

Management of learner counselling at a High School

By

Martha Maria Themba

Submitted in part fulfilment of the requirements
for the degree of Masters in Business
Administration

In the Faculty of Commerce and Administration

At the

North West University(Mafikeng Campus)

Supervisor: Prof. E.J. Louw

October 2006



0600010651

North-West University
Mafikeng Campus Library

615454290
918413316

LIBRARY MAFIKENG CAMPUS
Call No.: TH 371.4 THE
2007-04-16
Acc. No.: 07/80033
NORTH-WEST UNIVERSITY

ABSTRACT

The purpose of the study was to determine the management of learner counselling at LHS. The little information on career counselling in post-apartheid South Africa as most information dates back to the Bophuthatswana era.

Data was gathered through questionnaires and interviews. These were used to determine management of student counselling in the areas of: number of learners in class, availability of career counselling, and the importance of career counselling, parental involvement and departmental and community involvement in the education of learners.

The response from the sample under study indicated that there is no active participation in the management of career counselling by all the stakeholders. Departmental involvement is urgent, as more learners leave school, not ready and unarmed with relevant and important information. It is recommended that career counselling be a compulsory subject.

The introduction of career counselling mechanisms will guide the school counsellor in identifying the needs of the learners, thus eliminating problems that may be encountered. This can be attained by the creation of more posts for school counsellors by the Department of Education.

The counsellor at times lacks the necessary information, training and support from the education department to guide learners. A lack of career centers further exacerbates poor counselling in schools.

Acknowledgements

Lord thank you for the strength, wisdom and courage. Without you, I will not have succeeded.

I would like to express my sincere gratitude to the following individuals who have assisted me in this study:

- Professor Louw- for his patience and scholarly advice.
- Queen Mokaila, Queen Mapudi and Monde January for the long hours they spent in the compilation of this document documents.
- My parents Matie and Donald Themba for their encouragement and support and also not forgetting my siblings.
- My two lovely daughters, Keamogetswe and Thandeka Themba for their understanding during my absence.
- Kelepile Manyedi for editing and the support and encouragement when things were difficult.
- Educators and learners of Letsatsing High School who willingly participated in my research.

Declaration

I Martha Maria Themba, declare that the dissertation for Masters of Business Administration (MBA) at the North West University hereby submitted, has not been previously submitted by me for a degree at either this or any other University, that it is my own in design and execution and that all materials contained herein have been duly acknowledged.

Martha Maria Themba

TABLE OF CONTENTS

PAGES

Abstract	i
Acknowledgement	ii
Declaration	iii

CHAPTER ONE: OVERVIEW OF THE STUDY

1. Introduction	1
2. Definition of main concepts	2
2.1.1. School counsellor	2
2.1.2 Counselling	2
2.1.3 School guidance	2
2.1.4 Career guidance	3
2.1.5 Learning	3
2.1.6 Teaching	4
3. Counselling in schools	4
4. Problem Statement	4
4.1 Main Problems	4
4.2 Sub Problems	4
5. Research Questions	5
6. Aims of the study	5
7. Importance of the study	5
8. Research design	6
8.1 Research approach	6
8.2 The Organisation	6
8.3 The population	7
8.4. The sampling technique	7
8.4.1 The Sample	7

	PAGES
9. Data gathering instruments	8
9.1 Questionnaires	8
9.2 The advantages of self administered questionnaires	8
9.3 The disadvantages of self administered questionnaires	8
9.4 Interviews	9
9.5 Advantages of an interview	9
9.6 Disadvantages of an interview	9
10. Statistical analysis	9
11. Limitations of study	10
12. Conclusion	10

CHAPTER TWO: LITERATURE REVIEW

1. Introduction	11
2. Definition of the main concepts	11
2.1 School counsellor	11
2.2 Counselling	12
2.3 Guidance teacher	12
2.4 Career Education	13
2.5 Career guidance	13
2.6 School guidance	14
2.7 Learning	14
2.8 Guidance	14
3. Objective of career education	15
3.1 Uses of career education	15
3.2 Other objectives of career education	15
4. Theories of career development	16
4.1 Trait-factor theory	16
4.2 Parson's Schema	16
4.3 Sewell and Hauser's Theory	17

	PAGES
5.Categories of guidance	18
6.Historical Background	18
6.1The origin of the school guidance in South Africa	18
7.Effective career counselling	19
8.Impact of career counselling in school	20
8.1 Counselling and Career choice	20
8.2 Career and job awareness	21
8.3 Causes of wrong career choices	22
8.3.1 Overcrowding	22
8.3.2 Drop-outs	22
8.4. Causes of drop-outs	23
8.4.1 Poverty and poor educational facilities	23
8.4.2 Economic causes	23
8.4.3 Unqualified and overloaded counsellors	23
9. School guidance for White learners	24
10. School guidance for Black learners	25
10.1 Counsellors at Black schools	25
11. Duties of school counsellor	25
12. Need for proper support from the DOE	26
13. The role of guidance teachers	27
14. Aim of the education department	27
14.1 The role of the school	28
14.2 Requirements for career counselling	29
14.3 The role of the counsellor	29
15. Lifelong learning	31
16. The importance of career counselling	32
16.1 Benefits of career education/counselling	32
16.2 The importance of career counselling	33
16.3 Division of school guidance	34
16.4 Integrating capability and career	35

	PAGES
16.5 Guidance verses Education	36
17. Characteristics of secondary schools	37
17.1 School and work experience	37
17.2 Role of the government	38
17.3 Learners problems be identified	39
17.4 Availability of resources	39
17.5 Lack of resources	40
18. The following are observations made in regard to what is prevalent in Schools in North West	41
19. Implications of the lack of a proper career education and counselling	41
19.1 Referrals	41
20. Intervention strategies by the D.O.E	42
20.1 In-Service training for teachers	42
20.2 Role players in career counselling	42
20.3 Structure of curriculum	43
20.4 School and Work	43
20.5 Problems facing the guidance teacher	43
20.6 Learning	44
20.7 Lack of common vision	44
20.8 Constitutional rights	44
20.9 Teacher-Learner ratio	45
20.10 Under-resourced schools	45
20.11 Learning barriers	46
20.12 Barriers to learning	47
20.13 Teaching and learning	47
20.14 The role and task of the teacher	48
20.14.1 Curriculum content	49
20.14.2 The right to education	50
21. The purpose of the NQF	51
21.1 Teaching	52

	PAGES
22. Conclusion	53
 CHAPTER THREE: RESEARCH METHODOLOGY	
1 Introduction	54
2 Research design	55
3 The organization	56
4. The population	57
4.1 Definition	57
4.2 Educators	57
4.3 Learners	58
5. The sampling technique	59
6. Data collection	60
6.1 Data collection instruments and respondents	60
6.2 Reliability and Validity	62
6.3 Questionnaires	62
6.4 Semi-structured interviews	63
7. Statistical analysis	63
7.1 Quantitative and Qualitative analysis	63
8. Conclusion	64
 CHAPTER FOUR: ANALYSIS & INTERPRETATION OF DATA	
1 Introduction	65
2 Biographic data	65
2.1 Educators	65
2.1.1 Sample of educators by gender	65
2.2 Learners	69
3. Questionnaires	70
3.1 Educators	70
a. Item 1 The career counselling service in my school is good	71
b. Item 2 Career counselling is important in schools	72

	PAGES
c. Item 3 Career counselling provided in my school caters for my career choices	72
d. Item 4 There are adequate career counselling service in my school	73
e. Item 5 Parents volunteer their services to the school	74
f. Item 6 The education department is actively involved in counselling	75
g. Item 7 The department provides career counsellors for schools	76
h. Item 8 The department evaluates career counsellors	77
i. Item 9 The department provides adequate counselling facilities	78
j. Item 10 The department facilitates regular workshops for counsellors	79
3.2 Learners	80
3.2.1 Introduction	80
a. Item 1 We have a guidance counsellor in school	81
b. Item 2 Career counselling is important	81
c. Item 3 I relate well with my school counsellor	82
d. Item 4 I can confide in my school counsellor	83
e. Item 5 Career counselling improves my performance in school	84
f. Item 6 My parents are aware of the existence of school counsellors in the school	86
g. Item 7 Other educators support the school counsellor	87
h. Item 8 Counselling addresses my personal problems	87
4. Interviews	88
5. Report back on research questions	91
5.1 The effectiveness of career counselling at LHS	91
5.2 Consequences of ineffective counselling	91
5.3 Intervention strategies provided by the D.O.E to upgrade skills of counsellors	92
6. Conclusion	92

CHAPTER FIVE: FINDINGS AND RECOMMENDATIONS	PAGES
1 Introduction	94
2 Main Findings	94
2.1 Summary of findings	94
2.2 Lack of effective career counselling may result in wrong career choices	94
2.3 Lack of effective counseling results in learners problem not being identified and this may have a negative impact on career choice	96
2.4 Unqualified and overloaded counsellors are unable to perform effectively	96
2.5 No proper counselling services are offered at school	97
3 Recommendations	97
3.1 Career counselling should be made a compulsory subject to learners of all grades	98
3.2 Different career mechanisms must be introduced at school to eliminate or alleviate learners career problems	99
3.3 The department of education must create more school counsellor's posts	100
3.4 Proper career counselling channels be established	101
4. Conclusion	102
References	103

FIGURES

PAGES

Figure: 2.1 The role and task of the teacher	48
Figure: 2.2 Aims, goals and objective of an education system	51
Figure: 3.1 The Organization	56

TABLES

Table: 3.1 The population of educators	58
Table: 3.2 Population of learners	59
Table: 3.3 Interview questions and responses	61
Table: 4.1 Gender	65
Table: 4.2 Age	66
Table: 4.3 Marital Status	67
Table: 4.4 Years of Experience	67
Table: 4.5 Educational Qualifications	68
Table: 4.6 Gender	69
Table: 4.7 Age	69
Table: 4.8 Grade	70
Table: 4.9 Career counselling is good	71
Table: 4.10 Importance of career counselling	72
Table: 4.11 Integration of counselling and career choices	73
Table: 4.12 Adequate career counselling	74
Table: 4.13 Volunteering of parents	75
Table: 4.14 Departmental Involvement	75
Table: 4.15 Provision of counsellors	77
Table: 4.16 Evaluation of counsellors	77
Table: 4.17 Provision of counselling facilities	78
Table: 4.18 Workshops	80
Table: 4.19 Career counselling in schools	81
Table: 4.20 Importance of career counselling	82
Table: 4.21 Relationship with school counsellors	83
Table: 4.22 Confiding in the school counsellors	84

Table: 4.23 Career counselling and performance	85
Table: 4.24 Parental Awareness	86
Table: 4.25 Other Educators support	87
Table: 4.26 Counselling addresses my personal problems	88
Table: 4.27 Interviews	89

CHAPTER 1:

OVERVIEW OF THE STUDY

1. INTRODUCTION

In South Africa young people are grappling with realities of life such as discrimination, unemployment, and violence in and around the home.

Generally all learners, particularly high school learners, face challenges, obstacles and difficulties in their attempts to acquire skills or knowledge, usually from unrelated subjects, without the necessary additional knowledge and understanding of the applications of such skills in their daily lives. Added to this, most high school learners come face to face with the adolescent stage armed with a limited skill repertoire to place them in good stead during adolescence.

In the absence of expert help and advice from their frontline educators who are supposed to have relevant life skills they experience social, mental and emotional challenges. The challenges usually continue to impact on their lives negatively. If learning impediments and challenges that learners face are taken care of timorously, chances of learners' better growth, greater development and fuller functioning increase than if there is no intervention at all.

The status at most schools is that there are no formally appointed qualified counsellors or life skills educators.

Career guidance is a sound educational and teaching technique which includes knowledge of differentiation, admission requirements, links between study and work. It is concerned with learning difficulties and the implications which particular subjects have for possible career choice (Human Science Research Council Article p6.).

It is an activity in which pupils learn how to make decisions wisely in their day- to-day living in terms of career choice. It should help young persons to acquire skills which they can successfully manage in their adult life in a changing world.

2. DEFINITIONS OF MAIN CONCEPTS

2.1.1 School Counsellor

School counsellors is the term used to designate a counsellor, working in a secondary school setting, concerned with, and accepting responsibility for assisting all pupils, and having as a major concern the development needs and problems of youth (Chuenyane, 1992 :64).

2.1.2 Counselling

Burks and Steffle (1965:37) define counselling as the individualized and personalised assistance with personal, educational, vocational problems, in which all pertinent facts are studied and analysed and a solution is sought, often with the assistance of specialists, school and community.

2.1.3 School Guidance

In general terms, according to Chuenyane (1990:6), guidance encompasses such divergent meanings as directing, advising, persuading, talking, interviewing, analysing, counselling, teaching or therapy. All of these are attempts to arrive at the ultimate convergent goal of helping someone who is in need of such an explicit implied help.

Aubrey cited in Chuenyane (1990:7) analytically views guidance as a comprehensive system of functions, services and programmes in schools designed to affect the personal development and psychological competencies of students. As an educational concept, guidance is the sum total of those planned

experiences for the students to achieve such development or educational outcomes.

Lindhard and Oosthuizen (1985:19) define guidance as a practice, a process which brings the pupils into contact with the real world in such a way that they acquire life skills and techniques which allow them to conduct themselves competently within the educational, personal and social spheres as well as the world of work in order to progress and survive effectively.

2.1.4 Career Guidance

Career guidance is a sound educational and teaching technique, which includes knowledge of differentiation, admission requirements, links between study and work. It is concerned with learning difficulties and the implications which particular subjects have for possible career choice (Human Science Research Council Article P6.).

It is an activity in which pupils learn how to make decisions wisely in their day to day living in terms of career choice. It should help young persons to acquire skills which they can successfully manage in their adult life in a changing world.

2.1.5 Learning

Jacobs, Van Jaarsveld, Von Mollendorf (1991:495) regard learning as a deliberate action and a differentiated development event. It is a physical, effective, cognitive and a normative way of being and therefore a totality event.

Hergenhahn and Olson (1997:2) define learning as a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice. Learning is indexed by a change in behaviour. In other words, the results of learning must always be translated into observable behaviour. After learning, learners are capable of doing something that they could not do before learning took place.

2.1.6 Teaching

Pretorius (1998:130) states that teaching is to transfer knowledge, skills and culture. Teaching and learning are always performed in a context of social interaction and social behaviour. Pupil's learning activities and socialization are determined by the nature and quality of communication in the teaching situation.

3. COUNSELLING IN SCHOOLS

Secondary schools employ staff members who represent various disciplines. At secondary schools most educators are subject specialists and they tend to concentrate on specific subject areas. The school is organized in such a way that a teacher offers the same subject to different classes and there is no encouragement for teachers to infuse and integrate guidance into their particular subject areas.

4. PROBLEM STATEMENT

4.1 Main Problem

Poor student counselling is prevalent at Letsatsing High School (LHS).

4.2 Sub Problems

Poor student counselling at LHS occurs because:

- a. Unqualified counsellors lack relevant life skills expertise and experience.
- b. Learners are unable to confide in the counsellor and actively participate in all activities of the learning programme.
- c. Counsellors cannot perform effectively due to the high number of learners and lack of referrals.
- d. Counsellors cannot perform to their ability due to lack of support.

5. RESEARCH QUESTIONS

A research question is the choice hypothesis that best states the objective of the research study. It may be more than one question, or just one, which is fact-oriented and information gathering (Cooper, & Schindler, 1998:64).

The following are the research questions of the study:

- 5.1 How effective is counselling at Letsatsing High School?
- 5.2 What are the consequences of ineffective counselling at this school?
- 5.3 What counselling services are provided at this school?
- 5.4 What intervention strategies are provided by the department of education to upgrade the skills of school counsellors?

6. AIMS OF THE STUDY

The aims of this research are as follows:

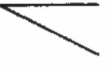
- 6.1 To investigate the effectiveness of counselling at LHS.
- 6.2 Motivate to the education department for provision of counselling services at LHS.
- 6.3 To encourage effective participation in the provision of counselling services at schools
- 6.4 To examine counselling services provided at LHS.

7. IMPORTANCE OF THE STUDY

The study could encourage the department of education to consider career counselling in schools as a critical subject. This can help to ensure that learners choose subjects in line with their envisaged career choice.

8. RESEARCH DESIGN

8.1 Research approach



```
graph LR; A[8.1 Research approach] --> B[quantitative]; A --> C[qualitative];
```

The research design will outline the context of the research, the population, sampling techniques, data gathering tools and the statistical analysis method to be used for the research. This study will be both quantitative and qualitative in nature but more quantitative. A quantitative study tests or verifies a theory as opposed to developing it. Maykut and Morehouse (1994) describe qualitative research as the one that examines people's words and actions in narrative or descriptive ways. Qualitative researchers are more interested in describing the norm of the population sampled.

8.2 The Organisation

The organisation of study in this dissertation is the school. Letsatsing High School is situated in the Mafikeng District in the North West Province figure 3.1 provides a description of the organisation in the study. The school is categorised as a public school by the Department of Education.

The principal is the manager of the school and is assisted by two deputy principals. The school is comprised of a combination of young and middle-aged staff members who are mostly Africans. The support staff is made up of nine members and assists in the day-to-day activities of the school. Learners are from different socio-economic backgrounds. The school caters for Grade 10 to 12.

This study will be both quantitative and qualitative, but mainly quantitative in nature. Maykut and Morehouse (1994) describe qualitative research as the one that examines people's words and actions in narrative or descriptive ways. Qualitative researchers are more interested in describing the norm of the population sampled.

8.3 The Population

According to Babbie (1995:33) population refers to the largest body of individuals or other unit researched and is limited to a particular time. It can also be defined as the entire group or collectively about which information is being sought. The population is from Letsatsing High School.

The majority of the staff members are Africans, three Indians and one Philippine and 9 support staff members. The numbers of learners are 1227; 663 girls and 564 boys. The number of grade 12 learners is 288, grade 11, 394 and grade 10, 545. The school is comprised of educators who are mostly of African origin. Only four educators are Asian. Educational qualifications of educators range from junior degrees to post-graduate. All educators specialise in their learning areas.

8.4 The Sampling Technique

Purposive sampling will be employed in this study. According to Leedy and Ormond (2001:206), in purpose sampling people or other units are chosen for a particular purpose. Letsatsing High School is selected in this study because of its diverse background as compared to the other seven high schools in the Mmabatho region.

8.4.1 The Sample

Bless and Higson-Smith (2000:86), defines a sample as a subset of the population which must have properties which make it representative of the whole.

The sample consisted of one counsellor, 23 educators and 36 learners from grade 10 to 12.

9. DATA GATHERING INSTRUMENTS

Data was gathered by means of questionnaires and interviews.

9.1 Questionnaires

Allison, O'Sullivan, Owen, Rice and Saunders (1996:26) maintain that all questionnaires are structured but the questions may be open, when the subject is required to write the answers in whatever form the subject wishes, or closed, for which the subject is required to select from a range of presented answers. Preference here was to design a questionnaire which included both closed and open ended types of questions. De Vos (1998:161) asserts that using only closed type of questions limits the spheres of obtaining data. Two different questionnaires were used, one for educators and one for learners.

A self-administered questionnaire was designed. Babbie (1995: 258) is of the opinion that when the researcher delivers the questionnaires and picks them up, the completion rate becomes high. The questionnaires of this research were delivered and picked up personally at Letsatsing High School. Allison et al. (1996:48) define a self-administered questionnaire as a questionnaire handed out with an explanation and later collected.

9.2 The advantages of self-administered questionnaires are:

- Questionnaire save time
- Questionnaire allows to clarify questions

9.3 The disadvantages of self administered questionnaires are:

- Questions which are misunderstood may lead to incorrect or false data
- Return rate may be low

The Lickert scale and open ended questions requiring elaborate free responses were used.

9.4 Interviews

Interviews enable the researcher to seek clarification on any points directly from subjects and may be structured or unstructured. The interview represents a personal contact between the interviewer and respondents (Henning, 2004:51)

This dissertation will also consider the advantages and disadvantages of an interview schedule. Miller (1989:119) mentions the following advantages and disadvantages.

9.5 Advantages of an interview

- The personal interview usually yields a high percentage of returns, as most people are willing to co-operate.
- The interviewer can collect supplementary personal characteristics and environment that is valuable in interpreting results and evaluating the representatives of the person surveyed.

9.6 Disadvantages of an interview

- High costs
- Takes more time

10. STATISTICAL ANALYSIS

For this study both quantitative and qualitative techniques were used. The investigation used descriptive statistical methods to analyse data, such as percentages.

11. LIMITATIONS OF THE STUDY

Limitations are related to the generalisability of results to populations other than the one under study. Seaman (1987:134) concurs when he states that limitations establish the parameters of the research. Therefore, it will not be appropriate for this study to generalize the findings. This study was confined to LHS in the North West Province.

12. CONCLUSION

This research is based on the management of learner counselling at a high school. The study depended on the outlined research context, literature exploration the quantitative and qualitative methods.

The following chapter will focus on the theoretical foundations of this research. The theoretical foundation will be based on literature related to the research question.

CHAPTER TWO:

LITERATURE REVIEW

1. INTRODUCTION

This chapter serves to explore literature and use it as a theoretical base of research.

Literature review is the selection of available documents (both published and unpublished on the topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the proposed research. Reviewing literature involves studying items previously retrieved until both the history and the current state of the conversation are understood. In a review the researcher establishes what has been said to this point as the basis for proposing the researchers' own contribution. Literature was consulted to reveal what is known and what remains to be learned in the field Chuenyane (1990: 67).

2. DEFINITIONS OF THE MAIN CONCEPTS

2.1 School Counsellor

School counsellor is the term used to designate a counsellor, working in a secondary school setting, concerned with, and accepting responsibility for assisting all pupils, and having as a major concern the development needs and problems of youth. Counselling is perceived as involving a dynamic relationship between counsellor and counselee, and thus the school counsellor accepts the responsibility of involving himself in the lives of pupils with clear and humble knowledge of the implications (Chuenyane, 1992:64).

2.2 Counselling

According to Naude and Bodibe (1986:102) counselling is a psychological interaction involving two or more individuals. One or more of the interactants is considered to be able to help the other person or persons live and function more effectively at the time of the involvement or at some future time. Specifically the goal of counselling is to assist, directly and indirectly, the recipient or recipients in adjusting to or otherwise negotiating the various environments that influence his or her psychological wellbeing.

The Governing Council of the American Counselling Association cited in Gladding (1996:7) explains counselling as the application of mental health, psychological or human development principles, through cognitive, affective, behavioural or systematic interventions, strategies that address wellness, personal growth or career development, as well as pathology.

Most counsellors identify themselves as teachers and social reformers. They focus on teaching children and young adults about themselves, others and the world of work. They are primarily involved in child welfare, educational or vocational guidance and legal reforms.

2.3 Guidance teacher

Guidance teacher refers to the person who is in charge of school guidance at school at present (Human Science Research Council Article: undated). The school guidance teacher's ability is interwoven with his available instruments in terms of psychological and scholastic test.

2.4 Career Education

Healy (1982:243) defines career education as a continuous life long person – centred process of developmental experiences focused in seeking, obtaining and processing information through:

- Self (values, interest, abilities).
- Occupational – educational alternatives.
- Purposeful planning.
- Reasoned decisions about work.
- Life roles.
- Benefit to self and society.

Holy cited in Shutteworth (1993:15) views career education as a collaboration between business, labour, industry and community and the formal education system to meet the goal of education as a preparation for work through a variety of in-school curriculum and out-of vocational experience.

2.5 Career Guidance

Career guidance is a sound educational and teaching technique, which include knowledge of differentiation, admission requirements, links between study and work. It is concerned with learning difficulties and the implications which particular subjects have for possible career choice (Human Science Research Council Article undated).

It is an activity in which pupils learn how to make decisions wisely in their day to day living in terms of career choice. It should help young persons to acquire skills which they can successfully manage in their adult life in a changing world.

2.6 School Guidance

The concept school guidance can best be understood within the broad meaning of guidance from which it originates. Guidance, in turn, has been defined in so many ways that it appears to mean many things to many people (Chuenyane, 1990:6).

Chuenyane (1990:6) concurs and maintains that guidance encompasses such divergent meanings as directing, advising, persuading, talking, interviewing, analyzing, disciplining, counselling, discussing, teaching or therapy. All of these are attempts to arrive at the ultimate convergent goal of helping someone who is in need of such an explicitly – implied help.

Guidance is therefore a process which brings the pupils into contact with the real world in such a way that they acquire life skills and techniques which allow them to direct themselves competently within the educational, personal and social spheres and the world of work in order to progress and survive effectively.

2.7 Learning

Jacobs et al. (1991:495) regards learning as a deliberate action and a differentiated development event as a physical, effective, cognitive and a normative way of being and therefore a totality event.

2.8 Guidance

Aubrey cited in Chuenyane (1990:7) analytically views guidance as a comprehensive system of functions, services, and programs in the school designed to affect the personal development and psychological competencies of students. As an educational concept, guidance is the sum total of those planned experiences for the students designed to achieve such developmental or educational outcomes. As an educational service guidance like teaching,

consists of a number of functions and operations to be utilized by students in attaining developmental and educational outcomes.

Guidance as defined by Chuenyane (1986:3) is an activity in which a teacher bring pupils or students into contact with the world as it really is and helps them to make choices wisely in their day-to-day lives.

3. OBJECTIVES OF CAREER EDUCATION

3.1 Uses of career education

The objective of career education is to help pupils acquire vocabulary and knowledge for distinguishing:-

- Occupations.
- Non-occupational roles for example family and leisure roles.
- Educational alternatives.
- Personal characteristics for example aptitudes, interests, values.

Career education further assists pupils to develop knowledge of their own strengths and weaknesses, and to understand the relationship among the following:

- Occupational choices.
- Choices of non-occupational roles.
- Educational choices.

3.2 Other objectives of career education are:

- To help pupils to develop effective decision making strategies and the skills for carrying them out.
- To prepare pupils for the transition to their post-school environment and for the personal adjustment that will be required (Kotton, 2003:46).

In 1981 the Human Science Research Councils Guidance work committee cited in Lindhard and Oosthuizen (1985:19) offered the following definition: guidance is a practice, a process which brings the pupils into contact with the real world in such a way that they acquire life-skills.

4. THEORIES OF CAREER DEVELOPMENT

Partons (cited in Gibson and Michell (2003:5) states that "in the wise choice of a vocation there are broad factors, such as a clear understanding of yourself, limitations, and knowledge of their cause; a knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; and true reasoning on the relations of these two groups of facts".

4.1 Trait-factor theory

Osipow (1983:9) states that the trait – factor theory, developed by Parsons can be regarded as the oldest theoretical approach. According to the trait – factor theory, once an individual can have a straight forward matching of his / her abilities and interest with the world's vocational opportunities. The vocational problems of that individual will be solved.

There are different approaches developed from the trait-factor theory over the years. The vocational testing movement has grown from the trait – factor point of view. The interest inventories such as the strong – Campbell interest inventory also are from this theory.

4.2 Parson`s Schema

Parson's schema for successfully choosing a career cannot be called a theory in the strict sense, but it was the first conceptual framework for career decision making and became the first guide for career counsellors (Brown: 2002:4). If

people actively engage in choosing their vocations rather than allow chance to operate in the hunt for a job, they become more satisfied with their careers, employers costs decrease and employees efficiency increase.

4.3 Sewell and Hauser's Theory

Sewell and Hauser have developed the reality or accident theory of vocational choice. According to the theory an individual is controlled or influenced by circumstances beyond his control in choosing a career. An individual will develop techniques to cope effectively within that environment. Age plays an important role when an individual chooses a career. The proponents of the theory are of the view that individuals develop clearly defined self concepts as they grow older and further develop images of the occupational world which they compare with their self image in trying to make career decisions. The ultimate career decision made is based on the similarities of an individual's self – concept and the vocational concept of the career eventually chosen (Osipow, 1983:10).

Super, (as cited in Brown (2002:9) states that work and life satisfactions are dependent on the degree to which an individual finds adequate outlets for abilities, needs, values, interests, personality traits and self-concepts. Personality theories are of the view that people select their jobs because they see potential for the satisfaction of their needs. There is an assumption that people of the same profession eventually become like one another if indeed they were not similar in personality to begin with (Osipow, 1983:11).

It can be concluded that the models are independent of one another. In many instances they draw heavily upon one another. Part of the image of self concept is based on tests which reflect the trait factor approaches.

5. CATEGORIES OF GUIDANCE

The following are categories of guidance:

- The personal field (the students' personal development consisting of knowing himself, his values, interest and abilities).
- The social field (the student and a member of a community).
- The educational field (the student and his education – what is available, what the entrance qualifications are).
- The vocational field (the student and his career – how to choose, find and keep a job). Lindhard and Oosthuizen (1985:61-62)

Ali and Graham (1996:1) define career guidance as a process which aims to equip individuals with a clear understanding of themselves and their potential for future career development. Guidance therefore includes self-knowledge, educational knowledge (subjects, level of subject and training) and vocational knowledge with a view to meaningful choices of careers.

6. HISTORICAL BACKGROUND

6.1 The origin of school guidance in South Africa

A discussion of the origin of counselling in South Africa cannot be completely divorced from consideration of the origin of guidance in the same country. This is mainly due to the major differences in the origin of both guidance and counselling for both Black and White secondary schools in particular and for other schools in general, and this is due to the overlapping way of how guidance and counselling services are delivered in South Africa.

Pursuant to state of guidance and counselling in South Africa, Chuenyane (1990:25) remarked that "to move from considering guidance for Whites to a discussion of careers for Blacks is to move from one world to another. This is hardly surprising, in view of the vast differences in educational and employment

opportunities for the two ethnic groups, in view of the fact that it has been the deliberate policy of the nationalist government to maintain these differences".

It can be logically stated that counselling in secondary schools for white students owes its origin from the 1930 national institute for career guidance. The clinics which were established served different schools as they were not attached to any particular school.

The origin of counselling for Black students in South African schools, according to Chuenyane (1990:26) was organized in the 1960's by the Department of the Bantu Education. The Department of Education began to render the services that consisted chiefly of testing the aptitudes and interest of pupils in standard five, eight, and ten.

Chuenyane (1990:30) further states that, the services were rendered by a few, ill-prepared counsellors, who their student ratio was 1:124, 382. It is logical to state that it was well-highly impossible, if not improbable, for one to render effective, efficient and caring counselling service under such circumstances.

7. EFFECTIVE CAREER COUNSELLING

A Careers Education Programme is a systematic and comprehensive educational programme which is based on the premise that career decision making is a process and not an event. (Lindhard and Oosthuizen, 1985: 22-23). The learner needs to match his nature with the nature of work, thus he/she need to know about himself and to know about the world of work.

The guidance educator has to give guidance on immediate problems such as study difficulties or the choice of the subjects most suitable for a student's abilities and future career. The school counsellor also has to give guidance in the area of further education after school (Lindhard, 1985:5).

Lindhard and Oosthuizen (1985:6) further state that the guidance teacher spends most of the time giving guidance to a larger group of students in the classroom. They also has to give guidance to most of their students individually. Almost all the students need advice in choosing subjects and further education. All the information should be available from the school counsellor. Information of courses available at different institutions and what entrance qualifications are required for the courses.

Lindhard and Oosthuizen (1985:1) further maintain that guidance is an activity in which the teacher brings pupils or students into contact with the world as it really is and helps them make choices wisely in their day-to-day lives. Note should be taken here that not all counsellors or teachers have the ability as expected of them. This is work that needs conscientious, confident and competent counsellors.

According to Tyler (1969:13) there is a complexity of the occupational world where the adolescent now has a overwhelming number of occupations from which to choose. A matter, which is complicated by a dynamic technology continuously creating new occupations and destroying old ones. The above statement indicates that the learners need to be guided or informed about available careers and the particular subjects to follow to qualify for those particular careers. Career education is a comprehensive and systematic program which will help pupils to choose a career and which will provide them with skills, attitudes and knowledge useful for survival and progress in their jobs and in the subsequent careers.

8. THE IMPACT OF CAREER COUNSELLING IN SCHOOLS

8.1 Counselling and career choice

Lack of career counselling in schools is a disadvantage to many students who leave school and also contribute to those graduates who could not get

employment because of the wrong careers they have chosen. Adequate career counselling could bring a better development for socio-economic conditions in their area. If provided efficiently it could bring about employment for school leavers and newly graduates, because they would have chosen better careers that would suite the present socio-economic conditions of the country (Lindhard, 1985:66).

There is no sufficient guidance at schools thus learners choose wrong subjects, which make it impossible for them to follow careers of their choices. Due to wrong career choices they join those graduates who are unemployed or at times drop-out of tertiary without any profession. Learners are to be encouraged to examine how their own interest, aptitudes and qualifications match the demand of the various careers and occupations they wish to follow. They need to explore some of the changes that are currently taking place in the workplace and to learn how to make sensible career choices.

Naude and Bodibe, (1986:124) are of the view that today's learners have to contend with a rapidly changing world, where he has to make a career choice from a multitude of options. The counsellor's task is to assist the learners to make wise and informed choices and to enable them to increase the range and quality of things they can do in order to get more out of life.

8.2 Career and job awareness

Lindhard and Oosthuizen (1985:26) state that the first part of the syllabus should deal with the South African economy as a whole, a broad view of our industry, agriculture, mining and service sector such as education, hospital service, the armed forces and banking among others. It is necessary to give the learners a wider scope, an overview of the South African world of work, without this overview the South African learners' opportunities will be limited. They are still of the view that learners with inadequate occupational information make inadequate

career decisions more frequently than learners with more adequate occupational information.

8.3 Causes of wrong career choices

Gladding (1992:354) states that lack of enough information or up-to-date information is one reason that result in learners failing to make decisions or making unwise choices. Career counsellors are often accused of providing pupils with the "glamorous side" of the world of work while the "hidden agenda" about the world of work is seldom, if ever discussed.

8.3.1 Overcrowding

Black schools have poorer facilities, less access to textbooks and resources and have to contend with higher pupil numbers in the classroom than their white colleagues. The studies which have been conducted by the World Bank indicate that the teacher pupil ratio of 1:25 and lower are important for success. However it is clear that with limited funding for education, government will not be able to achieve that at least in the foreseeable future. In schools the teacher counsellor is unable to give individual guidance as the classes are overcrowded.

8.3.2 Drop-outs

According to Brolin (1995:5) large numbers of students leave school to become unproductive and unsuccessful. There is a rise in students who end up in correctional facilities, and unemployment and undevelopment continue to be major problems.

De Bettencourt and Zigmond, as cited in Brolin (1995:7-8) state that absenteeism, disciplinary problems, and poor achievement are significant predictors of drop-out. The educational system is not effectively meeting the needs of many different types of students through the standard of the curriculum.

Students who are labelled as having a learning disability have been found to have a particularly high drop-out rate. Brolin, (1995:7) Macleod cited in Donald, Lazarus and Lolwana (2000:281) maintains that a child who has a mild specific learning difficulty, which could be easily corrected or contained under advantaged conditions often becomes a case of repeated failure leading to dropping out of school.

8.4 Causes of dropouts

The content of the curriculum, as well as how it was taught, was experienced as both racially biased and limited in its usefulness. The effects of the curriculum were noticed particularly beyond the initial stages of schooling and learners dropped out of school as they did not recognize its importance, or any value in it (Donald et al., 2000:43).

8.4.1 Poverty and poor educational facilities

Poverty and poor educational and social conditions often reinforce one another. Due to poor educational and social conditions, specific learning needs may be neglected (Donalds, Dawes & Louw, 2002:205).

8.4.2 Economic causes

Donalds et al. (2002:209) state that at times parents cannot afford the costs of schooling. There is also an expectation that children should take on economic and other responsibilities for the family to be able to cope. The children drop out of school early so that they can earn money for example: Farm schools.

8.4.3 Unqualified and overloaded counsellors

The post-democracy policies have left a legacy of severe disparities, with the result that learners of all ages find themselves in a society struggling to meet the

most fundamental needs of all its citizens. In the educational context, socio-economically related factors contribute to high teacher-learner ratios, shortage of textbooks and other resources and limited provision for school and district based education support.

A school with inadequate resources – too few classrooms, poor teaching and library resources, high pupil – teacher ratios, and inadequately qualified teachers, will struggle to help its students (Donalds et al., 2002:241). Chuenyane (1990:6) is of the view that the introduction of guidance and counselling in Black schools created posts for guidance and counselling teachers but the posts were filled by teachers who were not adequately trained to handle it.

9. SCHOOL GUIDANCE FOR WHITE LEARNERS

The introduction of school guidance for white pupils in South Africa can be traced to the 1930's, with the founding of the National Institute of Career Guidance. Cloete and Le Roux cited in Chuenyane (1990:26) identify two district branches of the guidance service in education for white children, namely a psychological branch and a school guidance service branch. All inspectorial circuits had child guidance clinics staffed by teams of counselling Psychologists and counsellors.

The psychological service branch, on the one hand, concerned itself primarily with clinical remedial functions and pupils with psychological – educational problems were attended to. The guidance service branch was school-based and was the responsibility of the guidance teachers. On the average, the guidance teacher – pupil ration was 1:25.

The guidance teacher had additional duties like teaching and doing administrative work. To qualify as a guidance teacher, the minimum requirement was a junior degree with either Psychology or education as a major course and a post-graduate teachers' diploma.

10. SCHOOL GUIDANCE FOR BLACK LEARNERS

Guidance for the Blacks' schools can only be traced to the 1960's. Before that, guidance was mainly offered through the structure of the curriculum (Chuenyane, 1990:26). Vocational guidance which was offered as part of social studies from form one and two was non-examinable and was not taken seriously by both teachers and learners.

10.1 Counsellors at Black schools

Those who were regarded as career counsellors were school inspectors, who were externally based. School counsellors were mostly trained through short courses, and visited schools to give vocational guidance. Their work consisted mainly in maintaining a superficial testing service. The vocational guidance inspectors were perceived by the majority of the pupils as government officials and as a source of anxiety, threat, intimidation and fear.

It can be concluded that there was never guidance and counselling in Black schools. In 1975 there were only (30) trained counsellors to handle all Psychological services in all Black schools, a total of 12,573 schools with 3,731,455 pupils. The career counsellor-pupil ratio was approximately 1:124,382 (Chuenyane, 1990:27). According to Lindhard and Oosthuizen (1985:26), school counsellors normally feel unprepared when they have to give information because their own experience is usually limited to their own profession.

11. DUTIES OF A SCHOOL COUNSELLOR

According to Linhard, Dlamini and Barnard (1991:1), guidance is an activity in which the educator brings learners into contact with the world as it really is and helps them to make choices wisely in their day-to-day lives. Note should be taken that not all counsellors or educators have the ability, expertise and time to do what is expected of them. This is work that needs conscientious, confident and

competent career counsellors. School counsellors can often be asked to do administration such as testing, supervising and class scheduling to their own work (<http://www.cde.ca.gov/ts/cq/rh/counseffective.asp>).

School counsellors are expected to provide counselling programs in three domains: academic, personal and social. Their services and programs help students resolve emotional, and behavioural problems and to help them develop a clearer focus or sense of direction. Counselling programs are important to the school climate and are a crucial element in improving student achievement. Further consultation and referral services concerning students' behaviour and academic progress should be provided for parents, teachers and administrators.

12. NEED OF PROPER SUPPORT FROM THE DEPARTMENT OF EDUCATION

According to Weinrach (Cited in Jacobs, Van Jaarsveld and Mollendorf (1991:5) most process-oriented approaches are based on the assumption that career guidance should be aware of an individual life and development phases. They regard career development, at school, as part of a process that takes place over a period of time.

Van der Westhuizen, Bruyn, Erasmus, Janson, Mentz, Steyn and Theron (2002:11) are of the view that the role that can be played by support services is to improve the quality and effectiveness of educational specialists such as social workers, psychologists and speech therapists who's task is to support learners and educators.

Van der Westhuizen et al. (2002:11) further states that the administrative behaviour of the education system is the frequency and purpose of visits by subject advisors and supervisors to school. Their visits should be related to improving school administration and classroom instruction. Presently at LHS there are no such support services in place.

13. THE ROLE OF THE GUIDANCE TEACHER

The roles of the guidance teacher involve the following:

- Arranging visits to various places of work.
- Liaising with employers and other persons.
- Collecting and distributing occupational information in particular.
- Implementing, organizing and controlling a career guidance programme.
- Individual interview of pupil and parents.
- Expert guidance of pupils to self-knowledge and occupational knowledge and an integration of this knowledge as introduction to a meaningful and accountable choice of occupation, career planning and career development. Jacobs et al., (1991:46)

14. AIM OF THE EDUCATION DEPARTMENT

According to Van der Westhuizen (2000:5), the main aim of an education system is to provide effective education for its community. Its focus is to develop the citizens of a country by achieving changes in learners and adults, with the resources and facilities at its disposal. The education system directs all its actions towards the provision of effective teaching and learning.

According to Hergenhahn (1997:436), the best teaching technique is the one that allows teachers to meet their course objectives most effectively and efficiently. Thus any teaching method must be evaluated in terms of course objective and performance on each course objective must be measurable. The objective of the course should tell the students what the instructor hopes they will learn in the course and the evaluative devices, such as examinations, should allow both the instructor and the student to determine to what extent the objectives have been met.

The White Paper no.6 of 1996 on Inclusive Education states that the education system should prepare learners to be responsible for employment or entire entrepreneurial activities. New teaching and learning strategies should aim for success for every learner. There should be reconsideration in the practice of grouping learners homogeneously.

14.1 The role of the school

Gothard (1985:111) states that schools have an important role in teaching pupils to know their place in the occupational structure. There are different views about the school, according to Ryrie (cited in Gothard (1985:111) there are writers who see the school as failing to provide a smooth transition to work. He argues that the school emphasizes academic work and encourages dependency, rather than encouraging young people to develop autonomously.

While Ashton and Fields (Cited in Gothard (1985:111) are of the view that the school is being too well integrated into the outside world, they see the school as dividing pupils into three broad bands, which coincide with the three broad occupational groupings.

According to Gothard (1985:113) there has always been a strong expressed view that the schools need to be more relevant places, and that career education can and ought to play a vital part in this. Career education gives pupils more control over their lives, by equipping them to make better choices in general.

Chuenyane (1990:3) is also of the view that secondary education reveals that emphasis is more on an academic curriculum that is designed for college or university-bound students though not all of them make it there. The secondary school curriculum ought to provide them with sufficient self-knowledge, and experience concerning the aptitudes, interests, aspirations, attitudes and skills to become productive, responsible and happy members of society.

The focus of career education is on opportunity awareness, and broadening of the individual's knowledge about the sort of jobs available, what qualifications are required and what rewards are associated with these jobs (Gothard, 1985:117).

Work experience plays an important role in career education. It informs the pupil of the world of work first hand and it can motivate them more fully towards a job as well as encourage them to work harder at school to achieve their objectives (Gothard, 1985:129).

14.2 Requirements for career counselling

According to Chuenyane (1990:26) the minimum requirements for the career counselling teacher is a junior degree with either psychology or education as a major and a (post-graduate) teacher's diploma. The career counselling teacher according to Jacobs et al. (1991:194) should have primarily pedagogical training with specialization in career guidance.

14.3 The role of the counsellor

According to Naude and Bodibe (1986:1), guidance can no longer be done haphazardly by the teacher in the classroom. Guidance has become an important task for well qualified, well-trained guidance teachers who are using a more systematic and scientific approach in schools.

Naude (1986:3) further states that most of the teachers who were responsible for guidance especially in Black schools had little or no psychological training, due to the policy of segregation which existed in education. Guidance in Black schools comes nowhere near the aims or recommendations of the Human Sciences Research Council (HSRC).

Macguire and Priestly as (cited in Naude, (1986:1) suggest that education should include the teaching of social life skills. The skills which are generally important for our ability to function successfully in society. School counsellors should

become active in the shaping of the general ambience of the school and the social environment of the pupils. Thus school counsellors must maintain their role as active catalytic agents within the pupils environment and they must also be engaged in educational preventive activities as direct teaching for personal and psychological competence.

The school counsellors must have the ability to effectively mobilize school resource to the student's advantage, furthermore, the counsellor must have a fundamental belief in learners' ability to learn and must facilitate the learning process. (Chuenyane, 1990:11).

Lindhard, Dlamini and Barnard (1990:180) state the roles of the counsellor as:

- Helping them to start thinking about their particular personal needs and values and the work satisfaction they should be looking for in their first jobs.
- Making sure that the students know about all the possible opportunities so that they know what jobs they can choose from.
- Teaching them about decision-making so that they know how to choose a job or, if jobs are scarce, to teach them survival skills so that they can pass safely through periods of unemployment or employment in jobs which do not satisfy them.

Clearton (1987:12) states that it is the primary concern of the guidance teacher to equip youngsters with the skills, awareness and knowledge to cope with these forward-looking aspects of education. Chuenyane (1990:63) is of the view that it is the primary function of the career counsellor to deliver services such as counselling, consulting, co-ordinating and referral aimed at meeting the guidance needs of all students and not only those who are having problems.

He is also of the view that counsellors, as self-appointed change agents, have a responsibility to try to establish the school environment as a place where all students can have a responsibility to meaningful and significant experience.

He further maintains that the school counsellor can and should operate within the total school environment to ensure that the learning and behavioural of students are viewed in psychological and sociological (rather than moralistic) terms.

According to Naude et al. (1986:9) one of the major hurdles that confront learners is the combination of subjects they should study. Future career choices could be dependent on one's matric subjects, and the results that you achieve in them. Learners have to seek help from their career counsellors. It is the responsibility of career counsellors to know what subjects are required for the careers that learners are interested in.

Kotton (2003:29) states that the attitudes and skills necessary to develop and manage a career successfully can be learnt. Learning how to make decisions and how to change and adapt becomes important as one consider the great questions "who am I"? and "what do I wish to become"?

15. LIFELONG LEARNING

Lifelong learning is becoming more important and for those who do not study beyond school the options are very limited. Career counsellors at schools need to take career guidance seriously and commit themselves to making significant inputs in this regard. They should make dedicated resources available to help learners with their research (Kotton, 2003:29-30). Career counsellors can assist learners in unlocking their potential and choosing career path that is right for them. The better they understand themselves, the more likely they will be able to make wise career choices.

Chuenyane (1990:38) is of the view that the school counsellor has to assume an active role in helping to eliminate the obstacles which are blocking and handicapping the students' growth. The school has to develop new and more favourable opportunities and conditions which are conducive to learning.

The career education is therefore tasked with the responsibility of encouraging the learners to examine how their own interest, aptitudes, and qualifications match the demands of the various careers and occupations they envisage. The career decision making should help them aim their energy in a productive directed work experienced. It should also help them to at least begin to discover what they like versus what they dislike.

The counsellor is viewed as having the same relationship to the organization (school) as all other members. The career counsellor according to Jacobs (1991:181) has to orient the learners thoroughly. The learners should realize that they have to pursue self-knowledge and self-insight in order to demarcate an occupational field.

According to Dlamini and Barnard (1986:4) guidance counsellors have to help their learners to know themselves, know their strength and weaknesses, their abilities and they must recognize their value of staff, although they may be performing a different function. In education, it would be assumed that the counsellor would be working towards helping the individual to make the best of the educational opportunities available within that particular organization.

16. THE IMPORTANCE OF CAREER COUNSELLING

16.1 Benefits of career education/counselling

The following are key benefits of career education

- Resuscitation of the de-motivated and disillusioned learners in order to make them believe that with a proper career choice they have a realistic possibility of being able to pursue education to their full potential.
- To help address the problem of an overwhelming majority of learners with limited vision and no intentions of embarking on building successful career paths.

- Equip learners with transferable skills within the workplace
- Give learners a chance to prepare their future role as working people.
- Give learners a chance of investigating work opportunities in relation to their individual interests and needs.
- Guide learners towards fulfilling jobs.

According to Butterworths (1990:1) guidance and counselling are synonymous terms and coterminous with the process of education. He further states that education is a process whereby young people are guided and counselled towards maturity so that they can live full and satisfying lives in their communities.

16.2 The importance of career counselling

Cleaton and Foster (1989:10) state the following as the importance of career and counselling:

- It helps an individual to acquire personal autonomy.
- Concerns with the development of the individual and with assisting that individual in the process of regular self-appraisal.
- Awakening the individual to future possibilities.
- Develop the individuals' awareness of contemporary pressures created by and upon society.
- Develops the individuals' ability to make decisions, cope with the consequences and live with their judgements.

According to Brolin (1995: 71) every teacher at every grade level has a stake in each students career development. According to Jacobs et al., (1991:21) every pupil should be guided to explore, understand, accept and take into account his physical, intellectual, social and mental abilities when making educational and occupation choices.

He further states that educational and occupational information should be provided to and interpreted for pupils and they should be guided to explore the educational and occupational possibilities, and to relate them to their own potential with a view of making an educational or occupational choices. Jacobs (1991:40) is of the view that the effective provision of career guidance to young people in school context is extremely important and should be provided at national level.

School counsellors are generally the first type of counsellors with which the general population has contact with, in elementary, secondary and post-secondary schools. Counsellors help students to evaluate their abilities, interests, talents and personality characteristics in order to develop realistic academic and career goals. School counsellors use interviews, counselling sessions, tests or other methods when evaluating and advising students (<http://www.birf.info/artman>).

16.3 Division of school guidance

The HSRC cited in Lindhard et al. (1985:19) state that teachers need specialized training to cope with the guidance programme. The HSRC suggests that the school guidance be divided into three parts:-

- Career education, which is a systematic, educational programme of vocational guidance, which should lead to the pupils independent choice of career.
- General guidance, which is guidance for self-knowledge and personal growth, guidance for the individual in the family setting and in society, and guidance for education, how to use it and how to get it.
- Primary school guidance, which covers social skills, personal awareness and identity, coping skills for daily tasks and protective skills for personal safety. Careers education and the school counsellor

provide teachers with a step-by-step plan of the section of the school guidance programme which will be called careers education.

According to Naude et al. (1986:3) guidance in schools must include a counselling component and an intervention component where pupils are taught problem-solving skills. The factors which have increased the need for counselling are also the ones which have increased the need for guidance, as the guidance teacher is the pupils' counsellor in the school setting.

Knapp and Jongsma (2003:118) state that learners view the school and work as two completely separate entities but in actuality the school is a training ground that prepares students for the world of work. The "attributes" for a successful career helps students to understand that the personal qualities that help them to be successful at school are often the same attributes that employers seek in future employees.

16.4 Integrating capability and career

Learners, with the guidance of the counsellor must be in a position to assess their own abilities, knowledge and skills, acquire occupational and course information and develop the skills to assess and use that information. They should be in a position to develop an awareness of job opportunities and the ability to evaluate those opportunities they also stand to recognize the limitations of work/employment as a means of obtaining self-fulfilment.

Cleaton (1987:12) is of the view that career counseling encourages youngsters to look towards the future and it helps them to prepare for the challenges to come, both the immediate challenges of the transition from school to the next stage and longer term challenges of adult life and responsibilities.

Avent (1988:37-38) states that strict educational guidance must occur when pupils are choosing subjects. The educator/counsellor will be expected to know

something of the academic ability and the potential of the individual in their groups. Since the choice of subjects has such consequences for later career choice, educators need reminding that other aspects than pure academic must be considered. On the other hand Chuenyane (1990:37) explain that school guidance programme should be integral parts of the total educational process and should not exist in vacuum.

16.5 Guidance versus Education

There is a need to recognize that career counselling needs some specific and formal programme with the timetable. It cannot be satisfactorily left to a career educator. All learners need a proportion of their school time devoted to this part of preparation for adult life.

Avent (1988:40) further states that it is important even for learners who think they have already made sensible plans for their future to enjoy their career lessons as a way of understanding more about adult world and how people's work inter-relates rather than merely as a means of deciding on their own future.

According to Chuenyane (1990:42-43) there is a belief that decisions based on valid adequate information are much better than those made on insufficient and invalid information. The counsellor has to provide the learners with occupational information. Information that is valid and usable about the world of work and job opportunities.

Chuenyane (1990:67) further states that career counselling programmes must be specifically designed to meet the needs of students. They in turn bear responsibility of taking an active part in the counselling activities. If learners fail to play their part it will results in them not getting the help they need.

Chuenyane (1990:97) is of the view that an individual perception of his own future and the ability to perceive himself as a possible success in the occupational world has a critical effect on his educational development.

According to Chuenyane (1990:4) guidance is essential for secondary learners today more than ever before. With the help of an adequate and competent guidance teacher every learner should leave the school system equipped with the ability to think critically and make realistic personal decisions and plans for their future. Guidance must be available to all students and not only to those who experience problems.

17. CHARACTERISTICS OF SECONDARY SCHOOLS

Educational practice at the secondary school level differs from any other level in many respects. The secondary school services have a crucial and pivotal link in the continuous educational process as an institution as it is both a receiver and a sender to other educational levels such as colleges, technikons and universities. The method of teaching is different as for the first time the secondary learner have to relate and deal with several different subject – teachers during the day. The school employs staff members who represent various disciplines.

The teachers tend to concentrate on specific subject areas and the school is organized in such a way that a teacher offers the same subject to several different classes. Thus it is important to encourage teachers to infuse and integrate -career guidance into their particular subject areas. The secondary school signifies a watershed at which important career decisions and choices have to be made (Chuenyane, 1990:89-91).

17.1 School and work experience

According to Gothard (1985:7) guidance is concerned with systematic choice and there is an unspoken assumption that occupational choice ought to be planned

and be systematic. Guidance is concerned with predicting occupational choice on the basis of the systematic investigation of the individual and then matching this profile to a likely occupation, which again will have to be systematically investigated. Schools teach pupils skills necessary for their future occupations in an industrial society where social solidarity relies largely on the interdependence of specialized skills.

17.2 Role of the government

According to Heaton and Lawson (1996:4) equality of educational opportunity refers to the idea that the education system should provide the same opportunities for all students to achieve their fullest ability regardless of their social background.

Donald et al. (2000:26) state that South African children find themselves in a society where apartheid policy has left a legacy of severe disparities. The circumstances in which the majority of families have lived have impacted negatively on their capacity to meet the most fundamental needs of children. Deprivation, violence, malnutrition, poor health, inferior education and discriminatory social security systems have created profound inequalities between children in different racial groups and geographical areas and between genders.

According to a presentation by auxiliary services of the department of the North West Province the following can be implemented to remedy the situation:

- Career education or vocational guidance be provided to all learners through life skills education.
- Full time educators responsible be appointed to solely focus on life skills, career education and counselling.
- All learners be provided with a basic knowledge of the benefit of a health and safe way of living.

- Health should form an integrated part of the total learning programme.

Career guidance is to be regarded as a compulsory subject and the department will provide the school with educators and relevant learning material.

17.3 Learners problems be identified

Lindhard et al. (1985:4) state that in general, during guidance lessons learners with problems such as under-achievers, learning problems are noticed by the teacher. The guidance counsellor has to discuss with the principal and parents of the learner with more serious cases.

The learners have to be passed on to a special guidance staff. The special guidance staff which consist of Psychologist, Sociologist, and medical staff, must be connected to the school system and be accessible to the school principal and the guidance teacher to assist with consultations.

Lindhard et al., (1986:9) further state that part of the planning for the guidance counsellor is done by the Department of Education, whose chief planners, and planning committee have to provide a guidance syllabus. Each grade have one period per week.

17.4 Availability of resources

According to Donald et al. (2000:241), a school with inadequate resources, too few classrooms, poor teaching and library resources, high pupil – teacher ratios and inadequately qualified teachers, will struggle to help its students achieve. Most poorly resourced schools in South Africa have also had very little help from support services.

Jackson (1973:18) is of the view that there should be at least some members of the staff whose special business is to be knowledgeable about employment and further education, to organize reference and display material, and to make the essential liaison between schools, parents and youth employment. Such a member of staff should have teaching programme, which allows time to do these things.

According to Jacobs et al., (1991:126) career guidance should be the responsibility of the department of education. The career guidance teacher depends on the relevant information he requires to provide his/her guidance in accordance. He further states that a career counsellor cannot carry all information he requires in his head. He is bound to build up a collection of documents, which he knows will provide him with the answers to his questions. He must amass a very wide range of material from a wide range of resources.

According to the auxiliary services sub-section of the department of education in the North West Province there is no formally appointed qualified guidance/life skill educator at most schools

17.5 Lack of resources

Mc Kay (1995:140) points out that in Black schools the provision of scientific and vocational subjects is pitifully inadequate in many schools. He further indicates that it is because they have neither the resources nor the teachers to offer a wide choice of subjects. Teachers in "Black" schools are generally less qualified, have poorer facilities, less access to textbooks and resources and have to contend with higher pupil numbers in the classroom than teachers in "white" schools. It can be stated that black teachers may find it more difficult than their white colleagues to employ and enquiry-based, student – centred teaching approach. LHS is classified as a science school. The school has inadequate facilities normally found in science school. Laboratories lack equipment and chemicals which make it impossible for learners to do experiments and practicals.

Furthermore only one guidance educator is responsible for learners exceeding 1000.

18. THE FOLLOWING ARE OBSERVATIONS MADE IN REGARD TO WHAT IS PREVALENT IN SCHOOLS IN THE NORTH WEST PROVINCE: AUXILIARY SERVICES DEPARTMENT OF EDUCATION

- There are no proper counselling services offered at schools when needed.
- Learners are not properly equipped with skills necessary for successful living and learning.
- Lack of adequate staffing in some schools cause a problem in the implementation phase of a proper formalized life skills education programme (most career educators are loaded with other subjects career education and counselling.
- No proper referrals systems/mechanisms and networking systems are in place.
- No provision is made for intensive in-service training programmes for school counsellors.

19. IMPLICATIONS OF THE LACK OF A PROPER CAREER EDUCATION AND COUNSELLING

- There is a high drop-out rate of learners.
- Most learners leave schools misguided into the workplace.
- Learners are not adequately prepared for their future working lives and life-long learning prospects.
- Learners lack proper communication skills.

19.1 Referrals

It is the responsibility of the teacher to refer students with specific learning, emotional or socio-economic problems to professionals in the field and provide

information to parents on the progress and development of their children in a manner that empowers parents to be actively involved in the education of their children. Parents should participate as individuals and as a collective in governance structures – especially in areas as subject and career choices and the progress of their children at different stages of the educational cycle. The department of education is supposed to be a major policy maker and have to ensure the fair and equitable distribution of resources (September, Skinner and Mokgomme, 1998: 29).

20. INTERVENTION STRATEGIES BY THE DEPARTMENT OF EDUCATION (D.O.E)

20.1. In-service training for teachers

Chuenyane (1990:35) is of the view that the educational authorities can establish staff development programmes for teachers who have the potential if the school does not have a qualified counsellor. He further states that it is crucial that in-service training workshop be organized for the staff, for the staff to retain enthusiasm and effective positions in the forefront. The workshops will encourage and reinforce staff professional growth and development and it will even increase the awareness of current trends in the field of guidance and counselling.

20.2 Role players in career counselling

According to Chuenyane (1990:49) there is a need for the unqualified backing and support of the Department of Education, circuit managers, and school governing bodies, school manager and the entire staff for career counselling in the school to succeed.

20.3 Structure of curriculum

According to the Education White Paper 6 (July: 2001) there are many learners who drop out of school due to the inability of the system to recognize and accommodate the diverse range of learning needs typically through inaccessible physical plants, curricula, assessment, learning materials and instructional methodologies.

According to Donald (2000:131) dropping out of school is a major problem in our society. It is regarded as a problem due to high numbers involved and because of the wastage of potential for what are essentially preventable reasons.

20.4 School and work

As far as the transition into the career world is concerned, adolescents often have to struggle with career decision making in the light of limited effective career development. They are often either left or they are "forced" into decisions that are based on the opinions of one or two significant others. Programmes should play a major part in meeting this need. Specific attention should be paid to young people's dealing with realities such as unemployment and entrepreneurship.

South African research indicates, for example, that young people from lower socio-economic contexts often choose a career that holds promise of financial independence and that will enable them to support family members financially. They consequently often choose unrealistically high – status occupations without thorough exploration of variable such as their personal interests, aptitude and competence.

20.5 Problems facing the guidance teacher

According to Gerber (cited in Jacobs et al. 1991:34), school guidance system can never compensate fully for the weakness inherent in an education system. They

mention the overloaded curriculum, which results to poor or faulty curriculating practices that have an inhibiting effect on teachers' guidance duties.

Jacobs et al. (1991:38-39), further state that school guidance, especially career guidance, should be established as an independent subject with its own content. Guidance teachers have to identify children who have problems, help them as far as possible and then refer them if necessary.

20.6 Learning

The education system in South Africa is still characterized by a deep-rooted crisis. There are students who have lost their lives and much of the valuable time was lost during mass actions. That on its own has led to a gradual but definite erosion of the culture of learning. The culture of learning is going down, as the youth feel that education does not have value and does not guarantee employment.

20.7 Lack of common vision

According to the constitution, education is a provincial competence. The norms and policies are formulated by the national ministry of education but the norms and policies have to be implemented by the provincial government.

20.8 Constitutional rights

According to the South African (Act 108 of 1996) founded our democratic state and common citizenship on the value of human dignity, the achievement of quality and the advancement of human rights and freedoms (section 19). In establishing an education and training system for the 21st century, we carry a special responsibility to implement these values and to ensure that all learners, with and without disabilities, pursue their learning potential to the fullest.

The government has an obligation to provide basic education to all learners and its commitment to the central principles of the constitution are also guided by the

recognition that a new unified education and training system must be based on equity, on redressing past imbalances and on progressive rising of the quality of education and training.

20.9 Teacher-Learner ratio

The studies done by the World Bank indicate the teacher-pupil ration of 1:25 and lower as important for success. However it is clear that with existing finances, the government will not be able to achieve that at least in the foreseeable future (September et al, 1998:9).

Studies indicate that classes with numbers ranging between 25 and 40 are not ideal. The research has being used by government as a guide to determine national teacher-pupil ratio of 1:40 (primary school) and 1:35 (secondary schools). However, the report indicates that classes of over 40 will begin to impact negatively on learners. The teacher-pupil ratios are averages and they often translate into class sizes of 45 or more (senior management often do not carry a teaching load). (September et al, 1998:16)

20.10 Under-resourced schools

The situation at previously disadvantaged schools has not changed. The following are situations at previously disadvantaged schools.

- The current situation of under-resourced schools and massive inequalities in education is likely to continue.
- Addressing inequality and at the same time attempting to reduce government expenditure led to the government redeployment strategy.
- However, re-distributing teachers more evenly across the country is hardly a sufficient way of addressing inequality.
- Funds allocated to education must be increased significantly to employ more teachers, to upgrade school facilities and teacher qualifications in neglected areas. Phoolo and Tshukudu (1998: June).

The observation done by Motala (cited in Donald 2000:41) is that the benefit children derive from enrolment in scholastic and broader terms is dependent on a number of other factors, such as children's nutritional status, as well as poor teacher-pupil ratios, textbooks shortages, inadequate teaching practice, and limited provision for pre school and special education.

20.11 Learning barriers

Learning difficulties are not to be perceived as residing only within learners, but equally, if not more, within the learning system itself.

According to Engelbrecht and Green (2001:5), the proponents of inclusive education maintain that many learners have specific individual learning needs and that is the responsibility of any education system to recognize and accommodate this diversity. Thus there is a high demand for the elimination of barriers to learning which are inherent in the system itself. These may consist of physical barriers to access, curriculum barriers, or barriers erected by the climate of the learning environment for example over-crowding in the classes.

South African learners are faced with personal and environmental stressors that put them at risk for emotional, behavioural and academic difficulties. Risks that are common for our school-aged population include violence, abuse, under nourishment, ineffectively trained educators and act of a positive teaching and learning culture do not create a welcoming environment for learners, and educators have to cope with.

The value of and need for education support services within this framework is obvious. Professionals can play an important role in building a positive teaching and learning environment and a responsive curriculum to minimize and address barriers to learning and development and promote the well being of all learners. Educators are required to break down the (classroom) wall of isolation and work collaboratively with all the role-players to offer all learners an abundance of

learning opportunities and must support each other in the process of development. Chuenyane (1990:96)

A very important role of the educator is to promote school-wide and classroom diversity he must also make every learner feels valued, safe, connected and cared for. Developing a caring learning community demands a pervasive classroom culture that communicate clearly that the school philosophy is based on principles of acceptance, equity, respect, justice and fairness for all learners need for acceptance, belonging and friends. Chuenyane (1990: 126).

20.12 Barriers to Learning

According to Donald et al. (2000:205), poverty can play a very vital role in the development and learning of a child. Living under conditions of poverty may often actually lead to specific disabilities or difficulties in learning.

Donald et al. (2000:207) state that learners with specific learning needs cannot have their needs adequately met in over-crowded and under-resourced classrooms. The fact that the teacher is untrained to meet the child's needs and there is no support service from the department may lead to the child dropping out or the educators being frustrated and demoralized as they are unable to help or meet the needs of the learner.

20.13 Teaching and learning

Teaching and learning should focus on active learning experiences such as discovery, invention, information processing and problem solving. The fact that a second or third language is the main medium of teaching and learning for many South African learners poses a major problem.

The inability of an education system to accommodate and provide appropriate access for learners causes a great deal of stress for learners, their families and educators.

There should be an establishment of teacher support teams. School-based teacher support teams must be set up for problem solving about curriculum development and social behavioural difficulties experienced by learners.

According to Asprin (1994:187), due to economic factors such as poverty and structural unemployment not all learners are getting access to the opportunities for achieving excellence that they deserve. It is due to the slow rate at which provision and range of resources are being enhanced.

Kruger and Van Schalkwyk (1997:3-4) are of the view that the teaching and learning task is mainly carried out in the classroom of the school. It is the main task of the school, as a collection of one or more teaching-learning situations, to teach and educate learners, which is the learners' task to learn in the process. The teacher has a dual role and task: he must teach and educate (functional task) and manage all the activities associated with teaching and education.

20.14 The role and task of the teacher

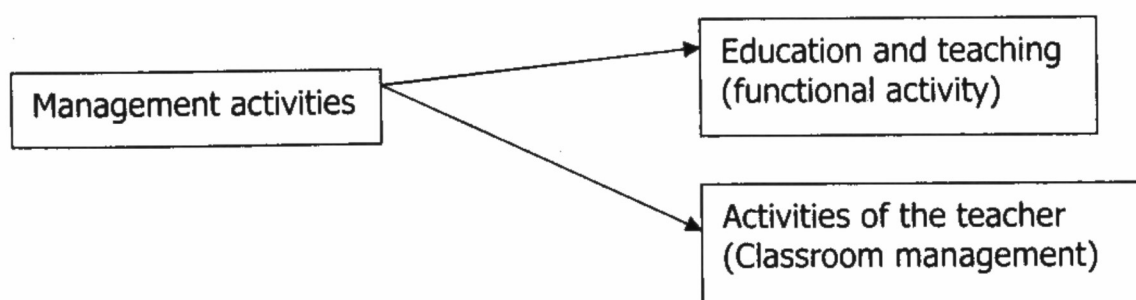


Fig. 2.1 The role and task of the teacher

Adopted from Kruger and Van Schalkwyk (1997:13)

Kruger et al (1997:13) state that as a teacher one must develop the pupils' potential. For this purpose teachers must know and understand the nature and characteristics of pupils' potential. But due to over-crowding it is not easy to know each pupils characteristics.

He further states that the teacher must manage the teaching-learning situation in the classroom in such a way that the pupils needs can be met. Teachers need to

have some knowledge of each pupil's background, abilities, needs and aspirations. The task of the educator is not merely to impart learning content, but also to guide and direct the pupils' learning actions and assist them to attain their learning aims.

20.14.1 Curriculum content

Donald et al. (2000:238) state that the content of the curriculum, as well as how it was taught was experienced as both racially biased and limited in its usefulness. The effects of the curriculum were noticed particularly beyond the initial stages of schooling and learners dropped out of school, as they did not recognize its importance, or any value in it.

A child who has a mild specific learning difficulty, which could easily be corrected or contained under advantage conditions may lead to wrong career choices if this is not corrected. This is not done and it leads to a case of repeated failure and therefore an effective barrier to learning under conditions of disadvantage (Donald et al., 2000:281).

According to Van Jaarsveld et al. (1991:495), in learning the following matters are important:-

- Learning always occurs on the basis of meaningful learning matter (content).
- To learn means to become involved in a part of reality or learning content as yet unfamiliar to the young person.
- Learning also contains an element of caring. This attitude of caring with respect to unknown learning content can be realized only if the career guidance teacher or teacher provide guarantee.
- Learning is a matter of gaining experience, of inner experiencing and encountering.

- Learning is a matter of imagining, practicing and controlling learning content so that it becomes your own.
- Learning is a matter of gaining experience, of inner experiencing and encountering.
- Learning implies discovery.
- Effective learning indicates the effective mastering of learning content.

20.14.2 The right to education

In building our education and training system, the constitution provides a special challenge by requiring that we give effect to the fundamental right to basic education for all South Africans. Section 29(1) of the constitution commits us to this fundamental right that everyone has the right to basic education.

The government's obligation to provide basic education to all learners and its commitment to the central principles of the constitution are also guided by the recognition that a new unified education and training system must be based on equity and on redressing past imbalances on a progressive raising of the quality of education and training.

According to Jordaan (cited in Pretorius 1998:104), South Africa has moved from a monocultural to a multicultural education policy, where discrimination on the grounds of race or cultural differences is no longer justifiable or allowed.

The first democratic government in South Africa (1994) led to a reconstructed education and emphasized lifelong learning and the creation of a learning nation (Van der Westhuizen, 1988:9).

Steyn (cited in Van der Westhuizen et al., 2002:4), states that formal education is an intentional, planned activity through which the learner is provided with knowledge, skills and attitudes in order to function effectively in society.

According to Van der Westhuizen et al. (2002:5-6) the main aim of education is to provide effective education for its community, and its focus is to develop the

citizens of a country by achieving changes in learners, with the resources and facilities at its disposal. All its actions are towards the provision of effective teaching and learning.

Van Niekerk (cited in Van der Westhuizen et al. 2002:9-10), states that the introduction of the South African Qualification Act, 1995 (act no. 58 of 1995) states that education in South Africa will be governed by the National Qualifications Framework (NQF). The purpose of the NQF is to organize education in South Africa in order to provide learning opportunities for everyone.

21. THE PURPOSE OF THE NQF

- To improve the quality of education and training in South Africa.
- Open up learning and work opportunities for those who were treated unfairly in the past because of their race or gender.
- Enable learners to develop to their full potential and thereby support the social and economic development of the country as a whole.
- Make it easier for learners to enter the education and training system and to move and progress within it.

Aims goals and objectives of an education system

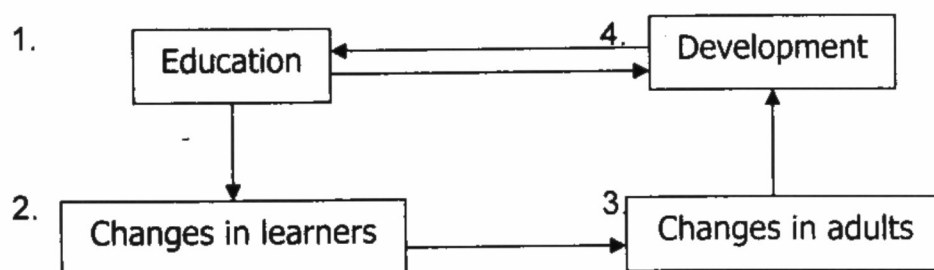


Fig. 2.2, Aims, goals and objectives of an education system:

Adopted from Van der Westhuizen de Brayn, Erasmus, Janson, Mentz, Steyn and Theron (2000:6)

Figure 2.2 (1) demonstrates the aims, goals and objectives of the education system to provide effective education in order to achieve a positive change in learners (2) A change in learners will result in change in adults (3). For example to become informed parents, education and development are usually linked.

21.1 Teaching

According to Hergenhahn (1997:436) the best teaching technique is the one that allows teachers to meet their course objectives most effectively and efficiently. Thus any teaching method must be evaluated in terms of course objectives, which must be measurable. The objectives of the lesson should tell the students what the instructor hopes they will learn in the course and the evaluative devices such as examinations should allow both the teacher and the student to determine to what extent the objectives have been met.

McKay (1995:89) argues that there are three criteria, which needs to be satisfied for significant learning to take place.

- The child must be personally involved in the learning process. This implies that the whole child, their thinking as well as their feeling, must be involved.
- Learning must be self-initiated. This self-initiation occurs when the children indicate the specifics of the learning content.
- The learning itself must be evaluated by the children, the learners themselves. The children must know whether the learning content is meeting their needs. The extent of which the lesson is meaningful to them determines the extent to which their needs are being met.

Kotton (2003:48) is of the view that we must continue teaching outside the classroom as well, by absorbing new ideas, experience and knowledge. Lifelong learning is enriching and rewarding and means more than formal classroom knowledge.

22. CONCLUSION

This chapter formed the theoretical base of this study. Formulating the conceptual framework was done by consulting relevant literature. The relevance of literature was directed by the research hypothesis, the objectives, and the aims. The aforementioned gave rise to different variables of this research. In surveying literature, different theories, concepts and definitions were quoted and used in different contexts.

Literature indicated that management of student counselling in high schools could be changed. Most of the schools do not have counsellors and those which do have counsellors are faced with a challenge, as there is usually only one school counsellor who is responsible for all the learners. There are no referrals as there is no support from the Department of Education.

Literature also indicated how career education could benefit the learners in equipping them with transferable skills within the workplace and prepare them for the world of work.

The following chapter will focus on the description of the organization under investigation, the population and the research methods.

CHAPTER THREE:

RESEARCH METHODOLOGY

1. INTRODUCTION

Leedy and Ormond (2005:12) define research methodology as the general approach the researcher takes in carrying out the research project and this approach dictates the particular tools the researcher selects.

Research methodologies are clustered into four ways of data processing namely literacy or critical data, normative survey or descriptive survey data, analytical survey or statistical data, and experimental data. The above mentioned data requires different approaches or methodologies.

This study is both quantitative and qualitative in nature but mainly quantitative. According to Dabbs as cited in Berg (1998:2) quantitative research is related to numbers and must imply precision.

Henning (2004:3) states that in a quantitative study the focus will be on the control of all the components in the actions and representations of the participants, the variables will be controlled and the study will be guided by an acute focus on how variables are related.

Qualitative research is more in-depth and uses words or descriptions to record aspects of the world. Quality refer to the what, how, when and where of a thing. In this approach the focus is on meanings, concepts, definitions, characteristics, metaphors and descriptions of things (Berg, 1998:3).

In this study the quantitative approach will be mainly used as it is more appropriate. The approach will assist the researcher to give clear meanings and characteristics of the topic at hand.

This chapter will present the following:-

- The description of the organisation under investigation.
- The population.
- Sampling technique.
- Data gathering techniques and
- Statistical analysis methods.

2. RESEARCH DESIGN

The research design outlines the context of the research; the population, sampling technique, data gathering tools and the statistical analysis methods used for research. Maykuk and Morehouse (1994:39) describe qualitative research as one examining people's words and actions on narrative or descriptive ways. Quantitative researchers are more interested in describing the norm of the population sampled.

3. THE ORGANISATION

The organisation where this study was undertaken, is LHS. Permission to conduct this study has been sought and granted accordingly. LHS is situated in Mmabatho in the North West Province. The school is categorised as a public school by the Department of Education.

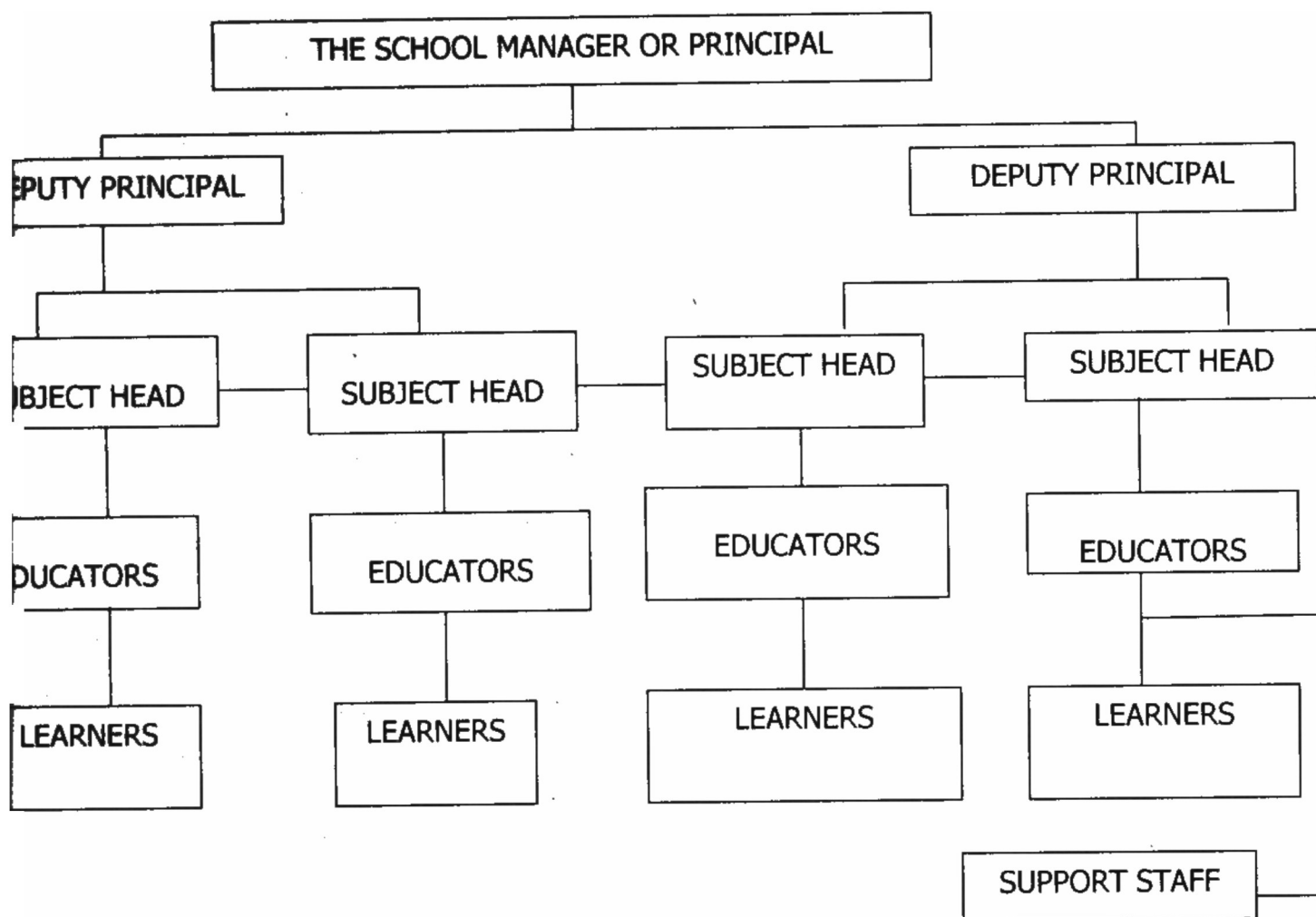


Figure: 3.1 The organisation

The principal is the manager of the school and is assisted by two deputy principals. The school is comprised of a combination of young and middle-aged staff members who are mostly Africans. The support staff is made up of ten members who assist in the day-to-day activities of the school. Learners are from different socio-economic backgrounds. The school caters for Grade 10 to 12 learners only. The age group of learners range from 14 – 19. Learners are predominantly African. The total school enrolment is 1227. The school is also faced by common problems usually prevalent in public schools such as:

- Overcrowding
- Shortage of teachers
- Lack of resources
- Lack of parental involvement in school activities.

It is against this background that this study investigates counselling at LHS.

4. THE POPULATION

4.1 Definition

Bless and Higson–Smith (2000:85) define population as the set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalised.

4.2 Educators

Educators comprise of the principal, deputy principals, head of departments and subject teachers. These are males and females of different ages, and different educational backgrounds. A sample of educators will be used for data collection. The majority of educators are of African origin, and only four are Asian. Educators are appointed according to the Educators Employment Act and all are registered with the South African Council of Educators.

Table 3.1 represents educators at Letsatsing High School. The educators are classified according to the subject they teach.

Table 3.1 Population of Educators

Educator	Male	Female	Total
Afrikaans	1	2	3
Biology	4	3	7
Computer studies	1	-	1
English	3	4	7
Geography	2	4	6
Guidance	-	1	1
Mathematics	4	2	6
Physical science	3	3	6
Setswana	1	5	6
TOTAL	19	24	43
Sample	9	10	19

The population of the organisation under study have some uniqueness. There are more female educators than males. While science was classified as challenging and a male dominating job that it is no more the case as more female educators are into sciences.

4.3 Learners

Learners at Letsatsing High School are divided into three grades that is grades 10 – 12. The total enrolment of learners equals 1227. A sample of learners will be used for data collection

The table represents the learners at Letsatsig Science High School. The school is a combined institution with both male and female.

Table 3.2 Population of Learners

Grade	Female	Male	Total
10	236	228	464
11	231	205	436
12	193	134	327
TOTAL	556	464	1227
Sample - Grade			
10	5	6	11
11	5	6	11
12	4	4	8

5. THE SAMPLING TECHNIQUE

Seaman (1987:233) describes a sampling technique as a process by which the study subjects are chosen from a large population. The method of sampling determines whether or not the study sample represents the entire population from which it was drawn.

According to Leedy (1989:99) sampling techniques are categorised into two broad categories that is probability sampling and non-probability sampling. Probability sampling has sub-divisions such as simple random sampling, stratified random sampling, proportional stratified sampling, cluster sampling and systematic sampling. Non-probability sampling comprises of convenience sampling, quota sampling, and purposive sampling. Purposive sampling is suitable in this study as it will increase variability in the data.

Bless and Higson-Smith (2000:92) argue that purposive sampling is based on the judgement of a researcher regarding the characteristics of a representative

sample. A sample is chosen on the basis of what the researcher considers to be typical units.

In this study LHS has been selected from six high schools in the Mmabatho district. Nineteen educators from all the educators at LHS and 30 learners from all the learners at LHS were included in the sample.

Letsatsing High School, as a sample of this study represents a typical high school in the Mmabatho district in terms of total learner enrolment, staff composition, and common problems found in neighbouring schools.

6. DATA COLLECTION

6.1 Data collection instruments and respondents

The collection of data included the usage of questionnaires and interviews.

Babbie (1995:258) is of the opinion that when the researcher delivers the questionnaires and picks them up, the completion rate becomes higher. The questionnaires distributed to both educators and learners were all returned. The researcher collected questionnaires personally.

TABLE 3.3: DATA COLLECTION AND RESPONDENTS

DATA COLLECTION METHOD	CATEGORY OF QUESTIONS	RESPONDENTS
1. QUESTIONNAIRE	• Counselling in the school • Departmental involvement • Community & other involvement • Teaching and learning	Principal (1) Educators(17) Counsellor (1)
2. INTERVIEWS	• Counselling in the school • Parental involvement	Learners (6)
3. INTERVIEW	• Department's role in school counselling • Parental involvement	Counsellor(1) Educators (2) Principal (1)
4. QUESTIONNAIRE	• Counselling in the school • Learning & teaching	Learners (30)
EMPIRICAL STUDY (Quantitative)		59
EMPIRICAL STUDY (Qualitative)		1 Principal 1 Counsellor 2 Teachers 6 Learners
		Total 10

Table 3.3 shows the data collection method, as well as the respondents (sample) for each category of questions asked. The principal, school counsellor, educators and learners were given a chance of being interviewed and completing a questionnaire.

The questionnaire and interview questions were almost similar. As Grinnel (1988:268) states, interviews can be regarded as good data gathering instruments. With the interview, the researcher is present and the respondents are able to elaborate on their responses, unlike a questionnaire which is somehow restrictive.

6.2 Reliability and Validity

Silverman (2000:175) defines reliability as the degree with which instances are assigned to the same category by different observers or by the same observer on different occasions.

Validity in its simplest form, according to Neuman (2000:167) means "true" or "false". It is the part of a dynamic process where the accumulation of evidence related to an indicator brings meaning to all units of measurements by interrelating with each other.

Reliability is essential for validity. Although reliability is necessary for obtaining a valid measure of an idea or concept, there is no guarantee that a measure will be valid (Neuman, 2000:164).

In this study validity was judged by comparing quantitative and qualitative questions. After comparison, the researcher was able to infer reliability and validity to a certain extent because quantitative questions and qualitative questions were not similar.

6.3 Questionnaires

A questionnaire was designed to guarantee total anonymity and confidentiality of all respondents. The questionnaire was accompanied by a covering letter on the first page to this effect. Both open and closed questions were used in this research. It is envisaged that the questionnaires will yield good results because

Bless and Higson-Smith (2000:108) view the questionnaire as "...definitely a non-personal method of gathering data".

The questionnaire used was of the self-administered type at Letsatsing High School. The total number of questionnaires distributed was 59.

6.4 Semi-structured interviews

According to Grinnel (1998:268) interviews are good data gathering instruments because the researcher becomes personally involved and can ensure that every aspect is answered. Issues can be interpreted and recorded without deviating from the meaning. In this investigation, one semi-structured interview was conducted for one school counsellor, one for the principal, two for teachers and six for learners. The participants who completed the questionnaire were different from those who participated in the interview except for the principal and the school counsellor, who completed the questionnaire and also interviewed.

7. STATISTICAL ANALYSIS

This research is both quantitative and qualitative in nature. According to Leedy and Ormond (2001:134) qualitative research studies serve the following purposes:

- They reveal the nature of certain situations, settings, processes, relationships, systems or people.
- They allow the researcher to test the validity of certain assumptions, claims, theories, or generalizations within real-world contexts.
- They provide a means through which a researcher can judge the effectiveness of particular policies, practices, or innovations.

7.1 Quantitative and Qualitative data analysis

In this study quantitative data analysis was employed. The computation of the results were conducted through the statistical package for the social

sciences(SPSS) programme.The following statistical analysis techniques were used:

- Frequencies
- Percentages

The researcher is of the opinion that the techniques employed were more suitable because they ensured objectivity and reliability.

The two approaches, quantitative and qualitative were used to compliment each other.The qualitative approach was employed to compliment the quantitative approach and to gain a deeper understanding of the groups` experience.

8. CONCLUSION

This chapter outlined the research methodology employed in this investigation. Techniques used were chosen based on the problem.

The chapter examined factors such as the research organisation, the population, sampling, data gathering and the intended statistical methods of research.

The following chapter will present raw data collected, analysed data and will interpreted.

CHAPTER 4:

ANALYSIS AND INTERPRETATION OF DATA

1. INTRODUCTION

The main aim of this chapter is to present, analyze and interpret the data collected. Presentation and analyses of data will be in line with the research hypothesis, the objectives, questionnaires and interview. Data collected will be presented as follows: there will be a presentation and analysis of quantitative data from section A to section B for both educators and learners. The above will be followed by the presentation and interpretation of the qualitative data followed by a report on the research questions and aims of the study.

2. BIOGRAPHIC DATA

2.1 Educators

Biographic data collected from a sample of educators (19) include gender, age, marital status and qualifications, years of work experience in the Department of education.

2.1.1 Sample of educators by gender

Table 4.1 indicates biographic data as collected from the sample of educators.

Table: 4.1 Gender

Gender	Frequency	Percentage
Male	9	47.4
Female	10	52.6
Total	19	100.0

Seventeen Educators completed questionnaire and 2 were interviewed. Nine respondents were males and 10 were females. A total of 19 respondents participated in this research. In the past most educators at high schools were male.

Table 4.2 Age of educators in the sample.

Table 4.2 Age

Age	Frequency	Percentage
23-27	1	5.3
28-32	5	26.3
33 & above	13	68.4
Total	19	100.0

The table shows the age of educators from the sample. The majority of the respondents (68%) are between 33 years and above as compared to the lowest (5%) of those who are between 23-27 years old. Educators are over-worked and underpaid. Educators are not moving out of the system and there are no new educators employed. The department claims that redeployment of educators will cover previously disadvantaged schools. The rapid change of the curriculum contributes to young people not being interested in the profession. Most of the respondents are older, which is a clear indication that they have served the department for a long time.

Table 4.3 indicates the marital status of educators from the sample.

Table 4.3 Marital Status of educators

Marital status	Frequency	Percentage
Single	7	36.8
Married	10	52.6
Divorced	2	10.5
Total	19	100.0

Most of the participants are married; it can be regarded as a sign of maturity. Fifty two percent of the respondents at Letsatsing High School are married, only two are divorced. The high percentage of married respondents (50%) may indicate responsibility. Educators' age and marital status indicated that 52.6 educators can be regarded as mature adults.

Table 4.4 indicates the years of work experience in the Department of Education.

Table 4.4 Years of experience of educators in the Department

Years of work experience	Frequency	Percentage
1-5	5	26.3
6-10	4	21.1
11 and above	10	52.6
Total	19	100.0

It can be assumed that it is not easy for educators to move from their work. Most of them have a long service with the Department of Education. Fifty three percent of the respondents at Letsatsing High School have 11 and above teaching experience. The long service indicates dedication, responsibility and maturity of doing one's work properly and responsibly. The teaching profession can be

regarded as cruel in a sense that qualifications do not guarantee promotion. Thus most of the respondents have a long service with the department

Table 4.5 shows a sample of educational qualifications of educators. The responders are all qualified. They all specialise in one learning area.

Table 4.5 Educational Qualifications

Educational qualifications	Frequency	Percentage
Diploma	6	31.6
Degree	6	31.6
Honours and above	7	36.8
Total	19	100.0

Most of the respondents at Letsatsing High School have degrees. They are qualified and most of them have more than the minimum requirements. Therefore no educator is employed with a matric. Thirty six percent of them have honours and above while 31 percent of them have diplomas. It is surprising to have a sample of qualified respondents. The school is one of the previously disadvantaged, where most of the educators were unqualified or did not specialise in their respective learning areas.

2.2 LEARNERS

The following table represents the gender of learners in the sample.

Table: 4.6 Gender

Gender	Frequency	Percentage
Male	14	46.7
Female	16	53.3
Total	30	100.00

The issued questionnaires for learners were supposed to be completed by 15 males and 15 females, with a total of 30. The female respondents who completed the questionnaire were 16 in number and the male respondents were only 14.

The table shows the age of learners from the sample.

Table 4.7 Age

Age	Frequency	Percentage
14-16	6	20
17-19	23	76.7
20 and above	1	3.3
Total	30	100.00

The learners who participated in the study are between 17-19 years old, with a percentage of 76.7. Those who are 20 years old and above make only (3.3%) of the respondents. It can be concluded that the learners are teenagers and therefore need to be treated with that in mind.

The table 4.8 shows the grades of learners from the sample at LHS. The questionnaires were distributed among all the three grades.

Table 4.8 Grade

Grade	Frequency	Percentage
10	11	36.7
11	11	36.7
12	8	26.6
Total	30	100

The questionnaire distributed to educators and learners differed in content. The content for educators focused on their specialisation in their respective learning areas, the role of the department in the provision of career counseling, and the learning and teaching environment. For the learners the focus was on how career counselling influenced their performance. Questionnaires distributed for educators were 19 and for learners 30. All questionnaires distributed to both learners and educators were returned.

3. QUESTIONNAIRES

3.1 Educators

The tables following is a summary of data gathered by means of questionnaires from educators. Responses to each question were analysed and interpreted. Career counselling needs urgent attention, as the respondents indicated that the service of career counselling is not good enough at their school.

a. Item 1 The Career Counselling service in my school is good

Table 4.9 Career counselling service in my school is good

Effective career counselling	Frequency	Percentage
Strongly disagree	3	15.78
Disagree	5	26.3
Not sure	4	21
Agree	4	21
Strongly agree	3	15.78
Total	19	100.0

There is little difference in opinion regarding career counselling service at LHS. Respondents indicated with disagreement by 15.8 percent and 26.3 percent respectively with the statement which states that the career counselling service is good at Letsatsing high school. Almost 40 percent agree with the same statement. The difference of opinion exists because educators confuse the availability of career counselling services with the quality of service due to the fact that such services are non existent.

According to Chuenyane (1990:30) the need for comprehensive career counselling services in the school is obvious and urgent. An awareness of this must be followed by systematic and collaborative, planning, initiating, careful organization and development, proper implementation and accurate evaluation of guidance programs.

b. Item 2 Career counselling is important in schools

Table 4.10 indicates the importance of career counselling in schools, as perceived by educators.

Table 4.10 Importance of career counselling

Importance of career counselling	Frequency	Percentage
Strongly disagree	0	0
Disagree	3	15.8
Not sure	3	15.8
Agree	3	15.8
Strongly agree	10	52.6
Total	19	100.0

Respondents strongly agree and agree that career counselling is important in schools. The respondents who are in disagreement are only 3 out of 19. This indicates that the importance of career counselling is not visible at the organisation under study.

Lindhard (1985: 6) states that the guidance teacher spends most of the time giving guidance to a large group of students in the classroom. She also has to give guidance to most students individually. Almost all the students need advice in choosing subjects and further education.

c. Item 3 Career counselling provided in my school caters for career choices

The changing world needs well informed learners to survive in the technological environment.

Table 4.11 Integration of counselling and career choices

Career counselling and career choices	Frequency	Percentage
Strongly disagree	5	26
Disagree	7	36.8
Not sure	2	10.5
Agree	2	10.5
Strongly agree	3	15.8
Total	19	100.0

Respondents disagree that career counselling provided in the school caters for career choices. Respondents strongly disagree and disagree as indicated by sixty three percent that career counselling do not cater for career choices. Only 26 percent of the respondents strongly agree and agree with the statement. Ten percent of the respondents are not sure of the statement.

Lindhard (1987:1) maintains that guidance is an activity in which the teacher brings pupil or students into contact with the world as it really is and helps them to make choices wisely in their day-to-day lives. Note should be taken that not all counsellors or teachers have the ability as expected of them. This work needs conscientious, confident and competent counsellors.

d. Item 4 There are adequate career counselling services at my school.

Inadequate career counseling impact negatively on learners, thus learners are not equipped for making subject choices relevant to envisaged careers.

Table 4.12 Adequate career counselling

Adequate career counselling	Frequency	Percentage
Strongly disagree	1	5.3
Disagree	4	21.1
Not sure	2	10.5
Agree	5	26.3
Strongly agree	7	36.8
Total	19	100.0

The responses of those who agree and strongly agree were combined. Career counselling services are inadequate at LHS as indicated by 63.1 percent of the respondents. Only 26.3 percent indicates disagreement to the statement. Respondents from the "not sure" category are in the minority by 10.5 percent.

e. Item 5 Parents volunteer their services to the school

Qualified professionals from the parent body such as psychologists and social workers can assist learners if they contribute by volunteering their services to the school.

Table 4.13 Volunteering of parents

Volunteering of parents	Frequency	Percentage
Strongly disagree	9	47.4
Disagree	4	21.1
Not sure	2	10.5
Agree	2	10.5
Strongly agree	2	10.5
Total	19	100.0

An overwhelming majority 47.4 percent and 21.1 percent of respondents indicate strong disagreement and disagreement respectively with the statement. This disagreement of respondents to the statement further suggests the need for an adequate career counselling service at LHS as was indicated in Item 4.

f. Item 6 The education department is actively involved in counselling

The departments' involvement is not adequate. Positive learning is not only about good matric results. Supervising and monitoring of school regularly can build better citizens.

Table 4.14 Departmental involvement

Departmental involvement	Frequency	Percentage
Strongly disagree	5	26.3
Disagree	6	31.6
Not sure	5	26.3
Agree	2	10.5
Strongly agree	1	5.3
Total	19	100.0

The responses of those who strongly disagree and disagree with the statement were combined. Those who agree and strongly agree with the statement their responses were also combined. The education department is not actively involved in career counselling at Letsatsing High School, as indicated by the respondents 58 percent. Only 16 percent of the respondents strongly agree that the education department is actively involved in career counselling. The "not sure" respondents rating are high, meaning more needs to be done. Support from the subject advisory official is needed as the school have only one counsellor.

There is need for proper support from the department of education. According to Weinrach cited in Jacobs et al., (1991:5) most process-oriented approaches are based on the assumption that career guidance should take cognisance of an individual's life and development phases. They regard career development at schools as part of a process that takes place over a period of time.

g. Item 7 The department provides career counsellors for schools

In an ideal situation every school, should have one or more school counsellor appointed fulltime depending on the enrolment of learners. In addition, the school counsellor should be given appropriate support such as continuing training and development. At LHS one school counsellor is appointed to manage counselling services for a total of more than a thousand learners.

Table 4.15 Provision of counsellors

Provision of counsellors	Frequency	Percentage
Strongly disagree	4	21.0
Disagree	6	31.6
Not sure	5	26.3
Agree	3	15.8
Strongly agree	1	5.3
Total	19	100.0

The majority of respondents, 53 percent strongly disagree and disagree to the statement. Only 21 percent of the respondents strongly agree and agree that the department provides school counsellors. The Department of Education is more concerned with matric results rather than improving the results of the lower levels.

h. Item 8 The department evaluates career counsellors

School counsellors are not properly supervised and evaluated.

Table 4.16 Evaluation of counsellors

Evaluation of counsellors	Frequency	Percentage
Strongly disagree	3	15.8
Disagree	10	52.6
Not sure	2	10.5
Agree	3	15.8
Strongly agree	1	5.3
Total	19	100.0

Sixty eight percent of the respondents strongly disagree and disagree that the department regularly evaluates career counsellors. While 10 percent of the educators indicated that they are not sure, only 21 percent agree that the department does evaluate counsellors.

Palme, cited in Donald (2002: 210) states that in the educational context, socio-economically related factors contribute to high teacher-learner ratios, shortage of textbooks and other resources and limited provision for school and district based education support. Sixty eight percent of the respondents indicated that there is more that need to be done by the Department of Education regarding career counselling.

i. Item 9 The department provides adequate counselling facilities, for example career material or a school psychologist

Parents have to cater for their children consultations. There are no relevant support facilities for learners, who are encountering problems for example, when they are anxious and afraid of failing matric.

Table 4.17 The provision of counselling facilities

The provision of counseling facilities	Frequency	Percentage
Strongly disagree	7	36.8
Disagree	6	31.6
Not sure	2	10.5
Agree	3	15.8
Strongly agree	1	5.3
Total	19	100.0

Respondents strongly disagree with the statement which state that the department provides adequate counselling facilities for example, career materials or a school psychologist and only 10 percent of the respondents are not sure that the department is providing adequate counselling facilities. Twenty percent of the respondents indicate that counselling facilities are provided. The above responses indicate an urgent need for counselling as most learners problems are not attended to.

Van der Westhuizen et al. (2002:11) are of the view that the role that can be played by support services is to improve quality and effectiveness of educational specialists such as social workers, psychologists and speech therapists who their task is to support learners and educators.

Van der Westhuizen et al. (2002:11), further state that the administrative behaviour of the education system is the frequency and purpose of visits by subject advisors and supervisors to school. Their visits should be related to improving school administration and classroom instruction. Presently at LHS there are no such support services in place.

The learner has to be referred to a special guidance staff. The special guidance staff which consists of a psychologist, sociologist, and medical staff, must connect to the school system and be accessible to the school principal and the guidance teacher to assist with consultations.

j. Item 10 The department facilitates regular workshops for counsellors

Ongoing training and development is needed for school counsellors as they are truly over-loaded and over worked, without any support from the Department of Education.

Table 4.18 Workshops

Workshops	Frequency	Percentage
Strongly disagree	9	47.3
Disagree	5	26.3
Not sure	1	5.3
Agree	3	15.8
Strongly agree	1	5.3
Total	19	100.0

The responses of strongly disagree and disagree were combined. The respondents have indicated with 73.6 percent disagreement that the department facilitates regular workshops for counsellors. Five percent of the respondents indicated that they are not sure if the department facilitates regular workshops for educators. Twenty percent of the respondents agree that the counsellors do get regular workshops. In comparison it is clear that counsellors do not get regular workshops.

Chuenyane (1990:35) is for the view that the educational authorities can establish staff development programs for teachers who have the potential if the school does not have a qualified counsellor. He further states that it is crucial that in service training workshop be organized for the staff, for the staff to retain enthusiasm and effective positions in the forefront. The workshop will encourage and reinforce staff professional growth and development and it will even increase the awareness of current trends in the field of guidance and counselling.

3.2 Learners

3.2.1 Introduction

The questionnaire of the learners was different from that of the educators. The educator's questionnaire concentrated on the availability of career counselling at

LHS, while that of the learners was more on the role played by career counselling on their envisaged careers and its influence on their performance at school.

a. Item 1 We have a guidance counsellor in school

The following table presents data relating to career counselling in schools.

Table 4.19 Career counselling at LHS

Career counselling at LHS	Frequency	Percentage
Strongly disagree	2	6.6
Disagree	1	3.3
Not sure	7	23.3
Agree	14	46.7
Strongly agree	6	20
Total	30	100.0

The responses of those who agree and strongly agree were combined. Ten percent of the respondents indicated disagreement of the presence of a guidance counsellor. Sixty seven percent of the respondents agreed that a guidance counsellor or a guidance counselling service exists at Letsatsing High School. It is impossible that one counsellor should cater for all learners. As most of the learners problems will not be attended to.

b. Item 2 Career counselling is important

Career counselling is very important it is able to guide the learners in selection of subjects for their career of their choice.

Table 4.20 Importance of career counselling

Importance of career counselling	Frequency	Percentage
Strongly disagree	1	3.3
Disagree	0	0
Not sure	0	0
Agree	10	33.3
Strongly agree	19	63.3
Total	30	100.0

The majority of the respondents indicated strong agreement that guidance is important in school as indicated by 97 percent. Only one respondent out of a total of 30 strongly disagree that career counselling is important. It is clear that the institution is in need of career counsellors. According to Cleaton and Foster (1989:10), the importance of career counselling is that it helps an individual to acquire personal autonomy and awakens the individuals to future possibilities and develop the individuals awareness of contemporary pressures created by and upon society.

According to Naude (1986:9), one of the major hurdles that confronts learners is the combination of subjects they should study. Future career choices could be dependent on one's matric subjects and the results that you achieve in them. Learners have to seek help from their career counsellors. It is the responsibility of career counsellors to know what subjects are required for the careers that learners are interested in.

c. Item 3 I relate well with my school counsellor

Relating to a school counsellor can be problematic at times because the counsellor is alone and overloaded.

Table 4.21 Relationship with school counsellor

Relationship with school counsellor	Frequency	Percent
Strongly disagree	9	30
Disagree	10	33.3
Not sure	1	3.3
Agree	6	20
Strongly agree	4	13.3
Total	30	100.0

Most of the respondents indicated that they do not relate well with the school counsellor, at Letsatsing High School as sixty three percent of the respondents strongly disagree and disagree and thirty three percent of respondents agree.

There is a great need for trained guidance teachers in all schools. Many teachers in counselling positions do not possess the necessary skills. These skills include communication, listening, establishing rapport, use of silence, perception, sympathy, and attitude, use of synopsis and skillful interpretations of reports.

d. Item 4 I can confide in my school counsellor

Learners are not sure of the counsellor's confidentiality thus they are afraid to confide in the counsellor.

Table 4.22 Confiding in the school counsellor

Confiding in the school counsellor	Frequency	Percentage
Strongly disagree	3	10
Disagree	4	13.3
Not sure	9	30
Agree	10	33.3
Strongly agree	4	13.3
Total	30	100.0

The responses of those who agree and strongly agree were combined. Forty seven percent of the respondents are able to confide in the counsellor. Although there is an indication that they do not relate well with the school counsellor. At least a sizable percentage of the learners are able to confide in the counsellor. Chuenyane (1990:63) states that it is the primary function of the career counsellor to deliver services such as counselling, consulting, coordinating and referrals aimed at meeting the guidance needs of all students. It is 30 percent of the respondents who can not confide in the school counsellor. Learners need to confide in the school counsellor as most of the time they are unable to confide in their parents.

According to Naude (1986:3) guidance in schools must include a counselling component and an intervention component where the pupil is taught problem-solving skills. The factors which have increased the need for counselling and guidance are the same, as the guidance teacher is the pupil counsellor in the school setting.

e. Item 5 Career counselling improves my performance in school

The table represents the respondent's performance due to career counselling.

Table 4.23 Career counselling and performance

Career counselling and performance	Frequency	Percentage
Strongly disagree	1	3.3
Disagree	2	6.7
Not sure	2	6.7
Agree	12	40
Strongly agree	13	43.3
Total	30	100.0

The responses of those who agree and strongly agree were combined. Eighty three percent of the respondents agree that career counselling improves their performance in school. Only one respondent out of 30 respondents disagree that career counselling improves their performance in school. The role that is played by career counselling is very important. Learners do have somebody who they can confide in and discuss their fears.

Mc Guire and Priestly as cited in Naude & Bodibe (1984:124) are of the view that today's learners have to contend with a rapidly changing world, where he has to make a career choice from a multitude of options. The counsellor's task, is to assist the learners to make wise and informed choices and to enable them to increase the range and quality of things they can do in order to get more out of life.

School counsellors are expected to provide counselling programs in three domains, namely, academic, personal and social. Their services and programs help students resolve emotional, behavioral problems and help them develop a clearer focus or sense of direction. Counselling programs are important to the school climate and are crucial elements in improving student achievement.

f. Item 6 My parents are aware of the existence of school counsellor in the school

There should be a healthy relationship between the parents and counsellors.

Table 4.24 Parental awareness

Parental awareness	Frequency	Percentage
Strongly disagree	6	20
Disagree	6	20
Not sure	4	13.3
Agree	10	33.3
Strongly agree	4	13.3
Total	30	100.0

Forty four percent of the respondents agree that their parents are aware of the existence of the school counsellor. While 40 percent of the respondents disagree that there is an indication that parents are aware of the existence of a counsellor at Letsatsing high school. Parents need to be active in their learners education, thus they have to work hand in hand with the school counsellor.

According to the new teacher vol.5.no1.1998 Septemebr, Skinner & Mokgomme, it is the responsibility of the teacher to refer students with specific learning, emotional, or socio-economic problems to professionals in the field and provide information to parents on the progress and development of their children in a manner that empowers parents to be actively involved in the education of their children.

Parents should participate as individual and as a collective in governance structures especially in areas such as subject and career choices and the progress of their children at different stages of the education cycle.

g. Item 7 Other educators support the school counsellor

The school counsellor needs the support of the whole organization. Other educators can identify learners problems.

Table 4.25 Educators' support

Educators' support	Frequency	Percentage
Strongly disagree	6	20
Disagree	4	13.3
Not sure	2	6.7
Agree	8	26.7
Strongly agree	10	33.3
Total	30	100.0

Seven percent of the respondents indicated that they are not sure whether other educators at Letsatsing high school support the school counsellor. Sixty percent of the respondents indicated that the school counsellor is supported by other educators. The counsellor is in need of the support of the entire staff.

Chuenyane (1990:36) state that it is crucial that in service training workshop be organized for the staff, for the staff to retain enthusiasm and effective positions in the forefront. Workshops will encourage and reinforce staff professional growth and development and will even increase the awareness of current trends in the field of guidance and counselling.

h. Item 8 Counselling addresses my personal problems

Learner learning needs have to be catered for, as at times they are unable to confide in their parents.

Table 4.26 Counselling and personal problems

Counselling and academic performance	Frequency	Percentage
Strongly disagree	3	10
Disagree	3	10
Not sure	3	10
Agree	12	40
Strongly agree	9	30
Total	30	100.0

The responses of those who agree and strongly agree were combined. Seventy percent of the respondents agree and strongly agree that counselling does improve their academic performance. Only 20 percent of the respondents disagree and strongly disagree that counselling improves their academic performance. While 10 percent of the respondents are not sure. Learners have indicated that career counselling improves their performance at school, but what is surprising career counselling is not addressing their personal problems.

Guidance teachers have to identify children who have problems, help them as far as possible and then refer them if necessary and to help pupils to develop effective decision making strategies and the skills for carrying them out. Guidance teachers should also prepare pupils for the transition to their post-school environment and for the personal adjustment that will be required (Jacob et al, 1991:39)

4. INTERVIEWS

The following table (4.27) present the interview questions and responses related to counselling in the school, departmental and parental involvement in the school.

Table 4.27 Interviews questions and responses

No.	Question	Response
(i)	<u>Educators</u> Is there a guidance counsellor at your school?	Yes, but she is alone and over-loaded as she has to do all of the work alone.
(ii)	Do you think career counselling is important?	It is important because it informs learners of which occupations are available in the market
(i)	<u>Departmental Involvement</u> Is the education department actively involved in career counselling?	The department is not actively involved in career counselling as they never workshop the counsellor or send a subject advisor to assist the learners who encounter problems in their studies.
(ii)	What would you regard as adequate counselling facilities?	A nurse and school Psychologist who can be assigned to the school so that as the counsellor has problems with learners the psychologist, nurse or social worker can assist as they are professionals.
(iii)	Are there parents who are qualified in the field come to assist at the school?	No parents ever come to assist at school. They will only come to the school when their children have failed. The qualified parents in the field would expect you to pay for consultation as they never volunteer their services.
(iv)	As a counsellor how do you inform the	I never call the parents to the

	parents about their problems or career fears?	school to inform them of their learners' progress. There are too many learners I am not able to keep up with so much work.
(i)	<u>Career counselling in schools.</u> <u>(Learners)</u> Do you have a guidance counsellor in your school and how many periods does she has in a month?	Yes. She is not always available as she has only two periods in a month.
(ii)	Why do you regard career counselling as important?	It guides me to make right career choices by choosing right subjects.
(iii)	Do your parents participate in your learning at school? (monitor books and home works)	No. my parents never check my school work. They never know whether I am at school or not.
(iv)	Are there any parents who visit the school to inquire about their learner's performance	No. Parents never visits the school when their children are some kind of trouble at the school

The above responses have been obtained from the majority of respondents interviewed. The interesting thing about interviews is that respondents are able to elaborate and give out detailed information as they are not restricted by written questions. At the end, the information gathered from the interview was summarized.

The information gathered from the interviews indicated that there is an existence of a career counselling at Letsatsing High School. Career counselling is not monitored and well managed by the school and the department. The learners acknowledge that career counselling is important but when it is not well monitored it will be of no benefit to them because they will still make wrong career choices and drop-out of school as they lack the relevant information. They will also make wrong life decisions as they don't have the skills to make the right decisions.

5. REPORT BACK ON RESEARCH QUESTIONS

5.1 The effectiveness of career counselling at LHS

Data revealed that at the organization under study career counselling provided is ineffective based on the following:

- The service is inadequate as indicated by 36 percent of responses.
- Counselling provided does not focus on career choices as indicated by 32 percent disagreement of responses.

Based on the above responses, the researcher concludes that research question number one is valid.

5.2 Consequences of ineffective counselling

Respondents indicated by 21 percent strong disagreement that the department does not provide adequate school counsellors. A further 31.6 percent also disagreed with the statement of the provision of adequate counsellors at LHS.

Fifty three percent of the respondents also indicate disagreement to the regular evaluation of career counsellors. Data also revealed by 37 percent that there are no relevant support facilities for learners at LHS. Parents have to cater for their children's consultations whenever such a need arise.

Based on the above findings, it can be implied that counselling services rendered at LHS are ineffective. According to Gladding (1992:354) lack of enough information or up-to-date information is one reason that result in learners failing to make decisions or making unwise decisions. Jackson (1973:18) concurs when he states that the school counsellor has to be knowledgeable about employment and further education and be able to make the essential liaison between schools, parents and youth employment.

Lindhard et al. (1987:1) asserts that career counselling is an activity in which the teacher brings learners into contact with the world as it really is and helps them to make choices wisely in their day-to-day lives. This assertion implies career counselling at LHS should integrate with career choices.

Career counselling provided at the organisation under study does not cater for career choices. Thirty seven percent of the respondents disagree to the statement. Respondents who strongly disagree to the statement total 15.8 percent and those who agree 10.5 percent. The "not sure" category accounts for 10.5 percent. Responses to this statement cast uncertainty which can be attributed to the overload of work performed by the school counsellor at the organisation under study. It therefore becomes difficult to comprehend and measure the counselling service provided at LHS.

5.3 Intervention strategies provided by the D.O.E to upgrade skills of counsellors

Data revealed that the department is not actively involved in counselling services provided at LHS. Twenty seven percent of the respondents strongly disagree to the statement and a further 31.6 percent also disagree.

A rating above 57 percent in total, is high, meaning more needs to be done. It can therefore be concluded that very little is done by the department to upgrade the skills of counsellors.

6. CONCLUSION

Data indicated that the organization under study lacks the following:

- Adequately trained counsellors
- Support from the department of education and other stakeholders
- The necessary facilities and resources in effective Guidance teaching.

Data compilation and interpretation assisted this study to highlight the research aims, objectives, problems and questions.

The concluding chapter will present the main findings of this research and the recommendations of the researcher.

CHAPTER FIVE:

FINDINGS AND RECOMMENDATIONS

1. INTRODUCTION

This study was about the management of student counselling and the implications thereof for high schools. This chapter presents the findings and recommendations based on the research questions.

2. THE MAIN FINDINGS

2.1 Summary of findings

The findings are as follows:

- Lack of effective counselling may result in wrong career choices
- Lack of effective counselling results in learners problems not being identified and this may have a negative impact on career choice
- Unqualified and overloaded counsellors are unable to perform effectively
- No proper counselling services are offered at schools.

The above assert and confirm the poor management of student counselling and its implications for LHS.

2.2 Lack of effective counselling may result in wrong career choices

Respondents strongly agree by 36.8 percent as indicated by data collected. Twenty six percent, also agree that at LHS career counselling services are inadequate.

The ineffective career counselling rendered at LHS may result in the following:

- wrong subject choices
- wrong career paths
- unemployment
- drop-out

Cleaton and Foster (1989:10) concur when they state that career counselling assist the individual learner to acquire personal anatomy and awakens the individuals to future possibilities.

As far as the transition into the career world is concerned, adolescents often have to struggle with career decision making in the light of limited effective career development. They are often either left or they are "forced" into decisions that are based on the opinions of one or two significant others.

According to Gothard (1985:111) the schools have an important role in teaching pupils to know their place in the occupational structure. There are different views about the school, according to Ryrie cited in Gothard (1985:111) there are writers who see the school as failing to provide a smooth transition to work. He argues that the school emphasizes academic work and encourages dependency, rather than to encourage young people to develop autonomously. Ashton and fields cited in Gothard (1985:111) on the other hand are for the view that the school is being too well integrated into the outside world.

Career counsellors can assist learners in unlocking their potential and choosing career path that is right for them. The better they understand themselves, the more likely they will be able to make wise career choices.

2.3 Lack of effective counselling results in learners problems not being identified and this may have a negative impact on career choice

The following indicators revealed that counselling services at LHS is not effective. Are ineffective:

- Respondents indicated strong disagreement by 47.3 percent that the department facilitates regular workshops
- A further 26.3 percent also disagree that counsellors are continuously trained and developed at LHS

According to Engelbrecht and Green (2005:5) the proponents of inclusive education maintain that many learners have specific individual learning needs and that is the responsibility of any education system to recognize and accommodate this diversity. Thus there is a high demand for the elimination of barriers to learning which are inherent in the system itself. These may consist of physical barriers erected by the climate of the learning environment, for example, over-crowding in the classes.

2.4 Unqualified and overloaded counsellors are unable to perform effectively

The respondents agree in totality (100%) that over-crowding is their major problem. Based on their responses it can be assumed that it is not easy or possible for one school counsellor to be efficient. The school counsellor is responsible for all the learners and the roll of the school is 1227 learners.

According to Kruger et al. (1997:13), teachers need to have some knowledge of each pupil's background, abilities, needs and aspirations. As a counsellor it is difficult to do so if one is overloaded with responsibility. He further states that as a teacher one must develop the pupil's potential. For this purpose you must know

and understand the nature and characteristics of your pupil's potential, but due to over-crowding it is not easy to know each pupils characteristics.

2.5. No proper counselling services are offered at LHS

According to data collected 52.6 percent of respondents disagree that the department supervise and evaluate at school counsellors. The absence of continuous supervision and evaluation of school counsellors impacts on the quality of the service the counsellor render at LHS. The department of education does not play an active role although school counsellors identify various problems of learners, those problems cannot be adequately addressed due to a lack of referral systems.

It is the responsibility of the school counsellor to refer students with specific learning, emotional or socio-economic problems to professionals. The school counsellor is also responsible to provide information to parents on the progress and development of their children in a manner that empowers parents to be actively involved in the education of their children. Unqualified or under-qualified school counsellors might lack capacity in terms of effectively involving parents in the education of their children. According to Van der Westhuizen et al. (2002: 11) other responsibilities of school counsellor include:

- Arrange visits to various places of work
- Liaising with employees and other persons
- -Collecting and distributing occupational information

3. RECOMMENDATIONS

The recommendations are based on the main findings of this study. The recommendations will be discussed with reference to literature surveyed. The recommendations are as follows:

3.1 Career counselling should be made a compulsory subject to learners of all grades

Career counselling is very important and it plays a very important role in the life of the learners, thus it should be made a compulsory subject. The learners and school counsellors will be more serious if the subject is examinable.

The department of education should employ qualified school counsellors, and distribute them to schools. When the school counsellors are qualified they can be able to assist learners from an early age.

The educators at schools should also be trained or workshopped for them to be able to identify learners learning problems, and notify the school counsellor. For career counselling to succeed, funds allocated to education must be increased significantly to employ more school counsellors, to upgrade school facilities and teacher qualifications in neglected areas.

South African research indicates, for example, that young people from lower socio-economic contexts often choose a career that hold promise of financial independence and will enable them to support family members financially. They consequently often choose unrealistically high-status occupations without thorough exploration of variables such as their personal interests, aptitude and competence.

It can be concluded that what is stated in the above paragraph is that most of the learners are ill-informed or not informed at all about career and occupations.

School counsellors are generally the first type of counsellors with which the general population has contact with. In elementary, secondary and post-secondary schools, counsellors help students to evaluate their abilities, to develop realistic academic and career goals (<http://www.birf.info/artman>).

Gladding (1992:354) states that lack of enough information or up to-date information is one reason that learners fail to make decisions or make unwise choices.

3.2 Different career mechanisms must be introduced at schools to eliminate or alleviate learner's career problems

The school counsellors should have as much information as possible. There should be more than one career centre in the school. The information on careers should be accessible to learners.

The career centre must be equipped with computers, brochures of different universities, colleges and technikons. Learners must be given a chance to trace information from the internet, with the assistance of the career counsellor.

The need for comprehensive career counselling services in the school is obvious and urgent. An awareness of this must be followed by systematic and collaborative planning, initiating, careful organization and development, proper implementation and accurate evaluation of guidance programs.

Information of courses available at different institutions and what entrance qualifications are required for the courses (Lindhard & Oosthuizen, 1985: 6).

Lack of career counselling in school is a disadvantage to many students who leave school and also contribute to those graduates who could not get employment due to the wrong careers they have chosen. Adequate career counselling could bring a better development for socio-economic conditions in our area. If provided efficiently, it could bring about employment for school leavers and newly graduates, because they would have chosen better careers that would suit the present socio-economic conditions of the country.

There is no sufficient guidance at school thus learners choose wrong subjects, which make it impossible for them to follow career of their choices.

Time has come to develop a program of career counselling services which will among others assist students to gain insight, develop self-understanding, facilitate their adjustment to the school and enhance learning. It may also prevent and reduce the drop out rate, help students feel better about themselves, see and appreciate the relevance of what they do in school, equip them with decision-making skills and assist them to develop and lead productive and meaningful lives.

3.3 The department of education must create more school counsellor's posts

The indication is that most of the school counsellors are unqualified and overloaded. It is a problem which the department can resolve by creating more posts for school counsellors. Those counsellors who are being employed should be qualified. They should at least have a degree and have psychology or education as a major. The current unqualified counsellors within the system should undergo in-service training, so that they can gain counselling skills. They can even be trained and developed for quality of the work that they are doing.

According to Chuenyane (1990:27) the introduction of guidance and counselling in the previously disadvantaged schools created posts for guidance and counselling - teachers, but the posts were filled by teachers who were not adequately trained to handle guidance and counselling. He further state that school counsellors were mostly trained through short courses, who visit schools to give vocational guidance.

3.4 Proper career counselling channels to be established

Proper career counselling channels will make it easy for the learners and the school counsellor to relate. The learners will be encouraged to confide in the school counsellor as they know that their problems will be attended to properly. The learners with learning problems or psychological problems can confide in their counsellor and if she is unable to resolve their problems, the learners can be referred to a professional.

The auxiliary services of the department of education North West Province state that the following can be implemented to remedy the situation of career counselling in schools.

- Career education or vocational guidance be provided to learners through life skills education.
- Full time educators responsible be appointed to solely focus on life skills, career education and counselling.
- All learners be provided with a basic knowledge of the benefit of a health and safe way of living.
- Health should form an integrated part of the total learning programme.

Lindhard and Oosthuizen (1985:4) state that in general, guidance lessons help learners with problem such as under-achievers, learning problems be noticed by the teacher. The guidance counsellor has to discuss with the principal and parents of the learner with more serious cases.

The learners have to be referred on to a special guidance staff. The special guidance staff which consist of psychologist, sociologist, and medical staff, must be connected to the school system, and be accessible to the school principal and the guidance counsellor to assist with consultations.

However, it is clear that with limited funding for education, government will not be able to achieve that at least in the foreseeable future. Studies indicate that classes with numbers ranging between 25 to 40 are not ideal. The report indicates that classes of over 40 will impact negatively on learners.

4. CONCLUSION

Interviews and questionnaires enabled the researcher to reveal that the organization under study lacks effective counselling, proper monitoring of career counselling, subject advisory service and a provision of career guidance and counselling service.

In the light of the above, the researcher concludes that the present guidance and counselling services provided in this school need to be revisited.

REFERENCES

1. Ali, L., & Graham, B. (1996). *The Counseling Approach to Career Guidance*. London: Routledge.
2. Allison, B., O'Sullivan, T., Owen, L., Rice, P., & Sauders, C., (1996). *Research Skills for Students*. London: Kogan Page.
3. Asprin, D.N. (1994). *School Development Quality Schooling* New Jersey: Wadworth.
4. Atkison, D.R & Hacket P (1998). *Counselling Diverse Populations* (2nd Ed.) New Jersey: Mc Craw Hill.
5. Avent, C. (1988). *Career Across The Curriculum*, London: MacMillan Education.
6. Babbie, E. (1995). *The Practice of Social Research* (7th Ed.) California: Wadworth publishing company.
7. Berg, B.L. (1995). *Qualitative Research Methods for the Social Sciences* (3rd Ed.) London: Via Com.
8. Bless, C. & Higson-Smith, C. (2000). *Fundamentals of Social Research Methods:An African Perspective* (3rd Ed.) Cape Town: Zebra.
9. Bergmann, P.G. (1993). *Relativity in the New Encyclpaedia*. Chicago: Britannica.
10. Brolin, D.E. (2000). *Career Education – A functional Life Skills Approach* (3rd Ed.) Ohio: Merrill.

11. Brown, D. & Associates (2002). Career Choice and Development (4thEd.) San Francisco: Jossey Bass.
12. Burks, H.M Steffle, P. (1965). Theories of Counselling, (3rd Ed.) New Jersey: Mc Graw-Hill.
13. Butterworth C.A & Skidmore D. (1981). Caring for the Mentally ill in the Community: Chigago: Biddles.
14. Chuenyane, Z. (1990). School Guidance and Counseling Cape Town: Blackshaw.
15. Cleaton, R & Foster, P. (1989). Practical Aspects of Guidance Portsmouth: CPC Reprographics.
16. Cooper, D.R. & Schindler, P.S. (1998). Business Research Methods. (6th Ed.) Singapore: Mc Graw-Hill.
17. De Vos, A.S. (2001). Research at Grassroots Pretoria: Van Schaik.
18. Donald, D. & Lolwana, S. (2000). Educational Psychology in Social Context (2nd Ed.) Cape Town: Oxford University Press.
19. Donalds, D, Dawes, & Louw, J. (2002). Addressing Childhood Adversity Cape Town: Oxford University press.
20. Education White Paper no.6 Special needs education: building an inclusive education and training system – July 2001.
21. Engelbrecht, P. & Green, L. (2001). Promoting Teacher Development: Preventing and Working with Barriers to Learning. Pretoria: Van Schaik.

22. Gibson, R. & Mitchell, M. (2003). Introduction to Counselling and Guidance New Jersey: Merrill Prentice Hall.
23. Gladding, S. (2000). Counselling a Comprehensive Profession (4th Ed.) New Jersey Macmillan.
24. Glasgow, W. & Easton, F.W. (1983). The Practice of Social Work in Schools London: Free Press.
25. Gothard, W.P.(1987). Vocational Guidance New York: Croom Helm.
26. Grinnel, jr R.M. (1998). Social Work Research and Evaluation (3rd Ed.) Illinois Peacock.
27. Heaton, T. & Lawson, T. (1996). Education and Training Colombia: Palgrave.
28. Healy, C. (1982). Career Development: Counselling through the life stages Wadworth Allyn and Bacon.
29. Hergenhahn, B.R. & Olson, M.H. (2001). An Introduction to Theories of Learning (6th Ed.) New Jersey: Prentice Hall.
30. Jacobs, C.D, Van Jaarsveld, N.H & Von Mollendorf, J.W. (1991). Career Guidance for the Primary and High School Cape Town: Unibook.
31. Jackson, R. (1973). Career Guidance: Practice and Problems London: Edward Arnold.
32. Jonsma, E. & Knapp, S. (2003). School Counseling and School Social Chicago: Work John Wiley and Sons.

33. Kotton, R. (2003). *Rainbow: Your guide to a Bright Future*. Boston: Allyn & Bacon
34. Kruger, G. & Van Schalkwyk, L. (1997). *Classroom Management* Pretoria: Van Schaik.
35. Leedy, P.D., (1988). *Practical Research: Planning and Design* (4th Ed.) New York: MacMillan.
36. Lindhard, N. & Oosthuizen, J.D (1985). *Career Education and the School Counsellor*: Cape Town: C.T.P Book.
37. Lindhard, N. Dlamini, D & Barnard, W. (1991). *Guidance in the Classroom* Cape Town: C.T.P Book.
38. Maykuk, P. & Morehouse, D. (1994). *Beginning a Qualitative Research A Philosophical and Practical and Guidance* London: Falmer.
39. McGuinness, J. (1993). *Teachers, Pupils and Behaviour: A managerial approach*.
40. Mc Kay, V. (1995). *A Sociology of Education* Cape Town: C.T.P Book.
41. Miller, D.C. (1989). *A Handbook of Research Design and Social measurement* 4th (Ed.) Thousand Oaks: Sage.
42. Naude, N & Bodibe, R.C. *Manual for Guidance Teachers: A Theoretical and Practical Approach*: National book Printers.
43. Osipow, H. (1983). *Theories of Career Development* (3rd Ed.) New Jersey: Prentice-Hall.

44. Phoolo, M. & Tshukudu, G., (1998; June). The importance of Introducing Life Skills, Career Education and Counseling in Schools.
45. Pretorius, J.W.N. (1998). Socio-Pedagogics Pretoria: van Schaik.
46. Seaman, H.C. (1987). Research Methods: Principles, Practice and Theory of Nursing New Jersey: Brooks Cole.
47. Silverman, D. (2000) Doing Qualitative Research: A Practical Handbook London: Sage Publications.
48. Steward, W. (1997). An A-Z Counselling Theory and Practice (2nd Ed.) Stanley: Thormes.
49. The New Teacher vol.5 no.1 pg 6-13. 1998.
50. The South African Journal of Education vol9 no.1 pg 67-83.
51. Tyler, N., (1969) The work of the Counsellor New Jersey: Printice Hall./
52. Van der Westhuizen, De Bruyn, P.C, Erasmus M, Janson C.A, Mentz P.J, Steyn S.C & Theron A.M.C, (2002). School as Organizations (2nd Ed.) Pretoria: Van Schaik.

Dear Respondent

I am M.M. Themba and I am studying Masters of Business Administration. I am conducting a research in part-fulfilment of the requirements to complete the degree.

The purpose of this research is for academic reasons. I therefore humbly request you to participate in completing the attached questionnaire. All information gathered will not be published anywhere and will be treated as highly confidential.

Thank you in advance.

M.M. THEMBA

INSTRUCTIONS

- This questionnaire is for all educators at Letsatsing High School.
- Please answer all questions faithfully.
- All responses are important.
- Do not use names when such need arise.
- Confidentiality will be honoured.

Please complete the following by marking the appropriate space with an X

QUESTIONNAIRE FOR EDUCATORS

SECTION A

1. Biographic data (Educators)

1.1 Gender

Female	
Male	

1.2 Age

23 – 27	
28 – 32	
33 and above	

1.3 Marital status

Single	
Married	
Divorced	
other	

1.4 Years of experience in the department

1 – 5	
6 – 10	
11 and above	

1.5 Educational qualifications

Diploma	
Degree	

Honours & above	
Others	

SECTION B QUESTIONS

1. Counselling in schools

Key:

1. Strongly agree
2. Agree
3. Not sure
4. Disagree
5. Strongly disagree

1.1. The career services in my school is good	1	2	3	4	5
1.2. Career counselling is important in schools	1	2	3	4	5
1.3. Career counselling provided in my school caters for career choices	1	2	3	4	5
1.4. There are adequate career counselling service at my school	1	2	3	4	5

2. DEPARTMENTAL INVOLVEMENT

3.1. The Education Department is actively involved in career counselling in schools.	1	2	3	4	5
3.2. The Department provides career counsellors for schools.	1	2	3	4	5
3.3. The Department regularly evaluates career counsellors.	1	2	3	4	5
3.4. The Department provides adequate counselling facilities e.g. career material or school psychologist.	1	2	3	4	5
3.5. The Department facilitates regular workshops for counsellors.	1	2	3	4	5

3.6. Other

ADDENDUM A

QUESTIONNAIRE FOR LEARNERS

- 1.1 This questionnaire is for all learners at Letsatsing High School.
- 1.2 Please answer all questions truthfully
- 1.3 All responses are important
- 1.4 Do not use names when such a need arise
- 1.5 Confidentiality will be honoured.

Thank you in advance

.....

M.M. Themba

SECTION A

1. Biographic data (Learners)

1.1 Gender

Female	
Male	

1.2 Age

14 – 16	
16 – 19	
19 & above	

1.3 Grade

10	
11	
12	

SECTION B

2. CAREER COUNSELLING IN SCHOOLS

Key:

1. Strongly disagree
2. Disagree
3. Not sure
4. Agree
5. Strongly agree

2.1	We have a Guidance Counsellor in school	1	2	3	4	5
2.2	Career counselling is important	1	2	3	4	5
2.3	I relate well with my school counsellor	1	2	3	4	5
2.4	I can confide in my school counsellor	1	2	3	4	5
2.5	Career counselling improves my performance in school	1	2	3	4	5
2.6	My parents are aware of the existence of school counsellor in the school	1	2	3	4	5
2.7	Other educators support the school counsellor	1	2	3	4	5
2.8	Counselling addresses my personal problems	1	2	3	4	5