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EDUCATORS' VIEWPOINTS ON CAREER COUNSELLING IN SECONDARY SCHOOLS IN THE MMAKAU-MOTHOTLUNG CIRCUIT

by

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DEDICATION

This research study is dedicated to:

My dear wife, Florence, who stood by me through thick and thin. You always inspired me to dizzy heights and you give meaning to my life.

My four children, Kabelo, Lerato, Tshepang and Bakang, who always looked up to me as their inspiration and role model during trying times and good times.

My mother, Mary Chirwa, you are unaware of how appreciative and grateful I am for bringing me to this world.

My late father, Moses Chirwa, though you left me at the time when I needed you most, I never yielded to the challenges of life. Through patience, hard work and perseverance, I worked my way up the academic ladder.
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SUMMARY

The importance of Career Counselling in secondary schools cannot be over-emphasized. In order to achieve the stated objective, our schools will require well trained and well qualified Career Counsellors who will execute this monumental task with great insight, distinction and knowledge.

Differentiated education takes into account the fact that people are not the same and therefore their uniqueness will be considered and catered for by exposing them to career counselling.

Learners need to be guided in order to make informed choices. This responsibility of guiding and informing learners should be shouldered by educators who are considered to be well-informed and more knowledgeable about the world of work and different courses.

There are socio-economic and political changes that are taking place within the borders of our country and globally. Our learners must be multi-skilled or be exposed in order to brace themselves for this eventuality.

The traditional way of doing things is rapidly giving way to modern operational techniques. Career Counselling is important in this instance in order to narrow the gap between tradition and the ever-changing world of occupation.

For the Career Counselling to be meaningful and helpful to secondary school learners, educators are expected to assist them with the selection of a major field, self-analysis, methods of career field analysis, establishment of short range career goals, analysis of employment environments, development of long-range career goals and support the learners in the job search campaign (Charles, 1976: 61).

In the South African context a distinction is made between Career Counselling outside and within formal education. It seems that Career Counselling, particularly within formal education, experiences many problems, one of which is the inadequate training of Career Counselling educators and the insufficient provision for training such educators.
The positive attitude of the government towards Career Counselling should lead to changes in the present situation. The Career Counselling educator can expect a better deal in the future.

The purpose of this research is to examine the educators' viewpoints on Career Counselling in secondary schools in the Mmakau-Mothotlung Circuit. To achieve this objective, I had to interview educators from the three local secondary schools in order to obtain their candid points of view regarding Career Counselling as it occurs at their different schools.

From the perspectives of educators involved in Career Counselling, it is recommended that Career Counselling should be given its rightful place in the training of all educators, in other words in the Undergraduate Education Courses and Diploma Courses. The content of the courses should consist of Career Counselling and not other subjects. The various educational subjects should be included in the courses as independent subjects and not as reduced sections under Career Counselling, detracting from the quality of training.

The North West Department of Education should also take Career Counselling very seriously by way of training educators in this connection in order to make them knowledgeable and confident to take informed decisions and to give the correct and informed guidance to the learners regarding career decisions and choices.

If there is no intervention on the part of the education authorities, Career Counselling in Secondary Schools in the Mmakau-Mothotlung Circuit will be a dismal failure because the educators involved in Career Counselling use trial and error methods and in the process, the learners will make wrong career options and take ill informed career decisions that will affect them adversely for the rest of their lives.

In sum, it must be realized that even if a school employs a trained counselor the educator still plays an important role in preparing learners to plan and make rational, intelligent and correct decisions about their careers. The amount of time the educator spends with the learners far exceeds the time any learner can ever hope to spend with a counselor in the school. The educators' role is not limited to imparting subject-matter, but includes the development of various aspects of a learner's life (Chuenyane, 1990:62).
TSHOBOKANYO

Botlhokwa ba bogakolodi ba boiphediso (Career Counselling) mo dikolong tse dikgolwane ga bo ka ke ba totobadiwa go feta selekano. Gore go fitlhelewe maikaelelo a se se tlhagisitsweng, dikolo tsa rona di tlile go tlhoka barutabana ba bagakolodi ba boiphediso ba ba katisitsweng le go fatlhosiwa sentle, ba ba tla tlhatlhelelang tiro eno ya botlhokwa ya leruri ka maitemogelo a magolo, manontlhotlho le kitso e e tebileng.

Thuto e e farologantshitsweng e tlhokometse go re batho ga ba tshwane, ka go rialo, go se tshwane le ba bangwe go tla tsewa tsia le go tlhokomelwa ka go senolela ka tsa bogakolodi ba boiphediso.

Baithuti ba tshwanelwa ke go gakoIoIwa gore ba kgone go dira ditlhopho tse di sedimogileng. Maikarabelo ano, a go ba kaela, le go ba sedimosetsa, a tshwanetse go rweswa morutabana yo o tla tsewang a na le tshedimosetso e e kgotsofatsang le kitso e e itumedisang ka tsa lefatshes la tiro le ditaelo tse di farologaneng.

Go diphetogo tsa Ikonomi-boago le tsa sepolotiki mo melewaneng ya naga ya rona ga mmogo le mo lefatsheng ka bophara. Baithuti ba rona ba patelesega go rna le bokgoni bo bo ntsi, kgotsa ba senolelwe ke dirutegi kwa dirutweng ka maikaelelo a go ipaakanyetsa dikgwetlho tseno.

Mokgwa wa maloba wa go dira dilo o tsweletse ka bonako go sutelela bothekiniki jwa segompieno. Bagakolodi bano ba boiphediso mo lebakeng le, ba botlhokwa gonne ba thiba phatlha magareng a setso le lefatshes le le fetogang le, la ditiro.

Gore bogakolodi ba boiphediso bo mme le bokao le mosola mo baithuting ba dikolo tse dikgolwane, barutabana bano, ba solofetswe go thusa baithuti mo tlhophong ya dithuto tse di botlhokwa, go itebaleba, tselu ya go itlohpele boiphidiso, ka tselua e e rileng ya thutego, tlhomo mo pakeng e khutshwane ya boikaelelo ba boiphediso, tsheka-tsheko ya tikologo ya
khiro, tlhabololo ya maikaelelo a boiphediso mo pakeng e telele, le go tsegetsa baithuti mo letsholong la bobatlatiro.

Fela mo Afrika Borwa go na le pharologano mo bogakoloding ba boiphediso e e bonwang mo thutong ya fa sekolong le mo thutong e e rutwang kwa ntle, e ntse e le ya bogakolodi. Go lebega e kete bogakolodi ba boiphediso bo rakana le mathata a le mantsi, bothata bongwe e le go amosiwa fela ga barutabana ba bagakolodi le kabelo e e sa lekaneng ya batlhatlheledi ba.

Boitshwaro jo bo usang pelo ba puso tebang le bogakolodi bo tshwanetse go lere diphetogo mo maemong a jaanong. Morutabana wa bogakolodi a ka solofela tirisano e e isegang mo isagong.
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CHAPTER 1
OVERVIEW AND RATIONALE

1.1 RATIONALE

Career Counselling in schools is extremely important. The significance and the usefulness thereof need to be given top priority. In order to attain the set goal, our schools need to have well trained career counsellors who will perform and carry out this mammoth task with great insight, knowledge and distinction.

Differentiated education is based on the fact that people are not all the same. In a differentiated educational system every learner has to make important choices in different phases of his school career. However, differentiated education should not be regarded merely as a function of individual differences but also in part as the result of a specialized occupational world. Owing to progress in the field of the natural sciences and the accompanying technological development, as well as the rapidly growing international economy, the world of work is increasingly becoming an environment of specialization. The individual learner is therefore confronted more often with complex decision-making situations. He should know himself thoroughly with regard to his abilities, aspirations and occupational values amongst other things, but at the same time he should have a thorough knowledge of the occupational world with all its variations (Jacobs et al. 1991:33).

If a learner is to make such an important choice, it is the educator's duty to provide him with scientifically accountable assistance. The learners should also be guided by the educator to explore, understand, accept and take into account his physical, intellectual, social and mental abilities when making educational and occupational choices.

The learners should also be assisted to explore, accept and realize their potential in their educational and occupational choices by means of individual and group orientation. In addition, educational and occupational information should be
provided to and interpreted for learners and they should be guided to explore the educational and occupational possibilities and to relate them to their own potential with a view to making an educational or occupational choice (Jacobs et al. 1991:33).

The identification of learners who have educational and occupational choice problems and the rectification of such problems, should be made possible (Jacobs et al, 1991: 33). Although the focus is Career Counselling in schools, the connection with real world problems is always accentuated.

The career counsellor should help learners to help themselves by making better choices and by becoming better choosers. The helper’s repertoire of skills includes those of forming an understanding relationship, as well as interventions focused on helping clients change specific aspects of their feeling, thinking and acting (Penney, 1983: 59).

Career choice has never been the easiest of activities. The social, political and economic changes taking place make most people feel uncertain about the future and their role in it. Initial career planning should, therefore, ideally allow for a number of options for later career development. In addition, we have to develop attitudes and skills to enable us to adapt (Penney, 1983: 60).

The learners have an important responsibility after the guidance by the helper to make career choices that will maximize their individual happiness and fulfillment. Throughout their lives people are choosers. They can make good choices or poor choices. However, they can never escape the mandate to choose among possibilities (Nelson, 1987: 3).

Through the years of elementary and secondary school, the child in today’s world spends more time with the educator in the classroom than with any other single individual. It becomes the responsibility, then, of the counsellor and the educator to see to it that this chasm between elusive intellectuality and concrete reality is bridged (Charles, 1976: 8).
It is indeed true that Career Counselling is faced with a series of frustrations because the learners lack real experience, program flexibility, optimal preparation patterns, educator knowledge of the world, both today and tomorrow and educator concern for the need for change (Charles, 1976:8).

Career educators must be people who are very well versed about the courses which ought to be taken by learners because in most cases they are the only people from whom learners at Grade ten (10) to twelve (12) get information about careers. The findings give some support to our view that learners in a society that is rapidly changing from traditional to modern urban and technological are in great need of systematized career information, as they receive comparatively little of this from their parents. Studies in Tanzania and Zambia have also shown the Career Counselling educators to be the most important source of information (Sanyal et al 1976; Sanyal and Kinundu 1977).

For the Career Counselling to be helpful and meaningful to secondary school learners, educators are expected to assist them with the selection of major field, self-analysis, methods of career field analysis, establishment of long-range career goals and support the learners in the job search campaign (Charles, 1976:61).

Visser (1989:3) states that there is no doubt as to the importance of Career Counselling in the South African context. The career that an individual chooses forms an important part of his identity, personal well-being and inclusion in the community. Career Counselling is therefore an important step towards ensuring a person's mental health.

In recent research a definite need for Career Counselling was voiced by 90.8% black adolescents and 24.0% of the parents of all population groups were worried about their children's choice of occupation. Rapid technological development has also led to a diversity of careers as well as an emphasis on specialization. Career Counselling should prepare an individual for the world of work, correct career placement and anticipation of supply and demand of job opportunities and can alleviate some of the problems experienced in these areas.
Chuenyane (1990:60) also over-emphasizes the central role that the educators should play in Career Counselling by stating that an educator is a key figure in the Career Counselling programme. By virtue of his strategic position, his role is vital in successful operation of the Career Counselling programme. During the many hours of the day when he is in constant contact with the learners, the alert educator is able to collect invaluable information about them. He is among the first to become aware of their health problems, financial problems, strengths and weaknesses, personal defects and achievements. As he observes them at work and play, he can notice abnormal or unusual behaviour patterns which would otherwise go unnoticed.

Career Counselling at school begins in the classroom with educators who are concerned with facilitating the total development of the individual learner. Career Counselling and good teaching are not identical, but they are interdependent. Counselling and instruction are complementary phases of the educational process. Classroom Career Counselling is a vital part of the educational programme, not an occasional or optional activity.

Hickson (1989:77-81) argues that Career Services for black schools in South Africa have been conspicuous by their absence, Although such services have been available in white schools since 1943 (National Institute of Personnel Research: 1982). In 1981 the Department of Education and Training introduced Counselling into the black high schools and in 1982 introduced it into the black higher primary schools. However, counselling outside the school system is still extremely limited. The National Institute of Personnel Research report (1982:5) in its section “Career Counselling facilities for Blacks” underscored this deficit:

“Of the total target group of 800, 400 of the population of Metropolitan Johannesburg who are between the ages of twelve and twenty-four and who are classified as such because they are most in need of Career Counselling, only 9,0% (excluding school goers) have any access to individual Career Counselling. When this percentage is broken down into its components, it is apparent that 32,0% of
Whites, 2.1% of Coloureds, 2.8% of Asians and only 1.1% of blacks have recourse to some kind of Career Counselling service."

Notwithstanding the constraints imposed by the continuing apartheid structural element of the system, the rapidly changing political situation within South Africa as well as the economic needs of the country are leading to the opening up of Career Counselling opportunities for black youth. This suggests that the time may be ripe for a major effort to be made to increase the vocational maturity of black school leavers by an intensive programme of Career Counselling within the Curriculum of black schools.

Compounding the problem of lack of Career Counselling services for black youth is the reality that only an estimated 15.0% of black South African pupils reach standard 10 (grade 12) (Jacobs, 1991:38). Furthermore, these youths have allegedly been the victims of a system of education designed to keep them subservient:

"The school must equip the Bantu to meet the demands which the economic life of South Africa will impose on him...there is no place for him in the European Community above the level of certain forms of labour...education must train and teach people in accordance with their opportunities in life" (Verwoerd, 1954).

Although there have been some changes in the educational system during the ensuing years, many black learners are still suspicious about any services offered by state run schools (Watts, 1980:73). Additionally, counselling programmes developed for white learners are generally not considered suitable for their black counterparts because of the large gap between ideal opportunity structures, perceived and real, for blacks in the South African society (De Broize, 1980; Dlamini, 1982; Dovey, 1980, 1982; Watts, 1980).

Brickell (1999:6) challenges Verwoerdiian idea of black education by clearly stating that the public and the conscious demand from the educators is that education be made relevant to the world of work. Educators are to prepare learners realistically for the employment world and career educators are to fulfill this intention with
increasing skill and accuracy. Now most learners and people are aspiring to examine and experience a range of life's possibilities that before has been an option open to only a few.

Career Counselling is important because learners in secondary schools will need it throughout their lives. The role of a professional Career Counselling educator is crucial in making them choose wisely the careers that will make them realize their dreams and aspirations.

Super (1984:13) has also identified six dimensions that he thought were relevant and appropriate for adolescents: Orientation to vocational choice that is an attitudinal dimension determining if the individual is concerned with the eventual vocational choice to be made. The second dimension is information and planning which is a competence dimension that has to do with specificity of information individuals have concerning future career decisions and past planning accomplished.

The third dimension is consistency of vocational preferences which is individuals’ consistencies of preferences. The fourth dimension will be the crystallization of traits which is an individual progress toward forming a self-concept, the fifth dimension is vocational preferences which is concerned with individuals' ability to make realistic preferences consistent with personal tasks.

If a learner is confronted with such a daunting and arduous task of making such an important choice, it is the educator's task to provide him with scientifically accountable assistance and information.

Hamblin (1993:200a) states that the task of the Career Counselling educator is to assist the learners to become aware of what will bring satisfaction and a feeling of being engaged in a worthwhile enterprise within the world of work. Knowledge of the expanding range of choices available in a technological society has to be acquired so that wise decisions can be made.
The occupational world can usefully be conceived as broad fields of activity, each integrated through a predominant activity or theme such as the medical, computational or aesthetic fields. Within each field to which the individual is attracted for reasons of aptitude, personality and cultural values, many specific occupations exist.

He further states that within a particular field, one may work at various levels of skill and responsibility. Awareness of qualifications, willingness to undertake study and training, and to forego immediate rewards and satisfactions are factors germane to consideration of level (Hamblin, 1993:202).

1.2 PROBLEM STATEMENT

Schools in Mmakau-Mothotlung, which is in the North West Province, are greatly disadvantaged because of unqualified and underqualified educators who are expected to give guidance and direction in the field of Career Counselling. This bleak and gloomy scenario points to the fact that learners in secondary schools in the said Circuit are likely to choose the wrong career paths because of lack of adequately trained counselling educators.

The great majority of the parents of the learners are also ignorant and illiterate which also worsens the situation. It is, therefore, imperative that Career Counselling at our local secondary schools be researched against the background of the viewpoints of educators themselves with regard to Career Counselling. If this area can be left unchecked and uncurbed, we will obviously fill the streets with people with the qualifications that are irrelevant and completely unrelated to the world of employment.

The educators' viewpoints are that Career Counselling is important and necessary at secondary schools. The serious stumbling blocks, problems and concerns experienced and encountered by educators in the said Circuit can be summed up as follows:
The brochures that are asked by schools from technikons and universities are
beyond the comprehension of the educators and most applications that are sent by
learners to technikons and universities are being turned down and in the majority of
cases they do not get responses from these institutions. Invitations are also
extended to technikons and the universities to address the learners on different
careers but in most cases the said institutions respond very late when most of the
learners have already made their choices. Another impediment is that information
on the availability of bursaries on various careers is always lacking.

According to the educator's viewpoints, Career Counselling is to start from Grade
nine in order to channel learners according to their abilities and interests and not in
Grade ten as it is the situation now. There is also an exaggerated, groundless
attachment to obsolete syllabi with an overload of general contents from every field
of life. This leads to generality and superficiality and occupies the available time to
such an extent that Career Counselling receives almost no attention.

With a few exceptions there is no content on labour values, attitudes, relations, the
rendering of services and so on in syllabi and most training programmes do not
include contents that take modern realities and rapidly changing trends into
consideration. The group counselling lacks a subject didactic approach and there is
a likelihood that group discussions can lapse into general conversation.

While taking the value of testing into account, care should be taken that
occupational choice is not left to the mercy of testing and referral to occupations,
since this deprives the young person of his right to choose for himself. With a few
exceptions all educators lack the training required to handle a tutor or a survival
programme.

Hartley (1996:30 – 31) states that in order to feel occupationally fulfilled learners
need work which challenges their abilities, satisfies their interests and suits their
personalities. Their occupations should enable them to take care of their
commitments and achieve their personal goals. Career Counselling can assist them
in dealing effectively with occupational decisions at various life stages.
Knowledge about possible work and study options are equally important when making your career decision. The learners need to have enough information on available occupations in order to have a broad choice. If their occupational information is insufficient, their choice of careers will be limited to the few that they know about. It is only the vast knowledge of the Career Counselling educator that will enable the learners to achieve their personal goals.

Many schools do not have access to Career Counselling educators. For this reason there is a critical need for alternative approaches to Career Counselling and services which can address the needs of more people and provide assistance in career decision-making to a broader cross section of the community at more affordable rates.

With regard to the problems experienced by Career Counselling in schools, Human Science Research Council (HSRC) 1996 report on career guidance revealed the following problems:

The best provision, although not adequate, exists for Whites and Indians. The training for Coloureds is completely inadequate, while little or no training is available for Blacks. The autonomy of universities with respect to standards, entrance requirements, length of courses and composition of syllabi reflects a superfluity that should definitely be questioned and investigated in the light of present circumstances.

Most of the universities do not offer a graduate course in education that includes Career Counselling as a major subject, as is the case with other school subjects. This presents a serious handicap to the scientific and expert development of the field concerned.

There is no question of School Guidance or even Career Counselling as an independent subject with its own contents. The tendency is to include them in other subject fields, which makes School Guidance an applied subject. Psychology is
over-emphasized when compared with Education. Because children are involved in the teaching situation, education should receive its rightful place.

Exaggerated and sometimes biased emphasis is placed on the problems of children during training and problem cases are over-emphasized. Career Counselling is concerned mainly with guiding all children, including the gifted, to optimal self-realization in every field of life. Career Counselling has a preventative, identifying and assisting reference and expert guidance task. Expert help to children with special problems is the domain of the school clinics. Most training programmes do not include contents that take modern realities and rapidly changing trends into consideration. With a few exceptions all educators lack the training required to handle a tutor or a survival programme.

It is against this background that a diploma in Career Counselling should be introduced and be linked up with existing graduate training so that the educators can feel confident to deal with career counselling as their field of specialisation.

Educators do not know and accept their learners as individuals with dignity and worth and provide for individual differences in their classrooms. Learners' talents are not allowed to mature and the latent ones in the learners are not developed.

Learners are not helped to achieve real life values in their relationships with others. Educators do not utilize the rich and varied experiences and interests in the classroom in order to enrich the learning situation.

According to Meyer (1998:36) Career Counselling for the black population in South Africa was more or less non-existent during the apartheid era. The position has not really improved in the present decade.

Career Counselling is a growing profession that has penetrated practically every phase of our society. Even though it has not been fully developed in some areas, trends point in that direction.
In view of the above stated impediments, the educators would like to achieve the following:

Sufficient knowledge and information on Career Counselling and choices is important and necessary because most parents refer the learners to educators who are expected to be masters in their various subject fields.

The educators would like to speak with confidence when they deal with Career Counselling and have confident learners who can pay their undivided attention to their studies because they will know precisely the career paths they will follow in future.

They would also like to assist the learners to choose the careers that will make them marketable and fit well into the world of employment and finally contribute meaningfully to the economy of the country.

Educators should receive thorough training on career counselling and that it should have its rightful place on the school time-table like all other subjects and not be made subordinate to other school subjects.

Career Counselling has to be the joint task of the school and all non-school institutions that are interested in order to narrow the gap between the Private and the Public sectors.

The Career Counselling of learners is left mainly to the class educators who do not have the necessary training nor the inkling to assist the learners. It is against this background that we should find out what the educators' viewpoints are, and to explore and describe their viewpoints and finally describe the guidelines to assist educators involved in career counselling of adolescents.
It is therefore imperative in the light of the above, to pose the following research questions and state the aims of the investigation:

- What are educators' viewpoints on Career Counselling?
- What can be done to facilitate Career Counselling?

1.3 AIMS

The aim of this investigation is:

1. To explore and describe educators' viewpoints on Career Counselling;
2. To describe guidelines to assist educators' involved in Career Counselling of adolescents.

1.4 PARADIGMATIC PERSPECTIVE

1.4.1 METATHEORETICAL & THEORETICAL ASSUMPTIONS

It is generally believed by modern and contemporary authors that Career Counselling must be an integral part of any education system. Learners must be exposed to well trained educators who could deliver the goods and give direction in this particular connection. Each learning site or the school must have an educator who has been trained in Career Counselling. The lack thereof may cause frustrations, diffidence, doubts, low morale, wrong subject choices and so forth on the part of educators and in final analysis impact negatively on the whole schooling system.

Education is about choices. If this career option is not taught and clarified by the school which is expected to perform this task and function, the whole education system is bound to have serious problems. Educators are of the opinion that if the status of Career Counselling at schools can be improved and taken seriously by all the stakeholders in education, the quality of life will be enhanced. Career Counselling is considered by educators to be the key to all career fields.
Educators believe that learners need to be helped to become realistic about their abilities and career expectations. The development of learners' self-knowledge seems to be a vital part of the educators' task to enhance learners' chances of success (Strydom, Heyns and Grobler, 1999:241).

Lack of career information emphasizes the fact that learners suffer from career indecision and a great denial for self-knowledge (De Bruin & du Toit, 1997:31). The researcher firmly believes that Career Counselling can no longer afford to rely so heavily on western models of counseling but need to be modified by incorporating the values, beliefs and the culture of the socially disadvantaged. There must be a proper balance between perspectives which emphasize individual values (western models) and those which stress collective societal values (culture of the disadvantaged).

Naicker (1994:235) also believes that Career Counselling in many South African schools is based largely on a narrow skills-based approach aimed at meeting the person power requirements of the state, the values of Christian National Education and the ideology of Fundamental Pedagogics. The writer has also argued that the existing training programmes of school career counselling educators are shaped largely by this normative approach steeped within a positivistic paradigm, based on narrow technicist concerns of tests and testing procedure, traditional behaviourist Psychology, and the influences of early developmental career theories. Consequently, these influences are reflected in the thinking and practices of many counselors in schools, which are unsuited to the needs of the socially disadvantaged in particular. This can also be said about the three secondary schools in the Mmakau-Mothotlunger Circuit which experience the same challenges.
1.4.2 METHODOLOGICAL ASSUMPTION

This research is being undertaken to improve practice and to seek for the truth. The principle of logic and justification will be used. What is uppermost in the mind of the researcher is that after this investigation, the latter will obtain a clear picture regarding the status of Career Counselling in secondary schools in the Mmakau-Mothotlung Circuit. After this investigation, the researcher will come to grips with the real situation in schools and come up with strategies and recommendations of helping to rectify the situation for the benefit of parents, learners and educators.

1.5 RESEARCH METHODOLOGY

The research design will be qualitative, exploratory, descriptive and contextual (Mouton & Marais, 1990: 43-44, 51). Focus group interviews (Kingry, et al 1990: 124-125; Kreuger, 1994: 6-20) were conducted to ascertain the viewpoints of educators on Career Counselling in secondary schools. These approaches aim to interpret and comprehend the meaning that subjects give to their day to day existence. The said approach will also enable the researcher to interact, analyze and communicate with the educators in their own context.

A total of eighteen (18) educators in the three secondary schools in the Mmakau-Mothotlung Circuit will be used as a sample until the data is saturated.

1.5.1 METHODS TO ENSURE TRUSTWORTHINESS

Guba’s (Lincoln & Guba 1985: 192) model for trustworthiness was utilized to ensure the trustworthiness of this research. The four criteria for trustworthiness, namely truth value, applicability, consistency and neutrality will be employed. Using the criteria of truth value, strategies to ensure credibility will be applied. Strategies to ensure transferability will be used based on the criterion of applicability. Consistency will be ensured by strategies of dependability and neutrality by strategies of conformability.
1.5.2 DATA COLLECTION

The collection of information will be through the focus group interviews through the facilitation of a moderator who will prepare questions and discussions around the whole notion of Career Counselling at secondary schools in the said circuit in order to elicit information on the said subject. Eighteen (18) educators from the three secondary schools in the circuit will participate in this research. The main aim is to get their views on Career Counselling. They will be divided into three focus groups for interviews conducted by the same moderator. The same questions will be posed to each group. The moderator will facilitate the interviews by creating an open, non-threatening atmosphere. These interviews will be audiotaped and later transcribed. The moderator will make field notes (observations, theoretical, methodological and experiential) directly after the interviews as a triangulation method (Wilson, 1989: 436-438).

1.5.3 DATA ANALYSIS

The data is analyzed in order to reduce the information gathered and to identify salient themes and categories. In analyzing data, the viewpoints of educators will be noted. The information collected through the assistance of the audiotape will be transcribed. The researcher will also read through all the interview transcripts (Morse & Field, 1996: 107-108).

As a researcher, I will also utilize reasoning strategies such as analysis, induction, synthesis, bracketing and intuiting to be able to identify themes, categories and subcategories.
1.5.4 LITERATURE CONTROL

Literature will solely be used to verify the viewpoints of educators pertaining to the status and the position of career counselling as it happens in secondary schools in the Mmakau-Mothotlung Circuit and the impact that it has on the learners.

1.5.5 ETHICAL ASPECTS

It is an ethical obligation for the researcher to protect subjects against any form of physical discomfort which may emerge, within reasonable limits, from the research project. Emotional harm to subjects is often more difficult to predict and to determine than physical discomfort, but if it does happen, it will have far reaching consequences for respondents (Dane, 1990: 44).

Bottorff (1994:252 –253) further recommends that subjects who are tape-recorded should give their consent and confidentiality must be ensured. Strategies to maintain confidentiality are also critical to reducing the risk of harm related to embarrassment and administrative or legal punishment to those studied. Participants should be informed clearly when tape-recording is occurring, as well as that they can stop the tape-recording if they change their minds or want “time-out”.

Sieber (1982:145) emphasizes the fact that after the completion of the research project, the respondents should be given the feedback so as to clear doubts, misperceptions and misconceptions.
1.6 DIVISION OF CHAPTERS

CHAPTER 1

This chapter will deal with the rationale, overview and the motivation of the chosen topic – the statement of the problem and the aim of the research will be clearly outlined. The important concepts are explained and the research methodology will be discussed.

CHAPTER 2

This chapter will mainly deal with the Research design and the Research Method.

CHAPTER 3

In this chapter, an analysis and interpretation of empirical data will be presented.

CHAPTER 4

This is the last chapter in which the entire study will be reviewed, summarized and concluded. All important findings and recommendations will be made in this last chapter.

1.7 SUMMARY

This chapter deals with the rationale, overview and the motivation of the chosen subject and the statement of the problem. The aim of this research programme will be succinctly mapped out. The research methodology will be comprehensively dealt with.
CHAPTER 2
RESEARCH DESIGN AND METHOD

This chapter will mainly deal with the Research design and the Research method.

2.1 RESEARCH DESIGN

The focus of this chapter is on a qualitative, explorative, descriptive and contextual research design.

2.1.1 QUALITATIVE

Through qualitative research, the researcher will formulate questions in order to elicit the participants' accounts of meaning, experience and perceptions. It thus involves identifying the participant's beliefs and values that underlie the phenomena. A qualitative research design involves fieldwork, qualitative description and induction (Moodie, 1997: 16).

This qualitative research project will enable the researcher to get the viewpoints of educators on career counselling at their various schools. There will also be a close contact between the researcher and the educators which will afford the former an opportunity to get their candid opinions on their experiences with regard to career counselling and how they perceive it and attach meaning to it.

2.1.2 EXPLORATORY

The goal pursued in exploratory studies is "the exploration of a relatively unknown research area" (Mouton & Marais, 1990: 43). With regard to this research, the unknown research area will be educators' viewpoints on Career Counselling. To explore, the researcher will embark on a voyage of discovery and not of verification so that his research must stimulate new leads and avenues of research. The aim of the voyage of discovery is to gain new useful insights into the phenomenon which is unknown. In the three secondary schools in the Mmakau-Mothotlung Circuit, the
exploration of the educators' viewpoints on Career Counselling is seen as being an unknown factor. This exploratory study will enable the researcher to describe guidelines which will render educators capable of promoting Career Counselling at their respective schools.

2.1.3 DESCRIPTIVE

The research is descriptive because the researcher is interested in the process, meaning and understanding gained through words or pictures (Creswell, 1994: 145).

The sample for this study consisted of three small groups or focus groups, each comprising six educators attached to the local secondary schools. A total number of eighteen educators took part in this research study, three female and fifteen male educators altogether in the three groups. Their ages ranged between thirty-four and forty-eight years. The respondents have all been teaching in their respective institutions for at least twelve years and at the most twenty-six years. By the end of interviewing, the third focus group information gathered was more than adequate, thus repeating themes were yielded.

In this research the aim is to describe educators' viewpoints on Career Counselling in the three secondary schools in the Mmakau-Mothotlung Circuit.

2.1.4 CONTEXTUAL

The research is contextual because the phenomenon is studied in terms of its immediate context (Mouton & Marais, 1990:49). The main aim of this study is to study educators "in their habitat or natural setting in order to understand the dynamics of human meaning as fully as possible". In terms of this study the educators will be observed at their respective schools.
2.2 RESEARCH METHOD

The research will be structured in two phases. The first phase will focus on educators' points of view pertaining to the whole notion of Career Counselling, data collection, data analysis and a literature control. The second phase will deal with guidelines for educators to improve the teaching of Career Counselling in the three secondary schools in the Mmakau-Mothotlung Circuit.

2.2.1 PHASE 1: EVALUATION OF THE IMPLEMENTED PROGRAMME TO GET THE EDUCATORS’ VIEWPOINTS IN CAREER COUNSELLING

It is important to evaluate the points of view from the educators in order to get a clear picture of Career Counselling in the Secondary Schools.

2.2.2 PILOT STUDY

The pilot study is necessary because it assists the researcher to obtain a picture of the real practical situation where the prospective investigation will be carried out. It helps the researcher to address the resources, research population and procedures of data collection, the data gathering itself, the field workers and possible errors which may occur.

The pilot study in this research will assist the researcher to collect the relevant in depth data, to choose appropriate interview setting and to be able to rectify mistakes which may occur during the interviews and recordings.

2.2.3 DATA COLLECTION

This research relies heavily on interviews as the main method of data gathering. Interviews will be conducted with eighteen (18) educators from Malatse-Motsepe, Tsogo and Mothotlung High Schools to discuss their viewpoints on Career Counselling and how they will improve Career Counselling in future. The
information gathered will be reduced into patterns, the idea being to understand the meaning of the processes taking place through inductive techniques.

2.3 THE DATA COLLECTION METHODS USED

2.3.1 INTERVIEWS

The focus group interviews that are conducted will help the researcher to comprehend how educators in the three local secondary schools express their points of view on Career Counselling at their respective schools. The researcher will also use probing that will put the respondent at ease in order to obtain more clarity and their candid opinions. A focus group interview allows the participants the freedom to organize their own descriptions, emphasizing what they find significant (Moodie, 1997: 20).

The researcher will avoid prejudice at all costs. The participants will be made aware of the fact that the interview will be recorded. The control question to be asked will be: “What are your viewpoints on Career Counselling?” This question will enable educators to open up when they discuss their viewpoints. All interview sessions will be recorded on a tape recorder and afterwards transcribed.

Wilson (1989:436 – 438) further states that the researcher should facilitate the interviews by creating an open, non-threatening atmosphere. He further emphasizes the fact that the researcher will make field notes (observational, theoretical, methodological and experiential).

This approach will assist the researcher to interact easily with the interviewers by creating a friendly atmosphere that would enable him to get as much information as possible. It will also help the researcher to understand how educators at their respective secondary schools experience Career Counselling.
2.3.2 OBSERVATION AND FIELD NOTES

In qualitative research the researcher is the primary instrument in data collection rather than some inanimate mechanism. This necessitates identification of personal value assumptions and bias at the beginning of the study (Creswell, 1994: 162-163). To be unbiased will lead to seeing all the facts regarding the phenomenon and the formation of new constructs. Observation will enable the researcher to reflect on current behaviour. The researcher will be unprejudiced in taking field notes during each interview session. Theoretical notes will be recorded and all observational sessions will be recorded on an audiotape and transcribed.

2.4 DATA ANALYSIS

The data is analyzed in order to reduce the data collected and to identify themes and categories. In analyzing the data, the educators' points of view will be noted. The data collected by means of audiotape are transcribed word for word with regard to educators' viewpoints on Career Counselling. Field notes will also be analyzed.

The researcher will also underline the units of meaning related to the major categories. Similar units of meaning will be placed into major categories and subcategories. The researcher will then identify the relationships between the main and subcategories (Creswell, 1994: 155).

Miles and Huberman (1984:428 – 430) also point out that data management is an integral part of data analysis. Data management consists of those activities aimed at achieving a systematic, coherent manner of data collection, storage and retrieval. These activities are aimed at ensuring high quality accessible data, documentation of what analysis has been carried out, and retention of data and associated analysis after the research is completed. The said authors further emphasize the fact that a system for storage and retrieval should be designed prior to actual data collection.
The data collected will also be given to an independent coder for analysis and to identify the major themes and categories. The independent coder in this study is an expert in the qualitative research. The independent coder will be given the protocol with guidelines for data analysis. A meeting will be held between the independent coder and the researcher for consensus discussion on the themes and categories reached independently. After this exercise, the result will be transcribed in English.

All transcripts of the interview tapes will be read several times by the researcher in order to gain the sense of the whole picture.

2.5 LITERATURE CONTROL

The aim of literature control in Phase 1 is to provide the researcher with theoretical data and to enable him to compare the results of the study with existing literature (Moodie, 1987: 24).

2.6 PHASE 2: DEVELOPMENT OF GUIDELINES TO IMPLEMENT THE PROGRAMME

Guidelines to assist educators in the implementation of the programme on how to promote Career Counselling in secondary schools will be developed in line with the themes identified through data analysis (Moodie, 1987: 24).

2.7 ETHICAL MEASURES

Information gathered from the educators will be treated as confidential (McMillan & Schumacher, 1993: 182). The educators will know and be aware of the fact that they do have the choice to take part or to refuse to participate. The researcher will be open and honest with the subjects namely the educators.
According to Dane (1990: 44) an ethical obligation rests with the researcher to protect subjects against any form of physical discomfort which may emerge, within reasonable limits, form the research project. Emotional harm to subjects is often more difficult to predict and to determine than physical discomfort, but often has far more far-reaching consequences for respondents.

According to Lowenberg and Dolgoff (1988: 70) the researcher should ensure that he does not deliberately deceive the participant by misrepresenting facts in order to make another person believe what is not true, violating the respect to which every person is entitled. Under no circumstances whatsoever should the researcher condone the use of concealed media such as video cameras, one-way mirrors or microphones, without the knowledge and consent of the research participants and all possible means of protecting the privacy of respondents should be applied. In all cases this must be negotiated with the respondents, their co-operation respectfully requested and its importance carefully explained, but if refused, this must be accepted and respected.

The researcher has to ensure that he is competent and skilled to undertake the investigation he has in mind and under no circumstance whatsoever is he expected to make any value judgement on the cultural aspect of communities. Participants should also be informed about the findings in an objective manner, without offering too many details or impairing the principle of confidentiality and anonymity; this is a form of recognition and gratitude to the community for their participation.

The researcher must finally arrange debriefing sessions after the study, during which the respondents will get the opportunity to work through their experience and its aftermath which will assist the researcher to help the subjects by minimizing possible harm which may have been done, not with standing all his precautionary measures against such harm. The researcher will also get an opportunity to rectify any misperceptions and misconceptions, which may have arisen in the minds of participants after completion of the project (Dane, 1990: 45).
2.8 MEASURES TO ENSURE TRUSTWORTHINESS

Researchers need alternative models appropriate to qualitative designs that ensure vigor without sacrificing the pertinence of the qualitative research. Guba (1981) proposed such a model for assessing the trustworthiness of qualitative data. Although there are other models (for example Kirk and Miller 1986:63, Leininger, 1985:21) this presentation will be based on Guba's model, because it is comparatively well developed and has been used by qualitative researchers, particularly nurses and educators for a number of years.

Guba's (1981) model is based on the identification of four aspects of trustworthiness that are relevant to both quantitative and qualitative studies: (a) truth value, (b) applicability, (c) consistency and (d) neutrality. Based on the philosophical differences between qualitative and quantitative approaches, the model defines different strategies of assessing these criteria in each type of research. These strategies are important to researchers in designing ways of increasing the vigour of their qualitative studies and also for readers to use as a means of assessing the value of the findings of qualitative research.

2.8.1 TRUTH VALUE

Truth value asks whether the researcher has established confidence in the truth of the findings for the subjects or informants and the context in which the study was undertaken (Lincoln & Guba, 1985:53). It establishes how confident the researcher is with the truth of the findings based on the research design, informants and context.

In qualitative research, truth value is usually obtained from the discovery of human experiences as they are lived and perceived by educators.

A qualitative study can be considered credible when it presents such accurate descriptions or interpretation of human experience that people who also share that experience would immediately recognize the description (Sandelowski, 1986:44).
Truth value is perhaps the most important criterion for the assessment of qualitative research.

Lincoln and Guba (1985:58) further argue that internal validity is based on the assumption that there is a single, tangible reality to be measured. If this assumption is replaced by the idea of multiple realities revealed by informants as adequately as possible. Researchers, then, need to focus on testing their findings against various groups from which the data were drawn or persons who are familiar with the phenomenon being studied.

In order to establish the truth value with regard to this research project, the researcher interviewed educators (eighteen) involved in Career Counselling at three local secondary schools in the Mmakau-Mothotlung Circuit in order to get their viewpoints on Career Counselling.

2.8.2 APPLICABILITY

Applicability refers to the degree to which the findings can be applied to other contexts and settings or with other groups. A strength of the qualitative method is that it is conducted in naturalistic settings with few controlling variables (De Vos, 1998:349).

Guba (1981) argues about applicability in qualitative research by referring to fittingness or transferability as the criterion against which applicability of qualitative data is assessed. Research meets this criterion when the findings fit into contexts outside the study situation that are determined by the degree of similarity or goodness of fit between the two contexts. Lincoln and Guba (1985) noted that transferability is more the responsibility of the person wanting to transfer the findings to another situation or population than that of the researcher of the original study. They argued that as long as the original researcher presents sufficient descriptive data to allow comparison, he or she has addressed the problem of applicability.
With regard to my research project which is based on the educators viewpoints pertaining to Career Counselling in Secondary Schools in the Mmakau-Mothotlung Circuit, the problem of applicability will be addressed because the researcher is able to compare the contents of literature on Career Counselling against the viewpoints of educators on the said subject.

2.8.3 CONSISTENCY

The third criterion of trustworthiness considers the consistency of the data, that is, whether the findings would be consistent if the inquiry were replicated with the same subjects or in a similar context.

Unlike the relatively controlled experimental environment, the qualitative field setting may be complicated by extraneous and unexpected variables. Qualitative research emphasizes the uniqueness of the human situation, so that variation in experience rather than identical repetition is sought (Field and Morse, 1985:52).

The key to qualitative research work is to learn from the informants rather than control them. Moreover, instruments that are assessed for consistency in qualitative research are the researcher and the informants, both of whom vary greatly within the research project. Qualitative research emphasizes the uniqueness of the human situation, so that variation in experience rather than identical repetition is sought (Field & Morse, 1985: 53).

Variability is expected in qualitative research and consistency is defined in terms of dependability. Guba (1981) emphasizes the concept of dependability which implies trackable variability, that is, variability that can be ascribed to identifiable sources. Explainable sources of variability might include increasing insight on the part of the researcher, informant fatigue or changes in the informant's life situation. Another source of variability stems from the fact that qualitative research looks at the range of experience, so that typical or non-normative situations are important to include in the findings.
Although the person might not be completely representative of a group, his or her experience is considered important. For consistency to take place, a dense description of the research is needed. Dependability will be achieved when utilizing dependability audit, triangulation, repetitions and member checking. Member checking is done with the educators who took part in the interview.

In this research project, consistency is important in the sense that the opinions that have been expressed by educators involved in Career Counselling in the secondary schools can still be repeated if interviews can be conducted under the same circumstances and context and can be relied on.

2.8.4 NEUTRALITY

The fourth criterion of trustworthiness is neutrality which is the freedom from bias in the research procedures and results. Neutrality refers to the degree to which the findings are a function solely of the informants and conditions of the research and not of other biases, motivations and perspectives.

Qualitative researchers, on the other hand, try to increase the worth of the findings by decreasing the distance between the researcher and the informants, for example, by prolonged contact with informants or lengthy periods of observation. Lincoln and Guba (1985: 290-296) shifted the emphasis of neutrality in qualitative research from the researcher to the data, rather than looking at the neutrality of the data. They suggested that confirmability be the criterion of neutrality. This is achieved when truth value and applicability are established.

In this research project, the researcher will only listen to what the educators have to say with regard to Career Counselling at their respective schools without imposing his own opinions or influencing what educators have to say. The views of educators and their context will be respected without any prejudice by the researcher.
2.9 SUMMARY

Truth value is enhanced by the strategy of credibility which ensures that the subjects were accurately identified and described. The description made should be recognized by all those who share the same experiences. The strategies that enhance trustworthiness are the field experiences, interviewing techniques and the authority of the researcher. Truth value, applicability, consistency and neutrality are viewed as being important criteria to the evaluation of the significance of this research study.
CHAPTER 3
RESULTS AND DISCUSSION OF RESULTS

3.1 INTRODUCTION

The previous chapter dealt with the research methodology and design followed in this research study. In this chapter, the results will be presented and discussed, according to the viewpoints of educators pertaining to Career Counselling in secondary schools and the relevant literature, so that agreements, differences and unique contributions can be pointed out and highlighted.

3.2 RESULTS

The educators' points of view and experiences regarding the position and the status of Career Counselling at secondary schools, were analysed into themes and respective underlying supporting categories. It was discovered that the interviews reflect the difficulties and the challenges that educators are faced with regarding Career Counselling at secondary schools.

3.3 DISCUSSION OF THE FINDINGS

The discussion of the findings will be based on the focus group interviews and field notes and where possible, literature will be cited. Pertinent quotations from the interviews will be given. However, it should be noted that in the literature, few studies were found that focus specifically on the topic of this research study.

The researcher observed that all educators who took part in this interview comprehended the utilisation of, and the perception of the word “Viewpoints” in the same context. The central question was “What are your viewpoints on Career Counselling?”
Another important and conspicuous observation on the sample was that in all the three groups interviewed, all of them showed enormous concern about the status of Career Counselling at secondary schools and the readiness to work hard to facilitate Career Counselling with the assistance of the department of education and the non-government organisations.

Findings will now be discussed based on Table 3.4.
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<th>THEME 1: (3.3.1)</th>
<th>CATEGORIES</th>
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<td>Views and concerns expressed by educators</td>
<td>• Little information on the availability of bursaries</td>
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<td>• Applications of learners are being turned down</td>
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<td>• Brochures are difficult to understand</td>
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<td>• Invited institutions come late in the year to schools</td>
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<td>• Career Counselling to start from Grade 9</td>
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<td>• Obsolete Syllabi with an overload of general contents from every field of life</td>
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<td>• Irrelevant training programmes</td>
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<th>THEME 2: (3.3.2)</th>
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<td>What educators would like to see Happening in Career Counselling.</td>
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3.4.1 THEME 1: VIEWS OF AND CONCERNS EXPRESSED BY EDUCATORS REGARDING CAREER COUNSELLING

Various problems and concerns were expressed by educators involved in Career Counselling at their respective schools and each of them will be discussed separately.

Under this theme, eight categories were identified and will be discussed below.

(a) Little Information on the availability of bursaries

The educators are quite disheartened by the fact that parents and learners enquire from them about the issue of bursaries and on many occasions they failed to assist because they themselves do not have the information. This scenario instils in them a sense of inadequacy, incompetence and diffidence that make it difficult for them to tackle Career Counselling at their respective schools with great enthusiasm and confidence.

To vouch for the said statements, one of the educators said: “it is very discouraging and demotivating to realise that as an educator who is expected to help the learners and the parents, you are found wanting with regard to the information on bursaries”.

To further highlight the problem of the limited information on the availability of bursaries, some of these educators made it abundantly clear that they only see a limited number of bursaries which sometimes appear in the newspapers which are meant for gifted learners or for the learners who have passed very well in subjects such as Mathematics, Physical Science, Economics, Accounting, Business Economics and Technical drawing.

To make matters worse, learners cannot get any assistance from their parents because many of their parents can neither read nor write. If the parents are knowledgeable, they will help the learners with their applications before they make applications to technikons and universities because they will be familiar with their entrance requirements.
The Career Counselling educators' role covers many areas within a school setting and Career Counselling is one of the educators' most important contributions to a learner's lifelong development. The Career Counselling educator, as a career guidance professional, is the person to assume leadership in the implementation of career development outcomes. Furthermore, indirect services to parents, staff and the greater community, as they relate to the career development outcomes for learners, are also the educators' responsibility. Indirect services include but are not limited to staff development, parents and governing body's presentation and the establishment of strong supportive linkages with business, industry and labour (Kobylarz, 1998:75). The latter further emphasizes the fact that Career Counselling educators must take advantage of and utilize a wide variety of community resources and involve, to the greatest possible extent, all professional educators in the delivery of Career Counselling. Career educators must be familiar with career related matters such as application forms, entrance requirements to Universities, Technikons and other institutions.

(b) Applications of learners are being turned down

Most applications sent by learners to technikons and universities are being turned down and in some cases they do not even get responses from them. Learners feel very frustrated and demoralised. They strongly feel that the intervention of educators to assist them, would end their frustrations and hopelessness. Educators in the three groups attribute this state of affairs to lack of adequate training and exposure which is confirmed by the following quotation:

"Lack of sufficient training and exposure is ascribable to the situation in which the educators find themselves. Some of the educators are still in the dark pertaining to the whole notion of entrance requirements at both technikons and universities."

"The high rate of illiteracy among the parents of the learners is also an area that warrants a serious attention by both the school and the state. The learners experience frustrations both at home and at school."
As a matter of conjecture, some of the educators think that the reason why some of
the learners do not get the responses from the universities and technikons, is that
perhaps the said institutions disqualified them on the basis of the subjects.

“Subject combinations and groupings at our schools need to be revisited as they make it difficult or
problematic for learners to get admission at institutions of higher learning.”

(c) Brochures are difficult to understand

Brochures that are requested by schools from technikons and other institutions of
higher learning are beyond the comprehension of most of these educators. To make
matters even worse, the latter go to an extent of interpreting the contents of these
brochures differently.

“An orientation workshop is very necessary for educators in order to have a common understanding
of these brochures. The technikon and the universities should take a lead in this connection.”

The educators ascribe this scenario to the fact that they do not work closely with
technikons and universities and in addition, some of the schools do not take Career
Counselling seriously because it is not catered for on the timetable of the school and
consequently it is done in a disorderly fashion. Some of the educators went further
to say that even headmasters do not show any interest because they were also not
exposed to any Career Counselling. The departments of education were divided and
as a result some people were exposed to Career Counselling and others not.

“Educators must forge links with technikons and the universities as a matter of urgency. Career
Counselling must be allocated periods on the school time-table in order to be taken seriously.”

(d) Invited institutions come late in the year to schools

Institutions that are invited to talk to the learners about Career Counselling come
late in the year (that is, after July) and by then most learners have already made
their choices.
"Institutions that are invited to come and address the learners on Career Counselling do not make their appearances timeously and as a result learners are bound to take wrong decisions or make wrong choices."

Technikons and universities have programmes that they follow. Their response to their invitations to schools, depend entirely on the time that is available on their already drawn programme. In most cases they set aside time in the second semester which is already late, because by then most of the learners particularly Grade 12 have already applied to universities or technikons and have already made their choices either correctly or wrongly.

"The time that is available to technikons and universities is usually during the second semester."

The said quotation emphasises the frustrations and the helplessness in which the educators find themselves. Some of the universities such as the University of Pretoria annually organises an open day on which they exhibit various careers and schools are being invited to the exhibition, but sometimes this information reaches the schools very late. This situation depicts clearly the dark cloud that is hanging over Career Counselling at secondary schools.

"The University of Pretoria can be helpful to schools particularly with regard to different career exhibition as it is an annual event only if the information can reach our schools timeously."

(e) Career Counselling to start from Grade nine

According to the educators in the first group, Career Counselling should start from Grade nine in order to channel learners according to their potential, abilities and interests and not in Grade ten, eleven or twelve as it is the situation now.

"The solid grounding should be laid in Grade 9 which is the last class in the Middle School which is the set up in the former Bophuthatswana schools and after which the learner proceeds to the Secondary School that is Grades 10, 11 and 12. The interests, abilities and the potential will be discovered in Grade 9 and be continued in the higher classes."
The argument presented by the said group centred around the issue of leaving the learners for too long before they can introduce them to the whole range of careers.

"If Career Counselling is introduced in Grade 9, the interests and the abilities of learners will be discovered and be developed and channelled accordingly. If it is left until the learners get to the higher grades, the chances and the possibilities are that great damage will have been done."

Borgen & Amundson (1998:14 – 15) suggests a need for a broader view of Career Counselling, counselling which recognizes the developmental needs of young people, the influence of social and economic changes, and the importance of basing intervention strategies on personal and career competence, all within a context of diminished and changing opportunities for choice.

Greyling (1994:130 – 133) supports the educators’ viewpoints by stating that no Career Counselling model for learners can function without a means of mirroring the learner to himself in terms of his interests, ability and motivation. This “image” of himself is then the counsellor’s means of initiating dialogue with the counselee.

It needs to be pointed out that research has shown that the relationship between educational qualifications and degree of success in an occupation is often very low.

De Lange (1981: 47) stated that surveys have shown that justice is not being done to Career Counselling at school and that the school Career Counsellor has very little influence on the occupational choice of learners.

The National Manpower Commission (NMC 1989:66) on Highlevel Manpower in the Republic of South Africa was of the opinion that many incorrect and unrealistic career and training choices were made by school leavers resulting in under-utilization and incorrect utilization of personpower in general and high-level personpower in particular (NMC 1989:66).
A programme for career education and counselling was spelt out in some detail by the Work Committee on Counselling of the De Lange Investigation into Education in the Republic of South Africa. The committee proposed the establishment of a regional counselling centre manned by a Career Counsellor who would organize and control all career education in a group of secondary schools. This person would collect and disseminate career information and refer learners to employers, tertiary institutions or for special counselling. A syllabus was proposed embracing several elements: self-awareness; job awareness in the context of the South African economy, decision-making skills and employability awareness – how to find a job, keep it and get promoted. To date little has come of these proposals. (De Lange, 1981:49).

In contrast, the universities in the Republic of South Africa have been involved in ongoing liaison with the schools to make potential university entrants fully aware of what were being offered, and for which careers and professions instruction and training are available.

The universities have set up student advisory services and/or have appointed recruitment officers in their public relations departments to prepare information booklets and pamphlets on courses offered by them for distribution to schools and for dissemination among learners.

In addition, university personnel visit schools to talk to learners about their institutions, plan conducted tours of the campuses for learners and educators. Universities also hold "Open days" and display exhibitions to create an awareness among learners of what career opportunities are available.

The provision of these services by the universities has resulted from a recommendation of the Van Wyk de Vries Commission of Inquiry into universities (Department of National Education, 1974: 285) that universities should supply all secondary schools from which they draw their students with ‘detailed information and advice on degree courses or other courses, the curricula, and the content and scope of subjects’.
All that has been said above confirms the fact that career counselling at secondary schools is still inadequate save here and there were some universities make some endeavours to visit schools or make information available through brochures, pamphlets and so on. The viewpoints of educators involved in career counselling state that their training is inadequate.

Nhlapo (1997:39 – 44) corroborates the importance of Career Counselling educators by stating that they should have enough knowledge, insight and information regarding various careers in Psychology that would enable the learners to make wise and informed decisions.

(f) Obsolete syllabi

There is an exaggerated, groundless attachment to obsolete syllabi with an overload of general contents from every field of life. This leads to generality and superficiality and occupies the available time to such an extent that Career Counselling receives almost no attention. With a few exceptions, there is no content on labour values, attitudes, relations, the rendering of services and so on in the syllabi.

"The syllabi is outdated in the sense that it does not take values, interest, attitudes, service rendering and so forth into account. The accent is on general content which has nothing to do with the real world of work."

Educators feel very strongly about the syllabi that are not based on modern realities and world of employment. According to the educators, theory is being emphasised at the expense of practice. This idea is further extended by Jesser (1976: 19) who states that a complete programme of career education includes awareness of the world of work, broad orientation to occupations (professional and non professional), in-depth exploration of selected clusters, career preparation and an understanding of the economic system of which jobs are a part, and placement for all learners.
Most training programmes do not include contents that take modern realities and rapidly changing trends into consideration. The educators' point of view is that any training or workshop on career counselling should be employment or work related.

"The existing training programmes are more inclined towards theory which has nothing to do with the day to day realities of modern times. Any training that does not take into account various occupations is no training at all."

Stevenson (1998:42) also confirms the views of the educators by stating that learners should also be taught to be self-reliant and independent. This kind of attitude will also help them to prepare for any eventuality that can affect their employment opportunities adversely.

According to the Human Science Research Council's report on Career Counselling (1981) the best provision, although not adequate, exists for Whites and Indians. The training for Coloureds is completely inadequate, while little or no training is available for Blacks.

Career Counselling for schools should be given its rightful place in training of all educators, in other words in the undergraduate Education courses and diploma courses. The content of the courses should consist of career counselling and general school guidance, and not of other subjects such as Orthopedagogics and Orthodidactics (Jacobs et al, 1991:37).

Allen (1998:68) states that educators should be informed about the curriculum options in their school and about the career and labour markets profiles in their community. This means that Career Counselling educators need to have current information on workforce trends, legislative initiatives (both federal and state), and programmes that can successfully help learners' transition from school to work. The Career Counselling education is also expected to communicate and market this information to learners, parents, other school staff and community members. This is
a difficult process but critical if others are to understand the vast knowledge that is available to help learners make informed decisions about, and prepare for, a variety of career options. It becomes the responsibility, then, of the educator to see to it that this chasm between elusive intellectuality and concrete reality is bridged. The said author emphasizes the whole notion of purposeful training of educators that is geared to improve the quality of lives of both educators and the learners.

This idea is taken further by Stead (1998:42) who states that because of the gap that exists between the world of work and the school, the black South African learners' decision points remain flexible as the majority of learners leave school prematurely to find employment to help to support their families. Furthermore, Super has highlighted the various personal (e.g. interests, values, needs) and situational (e.g. Socio-historical, economic, education, and familial) determinants that influence career decisions. This emphasis on determinants of career choice is particularly relevant in the South African context and provides a useful perspective from which to view career development.

The findings give support to the viewpoint that learners in a society that is rapidly changing from traditional to modern are in great need of systematised career information, as they receive little of this from their parents and educators.

Hernandez (1999:56) also emphasizes the role of educators as being to help learners make the career decision that is appropriate for them at that moment in their lives. They can also assist them to become aware of the consequences of their choices and the duality of this choice process.

Charles et al (1992:14) stresses that Career Counselling must be performed by a variety of professionals trained in the helping professions. Duties may include individual Career Counselling or group Career Counselling, collecting and analysing data about individual interests, aptitude, attitudes, intelligence and helping learners to develop self-esteem and a sense of self-efficacy (so that they too may make good things happen), and develop a sense of empowerment.
This is true because the viewpoints expressed by educators involved in career counselling confirm the fact that the training they have received is not sufficient and that their principal focus was mainly on career options and not on other considerations which form part and parcel of career counselling.

(h) Irrelevant testing

Tests should not be used to undermine the abilities of learners but should be used to identify their strengths, interests, potentialities and values.

Tests must be relevant in the sense that it must test the learners on their knowledge of subject content and be pertinent to the world of work.

The idea of subjecting learners to tests is further condemned by Jacobs (1991: 35) who states that while taking the value of testing into account, care should be taken that occupational choice is not left to the mercy of testing and referral to occupations, since this deprives the young person of his right to choose for himself.

3.4.2 THEME 2: WHAT EDUCATORS WOULD LIKE TO SEE HAPPENING IN CAREER COUNSELLING

In order to address the said problems and concerns, the educators would like to see something being done about the current status of Career Counselling in secondary schools.

The educators would be happy and satisfied if they could have sufficient knowledge and information and be in a position to speak with confidence when they deal with Career Counselling.

"As educators we need to be more informed and knowledgeable about Career Counselling in order to be of assistance to the learners and to the parents."
The educators further argue that for them to be on top of the situation and to help the learners and the parents, they must be knowledgeable about different careers and their different subject specifications and have confident learners who can pay their undivided attention to their studies because they will know precisely the career paths they will follow in future.

“Different careers require various subject specifications. Educators find themselves in a difficult situation because they are not familiar with some of the careers and their subject specifications. This situation makes them lack enthusiasm and confidence.”

Educators would also like to be thoroughly trained to assist the learners to choose the careers that will make them marketable and fit well in the world of employment and contribute meaningfully to the economy of the country.

“Thorough training is essential for educators dealing with Career Counselling because we will be able to guide and to direct learners properly and according to their interests, values and potentialities.”

According to the educators, Career Counselling should be given on a full time basis by expertly trained personnel. It must also be the joint task of the school and all non-school institutions that are interested.

“Career Counselling should not be taken for granted, because it is the field that requires educators with expert knowledge. In addition, the non-school institutions should also extend a helping hand in order to make Career Counselling succeed in our schools.”

What the educators would like to see changed and improved in Career Counselling is supported by Jacobs (1991: 37) who states categorically that to enable educators to teach Career Counselling at secondary school level, a four year graduate course with specialisation in Career Counselling in combination with Psychology, Pedagogics and one or more school subjects should be introduced at all universities. Subject didactics and all skills subjects required for educator training will also apply. This will make expert training in Career Counselling possible. The government should also show a positive attitude towards Career Counselling that
should lead to changes in the present situation. The Career Counselling educator can expect a better deal in the future.

Pamela (1996:89) in her article articulates further what career education would like to achieve by stating that the programme must be an integral part of the total school programme. This programme is proactive and preventive, helping learners acquire the knowledge, skills, self-awareness and attitudes necessary for career oriented direction.

3.5 CONCLUSION

This chapter reveals clearly that the professional career counselling educators have to possess specific abilities, skills and personality traits.

The researcher also observed much unhappiness, pessimism, doubt and frustrations experienced by educators with regard to Career Counselling in secondary schools in the Mmakau-Mothotlung Circuit. The educators see the Department of Education as a stumbling block in the sense that it does not demonstrate any keen interest in developing educators involved in Career Counselling of adolescents.

It seems that Career Counselling, particularly within formal education, experiences many problems, one of which is the inadequate training of Career Counselling educators and the insufficient provision of training such educators. The positive attitude of the government towards Career Counselling should lead to changes in the present situation. The Career Counselling educator can expect a better deal in the future.
CHAPTER 4
GUIDELINES, LIMITATIONS, CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

This is the last chapter in which the entire study will be reviewed, summarised and concluded. All important findings and recommendations will be made in this last chapter for research, education and practice. Limitations encountered in this research project will also be identified.

4.2 CONCLUSIONS: OVERVIEW AND FINDINGS

This research project reveals clearly that the professional Career Counselling educators in the Mmakau-Mothotlung Circuit have to possess specific abilities, skills and personality traits.

The establishment of these skills and personality traits (their development) in present and prospective Career Counselling educators can be facilitated through expert training that universities should offer in order to improve the standard and the quality of career counselling in secondary schools in the Mmakau-Mothotlung Circuit.

It is clear that particularly the Career Counselling educators and the parents have a special responsibility to orientate adolescents or secondary school learners with regard to a positive attitude towards the world of work and therefore also towards occupational maturity.

The government must also play an important and an active role in helping the schools, particularly with regard to the training of Career Counselling educators in order to make them confident and to tackle this mammoth task with insight, knowledge, enthusiasm and confidence.
Career counselling must be made compulsory at all secondary schools and must also be accommodated on the timetable so that both learners and educators can take it seriously.

Chuenyane (1990:7 – 8) emphasizes the importance of Career Counselling by stating that it is a comprehensive system of functions, services, and programmes in the schools designed to affect the personal development and psychological competencies of learners. As an educational concept, counselling is the sum total of those planned experiences for learners designed to achieve such developmental or educational outcomes. As an educational service, counselling, like teaching, consists of a number of functions and operations to be utilized by learners in attaining developmental and educational outcomes.

Swart (1996:8) also emphasizes the significance of educators in making learners aware of what is taking place in the world of employment and what is expected of them on completion by stating that the opportunities for graduates are changing rapidly in South Africa. The new political scenario and global economic changes as the Information Age economy emerges from the Industrial Age economy have led to many new opportunities and challenges for those about to enter the workforce. The said author further states that the freedom that people have in a truly democratic society brings with it new responsibilities. The old Apartheid economy gave privileges to Whites at the expense of Blacks. Roles were defined to keep Apartheid going; and productivity in the country, and the competence of the workforce did not matter all that much, because South Africa was blessed with natural and human resources which were exploited rather wastefully and destructively. Now we have a new society, with equal opportunities for all South Africans. The new developments in South Africa mean that employers can no longer afford to pay people on the basis of their qualifications, but must reward them first and foremost for their productivity and energy. The nature of the Information Revolution also means that individuals create and define the need to know themselves through the assistance of the Career Counselling educators who have an understanding of the basic principles of career development.
The said notion with regard to the significance of Career Counselling in secondary schools is further emphasized by Duane et al (1990:20) who states that Career Counselling is a six-step process of analysis, synthesis, diagnosis, prognosis, counselling and follow-up.

A common view of the said authors seems to be that Career Counselling is a process or set of organized activities aimed at helping an individual learner to understand himself and his world. This understanding helps the individual learner become aware of his needs, assess his potentials, develop the capacity to make sound judgements and appropriate choices, and to develop life purposes and plans for realizing set objectives and goals. What the educators teach in class must have the direct bearing to the world of employment, otherwise the learners will encounter great difficulties in acquiring placement anywhere in the world of work.

4.3 LIMITATIONS

One of the limitations that I experienced in this research project is that the knock off time for educators is 15:00. After 15:00, all educators would like to go home and attend to their social and domestic commitments. Initially I had arranged to meet them after working hours, but educators at the two secondary schools were not prepared to compromise until the headmaster intervened. He made the necessary arrangement to meet an hour before the knock off time that is 14:00.

At first the educators were unwilling to participate in the research project because they were labouring under the impression that the researcher is using them for his own advantage or gain.

The participation of educators in this programme made an important revelation to the researcher that they all have different personalities and this became evident as they were responding to questions.
The three focus groups comprising six educators each revealed also that some of them were of average intelligence while others were above average. The latter were trying to dominate the former by being more emphatic about their viewpoints on career counselling but the researcher managed to give both of these groups an equal opportunity to put their viewpoints forward without intimidations or fear.

The educators’ viewpoints with regard to Career Counselling as it takes place at their different schools, differed from one school to another. This is an indication of the haphazard manner in which career counselling is approached. It is not taken seriously and it is also not given its rightful place on the day to day programme of the school.

The knowledge of educators pertaining to Career Counselling appeared to be scanty and superficial which confirmed their frustrations, doubts and lack of confidence. The educators seem to be frustrated by the fact that they do not get enough support from the management, staff and the North West Department of Education.

4.4 RECOMMENDATIONS

4.4.1 EDUCATION

(a) Training of Career Counselling Educators

The present and prospective Career Counselling educators should learn skills during their training which includes scientific expertise, subject expertise, curriculum expertise, teaching expertise, pedagogical expertise, educational expertise, management expertise, cultural expertise, research expertise and philosophical principles.

This expert knowledge that is indicated above will equip educators involved in Career Counselling with the necessary confidence, enthusiasm, skills and the ability to guide the learners properly. This expertise that the educators will possess will
remove the elements of doubts, frustrations and diffidence that have been expressed by educators.

(b) **Scientific Expertise**

Career Counselling educators should be trained systematically according to the principles and methods of Career Counselling as a scientific subject.

Because Career Counselling is also a scientific subject, it is, therefore, necessary that educators involved in Career Counselling must have a scientific knowledge that will help them to probe further into the Career Counselling field.

(c) **Subject Expertise**

Career Counselling educators can be trained professionally if this training is done on the basis of meaningful Career Counselling content or suitable forms (methods) of Career Counselling.

In the school situation, the Career Counselling educator has to create harmony between the unique nature of the Career Counselling content and methods of realizing the content.

(d) **Curriculum Expertise**

In training Career Counselling educators, provision should be made for training in curriculum research methodology. This means that Career Counselling educators should be able to use research methodology to test and evaluate the curriculum.

The curriculum has to keep trend with what is happening all over the world. It has to be evaluated from time to time in order to meet the challenges of life and the world of employment. This is the challenge with which the educators involved in Career Counselling are faced with. The adolescents in secondary schools in the Mmakau-Mothotlung Circuit would like to be part of the global village by being
exposed to the world of careers that would ensure that they compare favourably in the occupational world with children of other race groups.

(e) Educational Expertise

On the one hand, Career Counselling educators should be trained to recognise the technology-enforced differentiation in the occupational world. On the other hand, their training should guide them to the realisation that a differentiated educational system forms the basis for a Career Counselling programme at primary and secondary school level. A differentiated educational system is possible because learners differ from each other in respect of their interests, ideas, personalities and uniqueness.

The Career Counselling educator should therefore be guided to offer Career Counselling at secondary schools on a differentiated basis.

Career Counselling educators should have the pedagogical skills to implement Career Counselling as a pedagogical matter. Career Counselling and education are two inseparable entities. The Career Counselling educators have to be experts in this connection in order to guide and to direct the learners.

(f) Teaching Expertise

A Career Counselling educator should have the didactic expertise to plan and present formal lessons and group discussions. The teaching expertise will enable the educators involved in Career Counselling to help the learners with ease.

(g) Management Expertise

The Career Counselling educators should acquire their management skills through training. This implies that, in respect of the school situation, the Career Counselling educator should be able to innovate, plan, organise, control, communicate, motivate, solve problems, make decisions and handle conflict.
The Career Counselling educator should try to develop his management skills in order to perform his task efficiently and effectively.

(h) Cultural Expertise

In South Africa a variety of population groups live and work together. Each of these groups has its own culture and it is important for the Career Counselling educator to be familiar with the cultural situation of each population group. This whole notion of understanding different cultures makes the Career Counselling educator a better person in terms of knowing how to approach learners of different cultural backgrounds and introducing them to the world of careers from which they will be expected to make their free choices.

(i) Research Expertise

It is significant for the Career Counselling educator to be conversant with recent research methods so that he can interpret research reports and undertake research projects, whether in the school context or in co-operation with institutions such as the National Research Foundation.

4.4.2 RECOMMENDATIONS FOR PRACTICE

The educators’ viewpoints on Career Counselling must be accepted, understood and respected by the powers that be in order to improve the quality of teaching and to create a healthy and conducive learning environment.

Adolescents are to be given ample opportunities to develop their self-concept by exposing them to assortment of careers that will take into account their desires, interests, values, aspirations and abilities.

The training of Career Counselling educators is to be expedited in order to make them competent, efficient, effective, knowledgeable and better informed.
Career Counselling is to have its special place on the school timetable in order to be part and parcel of the subjects that are offered by the school.

The government is to form a partnership with non-school institutions in order to form a formidable connection and to obtain financial assistance where necessary. Subject choices and groupings are to be done with great circumspection taking into consideration the occupational world.

Technikons, universities, colleges and schools are to work co-operatively if Career Counselling is to succeed at schools.

Career Counselling at secondary schools should not be taken for granted, as it forms an integral part of the didactic situation and the occupational world outside the school situation.

4.4.3 RECOMMENDATIONS FOR FURTHER RESEARCH TO IMPROVE THIS RESEARCH

Researchers are responsible for programme development, implementation and the evaluation of new programmes and this is the reason why recommendations are made in view of programme development. All the recommendations in this chapter will be based on the researcher's own findings and literature control.

(a) Research Project

A research project can only be successful if it satisfies the requirements of the individual, group or the community. It is therefore important against this background to know what the needs are and the consequent impact of such needs so that the researcher cannot impose his own needs on the community (Swanepoel, 1997: 118). The sole purpose and aim of any research project is to improve the quality of life (Swanepoel, 1997: 18).
The setting for meeting a group of people must be arranged in advance and must be within easy reach. There should be no distractions that can make the attention and the concentration of the participants wander and the room must be well ventilated. Tables and chairs must be arranged in the way that group leaders must have eye contact with each other. A relaxed and calm atmosphere must be created.

(b) Atmosphere

An atmosphere of trust, friendliness and openness must be created so that all the participants can feel completely at ease and ethnic considerations must also be taken into account.

(c) Ethical Considerations

Participants must always be informed about the procedure to be followed and must give their consent regarding what the researcher would like to do with them or why they are taking part in the programme. All persons who will be involved in the programme must also know how long this research project will take.

(d) Duration of the programme

Considerable time is necessary for the participant observer to develop an insider view of exactly what is happening in the setting under study. To develop a comprehensive and holistic view of a group or subculture can take anything from a few months to years. It is difficult to predict how long a participant observation study will last. Although such studies will obviously vary according to the nature of the setting, the aims of the research, and so on, the major determinants of the length of the study are the resources, interests and need of the fieldworkers.

(e) Moderator roles and interview styles

The moderator/interviewer has chosen among all the variety of interview styles to utilize focus group interview that should allow the moderator to interact easily with
the interviewees who are the educators form the three local secondary schools in order to get their viewpoints regarding Career Counselling at their respective schools.

De Vos (1998:323) states that the ideal situation is one in which different interview styles are employed to make provision for variation in spontaneity and interaction among participants, and to manage dominant and reticent participants (De Vos, 1998:323).

A second important dimension along which interview styles may vary is the role of the moderator as perceived by him. In some cases, the moderator takes an objective, distanced stance with respect to the group. In other cases, he may facilitate discussion by offering personal anecdotes and examples (De Vos, 1998:323). In other words, the moderator can use different methods that are at his/her disposal.

(f) Methods

The researcher has discovered that the participants in this focus group enjoyed themselves particularly when they all discussed problems and challenges that affect their respective institutions. The interviewers expressed their viewpoints freely and with ease.

(g) Self-reflection

Self-reflection can also help educators to think about their own development. The facilitator can now form the general idea of what is happening internally in each individual and can now ascertain whether the programme reached the aims of this research project or not. Assessing Career Counselling educators has to take place on a continuous basis.
(h) Assessment of educators

The Master file (De Vos, 1998: 335) contains important information such as field notes, transcribed interviews and/or human documents in their raw form which can be used later and for monitoring purposes. This information can also be discussed with parents and educators in order to form social networking.

(i) Social network

The main function of a social network is to provide social support. The parents, educators and the non-governmental organisations can form a social network (De Vos, 1998: 407). A social network is a vehicle through which informal social support is provided. Parents are not always knowledgeable in view of the educational requirements of their children and the training of parents in this connection is very necessary.

(j) The training of Parents

The parents form the primary frame of reference for a child’s relations, values and convictions for effective life (Hamachek in Kok, Myburgh, Van der Merwe and Stoop 1993:13). Research by Du Plessis (1999: 60) has also indicated that the nature of the self-concept of the parent can also influence the self-concept of the child and it can therefore result in the poor self-concept of the child. Parent training must also be part of a programme on self-concept development of adolescents. Parents must also work closely with the educators in order to improve their self-concept development.

4.4.4 GUIDELINES AND RECOMMENDATIONS TO EDUCATORS

Career Counselling is a continuous, sequential and educational process. As a process, Career Counselling starts at home and should continue through preschool, primary school, secondary school and college. At home the career counselling provided is informal whereas at school and college, it must be organized and
formalized. This formalization ensures that the learner receives the vital assistance he needs throughout the most important period of his psychological and social development. Because Career Counselling is not only curative and interventive, but preventive and developmental as well, it must be available to all learners and not only to those who are experiencing crisis and those who have deep-seated problems.

The school counselling programme should be for all learners at all levels. When learners enter school for the first time and when new educators start teaching they go through a process of adjustment and problem solving during which they need assistance. Therefore school Career Counselling services should be available to every learner from the time he enters school and must be of assistance to him during school and must be of assistance to him during his entire educational experience. In addition, a well organized comprehensive programme of Career Counselling services must directly enable the educators and the community in their efforts to assist the learners to acquire desirable attitudes and skills required to be fully functioning members of the society (Chuenyane, 1990:33).

The school counselling programme should be relevant to the learners’ characteristics and needs. The recognition of every learner as a worthy individual with dignity and inalienable rights should be an integral part of any Career Counselling development. Learners differ in terms of their personal characteristics, interest, needs, likes and dislikes, and so on.

The Career Counselling programme is carried out through a programme of services. The services constituting inventory service, information service, counselling service, placement service, evaluation and follow-up service. These services are specifically designed to improve and facilitate the adjustment of the individual learner for whom it was organized. It is essential that objectives be set and responsibilities be clearly delineated for a Career Counselling programme to be effective. The objectives must be set with a view to meeting the identified needs and characteristics of the learners. The first implication of this is that the counselling activities must be formalized and organized in such a way that they fit within the school programme. Secondly, the Career Counselling educators must co-operate
and collaborate with the teaching staff in order to facilitate student learning, development and growth. Their mutual respect and consultation will assist in the creation of a curriculum that is content-centered, human development-centered and learner-centered (Chuenyane, 1990:34).

School Career Counselling programmes should be co-ordinated by and be under the leadership of a trained educator or school counsellor. Appropriate and effective leadership is a sine qua non to every school counselling programme. The educator who assumes this role of co-ordinating must be a trained specialist who understands all aspects of the counselling programme and is able to initiate, develop and administer the programme. Career Counselling educators must understand human behaviour and have vision and believe in the need for change and development and be change agents. For anyone who does not desire change will be a misfit in a school counselling programme.

It is often assumed that any qualified educator can lead a Career Counselling services team without training. Such a view is myopic and overlooks the fact that the ability to guide and counsel is a learned skill which requires vigorous training. It is imperative that schools recruit and employ well trained and experienced counselling educators to lead the counselling programmes. Another viable alternative is for the educational authorities to establish staff development programmes for educators who have the potential.

The school Career Counselling programme should be co-ordinated with and related to community services and needs. A trained and experienced educator of a Career Counselling programme will realize the significance of liaison between institutions, agencies and groups which are serving the needs of youth and learners. Educators should take the initiative and establish contacts with social workers, community youth leaders, school nurses, the juvenile courts, psychologists and similar such groups. Failure to do this may lead to costly and unnecessary duplication of services and wastage of time and limited resources (Chuenyane, 1990:35).
The school counselling programme should be flexible and adjustable to changing needs and opportunities. Flexibility in counselling services has been well demonstrated to be of pivotal importance. Because the characteristics and needs of learners, the educators and the community are not fixed and static, a Career Counselling programme designed to meet such ever-changing and dynamic phenomena must, of necessity, be flexible to remain relevant and effective. Also the structure within which the counselling programme resides must accommodate the flexible nature of the Career Counselling programme. As already noted, to function effectively, a Career Counselling programme whose objective is to address learners’ needs must facilitate and not inhibit changes in learners as they develop and grow and seek new opportunities.

The school Career Counselling programme should be longitudinal in perspective and developmental in design with provisions included for on-going evaluation, research activities and in-service training. One of the major and serious criticisms levelled against Career Counselling educators is their apparent lack of interest in conducting research and evaluating their activities. Because Career Counselling is a continuous process dealing with learners who are developing and changing all the time, research and evaluation must be undertaken with dedication and enthusiasm. Such a programme of research and evaluation will ensure that decisions are based upon the best possible evidence (Chuenyane, 1990:36). Results yielded by such efforts will reveal areas in the Career Counselling programme which need to be modified, readjusted or even changed in order to meet the developmental needs and characteristics of learners. It is also crucial that in-service training workshops for the educators be organized if the staff is to retain enthusiasm and effective positions in the forefront. These workshops will encourage and reinforce staff professional growth and development and will increase their awareness of current trends in the field of guidance and counselling. They will also have an opportunity to reassess prevailing circumstances in their schools and discuss how they impact on Career Counselling services.

School Career Counselling programmes should be integral parts of the total educational process and should not exist in a vacuum. Viewed as integral parts of
the educational process, Career Counselling programmes have the potential to contribute substantially towards the attainment of the principal goals of education, namely, the development of learners who are capable of creating new things, not simply emulate what others have done, the development of learners with analytical and critical minds who will not accept everything they are offered without evaluating its merits and demerits, and the development of learners who assume personal responsibility for their actions (Chuenyane, 1990:36).

The school counselling programme should be conciliatory. In order to play a meaningful conciliatory role, the school Career counselling programme should recognize the discrepancy between some learners' values and goals which are a result of varied and sometimes traumatic and violent experiences and those of the educational institution itself. For we live in a violent society. Indeed, the popular culture, including its films, music and television, reinforces violent attitudes and desensitises persons to the violence that is woven throughout the social fabric of our society (Corry, 1993:47). Learners are exposed to violence early in life, starting with the toys adults give them, the cartoons and movies they watch on television and other media, street fights involving gangs, violent encounters with the police and violence in the family. All these unpleasant experiences influence the learners' attitudes, interests, values, perceptions, outlook toward life and world view. This implies that the Career Counselling educators must not only help the learners adapt to the school, but also help the school and the staff to adapt to the learners.

The school Career Counselling programme should recognize the learners inalienable rights and that in order to exercise their human rights responsibly, they need assistance. This assistance cannot be fully provided if the counselling programme does not accord the learners their dignity and worth. A counselling programme must encourage the educators to create a more humane and responsive school atmosphere which facilitates the development of a positive self-concept and respect for others' rights. The belief here is that learners who are knowledgeable and confident about their rights and limitations are more likely to develop a positive self-image, evaluate alternatives and make wise choices, decisions, interpretations and adjustments.
According to Chuenyane (1990:38) many school Career Counselling programmes have failed to achieve their desired objectives and goals because of lack of institutional support and apathy on the part of the teaching staff. Educators' involvement in Career Counselling and active participation is easily achieved when the principal takes the trouble of seeking the educators' views and suggestions regarding the need, planning and implementation of a Career Counselling programme. Once the need has been perceived and appreciated, the willingness, feeling of belonging, sense of participation and eagerness to co-operate in meeting the challenge and the need generally follow.

It is the viewpoints of educators that there has to be a concerted effort at school on the part of management, staff, school governing body, community and all other interested parties in order to make Career Counselling a real success.

4.5 SUMMARY

Mr. S.P. Botha, former Minister of Manpower, stated during the opening of a symposium on Career Counselling at the University of Pretoria in 1982, that during the next twenty years, jobs would have to be created for five million new entrants to the labour market (this required education, training and help with the choice of an occupation).

He further stated that every worker should be doing the job for which he had the required intellectual ability, for which his aptitude rendered him capable and which he was interested in. Many young persons annually entered the labour market without having obtained self-knowledge or occupational knowledge through meaningful integration and therefore had to select their occupations through hit and miss methods.

Through expert Career Counselling young people should be led towards the optimal realization of their level of training possibilities and relevant occupational opportunities. Owing to inadequate Career Counselling many young boys and girls
who have the potential to move into the higher category of occupations flounder along the way. Now and in future Career Counselling should play a more important role so that the country’s personpower could be optimized.

Superficial career and occupational knowledge can lead to the wrong choice and the wrong choices can cause low productivity, frustration, changing of jobs, absence from work, low production, waste of time and money, continuous retraining, higher personnel turnover and poor labour relations between employer and employee.

The North West Education Department experiences an acute shortage of well trained educators in Career Counselling and this situation cannot be afforded. Therefore, it is clear that the government has special responsibilities with regard to the provision of accountable Career Counselling. However, accountable Career Counselling requires scientific curriculum development — a matter that should receive urgent and serious attention.

The dramatic changes occurring in the workspace of the 21st century necessitate that each of us becomes the manager of our own career development. In thousands of schools across the country, Career Counselling educators and counsellors should begin to assume new leadership roles in the design and implementation of comprehensive career development programs that begin in kindergarten and continue through the school years. In these programs a team effort is used to ensure that all learners have opportunities to master competencies in the areas of self-knowledge, educational and occupational exploration and career planning. Armed with a strong foundation in career development and counselling, learners will be better prepared to engage in lifelong learning and meet the challenges of the new workplace.
GLOSSARY OF HELPING TERMS

Counselling
It is a process which requires the art of using a stack of personal assets, a storehouse of knowledge and a series of techniques in a wide variety of combinations in order to provide effective helping relations and services, in a given setting, for individuals who need, want, and seek help in solving their problems.

Assessment
Collecting and analyzing data about clients in order to make treatment choices. Monitoring progress and evaluating outcomes. Frequently a collaborative exercise with clients.

Awareness
Consciousness of and sensitivity to oneself, others and the environment.

Confidentiality
Keeping trust with others by not divulging personal information about them unless granted permission.

Congruence
Genuineness or lack of façade. Having and being seen to have your thoughts, feelings, words and actions match each other.

Coping
Dealing with situations by managing them adequately without necessarily mastering them completely.

Crisis
Situations of excessive stress in which people feel that their coping resources are severely stretched or inadequate to meet the adjustive demands being made upon them.
Dependency
Relying on support from another or others rather than on self-support.

Depression
Feelings of sadness and of loss. Symptoms may include apathy, withdrawal, disturbed sleep, lack of appetite and lowered sexual interest.

Feedback
Receiving messages from others about yourself and sending messages to others about themselves.

Feelings
Emotions, affective states of varying degrees of positiveness and negativeness.

Goals
The implicit or explicit objectives of helpers, clients and specific helping interventions.

Illusion
False perception or belief.

Information
Their helpers may provide material relevant to clients’ concerns and decisions, which they may seek out for themselves, for example, career information.

Inhibition
Restraining, weakening, inadequately acknowledging and shrinking from an impulse, desire or action.

Interpretation
Explanations from another’s frame of reference, feelings, thoughts, words, dreams and actions.
**Interventions**
Specific methods by which helpers intervene and work with clients.

**Life Skills**
The skills required for effective living.

**Monitoring**
Observing and keeping a check on your own or others’ feelings, thoughts and behaviour.

**Plan**
A step-by-step outline, verbal or written, of the specific actions necessary to obtain your goals.

**Psychology**
The science and study of human behaviour.

**Rejection**
Either not accepting or not being accepted by another person in whole or in part.

**Relationship**
Being connected in some way with another. Often used to describe a close connection between helper and client.

**Self-awareness**
Being aware of your significant thoughts, feelings and actions and of the impact that you make on others.

**Self-concept**
The way in which people see themselves and to which they attach terms like “I” or “me”.
Self-esteem
Sense of adequacy. Positive and negative evaluation of yourself as a person. Sense of your own worth.

Support
Giving strength and encouragement to another.

Summarizing
Making statements, which clarify what you and/or another has been saying over a period of time.

Trustworthy
Being honest, reliable and dependable.

Educator
Means any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education, psychological services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment.

Provincial department of education
Means a department responsible for education in a province and includes all public schools, further education and training institutions, departmental offices and basic adult education centres in such province.

Learner
Means any person receiving education or obliged to receive education in terms of South African Schools Act 84 of 1996.
Career
Course through life, way of making one’s living.
Career is a term that has many meanings in our society. Most people equate career with "vocation", suggesting that career refers exclusively to long term remunerated work experiences (Hernandez, 1992). Super (1976) described career as the multiplicity of roles an individual plays and career choice as the implementation of one’s self-concept in an occupational role. Super’s description of career encompasses the multiple roles that are played out through time and the life space in which individuals live (Super, Svickas, and Super, 1996). Career development is thus unique to each individual and is based in the interaction of self, personality, genetic traits, and environmental variables. Culture and gender are two particularly important variables influencing career development.

Lupe stated, “Career is not a job. It is a way of life.”
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ANNEXURE A

PERMISSION TO UNDERTAKE A RESEARCH

Dear Sir/Madam

I am D.R. Motoma M.Ed (Adolescent Guidance) student at Rand Afrikaans University and I am at the moment doing research on the viewpoints of educators on career counseling at the three secondary schools in the Mmakau-Mothotlung Circuit which is under the North West Education department. My supervisor is Prof. C.P.H. Myburgh and the co-supervisor is Prof. M. Poggenpoel. (Dept. of Education and Nursing).

The aim of this investigation is to explore and describe educators' viewpoints on career counseling and to describe guidelines to assist educators involved in career counseling of adolescents.

To complete this research I need to interview educators involved in career counseling at the three local secondary schools. I do promise to keep all information confidential. The transcribed material will only be handled by the coder and I.

Signed at: _______________________________ on Day _______________________________
Month _______________________________ Year _______________________________

Researcher: _______________________________
D.R. Motoma (BA, B.Ed) 6
M.Ed. (Adolescent Guidance) Candidate

Supervisor _______________________________
Prof. C.P.H. Myburgh (Dept. of Education and Nursing)

Co-Supervisor _______________________________
Prof. M. Poggenpoel (Dept. of Education and Nursing)
ANNEXURE B

INTERVIEWED EDUCATORS

VIEWPOINTS REGARDING CAREER COUNSELLING:

GROUP 1

(a) Career Counselling is almost non-existent.
(b) Little information available.
(c) Lack of bursaries for learners.
(d) No training at all.
(e) Not sure about the requirements of different fields.
(f) Headmaster being inco-operative.
(g) Other staff members showing no interest.
(h) Parents losing confidence in the educators.
(i) The NWED have no clear policy on Career Counselling.

GROUP 2

(a) Universities and technikons respond late to applications.
(b) Career exhibitions take place late in the year.
(c) Career Counselling starts in Grade 10.
(d) Educator untrained, underqualified and unqualified.
(e) No information centers.
(f) No proper communication between secondary schools and technikons and universities.

GROUP 3

(a) Brochures are difficult to comprehend and interpret.
(b) Career Counselling is not an integral part of the day to day programme of the school.
(c) Some technikons and universities use aptitude tests to discriminate against the students.
(d) Wrong choice of careers by learners.
(e) Haphazard teaching of Career Counselling.
(f) Some educators do not take it seriously.
(g) Emphasis is on content, that is the syllabus and nothing else.
(h) Guidance is given one period per week on the school time-table.
(i) Ignorance of most parents and most educators pertaining to the whole notion of Career Counselling.