lens *(Group F, Client File 30, 2014, F20)*
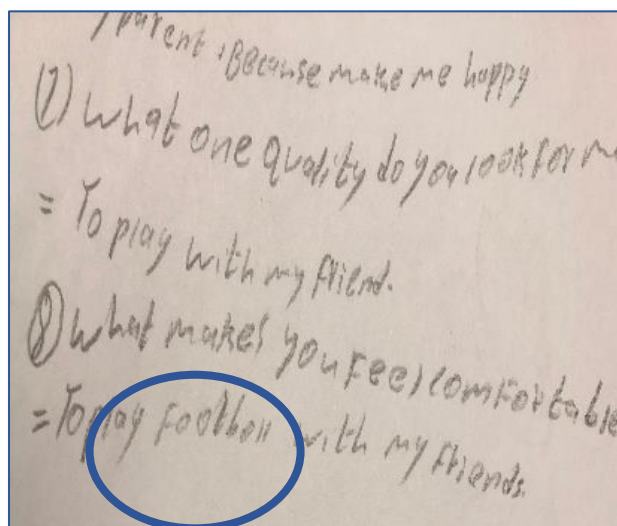
Photograph 4.52: Draw a Tree as framed by a positive psychology lens *(Group B, Client File 8, 2014, M17)*
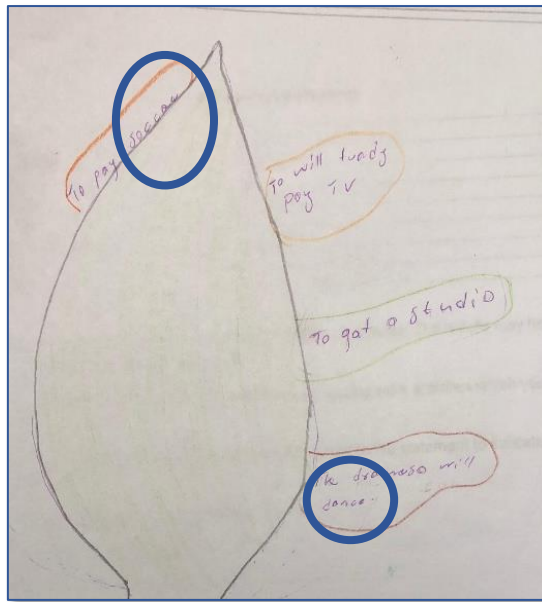
Photograph 4.53: Draw a Tree as framed by a positive psychology lens (Group K, Client File 62, 2014, M18)

4.3.3 Subtheme 2.3: Narrative psychology

A narrative psychological lens refers to a client's own story, which is told by employing career construction theory (McIlveen & Patton, 2007). Career construction theory is used when clients are seen as active role players in the career counselling process (Maree, 2013a).

There were three instances of assessment activities where narrative psychology was evident during 2014, namely Featuring my Family, Sand Tray as well as Life Line (see Appendix D). During 2015 there were two instances of narrative activities, namely Sand Tray and Life Line (see Appendix E).

Featuring my Family includes questions that assess the clients' family narratives, specifically how the individual client narrates his/her experiences in the family context (Bohanek, Marin, Fivush, & Duke, 2006). This is evident from the distance the client places between the family members, the descriptions of family members as well as the client's explanations, which provide information about the client's narrative. I include Photograph 4.54 to illustrate Featuring my Family as viewed through a narrative lens.
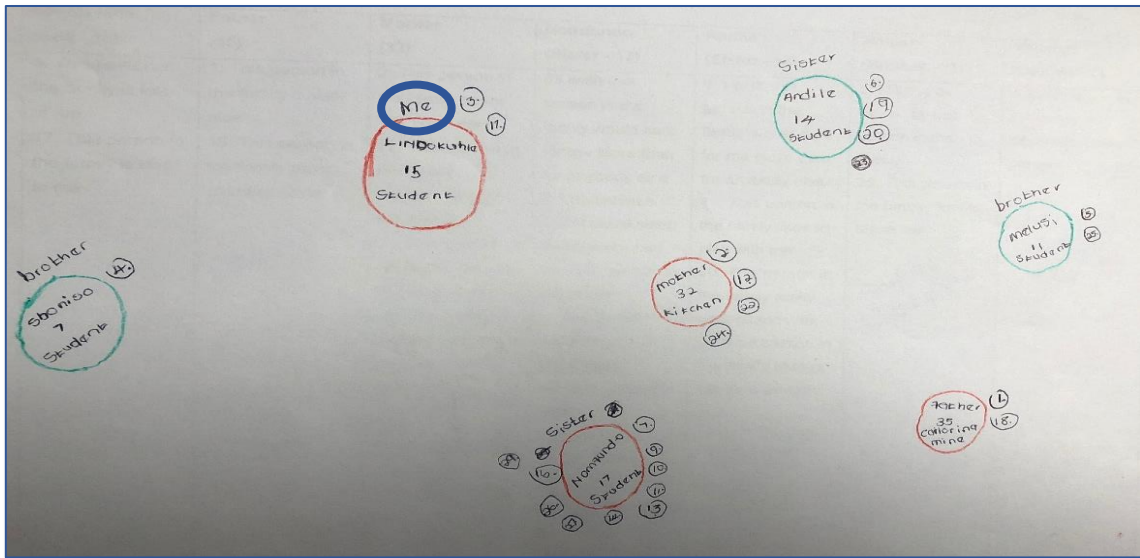
Photograph 4.54: Featuring my Family (Group D, Client File 19, 2014, F21)

Sand Tray is equally narrative in nature as it involves telling a story based on specific themes in the client's life. The client portrays a narrative by creating a non-verbal story in the sand and afterwards sharing the story with the student. The activity can therefore be categorised as narrative. Photograph 4. 55 illustrates the client's Sand Tray, which relates to the client's story/narrative below: "*This is the beach, we come here during the summer times to chill. Here we have a small dam, for the animals to drink water, because it is very hot. This is the zoo, here we come to visit the animals. This is a crocodile. The stones are where the cars park. I would like to go to the beach. It is fun, when it is hot I'll go there by myself*. *"Would you go to the zoo"? "Yes." "Alone?" "No, I'll go with my friends". "And the animals?" "Yes, these are all the different animals, many of them* [you] *see here. Some of the animals are very thirsty. When they are in the sun it gets very hot so they drink water to survive."*

Photograph 4.55: Sand Tray as an example of a narrative assessment activity (Group G, Client File 33, 2014, F22)

Life Line involves the visual outline of a client's life and specific themes are assessed in this activity. In Photograph 4.56 the client indicated the highlights in his narrative as: "*My father gave me a toy gun, pass grade 8 and doing well at school*". The lows in his narrative were put down as: "*My father died when I was 6, I was hitten by a car, my granny is sick*". Another excerpt indicates a client narrative in Group II, Client File 43, 2015, F23 as parental loss, transitions, trauma and illness when she said: *"My mother passed away, my cousin died."*
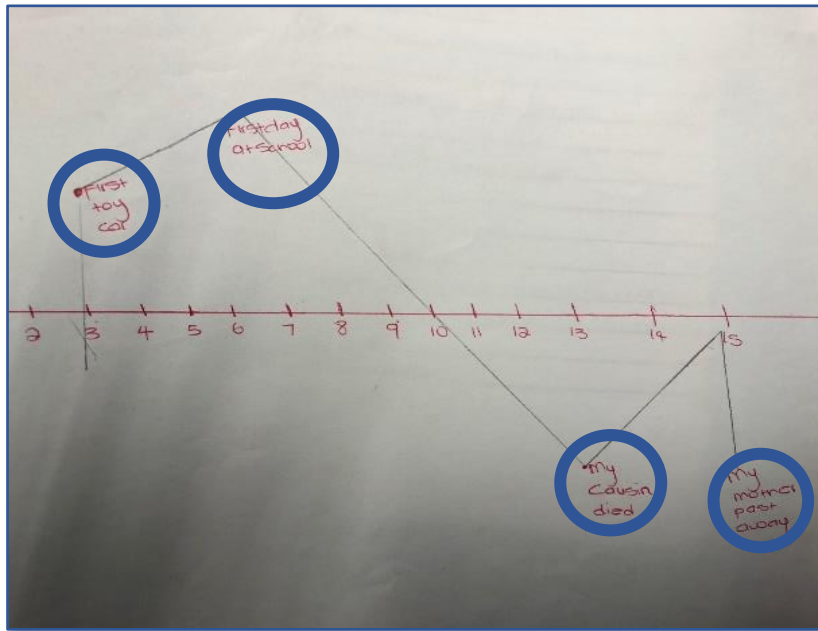
Photograph 4.56: Life Line as part of clients' life narratives (Group D, Client File 20, 2014, M19)
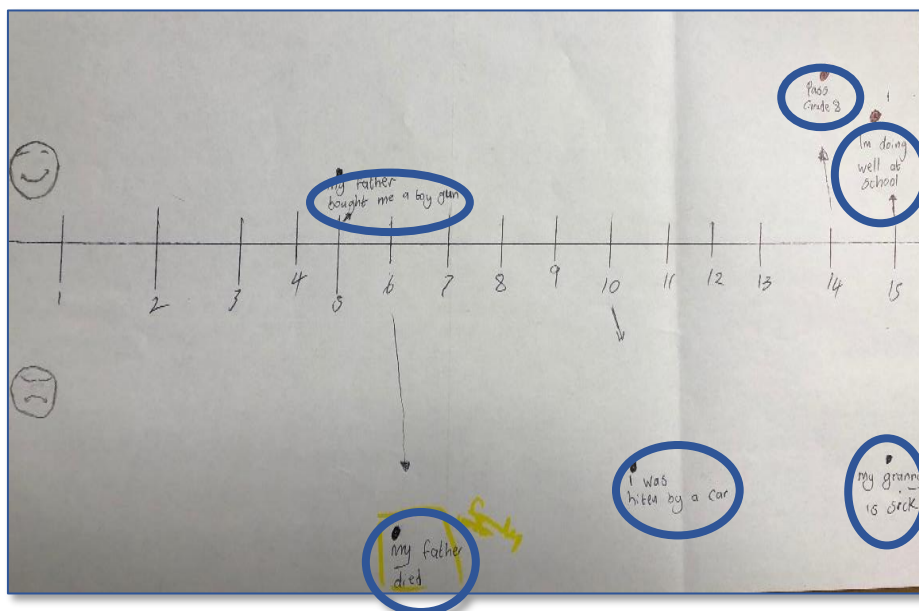
Photograph 4.57: Life Line as part of clients' life narratives (Group II, Client File 43, 2015, F23)

Qualitative assessments were done by means of indigenous psychology, positive psychology and narrative psychology as theoretical approaches to enable clients to express and furnish information about themselves and their lifeworld in career counselling assessment.

4.4   THEME 3: GROUP-BASED CAREER COUNSELLING ASSESSMENT FOCI

4.4.1 Introduction

The theme Group-based career counselling assessment foci include the following six subthemes: Group-based cognitive or ability measures, Group-based personality measures, Group-based interest measures, Group-based values measures, Group-based motivations and aspirations as well as group-based life and career stories. Table 4.3 below provides information pertaining to the inclusion and exclusion criteria that were applied during the analysis, specifically with regard to group-based career counselling assessment foci.

Table 4.3: Inclusion and exclusion criteria for group-based career counselling assessment foci

SUBTHEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
Group-based cognitive or ability measures	Include data that were gathered to indicate cognitive abilities of young people in a rural school. Also, specifically include data that were gathered from group-based, adapted career counselling assessment activities	Exclude data to indicate cognitive abilities of young people in a rural school that were gathered from standardised assessments
Group-based personality measures	Include data that were gathered about young people's personality characteristics in rural schools. Include data that were gathered from group-based adapted career counselling assessment activities	Exclude data about personality characteristics of young people in a rural school that were gathered from standardised assessments
Group-based interest measures	Include data that identify young people's interests in rural schools. Specifically include the data that was gathered from utilising group-based adapted career counselling assessment activities	Exclude data that identify interests of young people in rural school that were gathered from standardised assessments
Group-based values measures	Include data on young people's values in a rural school, gathered from group-based adapted career counselling assessment activities.	Exclude data on values of young people in a rural school gathered from standardised assessments
Group-based motivations and aspirations measures	Include data on young people's motivations and aspirations in a rural school, gathered from group-based adapted career counselling assessment activities	Exclude data on the motivations of young people in a rural school gathered from standardised assessments

Group-based life and career stories	Include data from young people's life and career stories in a rural school that were told/narrated in the group-based post-modern assessment activities	Exclude data from life and career stories of young people in a rural school that were gathered from standardised assessment activities

4.4.2 Subtheme 3.1 Group-based cognitive or ability measures

Group-based cognitive or ability measures refer to the assessments that assess a client's cognitive or intellectual capacity and provide insights into an individual's cognitive strengths and areas of development (Deary et al., 2007). No standardised psychometric media were used to assess cognitive abilities. The assessment measures that were used envisaged enabling the educational psychology student to assess the clients' cognitive strengths and weaknesses see (Foxcroft et al., 2004).

Both the 2014 and 2015 groups used clients' academic records (School Reports) and Incomplete Sentences to measure the cognitive ability and functioning of clients (see Appendices D and E). In 2015, the Letter from Client (see Appendix E) was an additional assessment that was not administered to the 2014 group.

The clients' School Reports were considered to gain clarity about the clients' academic performance and/or functioning in the school context. An example of a report has been included in Photograph 4.58 to illustrate the aforementioned statement.

LEARNER'SUBJECTS	MAX	MIN	%	RATING
SISWATI	100	50	1	1
ENGLISH	100	50	8	1
SAL	100	50	-	-
MATHEMATICS	100	40	3	1
ART & CULTURE	100	30	20	1
E. & MAN. SCIE.	100	30	10	1
LIFE ORIENT.	100	30	6	1
NATURAL SCIE.	100	30	11	1
SOCIAL SCIE.	100	30	10	1
TECHNOLOGY	100	30	34	2
	STUDENT TOT.		103	
	STUDENT AVG.		11	
	RESULTS		NP	

Photograph 4.58: School Report illustrating cognitive ability (Group J, Client File 58, 2014, F24)

Incomplete Sentences assessed the clients' meta-cognition to gain an understanding of their cognitive capacity. Meta-cognition refers to the knowledge of a client about their own cognitive abilities (Fernandes-Duque, Baird, & Posner, 2000). To illustrate this, the following was extracted from Group CC, Client File 14, 2015, F25, Incomplete Sentences: "*Studying for tests*

and exams are hard work." In Group D, Client File 20, 2014, M20, another client expressed: My greatest worry is "*to pass grade 9*". These examples describe how Incomplete Sentences assessed the client's cognitive functioning, which are displayed below in Photographs 4.59 and 4.60.
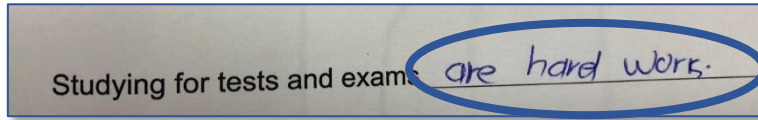
Photograph 4.59: An example of meta-cognition relating to cognitive ability (Group CC, Client File 14, 2015, F25)

In Photograph 4.60, another excerpt from Incomplete Sentences assesses cognitive functioning, as reflected in the activity.
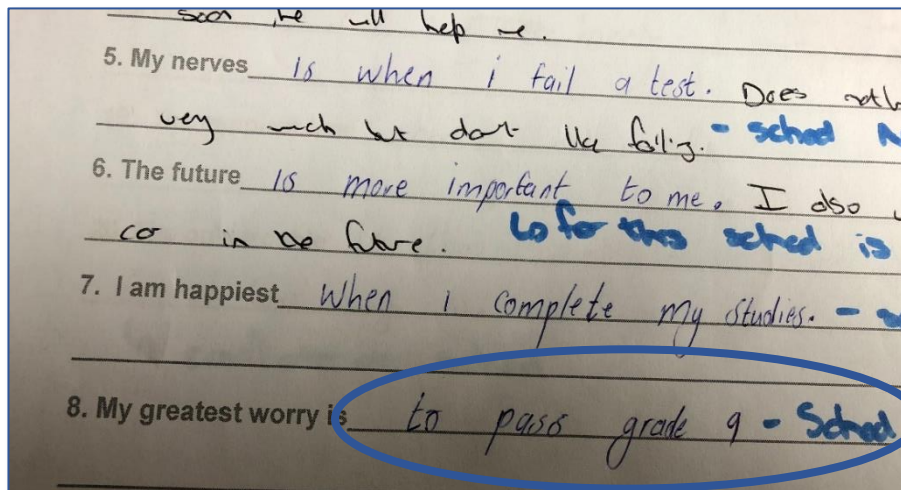
Photograph 4.60: Incomplete Sentences assess the cognitive functioning of the client (Group D, Client File 20, 2014, M20)

The Letter from Client assessed client's writing ability. A client's writing and academic language abilities form part of the cognitive domain, which was assessed (Kravchenko, 2009). An example of how information relating to a specific client's cognitive ability can be assessed is evident in the Letter from Client that has been inserted below, which says: *"I had a good day today and yesterday. I did enjoy what they did teach me and I will never forget the days. We have been… lot of thing to them. It was nice what we were doing. I will never forget Mr Cobus, because he is a great guy.*
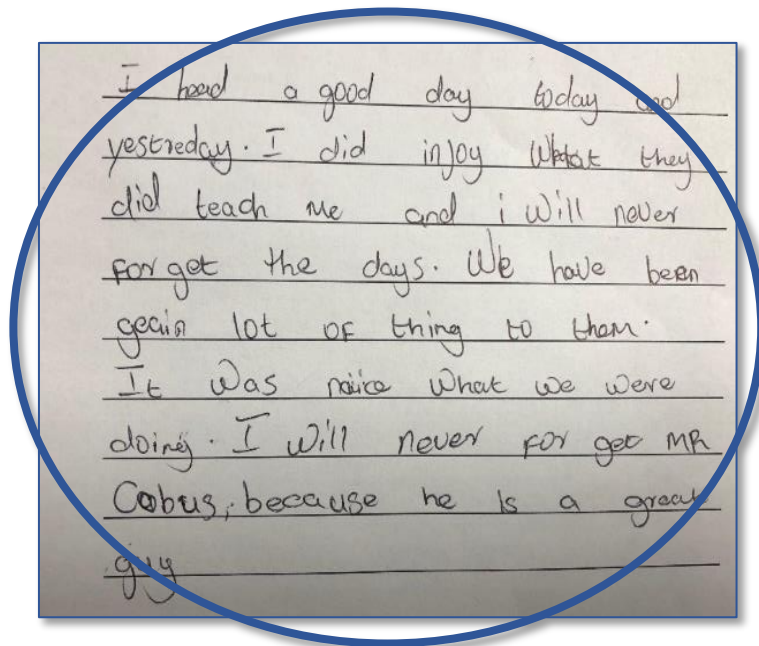
Photograph 4.61: Letter from Client assesses the cognitive functioning of the client (Group MM, Client File 64, 2015, M21)

The School Report (Academic Records) and Incomplete Sentences were the preferred cognitive or ability assessment measures that were included in the data sets for both the 2014 and 2015 assessment years.

4.4.3 Subtheme 3.2 Group-based personality measures

Standardised personality measurements refer to the specific assessment questionnaires or activities that capture a client's personality structure, as well as the correlation between the personality structure and certain occupations (Wang et al., 2006). The personality measures that were employed in this study focused on assessing clients' personal characteristics for the purpose of career choice by using adapted and innovative personality assessment activities (Rogers & Creed, 2011).

During 2014, five measures were used to assess personality traits, namely: Name and Surname Activity, Incomplete Sentences, Ubuntu Hand, Sand Tray and Which Animal am I? (see Appendix D). During 2015, five measures were used to measure personality traits, namely: Incomplete Sentences, Ubuntu Hand, Sand Tray, Letter from Client and Collage (see Appendix E). In the 2014 assessment year there was also a Which Animal am I? activity, which was not administered during 2015. Similarly, the Letter to Client and Collage were not used in 2014, but were administered to the 2015 group.

When the students applied the Name and Surname Activity, the meaning of the clients' names and the associated personality characteristics were assessed. It therefore became evident that some personality characteristics the clients related to emerged from the data, as is clear from Photograph 4.62.
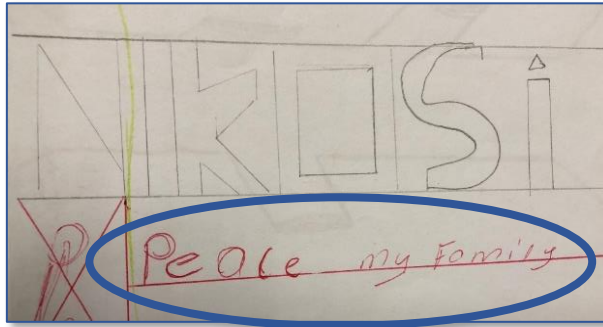
Photograph 4.62: Name and Surname Activity illustrating a personality measure (Group K, Client File 62, 2014, M22)

With regard to the Incomplete Sentences, the clients' personality characteristics were assessed by the evidence supplied in Photographs 4.63 and 4.64.
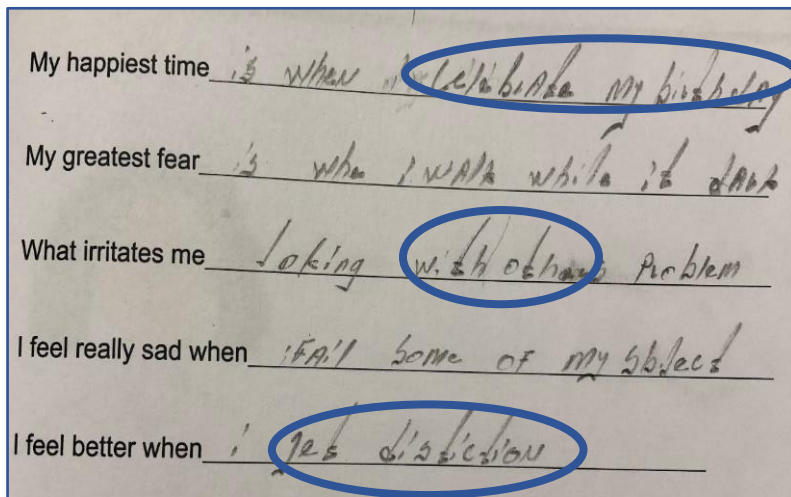
Photograph 4.63: Illustrate Incomplete Sentences as a personality measure (Group DD, Client File 18, 2015, M23)
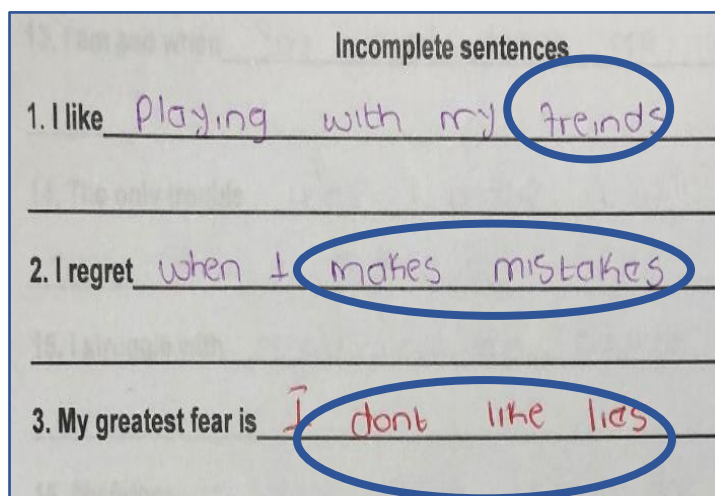
Photograph 4.64: Illustrate Incomplete Sentences as a personality measure (Group K, Client File 59, 2014, F26)

The career counselling assessment in Ubuntu Hand assessed the clients' personality characteristics. An example of this can be seen in Group K, Client File 59, 2014, F27, where the personality characteristics of the client are assessed by means of: "*She is a good friend who enjoys playing with others and she does not gossip.*" Another client confirms that personality characteristics can be assessed with Ubuntu Hand when he describes himself as: "*Soccer good, I am friendly*" (Group DD, Client File 18, 2015, M24).

Photograph 4.65: Ubuntu Hand as a personality measure *(Group K, Client File 59, 2014, F27)*
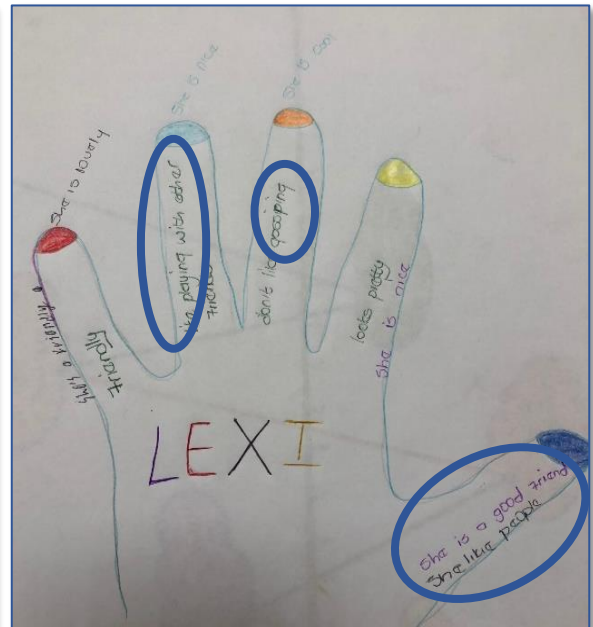
Photograph 4.66: Ubuntu Hand as a personality measure *(Group DD, Client File 18, 2015, M24)*

Which Animal am I? assessed the personality characteristics of the client. In Group G, Client File 37, 2014, M25 the client chose a "*Rabbit*" as his animal because the strengths that were associated with a rabbit are: *"likes to learn, runs very fast, very alert in dangerous situations*". The self-identified weaknesses of a rabbit include: "*Avoid conflicting situations/hide away.*"
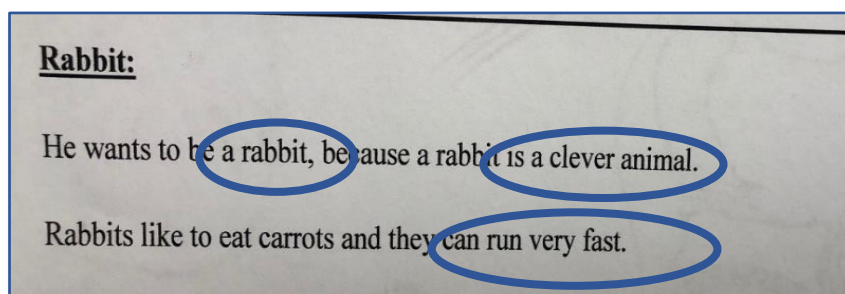
Photograph 4.67: Which Animal am I? as a personality measure (Group G, Client File 37, 2014, M25)

Assessment foci included personality measures that were applied to enable clients to show and express their personality characteristics during the career counselling process. The data illustrate the application of these personality measures in both the 2014 and 2015 groups.

4.4.4 Subtheme 3.3 Group-based interest measures

Interests are measured with the intent to outline a client's unique occupational preferences and are therefore a crucial component of the career counselling assessment process (Foxcroft & Roodt, 2009; Shreuder & Coetzee, 2011). It was necessary for the purpose of the career counselling assessment process to assess the clients' interests and therefore a number of adapted and innovative interest assessment activities were employed to facilitate this assessment.

During 2014, two interest measures were used, namely: My Interest Worksheet and Career Card Sorting (see Appendix D). In 2015, one interest measure was used, namely: Career Card Sorting (Appendix E). Both the 2014 and 2015 groups employed the Sand Tray activity to identify additional interests of the clients.

The My Interest Worksheet assessed clients' interests by providing them with a variety of activities to choose from (Anon, 2014). The My Interest Worksheet was an adapted version of the SAVII, as discussed in Chapter Four, Subtheme 1.1 Group-based quantitative assessment.

Career Card Sorting assessed self-knowledge, and career knowledge and exploration, as the clients were tasked with indicating their job interests on specific occupation cards. In Group DD, Client File 17, 2015, M25, the client said he wanted to become a doctor to "*help people*" and he was also interested in *"making money"*.
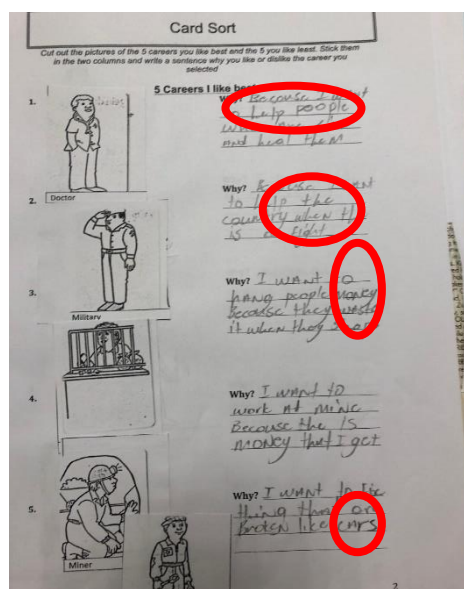
Photograph 4.68: Career Card Sorting as an interest measure (Group DD, Client File 17, 2015, M26)

Career Card Sorting facilitated the collection of information as it made provision for "why" questions. Another example of Career Card Sorting appears in Photograph 4.69 below.
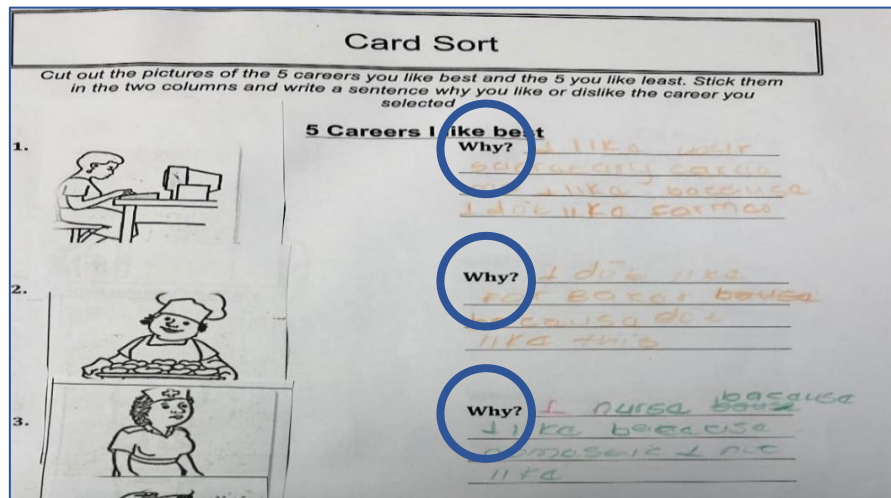
Photograph 4.69: Career Card Sorting response clearly indicates the additional space that was provided for the client to provide a motivation why they chose those specific careers (Group AA, Client File 1, 2015, F28)

Career Card Sorting showed a difference between the 2014 and 2015 groups. The 2015 groups' document provided the client with blank space for additional information, while the 2014 groups were part of discussions, during which they were verbally asked the relevant questions (Nieuwenhuis, 2007b).

The Sand Tray activity was used in both 2014 and 2015. The Sand Tray served as an additional measure to assess clients' interests as it was seen as a non-verbal form of communication that intended to promote a client's exploration (Hofmeyer & Sweeney, 2018).

An example of a Sand Tray, which assesses a client's interests, is illustrated in the photograph below:
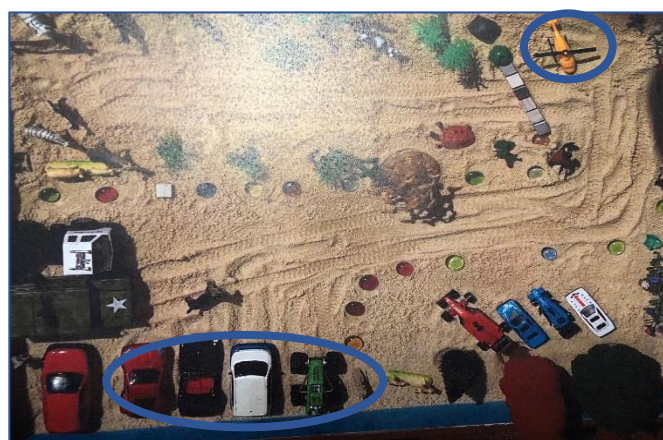
Photograph 4.70: Sand Tray as a measure to identify interest (Group I, Client File 52, 2014, M27)

Interest measures were employed to enable clients to express and inform their career interests during career counselling. The interest measures were used by both the 2014 and 2015 student groups.

4.4.5 Subtheme 3.4 Group-based values measures

Values in this particular context can represent the client's preferred beliefs in relation to a particular occupation. The aforementioned is of particular importance as the exploration of a client's values are closely related to their future career choice (Patton, 2000). It was necessary for the purpose of the career counselling assessment process to assess the clients' career-related and personal values, as well as the order in which they appeared in innovative and adapted assessments (Mindmuzic media et al., 2018). During 2014, two measures were used for values, namely Incomplete Sentences and Indlela Yam (see Appendix D), whereas in 2015 three measures were used, namely Incomplete Sentences, Role Model and the Values Activity (see Appendix E). Therefore, one can deduce that the Indlela Yam activity was done by the 2014 group only and the Role Model and Values Activity by the 2015 group only.

Incomplete Sentences assessed the clients' personal, family and environmental values. This activity also identified information pertaining to clients' self-exploration and value identification, which can be seen from the data below:
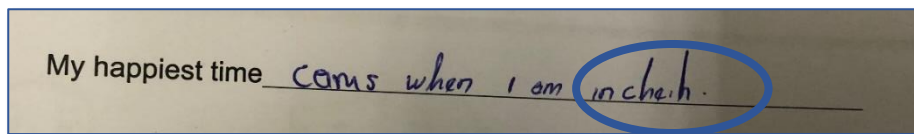
Photograph 4.71: Incomplete Sentences as a values measure (Group E, Client File 26, 2014, F29)

Indlela Yam assessed a client's personal and family values, as is evident from one client's response: *"My family, future, friend and neighbour"* (Group I, Client File 52, 2014, M28)*.*
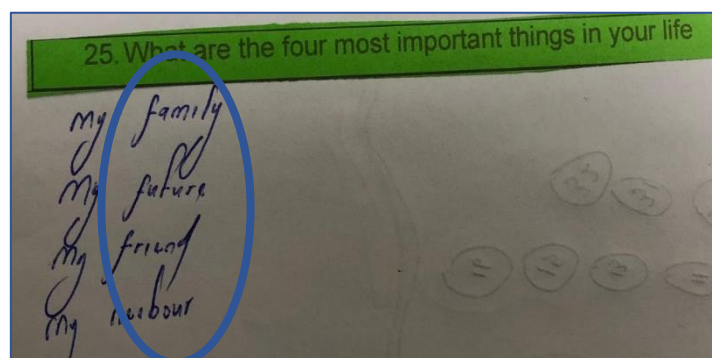
Photograph 4.72: Indlela Yam as values measure (Group I, Client File 52, 2014, M28)

The client's values are easily identifiable when employing the Role Model activity as the identified role model the client hopes to become like is assessed. Savickas (2005) emphasises

the notion that role models produce information about potential occupation possibilities for clients. Due to the aforesaid, the client's beliefs, preferences and moral principles were assessed during the Role Model activity. In Group HH, Client File 36, 2015, M29, the client's values were assessed using Role Model, which were particularly clear when he expressed that he valued it when someone "*teach*" him and when someone showed him or others "*love*".

Photograph 4.73: The way that the Role Model activity assesses values (Group HH, Client File 36, 2015, M29)

The client's self-identified values become evident when applying Incomplete Sentences, Indlela Yam, Role Model and Values Activities, which are meaningful for career counselling assessment. These activities focused on assessing client values, which ultimately enabled clients to express and inform their lifeworlds during career counselling.

4.4.6 Subtheme 3.5 Group-based motivations and aspirations

Motivations and aspirations can be loosely defined as concepts that promote career development in clients, which drive them to be successful in the future (Watt & Richardson, 2008; Shumba, 2012). During 2014, five separate activities were administered by the students to assess the clients' motivations and aspirations (see Appendix D). These activities were Incomplete Sentences, Ubuntu Hand, Indlela Yam, Life Line, Draw a Tree and Letter from Client. In 2015, six assessment activities were used (see Appendix E). These were Incomplete Sentences, Ubuntu Hand, Career Card Sorting, Letter from Client, Role Model and Collage. It is relevant to note that during 2014 Indlela Yam was administered, and that in 2015 Role Model and Collage were added.

Draw a Tree assesses clients' future aspirations and motivations. In Group K, Client File 59, 2014, F30, a client illustrated her motivations and aspirations when participating in Draw a Tree as: *"to build a big house, I want to became a social worker, soma time I want to became a nurse when I grow up"*.
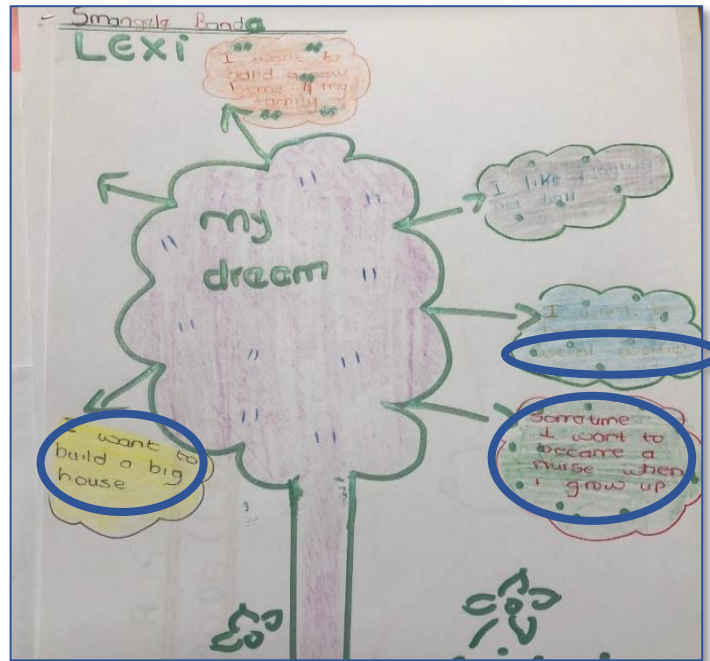
Photograph 4.74: Draw a Tree assessing motivations and aspirations (Group K, Client File 59, 2014, F30)

Role Model assessed the client's career aspirations as well as career knowledge (Anon, 2015). An example of a client's future aspirations, displayed in Role Model, is illustrated in Photograph 4.75 below.
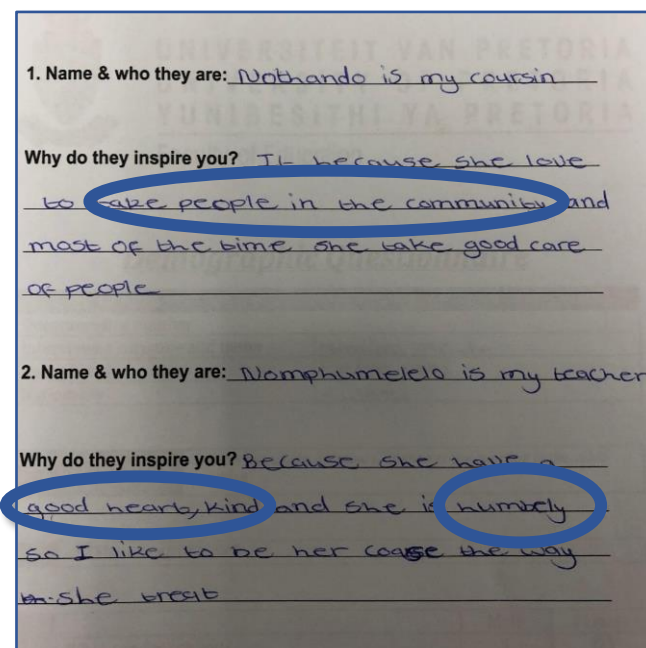
Photograph 4.75: Role Model assesses client aspirations and motivations (Group FF, Client File 27, 2015, F31)

Demographic Questionnaire provided clients with an opportunity to express their future motivations and aspirations. An example of an item where the aforesaid is confirmed is reflected in Photograph 4.76 below.
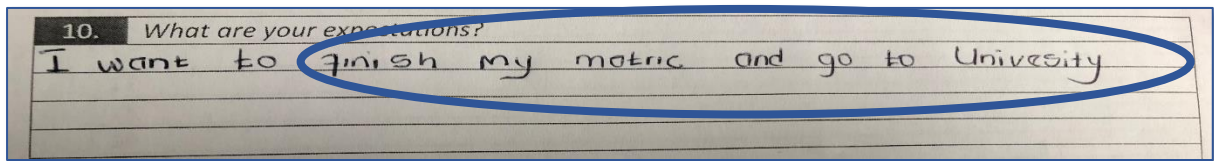
Photograph 4.76: A client's aspirations as depicted in the Demographic Questionnaire (Group D, Client File 19, 2014, F32)

The clients' motivations and aspirations emerged during the assessment as they expressed them during career counselling assessment.

4.4.7 Subtheme 3.6 Group-based life and career stories

Life and career stories form part of the client's career narrative and can consequently be identified as a client's storied life experiences (Stead & Subich, 2006, p. 87; Chope & Consoli, 2007). The clients' Life and Career stories were assessed by employing the following assessment activities during 2014: Demographic Questionnaire, Name and Surname Activity, Ubuntu Hand, Draw a Person in the Rain, Featuring my Family, Life Line, and Sand Tray (see Appendix D). One can therefore see that there were seven instances of life and career story assessments in 2014, as opposed to in 2015, when there were five, namely: Demographic Questionnaire, Ubuntu Hand, Career Card Sorting, Sand Tray and Collage (see Appendix E). In 2014, Draw a Person in the Rain and Life Line was administered, and Collage during 2015. These assessment activities were used to allow clients to express their life and career stories.

Featuring my Family assesses the client's life and career stories. In Group C, Client File 14, 2014, M30, a client's life story incudes a mother who "*wants to help when in trouble*", a sister who "*never lets you down*" and a father who "*is fun and gets to angry.*"
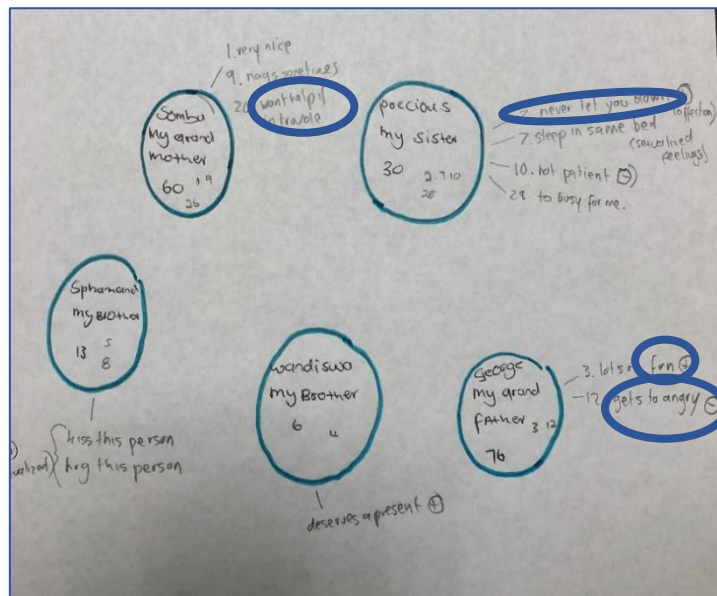
Photograph 4.77: Featuring my Family as an activity that is applied to assess life and career stories (Group C, Client File 14, 2014, M30)

Life Line assesses the client's highs and lows as indicated in his/her life story. The activity therefore produced information that related to each client's unique life story. In Group C, Client File 15, 2014, F33, a client conveyed his life story in his Life Line activity, captured in in Photograph 4.79: "*It was my birthday*", "*I went to my uncles funeral*", "*my graduation*", "*go to school*", "*my grandmother funeral*", "*my uncle marriage*".
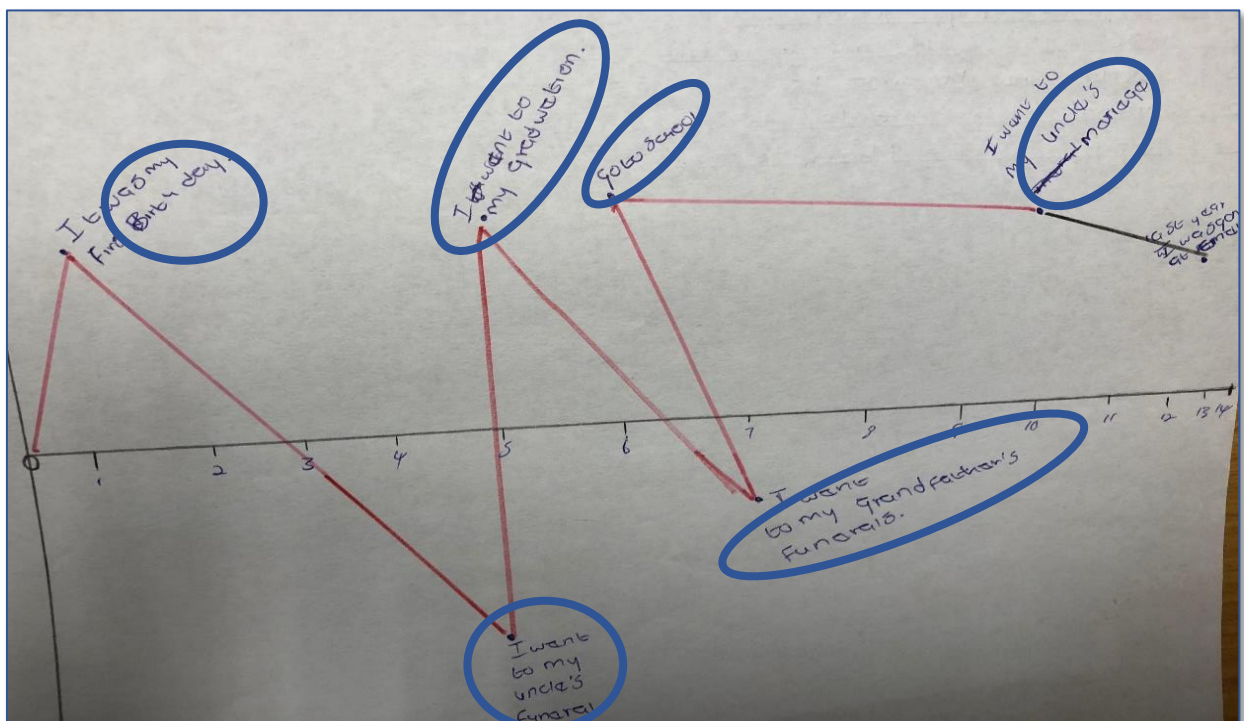
Photograph 4.78: The Life Line, which could be used to assess the client's life story (Group C, Client File 15, 2014, F33)

Collage assessed the specific life themes in a client's life and it is therefore possible to assess the narrated career story when looking at the pictures that were selected. The client, in Photograph 4.79, illustrated her life story, saying: "*I would like to change people's live.*"
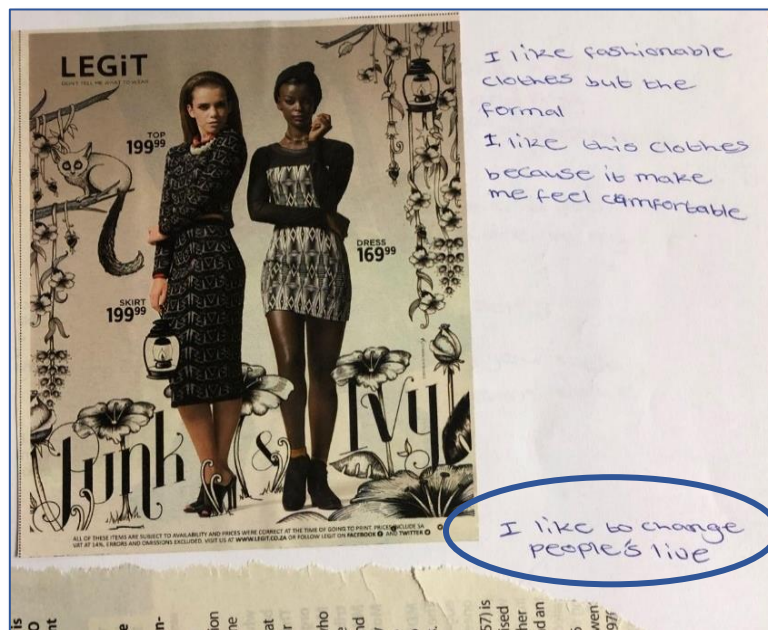
Photograph 4.79: How a Collage can be used for assessing a client's life and career story
(Group FF, Client File 27, 2015, F34)

Assessment activities were employed to assess clients' career counselling assessment foci with the intention to enable clients to make informed decisions during career counselling. The career counselling assessment foci, for the purpose of this study, included clients' cognitive ability, personality traits, interests, values, motivations and aspirations, as well as life and career stories. Clients' career counselling assessment foci were measured by employing assessment activities that allowed clients to express themselves in a way that informed the career counselling process in groups.

4.5 THEME 4: RURAL CONTEXT AND GROUP-BASED CAREER COUNSELLING ASSESSMENT

4.5.1 Introduction

Rural context and group-based career counselling assessment deal with assessment activities that assess the contextual factors that affect clients in the career counselling process. Contextual factors relating to career counselling in South African rural contexts should be devoted to accommodating specific cultural, economic and political contexts throughout the entire process (Watson & Stead, 2002). The theme involves the following subtheme: Rural context and young people. Table 4.4 below provides a concise overview of the relevant

inclusion and exclusion criteria applied during analysis to categorise the assessment activities with regard to theme 4.

Table 4.4: Inclusion and exclusion criteria: Rural context and group-based career counselling assessment

SUBTHEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
Rural context and young people	Include data that were gathered to understand the rural life experiences of young people when administering contextually relevant group-based career counselling assessment	Exclude data that were gathered where the rural life experiences and contextual factors of young people were not used to understand them in career counselling assessment

4.5.2 Subtheme 4.1: Rural context and young people

The rural context refers to the space in which the young people in this study reside. The focus is on the unique experiences that originate in this particular environment, which has limited levels of equality concerning access to systems, including education and service delivery (Ebersöhn et al., 2015). Many young people in rural contexts experience the effect of isolation and fragmentation in their daily functioning (Ebersöhn, 2016, 2017a; Machimana et al., 2018). The aforementioned effect is evident when considering the lack of access to basic services, health services and external support in rural contexts (Pillay, 2003; Farrington & Farrington, 2005; Ebersöhn, 2015b). The general connectedness of rural populations, and its impact on a young person, is also particularly relevant to this subtheme (Pillay, 2003). Career counselling in a rural context therefore cannot be compared to its urban counterpart owing to the lack of exposure to psychological support services in rural areas (Eloff & Ebersöhn, 2004).

In 2014, six assessment activities provided contextual information, namely: Demographic Questionnaire, Incomplete Sentences, Name and Surname Activity, Ubuntu Hand, Draw a Person in the Rain, and Indlela Yam (see Appendix D). In 2015, there were seven assessment activities, namely: Demographic Questionnaire, Incomplete Sentences, Ubuntu Hand, Draw a Person in the Rain, Letter from Client, Role Model and Collage (see Appendix E). There were four similar assessment activities in 2014 and 2015, namely Demographic Questionnaire, Incomplete Sentences, Ubuntu Hand, and Draw a Person in the Rain.

Certain items contained in the Demograhpic Questionnaire assessed contextual aspects that were expressed in clients' responses. The excerpt below illustrated this when the client stated: "*Finish at school so that I can do some way to look some jobs and I want to help my family at home when I finished at school*". From group C, Client File 14, 2014, M31, it is clear that the

client expressed that their family experienced a lack of "*access to health services and basic infrastructure*". In group D, 2014, Client File 19, a female client (F35) indicated that her family used "*public transport".* In Group G, 2014, Client File 33, the client (F36) mentioned that she *"lives with her mother only and that she does not have access to transport".*

Photographs 4.80 to 4.82 illustrate an example of a completed Demographic Questionnaire, which assessed the client's context.

Photographs 4.80: Clients' Demographic Questionnaires, which were used for assessment (Group C, Client File 14, 2014, M31)

Photographs 4.81: Clients' Demographic Questionnaires, which were used for assessment (Group D, Client File 19, 2014, F35)

Photograph 4.82: Clients' Demographic Questionnaires, which were used for assessment (Group G, Client File 33, 2014, F36)

When considering Draw a Person in the Rain, illustrated in Photograph 4.83, it is evident that the client's fears were assessed as "*criminals, scared when see the lion, thunderstorms, lighting, drugs, rape, crime"* and the assets in her community were assessed as being her *"mother, friend, police, teacher, home base care, and her grandmother"*.

It is clear from the collected data that young people in rural areas specifically commented on and expressed information relating to their local context. The aforementioned is substantiated by the client file excerpts from Group K, specifically Client File 54, 2014, M32, when the client expressed his challenges as being *"the day I moved from Swaziland, fail my grade 5, my father passed away, my uncle pass away, I failed this term, the first day of school"*. The client then proceeded to list his assets as being "*my older brother, grandmother, god, mother and my sister"*. The Draw a Person in The Rain assessed clients' contextual information, as has been illustrated in Photographs 4.83 to 4.84, and the excerpts above.
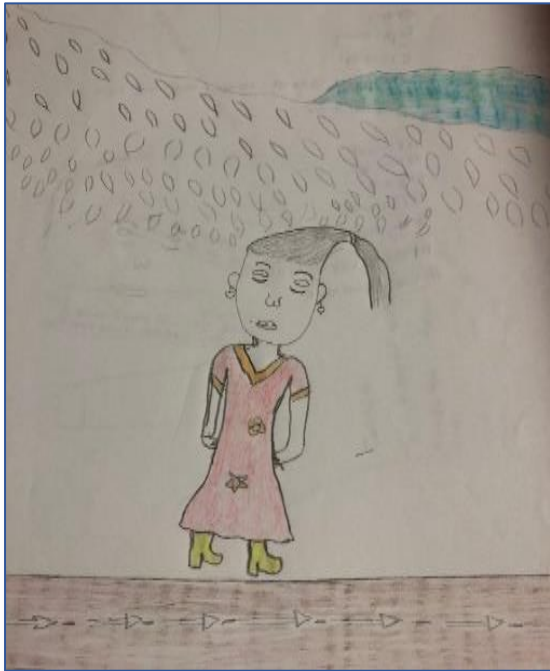
Photograph 4.83: Draw a Person in the Rain assessed the clients' contextual factors (Group F, Client File 29, 2014, F37)
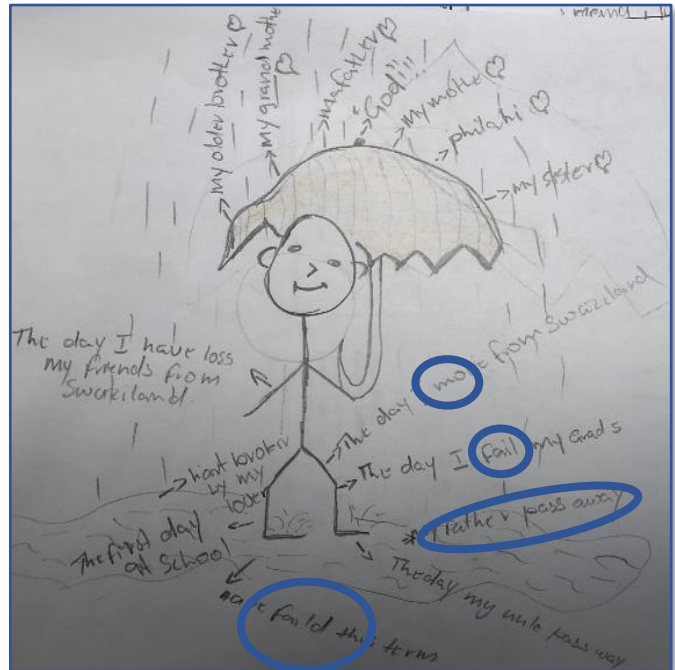
Photograph 4.84: Draw a Person in the Rain assessed the clients' contextual factors (Group K, Client File 54, 2014, M32)

It is ultimately clear from the data that certain contextual factors affecting clients were assessed during the assessment activities. Therefore one may safely conclude that the group-based career counselling assessment activities were informative of the particular rural context of these young people (Ebersöhn, 2010, 2017a; Boivin & Giordani, 2013; Ferreira et al., 2016; Shuttleworth-Edwards, 2016; Rabie, 2017).

4.6   LITERATURE CONTROL AND FINDINGS

4.6.1 Introduction

This section intended to compare the key findings of the study with existing literature relating to methodological approaches in: Group-based career counselling assessment (Theme 1), theoretical lenses in: Group-based career counselling assessment (Theme 2), Group-based

career counselling assessment foci (Theme 3), as well as Rural context and group-based career counselling assessment (Theme 4). Tables 4.1 to 4.4 described the themes and subthemes that were discussed in detail.

4.6.2 Methodological approaches: Group-based career counselling assessment

Literature is consistent with the study in terms of quantitative and qualitative assessment methods that are used for career counselling (McMahon & Patton, 2002; Maree & Beck, 2004; De Bruin & De Bruin, 2006; Maree & Ebersöhn, 2010; Schreuder & Coetzee, 2011; Makhubela & Mashegoane, 2016). The shift from traditional and standardised career counselling assessments towards qualitative methods of assessments were confirmed when they were compared with other studies (Whiston & Rahardja, 2005; Alexander, Seabi, & Bischoff, 2014).

The current study expands knowledge of group-based career counselling assessments in a rural school, particularly in terms of quantitative methods that are standardised, or qualitative but adapted for use in that particular context (Marshall, 2002; Maree et al., 2006b; McIlveen, Morgan, & Bimrose, 2012). When compared with other studies, I found that this study's application of standardised assessment measures that were employed in high-risk environments contributes to existing literature as it is adaptive (McIlveen,Ford & Dun 2005; Kidd, 2006; Watson, 2006). The qualitative assessments also contributed to research as they were adapted to suit the rural context in which they were administered (Whiston & Rahardja, 2005; Maree et al., 2006b; Ebersöhn, 2015a). The study therefore increases knowledge on group-based career counselling assessments in rural schools (McMahon & Patton, 2002; Maree, 2009; Lengelle & Ashby, 2017). This study evidently contributes to knowledge in terms of adapted group-based assessment methods in high-risk environments (Ebersöhn, 2015a; Rabie, 2017). It can be concluded that the study contributes to knowledge with regard to group-based quantitative and qualitative career counselling assessment activities that were specifically adapted for high-risk contexts.

4.6.3 Theoretical lenses: Group-based career counselling assessment

Literature confirmed that narrative assessments are often employed in the career counselling process as part of the post-modern approach (Ebersöhn, 2010; McIlveen & Patton, 2007; Young, Marshall & Valach, 2007; Savickas et al., 2009; McMahon & Watson, 2012; Maree, 2013b; Ebersöhn et al., 2016; McMahon, 2016). As is clear from other studies, narrative career counselling also typifies a constructivist approach to the career counselling assessment process (Maree et al., 2006b; Cochran, 2007; Ebersöhn, 2007; Hartung, 2007; McIlveen & Patton, 2007; McMahon, 2007, 2016; Goncalves et al., 2009). The study is furthermore consistent with literature in terms of positive psychology, which is implemented in career counselling assessment (Savickas, 2011; Chen, 2007; Maree, 2013b).

The study extends knowledge on group-based career counselling assessments in a rural school, which focuses on indigenous psychology specifically (Maree et al., 2006b; Leong & Pearce, 2011). The study therefore expands knowledge in terms of the consideration of the cultural factors relating to clients throughout the career counselling assessment process (Shepard & Marshall, 2000; McMahon & Yuen, 2009). The study further contributes to knowledge in terms of group-based career counselling assessment that has an appreciation for indigenous knowledge in a high-risk rural context (Maree et al., 2006a; Maree & Molepo, 2007; Ebersöhn, 2012, 2015a).

4.6.4 Group-based career counselling assessment foci

This study is consistent with knowledge on the premise that in order for career counselling assessment to be complete all assessment foci must be used (De Bruin & De Bruin, 2006; Foxcroft & Roodt, 2009; Maree & Ebersöhn, 2010; Schreuder & Coetzee, 2011). The foci have been confirmed in literature to be inclusive of clients' academic ability, personality, interests, values, career aspirations as well as life and career stories (De Bruin & De Bruin, 2006, 2013; Foxcroft & Roodt, 2009; Maree & Ebersöhn, 2010).

This study contributes to current literature in the acknowledgement of context and culture in the career counselling assessment process (Fouad & Byars-Winston, 2005). Therefore, context and culture matter and are significant as specific assessment foci in career counselling (Schultheiss, 2003). The study extend knowledge in respect of the descriptions and examples of group-based techniques as assessment foci (McMahon & Patton, 2002). The relevant assessment foci were themselves assessed in a group context for collaborative and collective career counselling (McMahon & Patton, 2002). This study consequently contributes to knowledge as regards specific assessment foci in career counselling assessment that were adapted and group-based (McMahon & Patton, 2002; Di Fabio & Maree, 2012b; Lengelle & Ashby, 2017).

4.6.5 Rural context and group-based career counselling assessment

In agreement with the findings in existing literature, this study found that career counselling assessment needs to be adapted and rendered relevant for use in particular contexts (Chrisholm & Leyendecker, 2008; Hook, 2004; Maree & Beck, 2004; Tebele et al., 2015; Ebersöhn et al., 2016; Ferreira et al., 2016; Ebersöhn, 2017b). The findings of this study correlate with those of others in that the culture, circumstances and contexts of young people should be expressed and considered when the appropriate career counselling assessment is conducted (Maree & Beck, 2004; Tebele et al., 2015; Erasmus & Albertyn, 2014), particularly asessment of those who hail from high-risk contexts (Ebersöhn, 2015a, 2016, 2017a). Literature concurs with the current study in respect of the advantages associated with group-

based career counselling in specifically the rural high-risk context, which included practicality as well as effectivity in terms of time and cost (Giallombardo, 2005; Lengelle & Ashby, 2017).

This study adds to existing literature with regard to particularly the manner in which group-based career counselling assessment techniques can be adapted to accommodate rural contexts with limited opportunities (Maree et al., 2006b). The current study contributes to knowledge in respect of the adaptation of standardised quantitative and qualitative assessments for high-risk contexts (Maree, 2009; Ebersöhn, 2010, 2015a, Rabie, 2017). The study moreover also increases knowledge about administering group-based career counselling assessments to meet the unique needs of different cultural groups (McMahon & Patton, 2002; Di Fabio & Maree, 2012b).

4.7 CONCLUSION

Chapter Four contained descriptions of the specific themes and subthemes that emerged from deductive analysis. The findings derived from the data analysis were discussed comprehensively and included descriptions of the themes and subthemes that were based on the a priori themes and the extant data. Further descriptions comprised the inclusion and exclusion criteria, which effectively describe the relevance of the data that were included in the research paper. Visual evidence of raw data was also included to support the rich descriptions of the themes and subthemes that were discussed. This chapter therefore also compared the findings of the study with those in existing literature, which have the potential to identify possible causal relationships and differences.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of Chapter Five is to summarise Chapters One to Four in a manner that is consistent with the content of these chapters. The research findings are discussed in further detail to provide a general overview. This is done by answering the primary and secondary research questions that were outlined in Chapter One, section 1.4 of this research report. I conclude the chapter with a discussion on the study's identifiable limitations and recommendations for future research, practice and training.

5.2 OVERVIEW OF THE PREVIOUS CHAPTERS

Chapter One

The introduction to the study contained the relevant background information and rationale for the study, which is entitled "*Educational psychology perspective on group-based career counselling assessment with young people in a rural school*". The contextual background of the study was described with the intent to inform the reader of the geographic location and rural secondary school context in which the FLY intervention took place. This chapter also considers the purpose and potential contributions of the study. The research questions that guided this study were introduced, followed by the clarification of key concepts. Furthermore, the applicable paradigmatic lenses relating to the study were discussed and described. The chapter comprehensively describes the key quality criteria and ethical considerations that were upheld for the duration of the study and will be complied with afterwards. Chapter One is concluded with a summative outline of the subsequent chapters of the dissertation.

Chapter Two

Literature pertaining to group-based career counselling assessment in rural schools were reviewed in Chapter Two. The effects of post-colonialism and globalisation in the context of career counselling in the Global South, specifically in developing countries such as South Africa, are also described. I proceeded to discuss inequality and structural disparity, which are both consequences of post-colonialism. The chapter also provides an overview of careers and the world of work in relation to post-colonialism, followed by a description of the rural context and career opportunities available to young people. It moreover also contains a discussion on educational psychology assessment, with specific reference to issues relating to accessibility,

culture and diversity. In addition to the career counselling assessment process, methodological approaches and theoretical lenses were discussed specifically. The chapter also focused on group-based career counselling assessment, followed by a discussion regarding a potentially new and transformed theoretical lens in educational psychology. The conceptual framework, based on the literature review, was also introduced and discussed. Chapter Two concludes with a summary of the a priori themes that were used for deductive analysis.

Chapter Three

The applicable research methodology chosen for the current study was discussed in Chapter Three. This includes the description of secondary data analysis as the chosen research design, as well as its associated advantages and disadvantages. The chapter also contains a detailed description of the FLY data sets and sampling procedures that were necessary for the secondary data analysis process. The group-based assessment data and client files were outlined in table format. This includes a visual summary and comparison of the two group cohorts, in particular a breakdown of the clients' age, gender and language. It also contains an additional descriptive passage on each of the sampled data sources relating to group-based career assessment activities, as well as a discussion of the deductive analysis. The chapter is concluded with a description of the quality control mechanisms and ethical considerations that were implemented and complied with throughout the study.

Chapter Four

The results derived from deductive analysis were reported and interpreted as findings for the purpose of this secondary study. The four identifiable a priori themes were described in detail. These themes were methodological approaches: Group-based career counselling assessment; and theoretical approaches: Group-based career counselling assessment, Group-based career counselling assessment foci as well as Rural context and Group-based career counselling assessment. The four themes, as well as their corresponding subthemes, were discussed and supported with raw data in the form of visual data and extracts from the sampled data sources. The specific inclusion and exclusion criteria were also presented in each case. This chapter was concluded with a comparison between existing literature and the specific findings of the current study.

5.3 ANSWERING THE RESEARCH QUESTIONS

5.3.1 Secondary research questions

The findings of the current study answer the research questions that were posed in Chapter One, section 1.4 of this research report. The four secondary research questions are addressed first, followed by the primary research question, which is answered separately.

5.3.1.1 Which group-based career counselling assessment techniques were used with young people in a rural school?

The relevant contribution of this study includes a detailed description of the adapted quantitative and qualitative assessment methods and how they were employed with young people in a rural school (Lent, Brown, & Hackett, 2000; Ebersöhn, 2010; Theron, 2016; Rabie, 2017). It was found that the group-based career counselling assessment techniques comprised of several adapted assessment activities that were collectively administered to benefit the Grade 9 clients. The career counselling assessment techniques were group-based, accommodated clients in a rural setting, and assessed for culture. The group-based career counselling assessment techniques that were used with young people in a rural school included the following assessment activities: Name and Surname Activity, Incomplete Sentences, Ubuntu Hand, Kraal Activity, My Interest Worksheet, Draw a Person in the Rain, Indlela Yam, Career Card Sorting, Values Activity, Brief Strengths Scale Questions, Featuring my Family, Sand Tray, Life Line, Draw a Tree, Letter from Client, Which Animal am I?, Role Model, Collage, Family and Home Drawings, Cartoon, Footprints, and Resource and Relationship Map (see Appendices D and E).

5.3.1.2 Which educational psychology domains were assessed in group-based career counselling with young people in a rural school?

The contribution of the study in terms of the educational psychology domains that were assessed includes the appreciation of context and culture in the career counselling assessment process (Fouad & Byars-Winston, 2005; Rabie, 2017). As is expected of a comprehensive career counselling assessment, the specific domains relating to career counselling assessment in the current study included all the assessment foci that were relevant to the group-based assessment administered to the young people in a rural school (Foxcroft & Roodt, 2009). The group-based career counselling assessment foci assessed domains such as clients' cognitive functioning, personality traits, interests, values, motivations and aspirations, as well as the contributing themes in their respective life stories (Stead & Watson, 2006; Maree & Ebersöhn, 2010; Schreuder & Coetzee, 2011; De Bruin & De Bruin, 2013). In addition to the aforementioned, a specific contribution to educational psychology assessment includes the acknowledgment that culture and context form part of the significant foci in group-based career counselling assessment with young people in a rural school. This is elaborated on in Chapter Four, section 4.4.4 of this research report.

5.3.1.3 To what extent were group-based strategies responsive to diversity in educational psychology assessment in the rural school context?

The group-based assessment activities were culturally and contextually relevant and therefore responsive to diversity in the rural school context (Maree & Beck, 2004). One of the reasons for this statement is that the group-based career counselling assessment techniques were adapted for culture, context and language (Rabie, 2017). The group-based strategies and techniques in the assessment focused on addressing challenges related to diversity, which include the LOLT, which was different from the home language of most of the clients who were assessed (De Wet, 2002). The context of the clients in the rural school was different from that of many of the students who administered the assessment activities. The group-based strategies therefore acted as a buffer to the potential language barrier, mainly due to the fact that the group members worked together during the assessment process, in doing so exercising collective group efforts. Another reason for responsiveness in the assessments was the diversity in the context in which the assessments were administered. The clients' ages differed, as did the home languages of some of them. However, the group-based strategies were specifically designed and adapted to promote interaction and elicit the participation of all the clients in the groups. The group-based and adapted nature of the assessment activities consequently promoted strategies that were responsive to diversity in educational psychology assessment in the rural school context.

5.3.1.4 To what extent was awareness of indigenous psychology discourses evident in the group-based assessment activities with young people in a rural school?

The assessment activities were purposefully designed and adapted with cognisance of the clients' specific culture and context (Triandis, 2000; Ebersöhn, 2012). The extent of cultural awareness was of particular significance, as some assessment activities focused solely on assessing the clients' unique cultural experiences (Mpofu et al., 2014). The activities were employed in a way that allowed clients to express their unique lifeworlds and local knowledge freely, thereby promoting an indigenous psychological lens (Hoppers, 2002). The adaptation of the activities to suit the specific needs of the clients and their context echoes the indigenous psychological principles that were used as a lens throughout the assessment process (Yang, 2000). The "local psychology" of the rural school was a clear influence in the development and application of the chosen career counselling assessment activities (Allwood & Berry, 2006, p. 243). The group-based career counselling assessment activities were therefore designed, adapted and implemented in a specific manner, with the intent to assess the indigenous cultural identifiers of young people in that particular rural environment.

5.3.2 Primary research question

5.3.2.1 How can a description of group-based career counselling assessments used with young people in a rural school inform educational psychology assessment in South Africa?

This study contributed to the description of career counselling assessment activities with groups of Grade 9 clients in a rural secondary school. The description of group-based career counselling assessment directly relates to the adaptation of quantitative and qualitative assessment activities for culture and context in a rural school (Ebersöhn, 2015b; Rabie, 2017). This study further contributes to knowledge on group-based assessments in a rural school where an indigenous psychological lens was used for assessment (Shepard & Marshall, 2000; Maree & Molepo, 2007; McMahon & Yuen, 2009). The assessment foci and techniques were central to the group-based career counselling assessment. The study focused on describing relevant career counselling assessment techniques, which generated descriptions of the manner in which assessments can be adapted to accommodate rural contexts with limited opportunities (Maree et al., 2006a; Maree & Molepo, 2007; Ebersöhn, 2012, 2015a). All of the aforementioned could inform educational psychology assessment in South Africa.

The current study makes a further contribution to existing knowledge on educational psychology assessment in South Africa, particularly in the form of group-based career counselling assessment in the high-risk rural school context (Ebersöhn & Eloff, 2002; McMahon & Patton, 2002; Ferreira et al., 2016; Lengelle & Ashby, 2017). This contribution specifically relates to the development of educational psychological services in high-risk settings that are categorised by fragmentation and isolation (Ebersöhn, 2012, 2015). Another potential contribution includes the manner in which group-based career counselling assessment services can be an appropriate forum for the development of future psychological assessment that is relevant in a Third World country such as South Africa (Shuttleworth-Edwards, 2016).

Educational psychology assessment was also informed through knowledge on relevant group-based career counselling assessment activities and techniques that were used with young clients in rural contexts (McMahon & Patton, 2002; Maree et al., 2006b; Di Fabio & Maree, 2012b). This could drive the large-scale adaptation of assessment activities in comparable settings with similar clients. It could also promote transferability, particularly as the relevant career counselling assessment activities can be applied in similar high-risk contexts. Educational psychology assessment is therefore informed by the description of group-based career counselling assessments in contexts where young people are from diverse multicultural and multilingual backgrounds (Moletsane, 2016).

The context in which the assessment activities were administered essentially promoted the use of post-modern narrative, and positive psychological and indigenous assessment techniques (Seedat, Duncan, & Lazarus, 2001; McIlveen & Patton, 2007; Savickas et al., 2009; McMahon & Watson, 2012; Maree, 2013b). The assessment activities in turn facilitated client participation and expression throughout the assessment process. The assessment activities therefore required of the educational psychology students to plan and adapt the activities in a manner that promoted client co-construction in a multicultural context, while advancing indigenous psychological assessment for career counselling (Pillay, 2003; Savickas, 2005; Maree 2013a; Moletsane, 2016). The educational psychology students were also tasked with continuously reflecting on the relevance of group-based assessment activities in relation to the specific context in which assessment was taking place. Some of the group-based assessment activities were newly developed, while others were merely adapted and used in a manner which informed indigenous psychology development as part of educational psychology assessment in South Africa.

5.4 ADAPTED CONCEPTUAL FRAMEWORK FOR CAREER COUNSELING IN THE SOUTH AFRICAN CONTEXT

In Figure 5.1, I include the conceptual framework which was introduced in Chapter Two, section 2.5, with additional insights from the current study. The conceptual framework was adapted to include the context-specific adversities that young people in rural schools experienced, which necessitated relevant and group-based educational psychology assessment. The framework specifically elaborates on group-based adapted quantitative and qualitative career counselling assessment. The framework specifically refers to a variety of assessment techniques that should be implemented while applying positive psychology, narrative psychology and indigenous psychology in career counselling assessment.
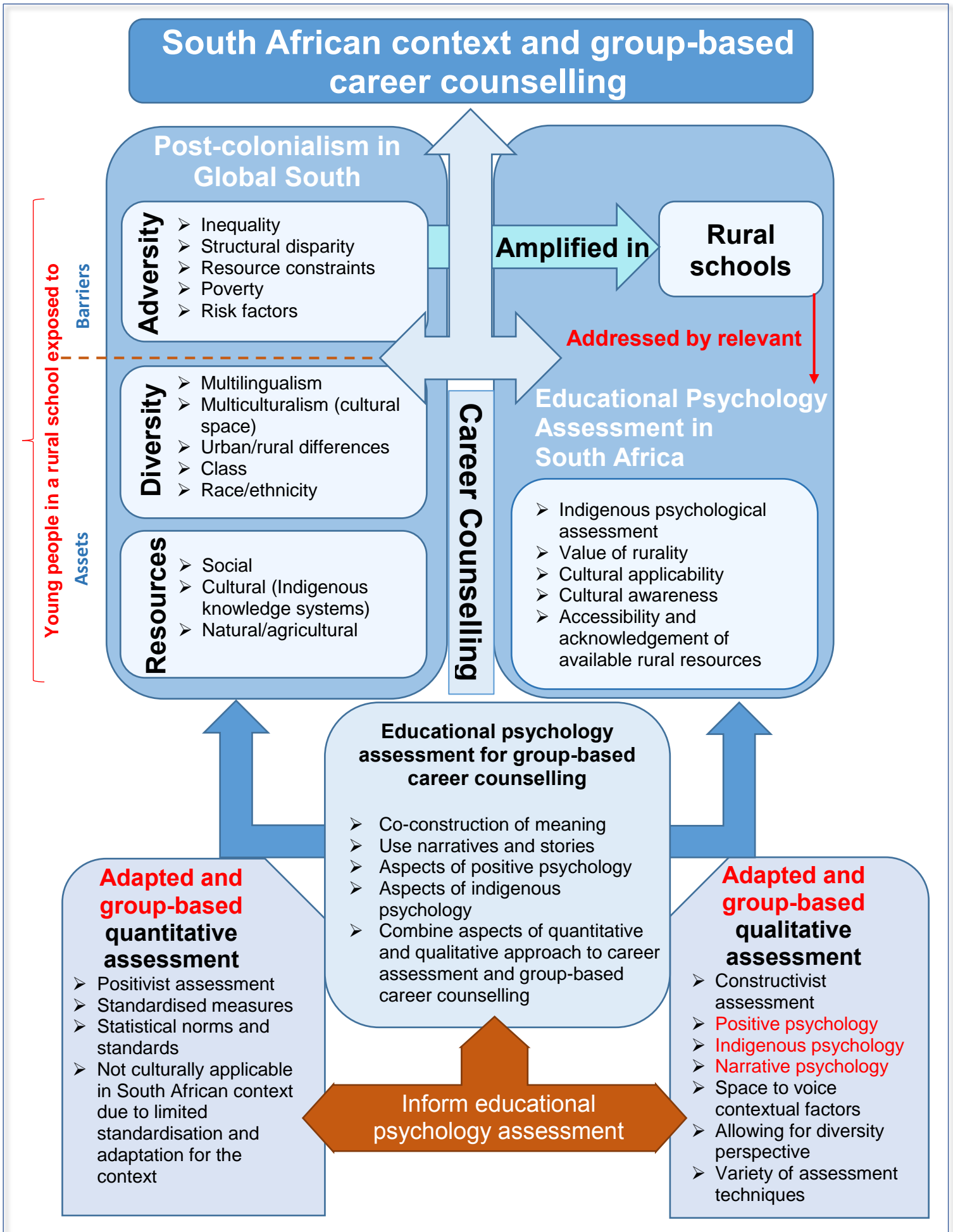
Figure 5.1: Adapted Conceptual Framework

5.5 LIMITATIONS OF THE STUDY

5.5.1 Limitations

The identifiable limitations of the study correlate directly with the limitations of the chosen research design, the methodology and/or the possible bias that could have emerged during the search for meaning in the qualitative secondary data (Braun & Clarke, 2017). The specific limitations associated with qualitative secondary data included the time constraints associated with interpreting the extant data. A further limitation was my absence during the primary data collection phase of the research project. In addition the lack of generalisable findings when employing a qualitative research approach was also limiting (Nieuwenhuis, 2007a). These limitations associated with qualitative secondary data analysis form part of the inherent characteristics of the selected research methodology of the study (Nieuwenhuis, 2007b). For the purpose of this study, it was of paramount importance to acknowledge relevant contextual aspects that could have prompted errors or misinterpretations during the secondary data analysis process. It was equally important to provide for the possibility that original meanings in the data could have been lost in or influenced by the secondary data analysis process (Bowen, 2009).

Another important limitation relating to the findings of the current study include the fact that the group-based career counselling assessment activities were administered in only a single rural secondary school. This factor could influence the transferability of findings to other similar settings. The assessments administered to young people in the rural secondary school therefore represent an isolated group of young people who mostly spoke one language (Siswati) and hailed from similar backgrounds. This might have an impact on the transferability of findings, especially when applied to different linguistic, cultural and background contexts. A further important limitation is the availability and quality of the secondary data sources. Not all the planned and developed assessment activities were administered during the FLY project. As a result of the fact that some activities were not administered in certain groups, some client files were silent as regards available data, while others were rich in data, resulting in inconsistent data sources. The final identifiable limitation was the availability of data sources. An example of this was that there seemed to be no group client files numbered 38 to 42 in the data, indicating a gap in that particular assessment group. This confirms the variety and number of challenges that were prevalent during the secondary data analysis process.

5.6 RECOMMENDATIONS

5.6.1 Recommendations for future research

➢ Owing to the assessment activities having been administered at only a single rural secondary school, it would be advisable for future researchers to administer career counselling assessment activities at other rural secondary schools, which would promote transferability to additional rural secondary schools in South Africa.

➢ Future researchers could choose to administer adapted group-based assessment activities in provinces other than Mpumalanga, specifically those whose learners are known to speak other languages and come from different cultural backgrounds as this could promote transferability of the activities in different contexts.

➢ Further studies could be conducted to determine the effectiveness and value of the specific adapted group-based career counselling assessment techniques and activities with Grade 9 clients in rural schools.

➢ Future researchers could do in-depth investigations of clients' and educational psychology students' experiences when administering group-based career counselling assessments in rural settings.

➢ More studies can be undertaken to employ the chosen assessment activities that are focused on promoting indigenous psychological principles that specifically show an appreciation for local knowledge as this could further inform educational psychological assessment in South Africa.

5.6.2 Recommendations for practice

➢ Educational psychologists could use the results of the current study to plan, adapt and design relevant group-based assessment activities for career counselling in various rural school contexts.

➢ The description of how career counselling assessment activities could be adapted for use in an attempt to accommodate rural contexts with limited opportunities has the potential to inform educational psychology assessment in rural South African schools.

➢ The description of group-based assessment activities could also inform group-based career counselling, which could in turn bring about more frequent, more cost-effective and accessible career counselling services in rural contexts.

➢ The insights gained from the current study could also inform educational psychology assessment during the process of administering group-based career counselling assessments to young people from multicultural and multilingual backgrounds.

> Educational psychologists could use the group-based career counselling assessment activities described in this study further to develop and promote indigenous psychological assessments for career counselling in a post-colonial South Africa.

5.6.3 Recommendations for training

Educational psychology students who work in high-risk settings should ideally be trained and equipped with regard to the following:

> Contextually relevant career counselling assessment activities that are categorised by diversity, multilingualism, multiculturalism, fragmentation and isolation.
> Additional theoretical and practical training regarding the necessity of development, adaptation, and substitution of psychometric assessment activities to provide for South African rural contexts.
> Understanding the necessity of flexibility, adaptation and co-collaboration in career counselling assessment to ensure that assessments are contextually and culturally appropriate, as this would render them fair and just in relation to the context of these particular clients.
> Administration of group-based career counselling assessment to promote cost-effective and accessible career counselling services.
> Use of non-Western career counselling assessment activities, techniques and methods that accurately reflect the demographics of the South African population. This would guarantee that contextual and culturally aware perspectives of assessment are established.
> Development and facilitation of relevant and culturally applicable career counselling services for young people in rural contexts.
> Training in the administration of assessments in high-risk environments as part of a knowledge-sharing process, whereby educational psychology students make available the findings of their studies to promote further development of group-based innovative career counselling assessment measures.

5.7 CONCLUSION

The current study has contributed to the description of group-based assessment activities that can be applied to career counselling assessment processes in high-risk environments that are categorised by isolation and fragmentation. The study furthermore strived to describe the most recent developments and paradigm shifts in the sub-field of educational psychology assessment, specifically relating to group-based career counselling assessment with young people in a rural school. The group-based career counselling assessment activities that were

employed to use with young people in a rural school were described extensively for the purpose of further contributing to existing knowledge pertaining to educational psychology assessment.

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APPENDIX A - INFORMED CONSENT

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

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.

University of Pretoria

Individual consent for participation in a Research Study

A research study of the University of Pretoria

Title: Flourishing Learning Youth

Invitation to participate

We would like to invite you _____ to participate in the Flourishing Learning Youth research project. Your participation is voluntary and you may pull out from the study at any time. However, for you to form part of the project, you are asked to sign this consent form, which gives permission to participate in the project.

Explanation of the research

The goal of the study is to get your views and experiences of the existing partnership between your school and the University of Pretoria. We would also like to know what in this partnership is working, what is not working as well as how it can be changed to make it better in future.

Risk and Inconvenience

We do not see any risks for your participation in this study. If any problems come up, we would speak to you about and make sure that you understand what is going on so you can feel comfortable and continue with the study. Your identity as well as any information that we get from you, 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, except if there is a serious problem about your safety or any other person. In that case, we must inform the appropriate people. If such a problem comes up we will make every effort to talk to you about it before taking any action. Please note that none of the questions in this study are designed to collect information that will need us to contact anyone. All the information we get from you will be stored in locked files in our research offices at the University of Pretoria.

Benefits

We hope this study will benefit you, your peers, school as well as your community through the university trying to truly be valuable in its involvement and be as effective as possible. There are no financial benefits to this study.

What are the rights of the participants in this study?

Participation in this study is voluntary and any participant, at any particular stage, may stop their participation without giving any reasons. You will not be affected in any way, should you decide to stop taking part in the study.

Has this study received ethical approval?

This study has been approved by the Education Faculty Ethics Committee of the University of Pretoria.

Questions

Please free to ask about anything you do not understand and take as long as you need before you make a decision about your participation in the study. Should you be interested in participating, please note that the study will take place at Ngilandi Secondary School, between the 1st to the 2nd of September 2014. If you have any questions, you can phone Prof Liesel Ebersohn on 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 told about that the study is about, the conduct, risks and benefits of this study. I have also read or have had someone read to me the above information about this study and I understand the information that has been given to me. I know that the results and information will be handled anonymously. I may, at any stage, without giving reasons prejudice, stop taking part in this study. I have enough opportunity to ask questions (out of my own free will) and I declare I may participate in this study.

    (a) Writing your name here means that you agree to be part of the Flourishing Learning Youth project and you know what will happen in this study. If you decide to stop taking part, simply tell the person in charge.

Name: _____

Signature: _____   Date: _____

(b) Writing your name here means that you agree that we can take photographs and audiovisual footage of you during the project and share them during discussions as well as reports we write about the project. We will not share your name with the people that see the images. If you decide that we should not take photographs or audiovisual footage of you in the project, simply tell the person in charge.

Name: _____

Signature: _____   Date: _____

I, _____ herewith confirm that the above person has informed fully about the nature, conduct and risks of the above study.
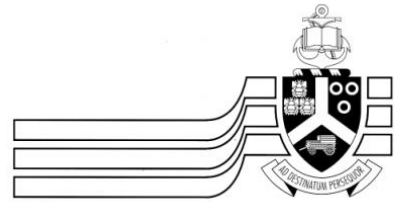
PERMISSION FOR USE OF RESEARCH DATA

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: _____

APPENDIX B - DEMOGRAPHIC QUESTIONNAIRE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

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:		

APPENDIX C - ASSESSMENT ACTIVITIES

DATA SOURCES		
DATA SOURCE: ASSESSMENT ACTIVITY	**DESCRIPTION**	**DOCUMENTED DATA**
University of Pretoria Demographic Questionnaire	A questionnaire is included to capture the client's biographical information. The information requested in the questionnaire includes the client's gender, age, language and years in the grade. Contextual information from the rural school is also included in the questionnaire.	See Appendix B
Incomplete Sentences	The assessment activity includes sentences that are not yet complete. The client completes the sentences according to his/her own meaning-making. This assessment activity is expressive in nature and provides valuable information in the career counselling assessment process (Ebersöhn, 2010). Through the exploration of answers that were provided by the client, the student can establish a client's potential study/school abilities, emotions, fears, challenges and strengths (Anon, 2014; Anon, 2015).	See Appendix D, E and F
Ubuntu Hand	The aim of this activity differs from 2014 to 2015. In 2014 the aim was to discover the client's positive attributes through descriptions given by their peers (Anon, 2014). The goal was to assist the client in discovering characteristics of his/her personality as seen by their peers (Anon, 2014). In 2015 the aim was instead to give the clients the opportunity to get to know themselves better by decorating their hand to represent who they are (Anon, 2015).	See Appendix D, E and F
Draw a Person in the Rain	Drawings can be used to help clients identify their goals, interests, needs and emotions (Maree & Beck, 2009). The activity was done to identify a client's strengths and challenges as well as protective factors in his/her life (Anon, 2014; Theron & Donald, 2012). It also captures information on whether the client sees him/herself as being exposed to negative forces or as protected (Anon, 2014).	See Appendix D, E and F
Draw a Tree	The gratitude tree is for the client to identify things that he/she is grateful for. It is aimed at assisting a client in identifying the available resources that they have in spite of the adversities that they are facing (Anon, 2014).	See Appendix D, E and F

Indlela Yam	The purpose of the activity is to assist the clients on a journey of self-discovery and exploration through questions that relate to a client's personal roles, family values as well as future aspirations (Anon, 2014).	See Appendix D, E and F
Career Card Sorting	This activity helps the client to "identify, interpret and appraise his /her own interests in relation to different careers" (Anon, 2014, p. 19). This activity gives valuable information regarding possible future career choices for the client as his/her interests, aspirations and career knowledge are captured (Patton, 2007; Anon, 2014; Anon, 2015).	See Appendix D and E
Sand Tray	The sand trays are used to gain insight about how the client positions him/herself in his/her own world (Anon, 2014). Information is gained as the client's challenges and resources are outlined in the activity (Anon, 2014). The client portrays a narrative by drawing a non-verbal story in the sand and then sharing the story with the academic service learning (ASL) student. The sand tray as an assessment activity has both projective and expressive qualities (Homeyer & Sweeney, 2016).	See Appendix D, E and F
Letter from Client	Letters in career counselling assessment gives the students clues and guidelines, thereby individualising the assessment process (Mcmahon & Patton, Using qualitative assessment in career counselling, 2002). Information gathered in the letters of the clients reflects their career counselling experiences, participation and impressions as the clients reflected on their personal career counselling process (Anon, 2015).	See Appendix D, E and F
What animal am I?	The purpose of this activity is to determine who the client is while providing insight about the client's personality (Anon, 2014). The activity is also useful for the clients as well as group members to get to know one another (Anon, 2014).	See Appendix D, E and F
Role Model	The role model assessment activity is done to capture the client's culture, values, context, career aspirations as well as career knowledge (Anon, 2015). A role model can influence a client's career development, career-related interests and aspirations for the future and consequently a client's career decision-making (Lent, Brown, & Hackett, 2000).	See Appendix D and E
Name and Surname Activity	The purpose of the name and surname activity is to provide information about the client's perceived strengths, weaknesses, family traditions as well as available support networks (Anon, 2014).	See Appendix D and E
Collage	A collage can assist a client to tell a story and to "illustrate a narrative" effectively (Maree & Beck, 2009, p. 85). The clients are asked to make a collage which captures their unique life stories. This activity is done to capture the client's career adaptability, career knowledge, context, personality and aspirations (Anon, 2015).	See Appendix D and E
My Interest Worksheet	The purpose of the worksheet is to gain insight into the client by providing him/her with a variety of activities to choose from (Anon, 2014).	See Appendix D and F

Brief Strengths Scale Questions	This is a printed questionnaire. The client is asked to rank his or her strengths. The activity is aimed at capturing the client's signature strengths, personality, context as well as life experiences (Anon, 2015). The Strengths Scale is grounded in the principles of the Brief Strengths Test and was adapted for the purpose of career counselling assessment. The test can be found at https://authentichappiness.sas.upenn.edu/questionnaires/brief-strengths-test	See Appendix E
Cartoon	The client had the opportunity to write a story or drawing a cartoon to represent a day in their life (Anon, 2015). The activity aims to understand the client's context and everyday experiences (Anon, 2015).	See Appendix E
Footprints	The activity gives clients the opportunity to make use of practical ways to reach their study- and career-related goals (Anon, 2015). This is done by helping the client to take responsibility for his/her career goals. This way the activity also engages the client by ensuring that he/she has practical guidelines to actualise his/her career goals effectively (Anon, 2015). The clients receive study and career information while they are assisted to design an action plan to move towards acheiving their career goals in a practical way.	See Appendix E
Values Activity	Ten values are given to the client. The client must choose five values that correspond with him/her. The student then has the opportunity to obtain meaningful answers by asking what is important to the client and why (Anon, 2015). Some of the values are translated into Zulu to make the activity more culturally appropriate.	See Appendix E
Journey bag	This activity is focused on gaining meaningful information on a client's life. The client is asked to include six meaningful items in his/her journey bag to represent certain times in his/her life when he/she felt certain emotions (Anon, 2015).	See Appendix E
Featuring my Family	The family assessment activity enables family members to identify their emotional experiences in a family as well as family-related challenges. The family assessment is designed to identify family dynamics, specifically the client's views of family relationships (Anon, 2014).	See Appendix D and E
Artefact	The artefact activity focuses on gaining insight into the client's personality characteristics (Anon, 2014). The client brings his/her own artefact from home that they/he/she relates to and views as important. This therefore also provides information about the client's environment.	See Appendix D
Life line	Clients are asked to draft a horizontal outline indicating good and difficult life experiences on the life line. The activity allows a client to reflect on his/her past highs and lows to allow the student to identify themes. All of this is done to allow clients the opportunity to make sense of their life stories and for the students to gain insight into the client's stories, hopes, goals and aspirations (Anon, 2014). Life lines are useful as they can assist clients to review their life and history (Patton & McMahon, 2006)	See Appendix D, E and F

Family and Home Drawings	The family and home drawings capture the client's family and home life as they see it. It is a projective activity which leads to rich information on the client's family dynamics, emotions and context.	See Appendix E
Resource and Relationship Map	The resource and relationship map assessment activity includes the client's own identified resources and relationships and is therefore constructivist in nature.	See Appendix D
Kraal Activity	The kraal activity outlines the outside forces (threats) and the inside (assets). The client tis outlined as being protected in the kraal with his/her ecological resources. The threats outside the kraal are included in the activity so as to capture contextual and environmental information.	See Appendix D

Ngilandi FLY

Assessment Activity Planning

May 2014

1

Ngilandi Assessment Battery

2015

Psychologist-in-Training Booklet

APPENDIX F - VISUAL DATA FROM CLIENT FILE

Client File Group F: Client File 30, 2014

My interest worksheet				
Age	17 years old			
Gender	Female			
Grade	Nine			
Home language	Swaai			
School				
Date	29 May 2014			

The purpose of this worksheet is to determine your interests. The results may help you to choose an appropriate career.
This worksheet contains various statements containing work activities which you might prefer.
Read each statement carefully, and tick yes/no next to the statement to indicate your answer.
There are no right or wrong answers.
Answer all the statements.

Activity	Yes	No
Cook food in a hotel	✓	
Cut and style people's hair		✓
Work with plants and soil	✓	
Look after animals in a zoo		✓
Fix office machinery		
Fix electrical wiring and lights	✓	
Make clothing		✓
Work in a butchery	✓	
Maintain and repair motor vehicles		✓
Farm with livestock		✓
Use mathematical formulas in your work	✓	
Treat sick animals		✓
Mix and prepare medicine for sick people	✓	
Study the earth		✓
Study human behaviour	✓	
Study legal systems		✓
Study economics		✓
Study society	✓	
Take X-rays of the human body	✓	
Conduct laboratory tests every day	✓	
Write for the newspaper		✓
Read news on the radio/TV	✓	
Write books, plays and poetry	✓	
Compose music	✓	
Perform at music festivals	✓	
Play a musical instrument	✓	
Draw and design clothes and furniture	✓	
Be a dancer	✓	
Be an actor/actress	✓	
Present an entertainment programme on TV	✓	
Look after small children		✓
Take care of sick people	✓	
Guard prisoners		✓
Ensure that people obey the traffic rules	✓	
Protect people against thieves	✓	
Work as a dentist assistant		✓
Give first aid to injured people	✓	
Help people obtain information	✓	
Help people overcome speech problems	✓	
Teach people	✓	

My Interest Worksheet

Which Animal am I?

Things that I am Greatful for:
I am greatful to go university and play nedball
need to stay with my granmother I dont like Staying with may father because have another wife and the wife heat us my father get a salaries she take all th
In 10 years time I want to be:
In 10 years time I want be a good person and I want to buy a car, have money, buy a big house and I want to help the homeless children with the money like the government do and I want to be a doctor because I want help people who are sick.

Letter from Client

I am a good person because
I respect all the people

Leonette is a quiet person and she listen

She is a good Girl
Because she is doing her work nearly
Leonette is a kind Girl and did not like to talk too much.
Leonette is a person that dont like to talk

Ubuntu Hand

Featuring my family

Life Line

Red teonatte . ìnembekile NGoo0   (Indela Yoo)

(4) The title must be n write in capital latter.

6. Happiness is a thing that make you happy.

8. I am sure study and after that I will go to univeristy.

20. I will do the magic wand to make the children happy.

Blue

2. I will want to help my parent because they hap me to go to go school and I will help the homeless children to be at school

(5). I wish to be a doctor.

Green

1. with my friend and family we have a strong releatioship and we are so kind kind.

2. people they don't know what I am going to do in my future.

19. I like my home to be big because when I have children they can play where they like.

29 I will tell my mather .

Indlela Yam

Draw a Person in the Rain

Incomplete sentences

1. I like to go to school and play nedball at school or at home

2. I regret that why I am so kind becouse other people treat make you like a fool.

3. My greatest fear is is to respect the teacher and to my parent.

4. I can't a to be buil at school and ican't make treat other people like fool

5. My nerves is to ste fight with other people and the dengerous thing

6. The future I want to go to univesity and come help the homeless children.

7. I am happiest when with my family becouse wbe have a good realetionship at home.

8. My greatest worry is sometime I dont respect them because i was having some worry.

9. At school i stay with my friend and wer respect the teachers

10. In my community in community we alway do the positive thing because we want to be clean.

Incomplete Sentences

Sand Tray

MPUMALANGA PROVINCE - EDUCATION DEPARTMENT

GERT SIBANDE D█████████████████████
EMIS NO: 61104█████████████████████
                    █████████
                    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: F
DOB: 0-Jan-00   ADMISSION NO: 0
YRS IN GRADE   0   DAYS ABSENT: 0

LEARNER'SUBJECTS	MAX	MIN	%	RATING
SISWATI	100	50	48	3
ENGLISH	100	50	18	1
SAL	100	50	-	-
MATHEMATICS	100	40	13	1
ART & CULTURE	100	30	39	2
E. & MAN. SCIE.	100	30	26	1
LIFE ORIENT.	100	30	19	1
NATURAL SCIE.	100	30	9	1
SOCIAL SCIE.	100	30	32	2
TECHNOLOGY	100	30	36	2
STUDENT TOT.			240	
STUDENT AVG.			27	
RESULTS			NP	

SCHOOL CLOSES: 28-03-2014
SCHOOL RE-OPENS: 7-Apr-14

Academic Records
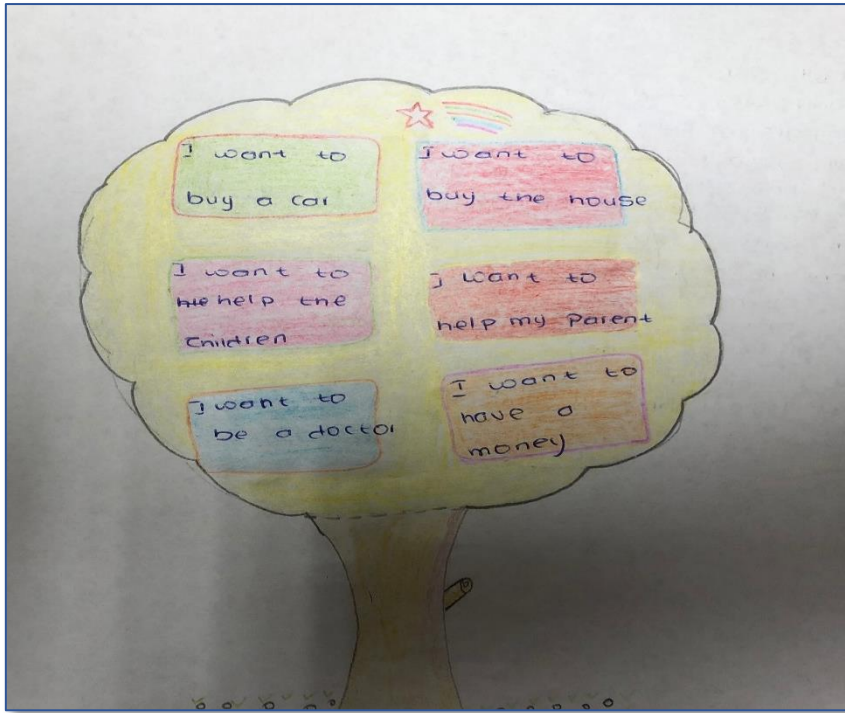
Draw a tree

APPENDIX G - DEDUCTIVE ANALYSIS EXAMPLE

Cohort 2014 Group A																				
Inclu-sion criteria	Exlu-sion criteria	Demo-graphic Questio nnaire	School Report	Name Activity	Incom-plete Sentenc es	Ubuntu Hand	Kraal Activity	My Interest Work-sheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featur-ing my Family: Wheel of Influ-ence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
Metho-dological Approa-ches: Group-based Career Counsel-ling Assess-ment **Broad Approach to Assessment**																				
Group-based Quantitative Assessment																				
Include data that were gathered from utilising group-based quantitat ive assessm ents that were a) adapted for South African use that were either b) standard ised for South African use or c) adapted Western assessm ents that were not standard ised for South African use. The group-	Exclude data on Western and positivist ic assessm ent activities , which include standard ised tests and formal assessm ent psycho metric media that are associat ed with positivist principle s in South Africa (De Bruin & De Bruin, 2006; Blokland , 2016).	No data	No data	No data	No data	No data	No data	The My Interest Workshe et was adapted from the South African Vocation al Interest Inventor y, which is standard ised for South African use.	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data

Cohort 2014 Group A																				
Inclu-sion criteria	Exlu-sion criteria	Demo-graphic Questio nnaire	School Report	Name Activity	Incom-plete Sentenc es	Ubuntu Hand	Kraal Activity	My Interest Work-sheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featur-ing my Family: Wheel of Influ-ence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
based quantitat ive assessm ents were adapted by means of reformul ation, innovativ e techniqu es that are based on principle s of adaptati on, lifelong learning and self-explorati on (Foxcroft , Paterso n, Le Roux, & Herbst, 2004).	Therefor e excludes the career counselli ng assessm ent activities that were not adapted for South African use and are not group-based.																			

Cohort 2014 Group A																				
Inclusion criteria	Exlusion criteria	Demographic Questionnaire	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Work-sheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featuring my Family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
Group-based Qualitative Assessment																				
Include data that were gathered from group-based, innovative, post-modern assessment activities that are based on constructivist principles in educational psychological assessment in South Africa. Qualitative career counselling assessment further includes career counselling assessment activities that are flexible in nature	Exclude data that were gathered from innovative post-modern assessment activities that are based on constructivist and post-modern principles in educational psychological assessment in South Africa. Excludes qualitative career counselling assessment activities that are more flexible in nature, therefore not statistical or	The Demographic Questionnaire is part of the qualitative information that was gathered from the assessment. It is included as an assessment activity as the home circumstances of the client are described in it.	No data	The meanings of names in this activity provide information about a client's unique experiences. The activity elicits information of family traditions and social support. The activity is focused on constructivist principles and assesses culture and personality characteristics.	Emphasis in this activity is placed on client's environmental challenges and barriers. The activity is also focused on the client's adjustment. It is therefore a culturally relevant assessment activity and is post-modern in nature.	The Ubuntu Hand assessment activity captures the specific experience and views of the client in an innovative manner. The activity is qualitative as the client is involved in the process. It is also constructivist in nature and allows for diversity perspectives.	The Kraal Assessment activity is innovative as it contains a drawing of a client's environmental assets and barriers that are captured in their particular context. The activity promotes client engagement and is therefore qualitative in nature.	No data	The Draw a Person in the Rain drawing activity is post-modern and focused on capturing a client's personal and ecological strength. The client is an active participant in the assessment activity, thereby indicating a qualitative approach to assessment.	Client strengths in the form of self-discovery and career development and participation emerged in the activity, therefore the activity is post-modern.	No data	The Featuring my Family assessment activity was adapted for the context. It is an innovative activity in the form of visual metaphors. This family assessment activity enables family members to identify their emotional experiences in a family as well as family-related challenges. The activity is based on the qualitative approach, from	The storied narratives are used to understand clients' views of their worlds and are therefore post-modern. The client tells a story that is based on his/her unique experience and therefore the activity is constructivist in nature. Focus also falls on an individual's past, present and future experiences, which further emphasi	No data	No data	No data	No data	No data	No data	No data

Cohort 2014 Group A																				
Inclu-sion criteria	Exlu-sion criteria	Demo-graphic Questio nnaire	School Report	Name Activity	Incom-plete Sentenc es	Ubuntu Hand	Kraal Activity	My Interest Work-sheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featur-ing my Family: Wheel of Influ-ence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
and allows clients to understa nd themsel ves better (Mcmah on & Patton, 2002). Include data that were gathered from activities that are appropri ate and designe d for South African career counselli ng assessm ent. The group-based qualitativ e assessm ent activities includes construc tivist (narrativ e), arts-based (persona l meaning -making)	standard ised (Mcmah on & Patton, 2002). Exclude data that were gathered from group-based qualitativ e assessm ent activities that are appropri ate for South African career counselli ng assessm ent. Exclude group-based qualitativ e assessm ent activities that are construc tivist (narrativ e and post-modern) , arts-based (persona l											which qualitativ e informati on emerged .	ses the construc tivist nature of the narrative .							

Cohort 2014 Group A																				
Inclusion criteria	Exlusion criteria	Demographic Questionnaire	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Work-sheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featuring my Family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
and projective or expressive methods (Fritz & Beekman, 2007; Foxcroft & Roodt, 2009).	meaning-making) and projective or expressive methods.																			
Theoretical Lenses: Group-based Career Counselling Assessment **Lens utilised when administering post-modern assessment techniques**																				
Indigenous Psychology																				
Include data that were gathered from employing a non-Western lens in the group-based career counselling process. Data were included when the indigenous psychological lens was utilised, which shows a client's	Exclude data that were gathered while employing a Western lens in the career counselling process. Data were excluded when the indigenous psychological lens was not utilised to show a client's socio-cultural ecology	Local and cultural aspects are included in the Demographic Questionnaire.	No data	Traditional cultural information and social support in the client's life is outlined in this assessment activity. Information is gathered on the meaning of the client's name, family tradition (family name), associations and personal meaning	This activity is focused on the socio-cultural ecology of the client and provides options for the client to interpret and explain their experiences, with due consideration for specific cultural influences. There is a focus on	The activity produces information on non-Western characteristics and experiences of the client.	The activity represents the cultural ecology and how the client sees challenges and resources.	No data	Specific cultural factors in the particular socio-cultural ecology are assessed. The client's experiences, resources and challenges in the local context are assessed, therefore the activity can be viewed from an indigenous	Resources in a group's cultural ecology is identified in the assessment. Indlela Yam means "My path", which emphasises the specific socio-cultural ecology and the people's unique path.	No data	Non-Western family structures and exposure to specific careers in the family are captured in the assessment activity. Information on the culture of the client and his/her family dynamics may be an outcome	No data	No data	No data	No data	No data	No data	No data	No data

Cohort 2014 Group A																				
Inclu-sion criteria	Exlu-sion criteria	Demo-graphic Questionnaire	School Report	Name Activity	Incom-plete Sentences	Ubuntu Hand	Kraal Activity	My Interest Work-sheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featur-ing my Family: Wheel of Influ-ence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
socio-cultural ecology and focuses on tradition al and local knowled ge and practice s. Further includes data that were gathered while consider ing local and cultural aspects in the career counselli ng assessm ent activities .	and there was no focus on tradition al and local knowled ge and practice s.			-making process. The activity is based on indigeno us psycholo gical principle s.	capturin g the client's socio-cultural ecology in this open-ended activity.				psycholo gy lens.			of the activity.								

Cohort 2014 Group A

Inclusion criteria	Exlusion criteria	Demographic Questionnaire	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featuring my Family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
Positive Psychology																				
Include data that were gathered from identifying the strengths and weaknesses of clients while employing a positive psychological lens in a group setting. Data that were included were gathered from a philosophy that promotes a balanced career counselling assessment process with a specific focus on the measurement of clients'	Exclude data that were not gathered while identifying the strengths of people utilising a positive psychological lens. Data were excluded if they were gathered from a philosophy that does not promote a balanced career counselling assessment process with a specific focus on the measurement of clients' strengths (Lopez & Snyder,	Local and cultural strengths are reflected in the Demographic Questionnaire.	The school report shows current scholastic performance of the client (academic strengths).	The activity provides information on the client's perceived strengths, traditions as well as available support networks (Anon, 2014). It is thus based on positive psychological principles.	It includes information on positive thoughts (strengths) and about a client's specific positive thoughts, meaning that it serves as a mobiler of strengths in the assessment.	Focus on a client's resources, strengths and assets while promoting positive characteristics. Positive psychological aspects therefore emerged in the activity. The aim of the activity is to discover the client's positive attributes through descriptions given by their peers and to get to know their own positive characteristics.	Identification of a client's environmental strengths and challenges. The activity provides the client with the opportunity to identify his/her own assets and is consequently based on positive psychological principles.	No data	Drawings can be used to help clients identify their goals, interests, needs and emotions (Maree & Beck, 2009). Protective factors are included (umbrella) and are based on the available resources in the particular context or environment). The activity is direct and therefore expressive of what the clients see as their resources	Identification of clients' personal strengths and environmental resources takes place, thereby making the assessment acitivity one which is based on positive psychological principles.	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data

Cohort 2014 Group A																				
Inclu-sion criteria	Exlu-sion criteria	Demo-graphic Questio nnaire	School Report	Name Activity	Incom-plete Sentenc es	Ubuntu Hand	Kraal Activity	My Interest Work-sheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featur-ing my Family: Wheel of Influ-ence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
strength s (Lopez & Snyder, 2003). Therefor e data on positive human characte ristics were emphasi sed in the moveme nt towards the optimal functioni ng of people and in the assessm ent (Seligma n, 2002).	2003). Exclude data that were gained from employi ng a problem-focused approac h.								(umbrell a) to face their challeng es (storms and rain). It is consequ ently focused on mobilisin g clients' strength s to address challeng es and therfore has positive psycholo gical characte ristics.											
Narrative Psychology																				
Include data that were gathered from group-based career counselli ng assessm ent activities that were focused	Exclude data that were gathered from career counselli ng assessm ent activities that were focused on clients'	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	Family narrative s are evident in the acitivity. The client's family narrative s are assesse d, which promote s understa	A story or narrative is told based on the themes in the client's life. The client portrays a narrative by creating	No data	The Life Line visually outlines a client's narrative , thereby assessin g the highs and lows in the client's life. All of these contribut	No data	No data	No data	No data	No data

Cohort 2014 Group A																					
Inclusion criteria	Exlusion criteria	Demographic Questionnaire	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featuring my Family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
on clients' lives and their career stories (Savickas, 2011). Moreover include data of clients' narratives that can enable them to become active role players on their career construction journey (Chen, 2007; Ebersöhn et al., 2016; Ferreira et al., 2016).	lives and their career stories (Savickas, 2011).											nding of a client's life and career story.	a non-verbal story in the sand and then sharing the story with the attending student. It is therefore narrative-based.		e to understanding the client's life and career narratives.					
Group-based Career Counselling Assessment Foci: **Foci measured as part of a comprehensive, post-modern career counselling assessment**																					
Group-based Cognitive/Ability Measures																					
Include data that were gathered to indicate cognitive abilities of young	Exclude data indicating cognitive abilities of young people in a rural	No data	The school report shows the current scholastic performa	No data	The clients show their fields of competence in the Incompl	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data

Cohort 2014 Group A

Inclusion criteria	Exlusion criteria	Demographic Questionnaire	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featuring my Family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
people in a rural school. Also, specifically include data that were gathered from group-based, adapted career counselling assessment activities	school that were gathered from standardised assessments		nce and academic functioning of the client.		ete Sentences activity. The personal attitude and perception of the client's abilities are included in the activity, which gives an indication of the meta-cognition of the client.															
Group-based Personality Measures or Questionnaires																				
Include data that were gathered about the personality characteristics of young people in rural schools. Include data that were gathered from group-based adapted	Exclude data about personality characteristics of young people in a rural school that were gathered by means of standardised assessments	No data	No data	The meaning of the client's name and the associated personality characteristics are assessed in the assessment activity.	Personality aspects are assessed in this activity. The personality aspects are included in what the client enjoys, the client's fears and strength	Assesses personality characteristics as observed by others in the same ecological context. The goal was to assist the client with discovering characte	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	The Which Animal am I? activity assessed the clients' personality characteristics in terms of the associated characteristics of specific animals that they relate to.	No data	No data

Cohort 2014 Group A																				
Inclu-sion criteria	Exlu-sion criteria	Demo-graphic Questionnaire	School Report	Name Activity	Incom-plete Sentences	Ubuntu Hand	Kraal Activity	My Interest Work-sheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featur-ing my Family: Wheel of Influ-ence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
career counselling assessment activities					s, as well as the way the client views him/herself (Personal views and view of self in terms of school).	ristics of his/her personality as seen by their peers (Anon, 2014).														
Group-based Interest Measures or Questionnaires																				
Include data that identify the interests of young people in rural schools. Specifically include the data that were gathered from utilising group-based, adapted career counselling assessment activities	Exclude data that identify the interests of young people in a rural school that were gathered through standardised assessments	No data	No data	No data	No data	No data	No data	Clients' interests are assessed as the purpose of the worksheet is to gain insight into the client by providing him/her with a variety of activities to choose from (Anon, 2014).	No data	No data	Self- and career exploration occurs in the activity as clients indicate their job interests on specific cards, indicating their preferences for specific occupations. This helps the client to "identifiy, interpret and appraise	No data	No data	No data	No data	No data	No data	No data	No data	No data

Cohort 2014 Group A																				
Inclusion criteria	Exlusion criteria	Demographic Questionnaire	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featuring my Family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
											his/her own interests in relation to different careers" (Anon, 2014, p. 19).									
Group-based Values Scales																				
Include data on the values of young people in a rural school, gathered from group-based, adapted career counselling assessment activities.	Exclude data on the values of young people in a rural school that were gathered from standardised assessments	No data	No data	No data	Strong value systems are assessed in this activity. The values that are assessed in the Incomplete Sentences produce information for understanding the client's values.	No data	No data	No data	No data	The activity assesses for the client's personal, family and environmental values. The activity produces information of a client's personal roles, family values as well as future aspirations (Anon, 2014).	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data

Cohort 2014 Group A

Inclu-sion criteria	Exlu-sion criteria	Demo-graphic Questio nnaire	School Report	Name Activity	Incom-plete Sentenc es	Ubuntu Hand	Kraal Activity	My Interest Work-sheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featur-ing my Family: Wheel of Influ-ence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
Group-based Motivations and Aspirations																				
Include data on the motivati ons and aspiratio ns of young people in a rural school, gathered from group-based, adapted career counselli ng assessm ent activities	Exclude data on the motivati ons of young people in a rural school, gathered from standard ised assessm ents	No data	No data	No data	The activity assesse d clients' motivati ons and aspiratio ns in their respons es to the incompl ete sentenc es.	Attribute s included in the Ubuntu Hand assesse d for client motivatio ns and aspiratio ns.	No data	No data	No data	Informati on on a client's motivatio ns and future aspiratio ns is derived from this activity (Anon, 2014).	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
Group-based Life and Career Stories																				
Include data from the life and career stories of young people in a rural school that were told/narr ated in the group-based, post-modern assessm ent activities	Exclude data from the life and career stories of young people in a rural school that were gathered from standard ised assessm ent activities	Life stories (context ual informati on forms part of the client's narrative) are included in the Demogr aphic Questio nnaire.	No data	The client's name and where he/she comes from forms part of the client's narrative /life story.	No data	The Ubuntu Hand assessm ent activity captures a client's personal characte ristics as part of his/her life story.	No data	No data	The protectiv e and risk factors identifie d in the activity form part of the client's narrative in the particula r context. The activity assesse s for the client's	No data	No data	Past life stories and the impact thereof on future life and career stories are assesse d. The family assessm ent is designe d to identify family dynamic s, specifica	Life stories are outlined in a visual manner, depicting client narrative s in their expressi on.	No data	No data	No data	No data	No data	No data	No data

Cohort 2014 Group A

Inclusion criteria	Exclusion criteria	Demographic Questionnaire	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featuring my Family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
									life story.			Ily the client's views on family relationships (Anon, 2014).								
Rural context and group-based career counselling assessment **Factors contributing to the understanding of non western group-based career counselling assessments in a rural context**																				
Rural context and young people																				
Include data that were gathered to understand the rural life experiences of young people when administering contextually relevant group-based career counselling assessment	Exclude data that were gathered where the rural life experiences and contextual factors of young people were not used to understand them in career counselling assessment	Information on the client's home environment is outlined in this activity. The rural context of the young person can be understood from the Demographic Questionnaire.	No data	This activity provides information on the traditional rural life experiences that are represented in some traditional names. It prompts contextual information about the young person.	Experiences associated with traditional rural life were included in some clients' responses to the incomplete sentences.	Ubuntu Hand assessed the young people's personal and ecological characteristics as seen by others in the same context and by the client. It is thus traditional and contextual and include characteristics that are associated, appreciated, and known in	The Kraal Activity outlines the environmental strengths and challenges that young people experience in rural settings. The focus is therefore on the clients' rural life experience.	No data	Assesses whether the individuals feel protected by resources or exposed to negative forces in their particular rural context. The experiences of the clienst in the context therefore emerged during the activity.	The activity provides information on the young person's journey in a rural setting. It also focuses on a young person's specfic path and therefore includes the client's rural context.	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data

Cohort 2014 Group A

Inclusion criteria	Exlusion criteria	Demographic Questionnaire	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a Person in the Rain	Indlela Yam	Career Card Sorting	Featuring my Family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Draw a Tree	Letter from Client	Which Animal am I?	Role Model	Draw a Person
						that particular rural environment.														

Cohort 2015 Group KK

Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Methodological Approaches: Group-based Career Counselling Assessment **Broad Approach to Assessment**																												
Group-based Quantitative Assessment																												
Include data that were gathered from utilising group-based quantitative	Exclude data on Western, positivistic assessment activities, which include	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	The Strength and Scale Questions is an adapted group-based quantitative	No data	The Values Activity is an adapted group-based quantitative assess

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Inclu-sion criteria	Exlu-sion criteria	Demogr aphic Quesio nnaire include s informa tion on infrastr ucture and home circums tances	School Report	Name Activity	Incompl ete Senten ces	Ubuntu Hand	Kraal Activity	My Interest Worksh eet	Draw a person in the rain	Indlela Yam/Jo urney Bag	Career Card Sorting	Featuri ng my family: Wheel of Influenc e	Sand Tray	Artefact	Lifeline	Family and Home Drawin gs	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footpri nt	Family and Home Drawin gs	Strengt hs and Scale Questio ns	Resour ce and Relatio nship Map	Values Activity
assess ments that were a) adapted for South African use, that were either b) standar dised for South African use or c) adapted Western assess ments that were not standar dised for South African use. The group-	standar dised tests and formal assess ment psycho metric media that are associat ed with positivist principle s in South Africa (De Bruin & De Bruin, 2006; Bloklan d, 2016). Therefor e exclude the career counsell ing assess																										assesse ssment activity.	ment acitivity.

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Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
based quantitative assessments were adapted by means of reformulation, innovative techniques that are based on principles of adaptation, lifelong learning and self-exploration (Foxcroft, Paterson, Le Roux, &	ment activities that were not adapted for South African use and are not group-based.																											

Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Cohort 2015 Group KK																												
Herbst, 2004).																												
Group-based qualitative Assessment																												
Include data that were gathered from group-based, innovative, post-modern assessment activities that are based on constructivist principles in educational psychological assessment in	Exclude data that were gathered from innovative post-modern assessment activities that are based on constructivist post-modern principles in educational psychological assessment in South Africa.	The Demographic Quesionnaire contributes to contextual information and can therefore be used as a qualitative assessment.	No data	No data	No data	The Ubuntu Hand assessment activity assessed the specific unique client experience in an innovative manner. The activity is qualitative due to the fact that the client that was actively involved	No data	No data	No data	No data	Personal and career interests are assessed in a post-modern, qualitative manner, with emphasis on self-exploration and career exploration.	No data	The activity assesses clients' narratives. The storied narratives outlined in the sand are used to understand and clients' views of their worlds and are therefore post-modern and constructivist.	No data	No data	The Family and Home Drawings activity is post-modern as it assesses for emotions on individual and family contexts in an interactive manner. It is consequently based on constructivist principle	Information gathered in the letters of the clients reflects their career counselling experience, participation and impressions as the clients could reflect on their career counselling process (Anon, 2015).	No data	No data	The activity assesses the client's idea of what success means. It is therefore based on the unique experience of the client and is therefore constructivist in nature.	No data	The Collage is a post-modern career counselling assessment technique that provides information on a client's unique context, which is construitvist and appreciates a client's unique experiences and	No data	No data	The Family and Home Drawings activity is post-modern as it assesses for emotions, values, culture, context and rurality. It is consequently based on constructivist principles and is an expressi	No data	No data	No data

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Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
South Africa. Qualitative career counselling assessment further includes career counselling assessment activities that are more flexible in nature and allows clients to understand themselves better (Mcmahon &	Exclude qualitative career counselling assessment activities that are more flexible in nature, therefore not statistical or standardised (Mcmahon & Patton, 2002). Exclude data that were gathered from group-based qualitative					in the process. It is also constructivist in nature and allows for diversity perspectives.										s and an expressive assessment activity.	The activity promotes client participation and is therefore qualitative in nature.					diversity perspectives.			ve activity.			

Cohort 2015 Group KK																												
Inclu-sion criteria	Exlu-sion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Patton, 2002). Include data that were gathered from activities that are appropriate and designed for South African career counselling assessment. The group-based qualitative assessment activities includes construct tivist	assessment activities that are appropriate for South African career counselling assessment. Excluded group-based qualitative assessment activities that are constructivist (narrative and post-modern), arts-based (personal meaning-g-																											

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Inclu-sion criteria	Exlu-sion criteria	Demogr aphic Quesio nnaire include s informa tion on infrastr ucture and home circums tances	School Report	Name Activity	Incompl ete Senten ces	Ubuntu Hand	Kraal Activity	My Interest Worksh eet	Draw a person in the rain	Indlela Yam/Jo urney Bag	Career Card Sorting	Featuri ng my family: Wheel of Influenc e	Sand Tray	Artefact	Lifeline	Family and Home Drawin gs	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footpri nt	Family and Home Drawin gs	Strengt hs and Scale Questio ns	Resour ce and Relatio nship Map	Values Activity
(narrativ e), arts-based (person al meanin g-making) and projectiv e or expressi ve method s (Fritz & Beekma n, 2007; Foxcroft & Roodt, 2009).	making) and projectiv e or use expressi ve methods .																											

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Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Theoretical Lenses: Group-based Career Counselling Assessment **Lens utilised when administering post-modern assessment techniques**																												
Indigenous Psychology																												
Include data that were gathered from employing a non-Western lens in the group-based career counselling process. Data were included when the indigenous psychological lens was	Exclude data that were gathered from employing a Western lens in the career counselling process. Data were excluded when the indigenous psychological lens was not utilised to show a	Local and cultural aspects are included in the Demographic Questionnaire.	No data	No data	The activity assessed clients' cultural characteristics due to its open-ended nature.	The activity produces information on the non-Western characteristics and experiences of clients.	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	The letter assessed local and socio-cultural factors and indicated the clients' specific career counselling needs.	No data	No data	Personal socio-cultural ecologies were present in the descriptions of role models and the reasons for the choices are outlined in the activity. Non-Western experiences were captured in the activity as the cultural	No data	The collage activity assessed the cultural values of the client and represents the client's specific socio-cultural ecology.	No data	No data	No data	No data	No data	No data

Cohort 2015 Group KK																												
Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
utilised, which shows a client's socio-cultural ecology and focuses on traditional and local knowledge and practices. Further includes data that were gathered while being considerate of local and cultural aspects in the career counsell	client's socio-cultural ecology and there was no focus on traditional and local knowledge and practices.																			values are included in the answers to the activity's questions. The role model assessment activity is done to assess the client's culture, values, context, career aspirations as well as career knowledge (Anon, 2015).								

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Inclu-sion criteria	Exlu-sion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
ing assessment activities																												
Positive Psychology																												
Include data that were gathered from identifying the strengths and weaknesses of clients while employing a positive psychological lens in a group setting. Data that were included philosop	Exclude data that were not gathered from identifying the strengths of people while utilising a positive psychological lens. Data were excluded if they were gathered from a philosop	Local and cultural strengths and assets are included in the Demographic Questionnaire.	No data	No data	No data	The activity focuses on assessing clients' resources, strengths and assets. The aim of the activity is to discover the clients' positive attributes through descriptions given by	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	Postive attributes that a client aspires to are assessed in the activity. The client also has the opportunity to identify what positive attributes they have.	No data	The positive characteristics and strengths of a client are assessed in the Collage. A client's unique life stories and positive attributes can be captured in the Collage activity.	No data	No data	No data	No data	No data	No data

Cohort 2015 Group KK																											
Inclu-sion criteria	Exlu-sion criteria	Demogr aphic Quesio nnaire include s informa tion on infrastr ucture and home circums tances	School Report	Name Activity	Incompl ete Senten ces	Ubuntu Hand	Kraal Activity	My Interest Worksh eet	Draw a person in the rain	Indlela Yam/Jo urney Bag	Career Card Sorting	Featuri ng my family: Wheel of Influenc e	Sand Tray	Artefact	Lifeline	Family and Home Drawin gs	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footpri nt	Family and Home Drawin gs	Strengt hs and Scale Questio ns	Resour ce and Relatio nship Map	Values Activity
were gathere d from a philosop hy that promote s a balance d career counsell ing assess ment process with specific focus on the measur ement of clients' strength s (Lopez & Snyder, 2003). Therefor e data on positive human charact	hy that does not promote a balance d career counsell ing assess ment process with a specific focus on the measur ement of clients' strength s (Lopez & Snyder, 2003). Exclude data that were gained from employi ng a problem				their peers and also to assess their self-identifie d postive characte ristics.																						

Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Cohort 2015 Group KK																												
eristics were emphasised in the movement towards the optimal functioning of people, and in the assessment (Seligman, 2002).	-focused approach.																											
Narrative Psychology																												
Include data that were gathered from group-based career counselling	Exclude data that were gathered from career counselling assessment	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	A story or narrative is told based on the themes in the client's life. The client	No data	The activity assessed for the clients' life and career stories in a visual format.	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data

Cohort 2015 Group KK																												
Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
assessment activities that were focused on clients' lives and their career stories (Savickas, 2011). Moreover include data of clients' narratives that can enable them to become active role players in their career construction	activities that were focused on clients' lives and their career stories (Savickas, 2011).												portrays a narrative by creating a non-verbal story in the sand and then sharing the story with the student. The activity is consequently based on the narrative psychology lens.		The clients' highs and lows in their lives are assessed in a visual line.													

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Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
(Chen, 2007; Ebersöhn et al., 2016; Ferreira et al., 2016).																												
Group-based Career Counselling Assessment Foci: **Foci measured as part of a comprehensive, post-modern career counselling assessment**																												
Group-based Cognitive/Ability Measures																												
Include data that were gathered to indicate cognitive abilities of young people in a rural school. Also, specifically	Exclude data indicating the cognitive abilities of young people in a rural school that were gathered from standardised	No data	The school report shows current scholastic performance and academic functioning of the client.	No data	The activity assessed for client meta-cognition, thereby indicating cognitive functioning.	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	The letter activity provides rich information on the clients' writing ability. A client's writing and academic language abilities	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data

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Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
include data that were gathered from group-based, adapted career counselling assessment activities	assessments																form part of the cognitive domain that was assessed.											
Group-based Personality Measures or Questionnaires																												
Include data about young people's personality characteristics in rural schools that were gathered .	Exclude data about young people's personality characteristics in a rural school that were gathered from	No data	No data	No data	The activity assessed personality characteristics in clients' responses.	Assessed personality characteristics as observed by others within the same ecological al	No data	No data	No data	No data	No data	Personality characteristics are assessed in the activity as it is based on a client's projections and self-	No data	No data	No data	No data	The letter activity assessed personality attributes of the client. The manner in which it was written	No data	No data	No data	No data	Personality charateristics are assessed in a Collage and the prompts were disigned to elicit more compre	No data	No data	No data	No data	No data

Cohort 2015 Group KK																												
Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Include data that were gathered from group-based, adapted career counselling assessment activities	standardised assessments					context. The aim was to give the clients the opportunity to get to know themselves better by decorating their hands to represent who they are (Anon, 2015).							expressed narratives.				and the content contributed to understanding the client's personality better.					hensive responses. The activity aids in assessing a client's personality characteristics (Anon, 2015).						
Group-based Interest Measures or Questionnaires																												
Include data that identify the interests of young	Exclude data that identify young people's interests in rural	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	The clients' interests were assessed in the activity when	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data

Cohort 2015 Group KK																													
Inclu-sion criteria	Exlu-sion criteria	Demogr aphic Quesio nnaire includes informa tion on infrastr ucture and home circums tances	School Report	Name Activity	Incompl ete Senten ces	Ubuntu Hand	Kraal Activity	My Interest Worksh eet	Draw a person in the rain	Indlela Yam/Jo urney Bag	Career Card Sorting	Featuri ng my family: Wheel of Influenc e	Sand Tray	Artefact	Lifeline	Family and Home Drawin gs	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footpri nt	Family and Home Drawin gs	Strengt hs and Scale Questio ns	Resour ce and Relatio nship Map	Values Activity
people in rural schools. Specific ally include the data that were gathere d from utilising group-based, adapted career counsell ing assess ment activitie s	schools that were gathere d from standar dised assess ments										they indicate d their job interests on specific cards. It helped the clients to "identifiy , interpret and apprais e their own interests in relation to different careers" (Anon, 2014, p. 19).																	

Cohort 2015 Group KK

Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Group-based Values Scales																												
Include data on the values ofyoung people in a rural school, gathered from group-based, adapted career counselling assessment activities	Exclude data on the values of young people in a rural school gathered from standardised assessments	No data	No data	No data	The activity assessed clients' personal values in their responses to the open-ended questions.	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	The client's values are assessed in the role model activity due to the hopes of the client to become like a role model (beliefs, preferences and principles are emphasised).	No data	No data	No data	No data	No data	No data	No data	The clients' most imporant personal and career values are assessed in the values activity. Information on clients' reasons for the chosen values provides meaningful career-related information.

Cohort 2015 Group KK																												
Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Group-based Motivations and Aspirations																												
Include data on the motivations and aspirations ofyoung people in a rural school, gathered from group-based, adapted career counselling assessment activities	Exclude data on the motivations of young people in a rural school gathered from standardised assessments	No data	No data	No data	The activity assessed clients' motivations and aspirations in their responses to the open-ended questions.	No data	No data	No data	No data	No data	The activity assessed occupational aspirations, client motivation and career knowledge.	No data	No data	No data	No data	No data	A client's motivations are assessed in the letter and can therefore contain information on the client's future aspirations and motivations.	No data	No data	The activity assessed the client's career aspirations as well as career knowledge (Anon, 2015). Information is consequently gained that relates to the client's future aspirations.	No data	The Collage activity assessed clients' aspriations and motivations (Anon, 2015).	No data	No data	No data	No data	No data	No data

Cohort 2015 Group KK

Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Group-based Life and Career Stories
Include data from the life and career stories of young people in a rural school that were told/narrated in the group-based post-modern assessment activities	Exclude data from the life and career stories of young people in a rural school that were gathered from standardised assessment activities	Clients' life and career stories (academic records, contextual information, family composition) were evident from the information in the questionnaire.	No data	No data	No data	The Ubuntu Hand assessment activity assessed clients' personal characteristics as part of their life stories.	No data	No data	No data	No data	The activity assessed clients' life and career stories in the careers they indicated they would like to persue.	No data	Life stories of clients were assessed in the narrative assessment activity.	No data	No data	No data	No data	No data	No data	No data	No data	Clients' life and career stories are assessed in the pictures they include in the Collage as it all forms part of the clients' narratives.	No data	No data	No data	No data	No data	No data

Cohort 2015 Group KK																												
Inclusion criteria	Exlusion criteria	Demographic Quesionnaire includes information on infrastructure and home circumstances	School Report	Name Activity	Incomplete Sentences	Ubuntu Hand	Kraal Activity	My Interest Worksheet	Draw a person in the rain	Indlela Yam/Journey Bag	Career Card Sorting	Featuring my family: Wheel of Influence	Sand Tray	Artefact	Lifeline	Family and Home Drawings	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footprint	Family and Home Drawings	Strengths and Scale Questions	Resource and Relationship Map	Values Activity
Rural context and group-based career counselling assessment **Factors contributing to the understanding of non-Western, group-based career counselling assessments in a rural context**																												
Rural context and young people																												
Include data that were gathered to understand the rural life experiences of young people when administering contextually	Exclude data that were gathered where the rural life experiences and contextual factors of young people were not	Information on the client's home environment is outlined in the activity. The rural context of the young person can be underst	No data	No data	The rural life experiences of clients were assessed in the activity.	The clients' context was assessed in the activity.	No data	No data	The clients' context and experiences were assessed in their drawings.	No data	No data	No data	No data	No data	No data	No data	The activity assessed the clients' context and career counselling experiences.	No data	No data	Clients' contexts and experiences in the rural context were assessed.	No data	The Collage assessed for clients' contexts.	No data	No data	No data	No data	No data	No data

Cohort 2015 Group KK																										
Inclu-sion criteria	Exlu-sion criteria	Demogr aphic Quesio nnaire include s informa tion on infrastr ucture and home circums tances	School Report	Name Activity	Incompl ete Senten ces	Ubuntu Hand	Kraal Activity	My Interest Worksh eet	Draw a person in the rain	Indlela Yam/Jo urney Bag	Career Card Sorting	Featuri ng my family: Wheel of Influenc e	Sand Tray	Artefact	Lifeline	Family and Home Drawin gs	Letter from Client	Draw a Tree (fantasy tree)	Which Animal am I?	Role Model	Draw a Person	Collage	Cartoon	Footpri nt	Family and Home Drawin gs	Strengt hs and Scale Questio ns	Resour ce and Relatio nship Map	Values Activity
relevant group-based career counsell ing assess ment	used to underst and them in career counsell ing assess ment	ood from the Demogr aphic Questio nnaire																								

APPENDIX H - RESEARCH JOURNAL

DONNÉ BARNARD
RESEARCH JOURNAL 2017 / 2018

2017

DATE	PLACE	EVENT
31 March	Groenkloof Campus	Research proposal submission

I submitted my final research proposal today. I am nervous, yet excited to start my journey as a researcher. I have never considered myself a researcher, as I have always focused solely on becoming a psychologist. I'm therefore pleasantly surprised by the final draft of my final research proposal. The research-related part of the course is the one I'm most nervous about, but I ended up thoroughly enjoying writing my research proposal. I never thought I would be able to grasp the more complex research-related concepts, but reading and studying the more intricate principles of research have greatly aided my progress. The research sessions I attended have also assisted me with finalising my proposal. I sincerely hope that my efforts will be reflected in the feedback.

DATE	PLACE	EVENT
23 May	Groenkloof Campus	Ethical clearance submission

I managed to submit my ethical clearance documents today. I am thrilled to start working with the FLY data and hope to receive ethical clearance without having to make any major changes. Both my supervisor, Prof Ebersöhn, and my co-supervisor, Dr Machimana, have guided me with regard to compilation of the required documents. They have helped to ensure that no stone was left unturned in terms of the documentation and considerations I had to take into account for my ethical application to be as comprehensive as possible.

DATE	PLACE	EVENT
29 June	Groenkloof Campus	Proposal feedback

I received the much-awaited feedback on my research proposal today and I'm very relieved that it was predominantly positive. I feel like my hard work is starting to pay off. I obtained a distinction (80%) from both external examiners, as well as my own supervisor. It is motivating and humbling to read their positive comments on the feedback report. I could not have dreamt of a better outcome and start to the research process. I am so grateful for my supervisors' continuing support and assistance, as I might have lost my way without their input and guidance. The greatest gift my supervisors have given me is confidence.

DATE	PLACE	EVENT
23 June	Groenkloof Campus	Ethical clearance

I finally received ethical clearance today! I am absolutely elated. I can now commence with the secondary data analysis of the FLY project. This is a huge step for me and I can't wait to proceed.

DATE	PLACE	EVENT
July and August 2017	Groenkloof Campus	Start to work with data

After months of hard work I have submitted the third drafts of Chapters One to Three of my dissertation. After receiving ethical clearance and the authorisation to commence with my research process, I started working with the secondary data from FLY. Another student and I are using the same data as our research titles are similar and the reports are linked. Her dissertation focuses primarily on career counselling intervention and mine on career counselling assessment. We are both working with ten years' worth of extant data from FLY, with my focusing on specifically two years (2014 and 2015). We have started capturing the data in an Excel spreadsheet, which will help with effectively familiarising ourselves with the extant data. Our primary objective with this exercise is to identify our respective samples for data analysis. After we sampled the data according to years, we started planning our respective data analysis processes whilst completing further drafts of our Chapters One to Three. The primary difference is that I will work deductively.

DATE	PLACE	EVENT
23 August 2017	Groenkloof Campus	Title registration

I received an email today with a letter of approval for the title of my mini dissertation, as well as the documentation required to complete the submission. This is another exciting step on my journey as researcher. I have indulged myself and envisioned my title and dissertation included in the University's database - a dream that made me feel overwhelmed with joy.

DATE	PLACE	EVENT
12 October 2017	Groenkloof Campus	Class and present proposal poster

Today I had the opportunity to do a presentation utilising a poster that visually portrays my Research Proposal. I felt very proud of myself, my supervisors, FLY and my research journey up until this point and enjoyed presenting it to both my classmates and lecturers.

DATE	PLACE	EVENT
16 October 2017	Groenkloof Campus	Consultation with Supervisor and Co-Supervisor

I have submitted Chapters One to Chapter Three – draft four - and I am having a meeting with my supervisors and a colleague. The purpose of this meeting is to have a discussion regarding the deductive analysis process I am about to start. During the meeting my colleague discussed her inductive data analysis process as she has to submit her final dissertation by the end of the year. My final submission date is set for August 2018, however, and as a result my presence at the meeting was purely to discuss the next steps to be completed before the holiday season and the New Year.

At this point I feel quite comfortable with the theory behind the data analysis and what the process would entail, although I find myself doubting the specific steps that I need to take. I am concerned about my general understanding of the process and where to start. My supervisors are reassuring and generally motivate me, but I still have some self-doubt. They have advised me not to be concerned about the form, layout or submission of the next chapters, but simply to focus on the data analysis. I am required to include the a priori themes in my Chapter Two before I start with the deductive data

analysis. My aim is to ensure that I have everything I need (Chapters One to Three, next drafts), sampled data sheets, and an outline for my analysis before I start with the general analyses.

DATE	PLACE	EVENT
November 2017	Groenkloof Campus	Consultation

I started the deductive analysis process by compiling an Excel sheet containing the sampled documents from 2014 and 2015, as well as the career counselling assessment activities of each individual group in the sample. I will now able to peruse and document the available data in each clinical file more effectively during 2018.

DATE	PLACE	EVENT
November 2017	Groenkloof Campus	Consultation

I am currently including a number of suggested changes to Chapters One to Three. I am exhausted after my first year of studies as I am also working full-time. The theoretical part of the course is done for the most part and I'm looking forward to continuing with my dissertation and practical work in 2018. When looking back, I'm proud of what I have achieved this far in the face of much adversity. I hope to conclude my data analysis during the first quarter of 2018.

2018

DATE	PLACE	EVENT
30 January 2018	Groenkloof Campus	Consultation

After the December holiday, it took some time to find my research feet again. I had my first annual meeting with Prof Ebersöhn to discuss the deductive analysis I am supposed to continue with. It was insightful and I gained much needed clarity regarding the process and started to work with the actual data again. Prof Ebersöhn explained what was expected in terms of the analysis and I agreed to start the analysis formally during February. At this point my Chapters One to Three are at draft five and my a priori themes were agreed upon. I am ready to start the analysis process.

DATE	PLACE	EVENT
3 February 2018	Groenkloof Campus	Media Room – Data analysis

As soon as I started the deductive analysis process I realised how lengthy it was going to be. I also realised that I was unsure about a number of aspects relating to the secondary data analysis process, specifically deductive analysis. I am mainly concerned about whether I should indicate my findings and explain or merely mention them. I am unsure of how deeply I should delve into the data that I capture? Could an assessment activity suit more than one a priori theme? The details of the analysis process has become somewhat of a challenge to understand fully. Where do I stop in terms of describing the data? I have found myself sitting with mountains of data, trying to summarise the information and to explain what I interpret within the files. I have asked my supervisors a number questions via email and they quickly agreed to set up a meeting to help me better understand.

DATE	PLACE	EVENT
14 February 2018	Groenkloof Campus	Correspondence

Due to the amount of time it takes to do the analysis, I have decided to correspond with Prof Ebersöhn to ask if I can appoint someone to help me with my analysis. She explained the ethical requirements and the process relating to involving someone else in the analysis process. I am becoming worried at this point, as the analysis is taking me much longer than I had anticipated. I am forced to do the analysis on Saturdays, as I work full-time during the week. According to Prof Ebersöhn I should apply for support and complete a DO8 Form to receive additional support. I will have to document this process in my dissertation as well. However, I want to complete this process on my own, and have decided not to take that route. I soon realised that six hours on a Saturday is not enough time as it takes me three hours per group for analysis. I am concerned about the length of the analysis process and I feel unsure whether I am doing the analysis correctly.

DATE	PLACE	EVENT
19 February 2018	Groenkloof Campus	Correspondence

My supervisors have reassured me that the process is supposed to take long. They say I should bear with it and try my best with the analysis until we have our scheduled

meeting. I have started using a new system, one whereby I capture the data in a more functional Excel template. This way of working seems to be quicker, but it still takes a lot of time. I am responsible for the analysis process and I want to do the analysis as well and as professionally as possible.

DATE	PLACE	EVENT
26 February 2018	Groenkloof Campus	Consultation with supervisors

Prof Ebersöhn and Dr Machimana are happy with my progress this far. They said I am doing the analysis correctly, but I should take off my psychologist hat and replace it with my research hat. I am apparently not supposed to analyse the data, but describe what I gather from it. For all intents and purposes I should now be a researcher and I work with the data, not identify/describe any deeper meaning I see in the data. This meeting has been insightful and I am excited to move forward with my analysis and try again with a more positive and patient attitude.

DATE	PLACE	EVENT
10 March 2018	Monument Park	Consultation with former student

I consulted with another colleague (Luré Louw) today. She has given me some guidelines and shared her deductive secondary analysis process with me. She explained that it took her equally long and encouraged me to continue and to work as fast and as much as possible. She has motivated me and I am now confident in my approach to analysis.

DATE	PLACE	EVENT
12 March 2018	Groenkloof Campus	Correspondence

I have received more feedback from my Supervisors pertaining to the recently submitted Chapters One to Three. There are still some changes I need to make. I hope to make them during the school holiday as I am still busy with my data analysis. I truly hope these chapters are near perfect now, but I do understand that my supervisors want me to submit the best possible research report. I need to remind myself that this is a research process and that therefore I need to be patient with myself and with the process.

DATE	PLACE	EVENT
4 April 2018	Groenkloof Campus	Correspondence

After meeting with my co-supervisor, I am excited to continue with my analysis. Dr Machimana is of the opinion that my progress is quite good and he encouraged me to work hard to conclude my analysis this April. That will enable me to write and finalise Chapters Four and Five during May, June and July. He also told me to remember to do my analysis in a formal manner. I will need to go back to the groups that I have already completed and make some changes. At this point I am done with analysis of 14 out of the 23 groups. There is still a lot of work left to do.

DATE	PLACE	EVENT
10 April 2018	Groenkloof Campus	Correspondence

I managed to complete another two groups and am therefore done with 16 groups at this point.

DATE	PLACE	EVENT
10 April 2018	Groenkloof Campus	Correspondence

Dr Machimana recommended that I start organising a language and technical editor. I emailed potential editors and Wilna Swart agreed to be my Language Editor. I will hopefully be able to submit my first three chapters to her during May for editing.

DATE	PLACE	EVENT
30 April 2018	Groenkloof Campus	Correspondence

I am done with my data analysis. I realise now that I overcomplicated the process. I am grateful for having done that otherwise I would not have been as comfortable with the data as I am. The time spent with the data thoroughly prepared me to write Chapter Four. I am so grateful that I was able to do the data analysis process and in so doing to develop as a researcher. I finally understand what data analysis means in practice. I am truly excited to start writing up my findings.

DATE	PLACE	EVENT
4 May 2018	Groenkloof Campus	Correspondence

I meet with my supervisors to submit revised Chapters One to Three and to discuss the outline for Chapter Four.

DATE	PLACE	EVENT
2 June 2018	Groenkloof Campus	Correspondence

I received my reviewed Chapters One to Three. I cried with relief when I saw that my supervisor indicated that I can do the final changes to Chapters One to Three before sending them for language editing. I copy some excerpts from my communication with my supervisors to indicate my feelings. *"I must admit, I cried a little bit when I saw the word "taalversorger" ("language editor") on the cover page of the first chapter. It feels wonderful to move forward and I will work as hard as I can in the upcoming months.*

DATE	PLACE	EVENT
4 June 2018	Groenkloof Campus	Correspondence

I meet with my supervisors to discuss Chapter Four. I am on page 40 and only at theme two, so I am definitely in need of some guidance. Prof Ebersöhn explains my mistake with a wonderful metaphor. If I were tasked to make a soup, I would buy different vegetables. The difference is that I will not buy all or any vegetables to make a specific soup, but only the particular vegetables that will go best with the soup that I want to prepare. I should therefore not include all the visual data that could possibly be linked to a theme or subtheme, but rather be specific in what I am looking for in the data. The same principle applies for the entire Chapter Four. I cannot include raw data to include raw data. I need to identify relevant data in the raw data and indicate how the data supports what I found in my data analysis. I understand what I need to do now. I also made an appointment for 17 June with Danny Ramollo, who did a similar deductive analysis. I thought it would be a good idea to have a discussion on how he approached writing Chapter Four. I need guidance on the writing-up process, and also on writing a literature control section. I am a little worried about the time I have left to complete my dissertation, but I think if I work extremely hard in June, July and August I will get everything done.

DATE	PLACE	EVENT
17 June 2018	Hatfield Campus	Consultation with previous student Danny Ramollo

Danny was very helpful in our meeting, especially because he also did deductive analysis and worked with the FLY secondary data. He was of the opinion that I was on track and that I should start with the literature control throughout the writing-up of

Chapter Four. He also encouraged me and motivated me just to keep working. His peer support and understanding of the process meant a lot to me.

DATE	PLACE	EVENT
17 July 2018	Groenkloof Campus	Class lecture

I received my second draft of Chapter Four from Prof Ebersöhn yesterday. It seems that the detail that is necessary for Chapter Four is still not where it should be. I know that I should not get discouraged, but I am worried about the fact that I am struggling to get things the way it should be at this point. The amount of time it takes to work on these final two chapters, after the lengthy analysis process, is truly of concern. I am so close, but I feel insecure in terms of my progress. Both my supervisors are happy with my progress; I know I should trust them and just work as much as possible. I decide to dig deep and try my best to stay positive and to work towards my goal of completing everything so that I can submit on 31 August.

DATE	PLACE	EVENT
22 July 2018	Groenkloof Campus	Correspondence

I am working on submitting draft two of Chapter Four and draft one of Chapter Five. I did not expect that Chapter Four would take me this long. I have spent 70 hours looking for appropriate visual data sources and allocating photographs to themes and subthemes. I also overcomplicated writing the literature control section, with the end result of looking very similar to Chapter Two of my research report. I am working on rewriting my literature control now, and I am quite proud of the work that went into Chapter Four at this point. The literature control section indicates some new knowledge that emerged in this study. This is truly exciting, especially considering that this is a Master's Degree. I did not expect to make a contribution to research in the field of educational psychology, especially not at the level that I think this study could potentially contribute to relevant career counselling assessment practice. I still realise that research is a continuous process. Due to the previously identified a priori themes, derived through deductive analysis, I had to adjust my approach throughout my analysis. When the data did not support all my previously identified themes, I had to go back and adjust them again. My data analysis and writing of Chapter Four seemed like an impossible task at one point. I feel as if I finally understand the process. My

research journey seems to be a true learning journey, as I always feel that I made it more complicated than it should have been when I look back once the work is done.

DATE	PLACE	EVENT
23 July 2018	**Pretoria Boys' High School**	Correspondence

Dr Machimana agreed to meet me at the school where I work to discuss the inclusion of appendices for my dissertation. He is very organised and he agreed to assist me with determining which appendices should be included in my research report. Based on our discussion I decided to contact previous students who were involved in the FLY intervention to make sure that I have all the necessary appendices for my dissertation. We had an important discussion regarding my data analysis. As my a priori themes were adjusted throughout the process, I had to update and adjust my analysis accordingly. I also needed to organise and number all the photographs, organise all the references and name all the appendices. I decided to include poems that I had written from the perspective of a career counsellor in South Africa. I realise that a dissertation does not end when you are done with your chapters. I still have a ton of administration to get through. Dr Machimana is very helpful and encouraging. I believe that I have enough time to do what I should. Weekends for studies just seem to get shorter and shorter with all the course work and the dissertation.

DATE	PLACE	EVENT
25 July 2018	**Groenkloof Campus**	Correspondence

I submit the revised versions of Chapter Four and Chapter Five to my supervisors. To my surprise Prof Ebersöhn starts with a comment that we have to be strategic in our meeting. I was nervous and did not know what she meant at that moment, but then we started working. She had a very hands-on approach. We went through the changes that were necessary in Chapter Four and she said that I could make the changes and then send it for language editing. Tears just jumped into my eyes when I realised that Chapter Four and Saturday mornings looking for visual data was over. I had done enough. What a relief. The data analysis and Chapter Four felt like a never-ending battle. I can't believe that the end came so unexpectedly.

Prof Ebersöhn further surprised me when she said at the end of our meeting that I could adjust Chapter Five according to the changes we had discussed in the meeting,

and continue to make an appointment for submission on 31 August. I did just that and I am waiting for a response from the Administration. I don't know how and why this process ended before I realised that it would. What a journey. I am hoping to conclude Chapters Four and Five within the next week.

DATE	PLACE	EVENT
28 July 2018	**Groenkloof Campus**	Submit Chapter Four for language editing

I submitted Chapter Four for language editing today. I realise that this journey is really coming to an end. I feel so proud and excited to tackle the last part of this journey. I have found new confidence in myself and in the process. I cannot wait to submit my dissertation. I realise how big a part of my life the dissertation has become. I have spent so many weekends on campus working with data, and I truly hope that my marks will reflect the hours that I have spent on it. I never thought about what I was working towards, but now that it is almost done, I realise that I had been working to achieve a good result, not merely a pass.

DATE	PLACE	EVENT
04 August 2018	**Eldoraigne**	Submit Chapter Five to Dr Machimana for final read

I submitted the final chapter of my dissertation for a final read today. I think that I am almost done with my dissertation. Now for the final organisation of appendices and the administration that I should still tackle. I do not know what I will do with my weekends when this process is over, but I must admit that I am looking forward to the next process. Who knows, maybe a PhD is in my future… eventually.

APPENDIX I - POETIC CONCLUSION

Poetic rendition of my views on the role of an educational psychologist tasked with career counselling:

My purpose, my labours

your vision, destiny

brought into reach

within our grasp

Though diverse

separated

unified in knowledge

the future beckons

Insight and meaning

your goals determined

your planning, my guidance

together - Achieved