

The Effects of the Youth Counselling Program on the Growth toward Self-actualization.

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DECLARATION

I hereby declare that this thesis is my own unaided work. It is being submitted for the degree Master of Education (Education Psychology) in the University of Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.

A. Janks.....

Ann Janks

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ABSTRACT

The primary aim of the study was to investigate the effect upon growth toward self-actualization, and to explore changes in crosscultural attitudes for Guidance preservice teachers who were participants in a Youth Counselling program. It was hypothesised that participants would grow significantly toward self-actualization. The data were collected through pre- and posttest administration of Shostrom's Personal Orientation Inventory (POI) and through a researcher-designed questionnaire, the Attitude Inventory. The control group consisted of English Methodology students. The results indicated that participation in the Youth Counselling program was not effective in increasing self-actualizing attitudes. Significant change in the Youth Counsellor's perceptions of her/his ability to form interpersonal relationships with individuals from racial groups different from her/his own was also not confirmed. Nevertheless, as a byproduct of the study, certain interesting findings were noted, namely South African preservice teachers (of Guidance and English Methodology) centre excessively on the past or the future relative to the present and tend to misuse time. Further, they are bound by social pressures and social expectations, and are unclear as to whether to conform or to act autonomously. Empirical observation demonstrated that the Youth Counselling program was the first time that many of the Youth Counsellors had entered into a relationship with an individual of another race. Recommendations for further research include a Youth Counselling program which is voluntary and not mandatory, of a greater length than five months, more closely monitored and less ambiguous. It was suggested that a more reliable method of measuring self-actualisation, which is more appropriate to South African conditions should be developed. It was also suggested that further use of the Attitude Inventory is postponed until validity and control studies have occurred.

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LIST OF ABBREVIATIONS NOT FULLY EXPLAINED IN THE TEXT

df	Degrees of freedom
Diff	Difference
Min	Minimum
Max	Maximum
SD	Standard Deviation
Std Error	Standard Error
Subject No	Subject Number

CLARIFICATION OF TERMS

"Big Buddy"

Students who performed the function of Youth Counselling, that is establishment of a personal relationship with a younger student. The "big buddies" were students in the Guidance class, currently either obtaining their Higher Diploma in Education, run by the Division of Specialised Education in the Education Faculty of the University of the Witwatersrand or completing their fourth year of a Bachelor of Education degree.

Congruence

Regarded as the most basic of attitudes that foster growth. *Congruence* means the individual is aware of whatever feeling s/he is experiencing, the opposite of presenting a facade (Rogers, 1989a; 1989c). S/he is an integrated person in harmony with her/himself and thus more able to go much more deeply in understanding and accepting the client. In conjunction with facilitating a person's growth, the counsellor her/himself must grow. While this is often painful, it is also enriching (Rogers, 1989a; 1989b; 1989c; 1989d).

Empathy

Empathy is the skill which activates these processes between people and allows people to "tune into" and respond to the feelings of others, through her/his frame of reference and communicating this understanding to her/him. A total effort is made to get under the skin of the client, and catch every hint of the changing nature of attitudes (Rogers, 1961; 1969; 1989c).

"Little Buddy"

Pupils, primarily from disadvantaged communities, with learning difficulties and who are participating in remedial therapy run by the Division of Specialised Education at the

University of Witwatersrand.

Peer Counselling

Refers to those individuals who take on a helping role as a facilitator in relationship with other individuals of similar age or interest, with a view to helping them think and talk about themselves.

Peer Tutoring

The system of instruction in which learners help each other, and learn by teaching. At its most basic level, peer tutoring is children teaching other children, usually on a one-to-one basis (Ehly & Larsen, 1980).

Psychoeducational

Psychoeducational is a concept which integrates the techniques and goals of psychology with those of education.

Self-actualization (Maslow, 1962)

The process by which an individual sequentially transcends physiological, safety, love and esteem needs and realises her/his highest personal potential.

Unconditional Positive Regard

Unconditional positive regard is a positive nonjudgmental attitude which occurs when the therapist accepts each aspect of the client's experience. It means a "prizing" of the person where there are no conditions of acceptance, no feeling of "I like you only if you are thus and so". It involves as much a feeling of acceptance of the client's expression of "bad", negative defensive, abnormal feelings as well as "good", mature confident feelings (Rogers, 1977; 1989c). Unconditional acceptance refers to the ability to reject a particular act of an individual, without rejecting the individual her/himself.

Youth Counselling

Counselling work outside formal education. It denotes the activities, attitudes and personal relationships which characterise the dealings of youth workers in response to young pupils who are assisted with currently experienced concerns, difficulties, dilemmas or problems.

"Education must help every pupil to recognise that every society is a joint undertaking of individuals that our society is a community of free men, and that only as long as the members of that society share understanding of and respect for democratic ideals will America prosper and progress (Board of Education, 1975, p17)".

"The only man who is educated is the man who has learned how to learn, the man who has learned how to adapt and change, the man who has realised that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge is the only thing that makes any sense as a goal for education in the modern world (Rogers, 1969, p104) ".

1. INTRODUCTION

The goal of education is the facilitation of change and learning, where significant learning is facilitated through certain attitudinal qualities present in the personal relationship between the facilitator and the learner (Rogers, 1969). A high priority in education is to help individuals to acquire the learning, the information and the personal growth that will enable them to deal more constructively with the "real world". It has been documented that paraprofessionals, individuals with less formal qualifications, are frequently effective in providing a nurturing atmosphere for recipients to flourish (Perkins & Kemmerling, 1983). Further, as a paraprofessional her/himself may benefit from the experience of providing an atmosphere of total acceptance in which her/his client can grow. Her/his attitudes, habits and knowledge may grow and determine her/his behaviour such that s/he grows psychologically, emotionally and spiritually, in short such that s/he self-actualizes (Frankenberg, 1972). Actualizing implies personal growth, personal autonomy (Bordages, 1989) and emotional maturation, all aspects of the learning process. According to Maslow (1962), the self-actualizing person is one who is fully functioning, who develops to the full stature of which s/he is capable. Self-actualized persons have superior perception of reality, increased acceptance of self, and increases in spontaneity, detachment, autonomy and creativity. S/he is more autonomous and self-directed, depending less on others and less ambivalent about them (Maslow, 1970). The significance of a self-actualized teacher cannot be underestimated when one considers that children tend to imitate the attitudes of teachers (Maslow, 1970).

It is a contention that preservice teacher training should devote more time to a consideration of the affective (feelings domain) and its interrelationship with cognitive aspects of the individuals behavioral functioning (James, Charlton, Leo & Indoe, 1991a). Over the past few decades, there has been a growing trend to provide for affective growth experiences as a means for improving teacher effectiveness (Cosford, 1990; Purkey, 1984; Rogers, 1983). Certainly, within the university setting, the opportunity should exist for the consistent stimulation of affective growth since it is

within this setting that students develop, professionally and personally, and affect those with whom they come into contact. Through preservice teachers, education extends to both children and adolescents. Thus, a useful vehicle for reaching out to other students is via Youth Counselling, thus providing the facility to address the child/adolescent subculture.

A Youth Counselling program as described by Skuy & Marcus (1982) is a holistic, innovative, psychoeducational intervention in which Youth Counsellors with no formal qualifications in psychological interventions, are utilised to address the emotional needs of pupils whose academic functioning is inadequate. Since Guidance is a subject in which personal values, respect and personal characteristics are imparted, it seems likely that student/teachers of Guidance are sensitive and responsive and it is thus particularly appropriate that a group of university students training to be Guidance teachers, are participants in a Youth Counselling program whereby their own personal growth and self-actualization may be enhanced. In turn, this may result in their improved general, as well as professional effectiveness. Once the needs of belongingness, love and esteem are satisfied, the individuals are released for further personal development and self-actualization (Kelley, 1975). In fact, change is a continual process which is enhanced through the helping of others. As stated by Karen Horney (1950, p 156),

"My own belief is that man has the capacity as well as the desire to develop his potentialities and become a decent human being, and that these deteriorate if his relationship to others and hence to himself is, and continues to be, disturbed. I believe that man can change and keep on changing as long as he lives".

Since there is a significant relationship between the pupil's affective functioning and academic achievement (James et al., 1991a; Lawrence, 1985; Murfitt & Thomas, 1983; Stott, 1981), a negative perception of self frequently results in low school performance (Purkey, 1970; 1984; Rogers, 1961). On the other hand, repeated failure experiences may frequently depress the pupils affective functioning, for example self-esteem (Charlton & Terrell, 1987; Craske, 1988). The self plays a dynamic part in the maintenance and enhancement of motivation, which itself

plays an important role in learning (Adelman & Taylor, 1983; Grolnick, Ryan & Deci, 1991; Marsh, Byrne & Shavelson, 1988) and feelings of incompetence may be increased by not being able to manage at school (Skuy et al., 1982).

Thus, attempts to meet successfully the educational needs of pupils will necessitate attention being paid to pupils' affective as well as cognitive needs. Whilst the latter needs are often recognised, the attention given to the former is often scant and inadequate (James, Charlton, Leo & Indoe, 1991b). The present study addresses itself to just such a need - the emotional aspect of the child, rather than her/his scholastic/cognitive aspects. The Youth Counselling program is a multi-pronged multi-faceted approach which is ultimately directed towards children whose learning poses a problem, and whose self-concept is lacking. At the same time, the intervention proposes to exert beneficial effects on those individuals who perform the role of Youth Counsellor.

2 REVIEW OF THE LITERATURE

2.1 Ineffectiveness of unidimensional approaches

In attempts to improve their poor academic performance in schools, some pupils have encountered so many failure experiences that they no longer hold beliefs that they can succeed. Bereft of these convictions about personal efficacy (locus of control) and academic ability (academic self-esteem), it is likely and understandable that pupils become uninterested in and uncommitted to their academic tasks. Their failure experiences are likely to have inculcated unhelpful beliefs in their minds about their 'selves' (James et al., 1991a; 1991b). However, the effect of failure on the pupil's self-concept is a function of the interaction of her/his temperament with failure. thus, the effects of failure on an individual's self-concept differ because of the inadequacy of considering personality characteristics in isolation (Skuy, 1992). Affective malfunctionings often suggest to pupils that further efforts on their part, to improve academic

performance, are futile and pointless (why try, if you are convinced that failure outcomes are inevitable?). On occasions where this 'suggestion' becomes translated into a type of learned helplessness, it is likely to eventuate as an 'affective' barrier to learning which inhibits meaningful academic achievement striving. Consequently a potential 'cycle of failure' is created which reduces self-esteem and inhibits expenditure of effort and persistence (Lerner, 1981).

Techniques which are unidimensional and fail to regard the child in a holistic way tend to be ineffective in improving scholastic ability, since the various aspects - learning, emotional and educational - of the child's functioning are ignored (Skuy, 1975). Failure to consider both the home and the school, and an exclusive concern with either the emotional or learning components have been traditionally weaknesses in educational interventions (Skuy, Shapiro, & Gamsu, 1977). When the divergent fields are insufficiently integrated, the child becomes fragmented and the disciplines ineffectual. Accordingly, school attempts to resolve the learning difficulties of these pupils may often be unproductive unless satisfactory attention is directed not only upon the remediation of academic skills' deficits, but also towards the removal of underlying affective malfunctioning (James et al., 1991a). Thus, the educator should be concerned with the whole child.

"It is iniquitous for us not to undertake this task. As educators are we called upon to educate the whole child? If not, who looks after the neglected parts? (Charlton, Jones & Brown, 1990, p i)".

Improvements in basic attitudes to learning and self-concept are central to academic involvement (Purkey, 1984). Since the relationship between intellectual and emotional development is important (Molteno, Kibel & Roberts, 1936), it seems appropriate to address the learning problem child from an aspect other than a purely educational one, namely from the emotional angle. A plethora of research studies have associated various methods of counselling with enhancement of self-image, movement towards internality in locus of control and improved academic achievement (Lawrence, 1985; Murfitt et al., 1983; Charlton et al., 1987). Each study

makes a contribution to the accumulating volume of evidence showing that attention to the affective needs of pupils can improve their academic functioning. The work of Lawrence (1971; 1985) has contributed a great deal to the increasing recognition and acceptance of the need to focus upon the whole child when making arrangements to help maximise pupils' performance in school. In other words, the enhancement of learning skills is combined with the alleviation of emotional or motivational difficulties for the child's functioning to be maximised within the environment. However, for a multi-disciplinary approach to occur in which psychological and educational skills are integrated, interdisciplinary cooperation and integration is required in which the effectiveness of the interrelationships with the environment is emphasised.

2.2 The nature of community psychology

It has become increasingly more difficult to separate the individual from her/his socio-political context and not to view the explanations of behaviour in terms of multiple settings (Dawes, 1985). The appropriateness of individualised, multi-faceted intervention programs in the social context is becoming more and more significant. If one sees individuals as being socialised within a society fraught with contradictions, intervention would concern itself with a process of resocialization which would attempt to deal with these contradictions. However, if an individual is socially constructed, intervention would necessarily involve structural change not only at the social-structural level but also at the psychological level.

"According to psychoanalytic theory, at the centre of individuality is a split; behind the boundaries of that split are determining forces, axes around which our everyday actions are organised. In general, psychoanalytic approaches move from here to provide the basis for a non-essentialist theory of individuality by regarding these axes as internalised early in development and hence as social in origin (Banton, Clifford, Frosh, Lousada & Rosenthal, 1985, p54)".

Whilst social structures might change and in the long term lead to possibilities for an enriched and fulfilled human experience, Banton et al., (1985) suggest that, along with the construction of new forms of social relationships, socialization processes must "engage with all levels of human

experience."

Complex interrelationships need to be addressed. In the community psychology approach, the primary area of focus has moved beyond the individual to the broader community, taking cognisance of the socio-political-economic stresses created by their contexts. The emphasis is on improving community life where the client is viewed within a specific system. Behavioural change is explained as having taken place in multiple settings, rather than as being restricted to the interaction between expert and client. No longer is the client viewed as an "isolated" individual, but as in her/his "totality - in relation to her/himself and to her/his environment. The change agent is regarded as any person who, within the context of a relationship, can facilitate the transformation of behaviour. In the community psychology approach, intervention is provided to children within their communities and families, that is, in their natural environment. Individualised methods and goals, which result in the maximisation of human effectiveness are stressed since learning difficulties and problems with scholastic performance often arise from the failure of educational approaches to take cognisance of relevant individual differences (Skuy, 1992). New and more effective ways are used to foster the child's development and assist her/him in her/his environment, whether in families or school. However, to accomplish this, an interdisciplinary co-operation and integration is regarded as essential (Skuy, 1975).

2.3 Nonprofessional manpower as therapeutic agents

Over the past two decades, there has been an intensified awareness that the mental health professionals tend to fail to meet the needs of larger numbers of target groups (Albee, 1985; Gruver, 1971; Hahn & LeCapitaine, 1990; Reguir, Goldberg & Taube, 1978). Accordingly the number of people seeking help reaches far beyond the number of existing helping services and mental health personnel who can provide assistance. The increased need for utilisation of non-traditional manpower is especially prevalent in South Africa where the supply-demand crisis is

overwhelming (Allwood, 1986; Dawes, 1986; Freeman, 1989; Lazarus, 1986; Seedat, Cloete & Shochet, 1988; Solomon, 1978). The consequences of this dilemma has extended to education where a growing number of educators and counsellors have recognised an ever-increasing demand for counselling services within the school setting, and the prevalent incapacity of school professionals to meet those needs (Downe, Altmann & Nysetvold (1986); Guttman, 1985). Thus a philosophy has emerged which embodies Miller's (1969) belief in "giving psychology away" and focuses upon teaching counselling skills to nonprofessionals who in turn, help others (Gerber & Kauffman, 1981; Hahn et al., 1990). The application of the concept of giving psychology away through teaching counselling skills to nonprofessionals seems to be a relevant means for contending with the rising demand for counselling services within the school setting (Hahn et al., 1990). An important proponent of the use of lay people in helping roles is Carkhuff (1969), who states that:

"lay people can learn to help as effectively as professionals (p168)".

The use of nonprofessionals is justified with the parallel realization that there are many more such people potentially available than there are professionals. Formally, the nonprofessional may lack skills. However, through life-experience, lifestyle skills may have been acquired. For example, the community worker indigenous to a poor community has been said to have a special understanding of the viewpoints lifestyle, language and problems of her/his own community (Henderson & Thomas, 1990). The nonprofessional is likely to gain access more readily to a client and may be more willing to enter her/his milieu. Frequently, the paraprofessional may surpass the professional in her/his capacity to motivate and involve people because of the trust which s/he already enjoys and the community knowledge with which s/he is already equipped. S/he forms one half of a brief therapeutic relationship within which s/he invests her/his emotional and practical resources in an attempt to assist the client in the relationship (P. ke, 1990). One of the most important functions of nonprofessional personnel is a "bridging" function, that is a link between professionals and their target population (Reissman, 1966). S/he may act as a link

between the different aspects of the individual's functioning (Skuy, 1975; Srinivisan, 1978), for example, between school and home, education and recreation.

2.3.1 Advantages and disadvantages of utilising nonprofessional helpers

Depending on who they are and with whom they are working, nonprofessionals have been suggested to have certain advantages over professionals. Provocative evidence exists that some nonprofessionals are more effective than their professional counterparts in working with some clients. It has been suggested that there are times when counselling by peers may be as effective or even more effective than counselling by adults (Hamblin, 1974; James et al., 1991a; Rogers, 1983). For example, Zunker and Brown (1966) found that student counsellors were more effective in counse. college students than were professional counsellors.

Although there are definite advantages to using nonprofessionals, potential difficulties emanate from using them. While their naivete has been presented as a potential advantage of using university students, it is also possible that it will be a liability. The unsophisticated student could project her/his own difficulties onto her/his patients or burden the patient with her/his own problems. Without intending harm, the nonprofessional may be tempted to play "therapists" and might exploit the relationship to satisfy her/his own needs. Further s/he might transfer her/his own life difficulties on to the relationship with the target population. Thus the nonprofessional needs to be closely monitored and supervised (Rappoport, 1977). The training of the nonprofessional, however, varies depending on what s/he is supposed to do and serve.

2.3.2 University students as nonprofessional manpower

Students provide educators with a "natural resource" population of nonprofessionals and educational tools with great potential as instructional agents (Ehly et al., 1980). More and more, a greater diversity of settings are using student paraprofessionals as psychoeducational trainers,

namely financial aid centres, crisis lines, academic advising, international student programs (Winston & Ender, 1988). As posited by Mitchell (1966), university students are particularly effective with children, since they can act in a relaxed and normal manner :

"college students seem to have a particular talent for finding the child in his own world (p311)".

University students are at a developmental stage during which establishing interpersonal relationships is particularly critical (Waldo, 1989). It is suggested that because their goals and interests have not yet crystallised, students may be more open to change. Personality theorists suggest that university students have a significant potential for change and there is a continuing search for ways in which personality development can be facilitated (Gruver, 1971). The student volunteers appear to have a sense of personal conviction to their work that staff or other volunteer workers cannot duplicate. They have qualities and characteristics which seem to suit them to work with troubled individuals and they tend to manifest less resistance to and more motivation for face-to-face contact with patients. Poser (1966) found that university students were extremely effective with chronic schizophrenic patients because of the existence of a "naive enthusiasm". Because the university student cannot rely on prior professional training or professional facade, s/he has to use a fresh naive, commonsense approach which results in greater flexibility than that of a therapist (Gruver, 1971). Anyhow, Rogers (1989c) has postulated that theoretical wisdom is not a necessary ingredient for a helping relationship. Adolescents in particular, are more likely to listen to the opinion and comments of friends (and those who are slightly older than themselves) than they are to adults (Good & Brophy, 1980; Hamblin, 1974).

One aspect of university students as paraprofessionals in the counselling process, is the use of preservice teachers who should have the experience of opening their own perspective, making connections and reflecting upon what happens when they do this. Student teachers should be enabled to create the kind of situation that provoke students to reach beyond themselves - and

become their own teachers (Greene, 1982). Preservice teachers find that personal development experiences are useful for increasing their self-understanding and their professional effectiveness (Myrow, 1977). Student Guidance teachers are uniquely placed to act as paraprofessional counsellors because they presumably have reasonably clarified their value systems, while embarking on enhancing the pupils' unique capabilities such as personal values, respect and personal characteristics.

2.3.3 Impact of counselling attitudes in client relationships

Facilitative attitudes are important in creating the necessary conditions of change in a client. The degree to which a relationship which facilitates the growth of the other is created, depends on the growth, understanding and perspective achieved by the helper. The optimal helping relationship is the kind created by a person who is her/himself psychologically mature and who is constantly stretching and developing her/his own potentialities in the direction of growth (Rogers, 1961; 1989a; 1989b; 1989c; 1989d),

"One way of assisting the individual to move towards openness to experience is through a relationship in which he is prized as a separate person in which the experiencing going on within him is empathically understood and valued, and in which he is given the freedom to experience his own feelings and those of others without being threatened in doing so (Rogers, 1989a, p181)".

In short, the quality of attentive listening (Burns, 1982; Morey, 1991) together with the relationship - specifically the counsellor's congruence, unconditional positive regard and empathy - are crucial factors in change and probably facilitate self-realisation (Rogers, 1989a; 1989d). The comparable relationship to the person-to-person relationship develops in the classroom and the facilitative attitudes of teachers are most effective in producing significant, independent learning by the child (Kirschenbaum & Henderson, 1989; Rogers, 1969; 1983; 1989c). The teacher who is warmly emotional and expressive, respectful of her/his own individuality and uniqueness and that of the other, probably facilitates self-realisation much as does a parent with similar attitudes.

2.4 Status of paraprofessionals with respect to youth and peer counselling

Extensive searches (Data bases of Educational Resources Information Centre, Social Sciences Citation Index and Psychological Information of the American Psychological Association) revealed a dearth of documented investigations on the effects of preservice teachers in helping relationships, and little on the utilisation of university students as paraprofessionals, working particularly with children. Further, apart from the articles referred to, there is a scant amount of literature on the subject of Youth Counselling. In contrast, peer counselling (with the emphasis on adolescents or university students) is well-researched. Although peer counselling is a different aspect of paraprofessional counselling which is similar in hierarchical structure to Youth Counselling, it will, thus be included in this review. Further, student teachers share certain characteristics with adolescent or young adult peer counsellors. They are at similar stages of important life-course developmental tasks and psychological maturity which represent increasingly complex organisations of cognitive and affective experience (Silver, Coupey, Bauman & Doctors, 1992). Nevertheless, differences in their roles exist. In the role of Youth Counsellor, the preservice teacher's target population are children who are in a different developmental life phase from her/himself, whereas peer counsellors generally target individuals in the same setting (for example at school).

2.4.1 Youth Counselling programs

All youth counselling programs are based on the intrinsic utilisation of natural resources of the community, most notably nonprofessional people from various spheres (Lawton, 1985; Skuy, et al., 1977). The programs enhance the expression and development of the autonomy and personal resources of each individual. Thus importance is attached to promoting self-understanding, personal responsibility and self-determination as prerequisites of personal growth (Lawton, 1985).

Youth Counselling, as employed in this study, is a term coined by Skuy (1975) to apply to South African conditions and refers to a program adapted from, yet different to the "Big Buddy" program originally utilised in the United States of America. The cornerstone of both programs is "befriending" and is characterised by activities, attitudes and personal relationships which assist pupils with currently experienced concerns, difficulties, dilemmas. The Youth Counselling program is a form of the "Big Buddy" program and has characteristics similar to it. For example, the hierarchical structure used to implement both programs is analogous, however Youth Counselling is different in that it is a far more formal, structured program than the unstructured emphasis of the "Big Buddy" program.

Recent research on Youth Counselling focuses on earlier documented Youth Counselling programs as devised by Skuy (1975). Youth Counselling was originally developed to target the distinctive specific population group of a mentally retarded, learning disabled community. In this pilot study, social competence, self-concept and frustration tolerance improved significantly in the subjects. The Youth Counselling program was then expanded to include children of IQ range 50-150 and Youth Counsellors from a third year Psychology Course. The results indicated an enhanced inner-directedness in the Youth Counsellors (Skuy et al., 1977). In a study by Skuy & Solomon (1980), in which both parents and Youth Counsellors were utilised to assist children with learning difficulties, significant changes within the children were not noted. Skuy et al., (1982) report on a systematic, structured task-oriented Youth Counselling program which focused on and resulted in the enhancement of friendships and self-concept. Vassos (1971) demonstrated that the peer influence model namely the Big Brother and Big Sister model, comparable in function to Youth Counselling, held great potential for assisting the development of students more effective behaviour in the school setting, while at the same time establishing a close and cooperative relationship with older students.

2.4.2 Effects of Youth Counselling and peer counselling intervention on the counsellor

Erikson (1968) identified a number of human developmental stages or "life-tasks" each one of which needs to be mastered before the next is tackled, which by virtue of circumstances the individual is forced to resolve. Erikson (1968) suggested that the crystallisation of professional goals is a major phase of the process of identity formation, which arises out of the process of individuation from the selective repudiation and assimilation of childhood identifications. If so, then working in the Youth Counselling program, can be said to facilitate identity formation, namely the developmental sequence in the transition from late adolescence to young adulthood. Besides aiding the individual in coping as effectively as possible, assuming the role of Youth Counsellor aids in the development through life tasks. Student teachers frequently experience conflicts concerning role expectations and identity formation and are exposed to new and challenging situations that involve genuinely responsible role taking. Studies show that a curriculum that balances role taking experiences and reflection in a systematic way can promote both professional skills and psychological growth for preservice teachers (Glassberg, 1978). It should be pointed out that there are contradictions in the research that has been conducted, and conclusions cannot always be drawn. Cohen, Kulik & Kulik (1982) in their meta-analysis, note that although the literature contains anecdotal reports of dramatic changes in self-concept brought about by peer tutoring programs, quantitative studies do not support these reports.

Often, non-professional helpers gain as much from helping others as those they help (Reissman, 1965; 1966; Gatz, Hileman & Amaral, 1984; Letsebe, 1984; Priddy & Knisely, 1982; Sprinthall, Hall & Gerler, 1992). Indeed, the "helper therapy" principle states that the person who helps, benefits as much or more than the person who is helped. Thus the successful counsellor/teacher may themselves undergo a growth process. In other words, growth in the child will impact on growth in the counsellor (Skuy et al., 1977). Peer counselling programs have proven beneficial

not only to the students they were intended to help, but to the peer counsellors themselves (de Vries & Petty, 1992; Leibowitz & Rhoads, 1974; Robinson, Morrow, Kigan & Lindeman, 1991). Gatz et al., (1984) claimed that the psychological benefits to the helper are the single most salient characteristic of paraprofessionals. Counsellors experience positive benefits in that they become more psychologically mature and they exhibit greater self-awareness and improvement in perspective-taking capacity (Skovholt, 1974; Sprinthall et al., 1992). Personality changes such as positive changes in self-acceptance, greater self-understanding, increased self-confidence and enhanced identity formation in college students have been noted (Gruver, 1971). Van Rensburg (1981) established that trainee teachers gained the ability to relate better to their pupils. In one of the few recent studies investigating psychosocial development among student paraprofessionals, it was demonstrated that student paraprofessionals are more autonomous, tolerant and interdependent than non-student paraprofessionals (Holland & Huba, 1989).

Peer tutoring programs strengthen links such that the individual's interaction is maximised and optimal functioning and self-actualization is facilitated. As stated by Goodlad & Hirst (1989), peer tutors benefit from peer tutoring by developing their sense of personal adequacy (Role Theory). The tutor can experience the respect and admiration of younger pupils and can enjoy the experience of success in social relationships. Peer tutoring gives tutors a chance to make direct use of knowledge that they already possess and inspire them to seek more of it. This fits with Gestalt theory which indicates that a student's interests are assimilated when the individual is actively interested in the knowledge.

In addition to its academic enhancement value, Hamblin (1974) makes important claims for peer-counselling practices; he contends that:

"It is a tool by which pupils can serve their fellows and the school, gaining a sense of worth as they do it and accelerating their own rate of personal development. The very fact of helping creates a sense of autonomy and worthwhileness, which in turn is spread amongst

other pupils, for those who are helped usually develop the desire to help (p324)".

According to Myrick & Erney (1978), peer facilitator programs are at the heart of a developmental approach to Guidance and counselling in which life skills are developed prior to crisis. Even though the intention of peer counselling programs is "to provide service" to someone outside that program, such as younger students, the evidence continues to suggest that training is treatment. Thus a peer facilitator program can be an alternative intervention in a Guidance and Counselling program (Myrick et al., 1978).

On the one hand, in a study by Willis (1977) with university freshmen/women, results demonstrated that personal growth as measured by the Omnibus Personality Inventory, appears to be unaffected by peer counselling. By contrast, in a peer tutoring scheme, 'The Pimlico Connection', run through Imperial College, London, 35% of the tutors reported that it gave them insight into how other people perceive their subject. Some students reported that it developed their self-confidence and gave them a sense of being useful and helpful. Peer adviser feedback to an engineering peer adviser program indicated that

"the peer advising experience was "very valuable". They reported improved communication skills, greater confidence in working with others, a greater ability to handle stress through managing a variety of activities, and greater personal insight (Fedor-Joseph, 1992, p177-178)".

Programs that train adolescents to work in peer counselling roles have been cited as important vehicles for promoting psychological well-being and enhancing personal, interpersonal and educational growth in the adolescent helpers (Campbell, 1983). Peer counselling adolescents can benefit in a range of ways, including increased personal growth, greater self-acceptance and confidence, improved communication and listening skills and more empathy (Goldin, 1978; Henriksen, 1991; McManus, 1982). Byrd (1984) demonstrated a significant increase in self-assuredness, self-confidence and enthusiasm as well as elevated levels of social interaction. The use of peers in relation to problems and difficulties on the campus of the University of Witwatersrand was widely valued (Abel, 1979).

Studies have shown that a factor of psychological readiness in adolescents (14-17 years) may determine which adolescents can enhance their psychological maturity through participation in a counsellor training intervention (Silver et al., 1992). Ego development is one of the ongoing processes in the normal developmental process and refers to the progressive attainment of psychological maturity over a series of stages that represent increasingly complex organisations of both cognitive and affective experience (Silver et al., 1992). A high school peer counselling training program showed substantial impact upon the emotional development, ego development and self-concepts of adolescent peer counsellors (Hahn et al., 1990). Further important studies have shown that tutoring improves self-concept (Goodlad et al., 1989; Haggarty, 1971).

However, in additional studies (Anthony, 1975; Bell, 1977; West, 1976), the notion that being a "helper" improved self-concept was not supported. Although Mullins & Perkins (1973) demonstrated that undergraduates in an innovative program in the biological sciences, had increases in self-actualization, adequate controls were not utilised. In a study by Goldman & Olezak (1976), an intensive innovative educational program failed to increase the participant's level of self-actualization. Commenting on the apparent non-appearance of an improved self-concept, Freyberg (1967) suggests that a non-projective measure of self-concept might be subject to conscious defensive control. Freyberg's (1967) Buddy System which occurred in an informal tutoring scheme demonstrated no statistical increase in positive self-concept, but an overwhelmingly large proportion of the elders of the scheme felt that the experience had been helpful to them and all of them substantiated their replies. Some of the replies, noted Freyberg (1967), were most thoughtful and insightful

'I learned how to help and understand others', 'I learned how to take care of little children and help them with their problems'.

Studies by Haggarty (1971), Kim, McLeod, Rader & Johnston (1992) and Yogev & Ronen (1982), demonstrated the increase of self-esteem, namely the feeling of self-confidence, worth,

strength, capability and adequacy and of being useful and necessary in the world (Maslow, 1962). However, Mass (1977) demonstrated no significant changes in self-esteem on paraprofessionals involved in training. Studies have demonstrated that peer counsellors both enjoy and gain from the experience (James et al., 1991a; Murfitt et al., 1983; Rogers 1983). Self-confidence is increased and their ability to form good relationships improved. Although affective gains are difficult to measure systematically, studies have shown that empathy is improved through participation in peer counselling programs (Emmert, 1978; Goodman, 1978). However, conflicting results were noted by Scott (1991), when he found that a peer ministry training program did not significantly impact on an adolescents ability to respond empathically.

2.5 Crosscultural helping relationships

The issue in South Africa of counselling in the crosscultural context is extremely significant given that those in need of help are frequently from disadvantaged communities and of racial groups different from the helper. The aspect of a paraprofessional and her/his client being from a different racial group needs to be considered.

According to Scott & Warner (1974, p230)

"Peer counsellors are more helpful when they are from the same ethnic and socio-economic background as their clients".

Working in a crosscultural milieu is exceptionally difficult. Cultural factors present subtle and pervasive confounding variables - race, sex, age, training and personality - which influence the dynamic process between client and counsellor (Vontress, 1981). Numerous problems exist in counselling minority group clients. These arise primarily from crosscultural barriers which cause communication static and distortion in interactions. Differences in racial and ethnic background, socio-economic class and language patterns all interact to create rapport problems in the relationship (Vontress, 1981). Communication barriers result when the counsellor is not

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cognizant of cultural variations in styles and patterns of verbal and nonverbal behaviour (Dillard, 1983). In fact, the ultimate success or failure for counselling to be viable, depends on the underlying implicit and explicit values of the counsellor (Turton, 1986). Should the counsellor consider that all clients are the same, s/he runs the risk of having difficulty in communication, and thus of not providing effective assistance (Pedersen, Draguns, Lonner & Trimble, 1981). Sue (1981a; 1981b) emphasises the need for therapists who hold world views that are different from those of their clients to be aware of the bases of those differences, otherwise they are most likely to impute negative traits to their clients. Although socio-psychological factors will not produce a smooth conflict-free relationship in interracial counselling, unless the therapist is willing to examine her/his own internal reactions, for the white therapist working with black clients, there is a danger of being trapped in cultural cliches (Mathabe, 1986).

If the premise is adopted that acceptance is of vital importance in the establishment of a psychotherapeutic relationship, then the South African experience must have consequences for the establishment of black-white psychotherapeutic relationships. Individual contacts between a White therapist and a Black client contain elements of the overall relationship between Blacks and Whites in apartheid society and these elements cannot be ignored (Swartz, 1987).

Although apartheid has affected all blacks in South Africa, it cannot be assumed to have similar psychological effects on every individual. The impact of the sociopolitical situation is mediated through the individual's unique constitutional endowment and its effect will vary with each specific individual (Mathabe, 1986). Past experiences of discrimination are likely to affect the therapeutic relationship. Counsellors need to examine their own values when working crossculturally. They need cultural self-awareness and sensitivity, an awareness of values, an openness to and respect for differing value systems, tolerance for ambiguity, willingness to learn and a genuine concern for people with differing values (Fouad, 1991; Pedersen, 1991). Every

aspect of transference, positive or negative may be difficult for the therapist to deal with because of her\his own emotion-laden response to the injustices of the country. For example a white therapist, may elicit a hostile transference from her\his client because of her\his own guilt at not having suffered as much as the client (Swartz, 1987). In fact, the psychology of apartheid is not simply the psychology of a supposedly "sick society" but is the psychology of oppression, violence, detention without trial, forced removals, separation of families, huge disparities in income, nutrition and health care, to name but a few of previously everyday features of South African life. Although individual empathy is important to the counselling relationship, it is not sufficient by itself. To work with minority clients effectively, counsellors must have insight into their own attitudes regarding their clients' racial and cultural backgrounds, as well as a knowledge of the socio-political conditions. It is of utmost importance that the counsellor be willing to recognise the existence of emotionally distorted reactions in her\himself. S\he must allow her\himself to study and observe her\his own attitudes, values and prejudices and how they affect the perception of the client. If s\he is mindful of these feelings, s\he can, instead of a countertransference on a client's negative reaction, work through the displaced reactions to the advantage of the situation (Mathabe, 1986).

Counsellor characteristics that are vital when counselling across cultures, include tolerance of anxiety in the client, a manifest flexibility in response to the client, a reasonable confidence in one's information and belief system, and an interest in the client as a person (Sundberg, 1981).

As stated by d'Ardenne & Mahtani (1989, p71), language

"pervades the entire counselling process and will betray you if you do not genuinely respect your client's culture".

Acceptance of and respect for the client needs to be conveyed within her\his own cultural frame of reference, and thus it is possible that therapeutic counselling has far more direct intervention than is traditionally expected (Draguns, 1981a; 1981b).

3 THE STUDY

3.1 Rationale, aims and hypotheses

In light of the findings previously cited, it would seem entirely appropriate to utilise an intervention involving non-professional Guidance students/teachers as change agents in a Youth Counselling program. The Guidance student is uniquely placed to implement the Youth Counselling program, particularly if consideration is given to the fact that s/he is in the process of learning such specific characteristics as empathy and unconditional positive regard which should subsequently be prevalent when practising as teachers.

Since studies have shown the enhancement of personal growth and maturity as a function of participation of Youth Counselling Programs or similar peer counselling programs, it would seem appropriate to measure the effect the Youth Counselling program will have on the Guidance teacher/Youth Counsellor's personal self-actualization.

Crosscultural counselling is such a prevalent need in South Africa today, that the relevance of measuring the effects of intercultural relationships cannot be underestimated. Accordingly, the overall aim was to determine the effects on the Guidance student/teachers growth to self-actualization by participation in the Youth Counselling program. A further aim was to assess whether participation in the Youth Counselling Program affected the Youth Counsellor's ability to form and maintain relationships with individuals of a racial group other than her/his own.

Thus it is hypothesised that, following a Youth Counselling program :

- i. There is a significant increase in self-actualizing attitudes of student-teachers in the Program as compared with those of student-teachers not involved;

- ii. There is a significant change in the Youth Counsellor's perceptions of her/his ability to form interpersonal relationships with individuals from racial groups different from her/his own.

3.2 Method

3.2.1 Subjects

The subjects were enrolled in the Faculty of Education, University of Witwatersrand and were in their fourth year of study. Some subjects had undergraduate degrees and were enrolled for the Higher Diploma in Education whereas others were completing their fourth year of study of a Bachelor of Education degree. These represent alternative routes to qualifying as a teacher, although the Bachelor of Education may be a more integrated program of teacher training.

The experimental group consisted of 35 subjects (Mean age=22,8, Standard deviation=2,3) who were enrolled for General Vocational Guidance at the Division of Specialised Education, Faculty of Education. 12 subjects were excluded: 3 subjects cancelled participation in the Guidance module, 1 participated only in the pretest and not the posttest, and 8 subjects participated in the posttest but not the pretest. The control group consisted of 32 subjects (Mean age=22,3, Standard deviation=1,4) who were enrolled in the English Methodology module of her/his degree/diploma. 20 subjects were excluded: 1 cancelled participation in the English Methodology course, 11 participated only in the pretest and 8 subjects participated only in the posttest. Subjects registered for both Guidance and English Methodology, and thus eligible for both groups, were excluded from the control group, while included in the experimental group.

Random assignment to experimental and control groups was not possible, since the subjects comprised preconceived entire populations, namely of Guidance students for the experimental group, and English Methodology students for the control group. Complete equivalence was not possible because of the absence of a totally matching control group. However, the aim was to

provide a control group which was comparable to the Guidance students and in possession of similar characteristics. In many respects, the Guidance students and the English Methodology students were similar. Certainly in academic prowess and intellectual ability, their competence was analogous. However, differences occurred in that students selected their teaching subjects based on their academic majors. Students whose undergraduate major had been English were accepted for registration for English Methodology, whereas those students who had majored in Psychology were eligible to register for the Vocational Guidance course and thus, being prepared to be Guidance teachers in High School.

3.2.2 Intervention

The key independent variable, intrinsic to the study, was the Youth Counselling intervention, a compulsory credit for the Guidance module. The Guidance students acted as "big buddies" or Youth Counsellors by being paired with randomly allocated "little buddies", primarily from disadvantaged communities. The "little buddies" were recruited from a sample of pupils with learning difficulties, attending remedial tuition at the Division of Special Education, University of Witwatersrand.

The Youth Counselling intervention involved a one-to-one relationship based on the principles of congruence, empathy and unconditional positive regard, between the Youth Counsellor and a child. The Youth Counsellor was expected to "befriend" the child for at least one hour a week during mutually convenient times in a variety of settings, over a period of five months. Although one hour a week was the minimum stipulated time to spend with the "little buddy", the Youth Counsellor was free to spend more time if s/he wanted. However, it was felt not to burden the Guidance student by forcing further time, the utilization of which being left up to her/him. Through various activities, the Youth Counsellor became actively involved with and attuned to the child in her/his totality, namely with regards to her/his school and home life, attitudes and

activities, assets and talents. Emphasis was placed on spontaneity, flexibility and uniqueness. The Youth Counsellors were considered to have the ability to communicate with the child in an empathic, sincere and accepting relationship. Informal learning activities and experiences could be selected from a booklet entitled *Guidelines for the Youth Counsellor* (Skuy, 1975 - see Appendix A) or conceived ingeniously by the Youth Counsellors themselves.

The context was of an educational pyramid paradigm in which professionals, graduate students and undergraduate nonprofessionals were used in a cooperative support system (Seidman & Rappaport, 1974). Professional supervision and a pre-intervention orientation program were provided by a team comprising an educational psychologist, remedial educationist, and graduate students in these fields. Weekly meetings led by these professionals provided an opportunity for Youth Counsellors to share feelings and ideas. The group process employed the nonchalant, interactive style characteristic of adolescent groups. The initial training focused upon the skills required to become a sympathetic and nonjudgemental listener, attend with interest to what pupils were saying, encourage pupils to express themselves. The techniques involved did not require so much a training as a briefing. As stated by Lawrence (1973),

"Given a warm, intelligent, lively and sympathetic personality, all that is required is a brief instruction in principle which can be learned fairly quickly".

Cognisance was taken of potential problems such as over-identification of the Guidance student with her/his "little buddy", transgressing the limitations of the Guidance students' role as "big buddy" and difficulties resulting out of the termination of the relationship. Through the weekly meetings, attempts were made to control the potential problems and to ensure the ease of termination.

3.2.3 Measuring instruments

3.2.3.1 Shostrom Personal Orientation Inventory (POI) (1963)

3.2.3.1.1 Description and Application

The focus of the POI is to measure the phenomenon of self-actualization (Shostrom, 1964). The POI consists of 150 forced-two-choice comparative-value judgement items. While the POI has been described as a "forced choice" instrument (Raanan, 1973), such is not the case, since the format meets the criteria of "paired opposites" namely each concept is presented in terms of a positive and a negative statement of the continuum, or dichotomy under consideration (Knapp, 1976). In responding to the POI, the examinee is asked to select the one statement in each pair that is most true of her/himself. The inventory has twelve scales and is scored twice, once for the two basic scales, Inner-Direction (127 items) and Time Competence (23 items), and again for the ten subscales which measure "conceptually important" elements of self-actualization (Shostrom, 1974). The twelve scales are:

1. **Support Ratio** - The contrast between Inner-direction (I) and Other-direction (O), or dependence on self or on others.
2. **Time Ratio** - The relationship between Time Incompetence (Ti):Time Competence (Tc), the degree to which one integrates the present with both past and future.
3. **Self-Actualizing Value (SAV)** - Agreement with the values of self-actualizing people as defined by Maslow (1962) (26 items).
4. **Existentiality (Ex)** - Flexibility in the application of values or principles to one's life (32

items). This scale measures the ability to situationally react without rigid adherence to principles. It is a measure of one's ability to use good judgment in applying these general principles.

5. **Feeling reactivity (Fr)** - Sensitivity or responsiveness to one's own needs and feelings (23 items).
6. **Spontaneity (S)** - Freedom to express feelings behaviorally and to react spontaneously, or be oneself (23 items).
7. **Self-regard (Sr)** - Affirmation of one's self because of worth or strength (16 items).
8. **Self-acceptance (Sa)** - Acceptance or affirmation of oneself in spite of weaknesses or deficiencies (26 items).
9. **Nature of Man (Nc)** - A constructive view of the nature of man (16 items).
10. **Synergy (Sy)** - Ability to integrate or transcend dichotomies (9 items).
11. **Acceptance of aggression (A)** - Ability to accept one's natural aggressiveness, as opposed to defensiveness, denial and repression of aggression (25 items).
12. **Capacity for Intimate Contact (C)** - Capacity for warm interpersonal relationships with other human beings, unencumbered by expectations and obligations (28 items).

3.2.3.1.2 Administration

The POI has been designed as a self-administering device, with no time limit to the scale. Instructions for the POI are printed on the form and are read to the subject, so that the opportunity is provided for questions to be raised. Subjects respond to the questionnaire by circling the number on the test form of those statements in each category which best describes them. If more than one statement is appropriate, then more than one statement can be circled in a particular group.

3.2.3.1.3 Scoring

Scoring of each item remains independent and is intended to reflect a particular facet important in the development of self-actualizing. Scoring occurs in terms of the two major scales, Time Competence (Tc) and Inner-Directedness (I) and the ten subscales. Since the major scales are viewed as being clinically interpretable in relative terms, they are frequently seen as ratios covering the two major areas important in personal development and interpersonal interaction, time orientation and support orientation:

Time Ratio: The use of time in a competent way is expressed in a Time Ratio score of approximately 1:8 as compared to the non-self-actualized Time Ratio of about 1:3.

Support Ratio : The ratio between other-directedness and inner-directedness is approximately 1:3, in contrast with the non-self-actualized group ratio of approximately 1:1.

Self-Actualizing Value (SAV) : A high score indicates that the individual holds and lives by values characteristic of self-actualizing people, while a low score suggests the rejection of such values.

Existentiality (Ex) : Higher scores reflect flexibility in application of values while low scores may suggest a tendency to hold to values so rigidly that they become compulsive or dogmatic.

Feeling Reactivity (Fr): A high score indicates the presence of such sensitivity, while a low score suggests insensitivity to needs and feelings.

Spontaneity (S) : A high score measures the ability to express feelings in spontaneous action. A low score suggests that one is fearful of expressing feelings behaviorally.

Self-Regard (Sr) : A high score measures the ability to like oneself because of one's strength as a person. A low score suggests feelings of low self-worth.

Self-Acceptance (Sa) : A high score suggests acceptance of self and weaknesses, and a low score suggests inability to accept one's weakness. It is more difficult to achieve self-acceptance than self-regard, but self-actualizing requires both.

Nature of Man - Constructive (Nc) : A high score suggests that one sees man as essentially good and one can resolve the good-evil, masculine-feminine, selfish-unselfish and spiritual-sensual dichotomies in the nature of man. A low score suggests that one sees man as essentially bad or evil.

Synergy (Sy) : A high score is a measure of the ability to see opposites of life as meaningfully related for example, one sees that work and play are not different and that lust and love, selfishness and selflessness and other dichotomies are not really opposites at all. A low score suggests that one sees opposites of life as antagonistic.

Acceptance of Aggression (A) : A high score indicates the ability to accept anger or aggression within oneself as natural. A low score suggests the denial of such feelings.

Capacity for Intimate Contact (C) : A high score indicates the ability to develop meaningful, contactful relationships with other human beings, while a low score suggests that one has difficulty with warm interpersonal relationships.

3.2.3.1.4 Reliability and Validity

A number of studies (Shostrom, 1964; Fox, Knapp & Michael, 1968; McClain, 1970) based on diverse populations from widely disparate regions have demonstrated the validity of the POI as a measure of concepts considered to reflect "actualizing". The POI retains validity in attempts at "faking a good impression", especially with undergraduate students whose attempts to "look good" produced erratic profiles. Nevertheless, there appears to be some controversy with regards to the validity of the scale. Difficulties with validity were noted by Ray (1984), disputed to some extent by Hattie (1986), and subsequently reaffirmed by Ray (1986). The issues in this dialogue concerned, amongst other things, the POI's internal consistency reliabilities which were well below the accepted levels for published tests. Hattie concluded that use of the POI for clinical assessment purposes was reasonable, while Ray cautioned about its perils and thought otherwise (Weiss, 1987). Weiss (1987) indicates that the original validation of the POI has been shown to be improper since the validation was illogically based on mean values of scores of nominated subject groups and not on their score ranges. According to Weiss (1987), the POI does not measure self-actualization, but a weak to moderate correlate. However, Hattie & Cooksey (1984) demonstrate that the construct validity of the POI is convincing.

In the present study, internal consistency reliability estimates (Kuder-Richardson 20, (Guilford, 1954)) were found to range from high to unacceptably low. The two main subscales - Time

Competence (Te) and Inner-Direction (I) - have a reliability of 0,49 and 0,80 respectively. However, in the case of the Synergy (Sy) and Acc of Aggression (A) subscales, some of the items had no variance and thus resulted in unacceptably low internal consistencies.

Table 3.1 Internal consistency reliability estimates (Kuder-Richardson 20) of the twelve subscales of the Shostrom Personal Orientation Inventory.

Time Competence	0,49
Inner-Directedness	0,80
Self-actualising Value	0,58
Existentiality	0,46
Feeling Reactivity	0,56
Spontaneity	0,59
Self-regulation	0,68
Self-acceptance	0,52
Nature of Man	0,12
Synergy	0,10
Acc of Aggression	0,46
Capacity for Contact	0,42

Silverstein and Fisher (1973) appear to be the only authors who have reported internal reliabilities for each of the POI scales. It is argued however, that the client group (prisoners) used by them might tend to give deviant and atypical responses (Ray, 1984). According to Schwebecke, Luck & Jandron (1974), subscales are correlated and have moderate reliability, although studies have shown unsatisfactory criterion (item test) correlations. Inner-Direction (I) emerges in a number of studies as the scale with the highest degree of reliability (Frankenberg,

1972), thus this scale most likely represents the best overall measure of the POI.

A drawback of the POI is that it is based on assumptions about the definition of an emotionally healthy self-actualized person which could be culture specific and may differ considerably from one subculture to another (Raanan, 1973). However Shostrom (1973) indicates that high-self-actualizing individuals are "resistant to enculturation". Further, the question arises of whether measured changes merely reflect a purely intellectual response namely at the thinking level (Knapp, 1976). A limitation of the POI is that its applicability depends on the co-operation of the subject as well as her/his ability to comprehend the statements. The POI is highly sensitive to experiences during the interval between administrations (Knapp, 1976). There is some current debate regarding the interpretation of scores, because of the breadth of some of the concepts being tapped, and the lack of specificity of some of the scales. However, these cautionary remarks will be taken into account in the interpretation of the data. Major advantages of the POI which have contributed to its wide applicability are its objectivity of measurement, the positive non-threatening nature of the concepts measured, its resistance to faking and the relevant "in the now" statement of items and description of the constructs.

3.2.3.2 Attitude Inventory (AI) (1993)

3.2.3.2.1 Description and Application

The AI was developed by the writer for this study. The AI consists of 10 items divided into 3 different categories of attitudes, each consisting of self-evaluative statements, which are ranked to reflect the intensity of attitudes, ranging from negative attitudes to positive ones. The focus of the first scale of the AI is to measure and interpret perceptions about crosscultural relationships. The additional two scales concentrate on the measurement of attitudes towards the effectiveness of a helping relationship and towards the effectiveness of a teacher's role in education.

3.2.3.2.2 Administration

The AI is self-administering with no time limit and should take about five minutes to complete. Instructions for the AI are given verbally to the subject, giving the subjects the opportunity to raise any queries. In responding to the AI the examinee is asked to circle the number on the test form, the response being the best description of her/him to the question. If further explanation is needed, the subject is encouraged to express her/himself.

3.2.3.2.3 Scoring

Scoring occurs by rating the statements checked on the 4-point scale, where negative attitudes score 0 and positive ones score 3. For example, item 1 which is concerned with having any previous form of friendship with a person of a different race subsumes four ratings ranging from 'Never' (Absence of behaviour, scoring 0) to 'Very often' (most positive level, scoring 3). A low score suggests the difficulties perceived by the subjects of establishing a significant helping relationship. A high score indicates the subject's positive perception of her/his ability to establish relationships of a helping nature, particularly in a crosscultural context.

3.2.3.2.4 Reliability and Validity

This instrument was designed on the basis of face validity and has not been published. Thus the reliability and validity is not well-established, and it is not particularly beneficial to consider 'test-retest reliability' and thus the results are limited. As it appears that we are dealing with face validity only, shortcomings exist with respect to the development of the test and the analysis of the results. Although information about test-retest reliability is limited, this tool is simple to administer, can be completed in several minutes and requires little in terms of materials. Nevertheless, the scale is not particularly amenable to statistical analysis because of its very nature. Faking and distortion are distinct possibilities since the subject's public self-concept is

being expressed. It is highly likely that the responses received are biased, as any response is inherently biased to some degree (Cronbach, 1960). As the author is not aware of the availability of other valid published inventories investigating racial or crosscultural attitudes, the AI was used despite its serious limitations.

3.2.3.3 Youth Counselling Final Report

3.2.3.3.1 Description and Application

The Youth Counsellor Final Report is a summary of the Youth Counsellor's experience of the program. The Report is based on guidelines provided to the Youth Counsellor (See Appendix B).

3.2.3.3.2 Administration

The Youth Counselling Final Report is self-administered and submitted at the conclusion of the Youth Counselling program.

3.2.3.3.3 Scoring

The Youth Counselling final reports are evaluated qualitatively.

3.2.4 Procedure

Confidentiality was guaranteed. The subjects were required to complete a Youth Counselling final report (See Appendix B) as well as two questionnaires :

- i. Shostrom Self-Actualization Scale (Personal Orientation Inventory (1963)
- ii. Attitude Inventory (See Appendix C) (1993)

The two questionnaires were administered toward the beginning of the academic year, in April and then again towards the end of the academic year, in October, after the experimental group

had participated in the intervention, the Youth Counselling program. The Youth Counselling final report was completed at the completion of the program. Given the purposes and setting of the project, it was not feasible to exert control over demographic factors such as family background, socio-economic background, attitudes towards contemporary social phenomena. Thus, no such control existed. However, since all the subjects were in their fourth year of university study, in the process of obtaining teacher status, no difference was expected in the results on the two inventories.

3.2.5 Research design and statistical analysis

The research design is classified as a quantitative, descriptive design of the hypothesis testing sub-type (Tripody, Fellin & Meyer, 1979), where attempts are made to establish the relationship between participation in a Youth Counselling program and the acquisition of self-awareness and self-development. It is a Pretest-Posttest Control Group Design (Campbell & Stanley, 1966), where the experimental and control groups are compared before and after the experience of the independent variable, namely participation in the Youth Counselling program.

The instruments used to compare mean gains are the POI and the AI which were administered to the experimental and control groups twice, before and after the intervention; that is towards the beginning and the end of the 1992 academic year. Extraneous variables such as history and maturation were controlled by the fact that they were likely to be operating to the same extent in both the experimental and control groups. The POI and AI were scored as required.

Cronbach's alpha coefficient of internal consistency and reliability (Guilford, 1954) was calculated for each subscale. A repeated measures analysis of variance was used to compare the changes from the pre- and posttests to examine whether the pre- and posttests differed from group to group and furthermore to test the pre- and posttest differences. However, difference scores are usually less reliable than the scores from which they are calculated, and thus real differences may

be undetectable. To overcome this difficulty, the residualized or regressed gain scores were used. These scores are calculated by predicting the posttest scores from the pretest scores on the basis of the correlation between pre- and posttest, and then subtracting these predicted scores from the posttest scores to obtain the residual gain scores. The effect of the pretest scores is thus removed from the posttest scores, that is the residual scores are posttest scores purged of the pretest influence (Kerlinger, 1986). Finally, the Pearson's Product Moment Correlations were computed for the POI and the AI to determine the basis of any relationship between the subscales of the AI, as well as any relationship between the AI and POI.

4 RESULTS

4.1 Introduction

The results are presented in three sections. The first section, (4.2), presents the results of the Shostrom Personal Orientation Inventory in four subsections namely:

- i. The pretest scores on the 12 subscales compared for the experimental (E) and Control (C) groups (4.2.1);
- ii. The posttest scores on the 12 subscales compared for the experimental and control groups (4.2.2);
- iii. The pre- posttest changes compared between groups (4.2.3);
- iv. The pre- and posttest scores examined within each group (4.2.4).

The same structure is then adopted for the analysis of the Attitude Inventory (Sections 4.3.1 - 4.3.4). In addition, these subscales are then intercorrelated (4.3.5). In the third section (4.4), correlations between the POI and the AI are analyzed.

4.2.1 Intergroup comparison of pretest scores on the 12 subscales of the Personal Orientation Inventory

The raw score means and standard deviations for the subscales of POI administered on the two testing occasions, the pretest and the posttest, for the experimental and control group are presented in Table 4.1. Although results of Analyses of Variance (ANOVA) showed the differences were not significant for any of the twelve scales (see Appendix D), the difference in means for the Self-actualizing scale (SAV) approaches significance ($p < 0.06$) in favour of the experimental group. Furthermore, the experimental group tended to score above the control group on six of the twelve POI scales (see Table 4.1, Figure 4.1 & Appendix D) namely Inner-Directedness (I), Self-actualizing Value (SAV), Existentiality (Ex), Self-regulation (Sr), Nature of Man (N) and Synergy (S), and vice versa, the control group scoring higher than the experimental group on the other six scales. There is no conclusive or consistent trend in favour of either of the groups.

It cannot be assumed that the scale of the ratio of Time Competence (Tc) and the ratio of Inner-Directedness (I) approximate equal intervals. Thus although an analysis of variance was calculated, the results of these ratio scales should be viewed with caution. As stated by Shostrom (1974) in the POI Manual, the complexities of calculating the measures of ratios of two scales cannot be forgotten.

Table 4.1 Means and standard deviations on the Shostrom Personal Orientation Inventory subscales for the control (n=12) and experimental groups (n=23) on the pre- and posttest.

	PRETEST				POSTTEST			
	MEAN		SD		MEAN		SD	
	C	E	C	E	C	E	C	E
Time Competence	15,64	14,74	2,42	2,96	14,18	14,48	3,49	3,48
Time Competence Ratio	0,50	0,63	0,23	0,39	0,73	0,69	0,50	0,46
Inner Directedness	80,44	84,16	8,11	12,09	83,89	84,63	8,78	12,81
Support Ratio	0,61	0,52	0,19	0,24	0,53	0,53	0,18	0,26
Self-actualising Value	19,56	21,43	2,46	2,29	19,22	21,29	2,22	2,12
Existentiality	20,33	21,05	3,08	3,49	20,78	20,70	4,09	4,39
Feeling Reactivity	15,45	15,13	3,27	3,17	15,73	16,35	2,24	3,11
Spontaneity	11,82	11,74	1,83	2,47	12,18	11,83	1,94	2,59
Self-regulation	11,36	11,87	3,56	2,70	12,55	11,65	1,92	2,69
Self-acceptance	14,64	14,32	2,50	3,82	14,91	14,41	2,51	3,97
Nature of Man	11,44	12,19	1,01	1,60	11,33	11,86	2,40	1,46
Synergy	7,11	7,71	1,27	0,96	7,67	7,43	1,00	1,12
Acc of Aggression	16,82	15,91	3,43	2,69	17,36	16,36	3,29	2,54
Capacity for Contact	19,55	18,55	2,91	2,72	19,64	18,32	3,75	3,41
Sample Size	11	23	11	23	11	23	11	23

I $T_1 - T_0$ (Time) Ratio;
Self-Actualizing Average: $T_1 : T_0 = 1 : 8$
Your Ratio: $T_1 : T_0 = 1 :$ _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

II $O - I$ (Support) Ratio;
Self-Actualizing Average: $O : I = 1 : 3$
Your Ratio: $O : I = 1 :$ _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

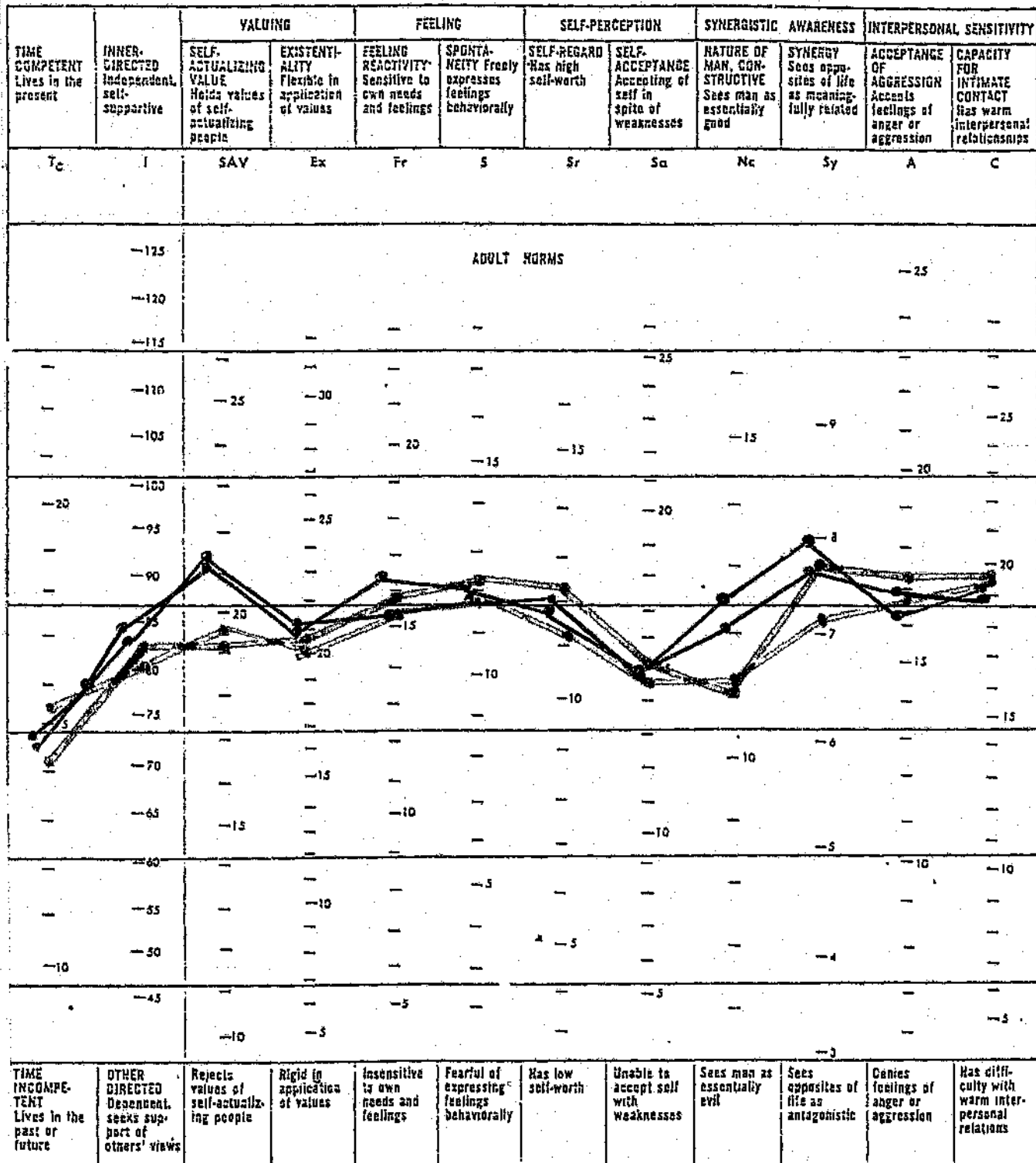


Figure 4.1: POI Profile of means on pre- and posttests for the control group (English Methodology)

Pretest

Posttest

POI Profile of means on pre- and posttests for the experimental group (Guidance)

Pretest

Posttest

4.2.2 Intergroup comparison of posttest scores on the 12 subscales of the Personal Orientation Inventory

To avoid the objections to difference scores in the pre- and posttests, the posttest scores used for this analysis have been "purged of the pretest influence" (Kerlinger, 1986, p311) to remove pretest effects approaching significance. This effect was achieved via univariate regression analyses of posttest scores on pretest scores, and thereafter the subtraction of pretest effect from the posttest on each subscale. The assumption of the homogeneity of the variances of the two groups on each of the POI subscales was checked. On four of the subscales, the variances were found to be unequal. On these subscales, tests for intergroup comparisons with heterogeneous variances were computed (See Appendix E). Results of ANOVA showed that the posttest scores are not significantly different on any of the POI posttest subscales (see Table 4.1 & Appendix F) between the two groups. The only two scales to approach a difference at even the 20% level are Self-actualizing Value (SAV) and Self-regulation (Sr). However, this level is too high for a consideration of real differences. As expected, the Self-actualizing Value (SAV) mean is higher for the experimental than the control group, but the Self-regulation (Sr) scale had means which were not in the expected direction (See Table 4.1, Figure 4.1 & Appendix G). The posttest differences on the other POI scales of the two groups are so close that it is not possible even to speculate on the implication of the direction of the difference between the means.

There is thus no support for hypothesis 1, namely that a significant increase occurs in the self-actualizing attitudes of student-teachers involved in the Youth Counselling program as compared with English Methodology student teachers.

4.2.3 Investigation of interaction effects on the 12 subscales of the Personal Orientation Inventory

For the sake of completeness, any changes between the pre- and posttests were analyzed to

investigate whether there is a trend for changes to be different for the two different groups, in other words, to investigate the presence of a pre- and posttest*group interaction (see Appendix H). Once again, the pre- and post test differences on the POI subscales were not found to be significantly different from group to group, on a multivariate Analysis of Variance (MANOVA).

4.2.4 Within experimental group changes on the 12 subscales of the Personal Orientation Inventory

Although the researcher subsequently tested to investigate the pre- to posttest changes within the experimental group, any significant change found cannot be said to be due to the Youth Counselling program per se, and thus the results should be relegated to a subsidiary level of importance. Finally within the experimental group pre- and posttest changes were analyzed via related groups t tests (see Appendix I). Significance at the 5% level was obtained on only one subscale, Feeling Reactivity (Fr) for the experimental group. This significant change was not due to regression of the mean because initially, the scores which caused significance were not at the extreme (Kerlinger, 1986). (See Appendix J).

4.3.1 Intergroup comparison of pretest scores on the Attitude Inventory subscales

The raw score, means and standard deviations of the three AI subscales, namely Crosscultural, Helping Relationships and Teacher Role subscales, on the pretest and the posttest, for the experimental and control group are presented in Table 4.2. Results of ANOVA comparisons show the difference in means on the pretest scores of the AI are negligible (see Appendix K). Although not significant, the scores for the control group are slightly higher than those on the experimental group for two of the three scales, namely Crosscultural Relationship and Teacher Role.

Table 4.2 Means and standard deviations on the Attitude Inventory subscales for the control (n=12) and experimental groups (n=23) on the pre- and posttests.

	PRETEST		POSTTEST	
	MEAN		SD	
	C	E	C	E
Crosscultural Relationship	17,91	17,71	2,07	2,33
Helping Cross culturally	5,73	5,76	1,35	1,00
Teacher Role	7,45	7,14	0,69	0,79
Sample Size	11	21	11	21

4.3.2 Intergroup comparison of posttest scores on the Attitude Inventory subscales

As in the case of the posttest scores on the POI, the posttest scores on the AI were "purged of the pretest influence (Kerlinger, 1986, p 311)". After computation of ANOVA tests, these posttest scores were not found to be significantly different on any of the subscales (see Table 4.2 & Appendix L) between the two groups although the posttest mean scores indicate that the experimental and control groups slightly altered their positions relative to each other at the end of the experimental period. The experimental group scored slightly higher, although not significantly so, than the control group on two of the three scales, namely on Crosscultural Relationship and Helping Relationship.

Thus there is no support for Hypothesis 2, namely that there is a significant change in the Youth Counsellor's perceptions of her/his ability to form interpersonal relationships with individuals from racial groups different from her/his own.

4.3.3 Investigation of interaction effects on the Attitude Inventory subscales

Once again, for the sake of completeness, any changes between the pre- and posttests were analyzed via MANOVA to see whether there was a trend for changes to be different for the two different groups, in other words, to investigate the presence of a pre- and posttest*group interaction (see Appendix M). Once again, the pre- and posttest differences on the subscales were not found to be significantly different from group to group.

4.3.4 Comparison of intra-experimental group changes on the Attitude Inventory subscales

Although the researcher subsequently tested to investigate the pre- to posttest changes within the experimental group, any significant change found cannot be said to be due to the Youth Counselling program per se, and thus the results should be relegated to a subsidiary level of importance. Finally, the within group pre- and posttest changes were analyzed via related groups t tests (see Appendix N). No significant differences were noted, although a slight trend for the mean to improve was observed (see Table 4.2).

4.3.5 Investigation of effects of same culture and different culture pairs on the Attitude Inventory subscales

Two groups were constituted : one consisted of homogeneous racial pairs and the other of heterogeneous racial pairs. Since it was not possible to identify some questionnaires, information on only 18 of the pairs was available. Changes on the three dimensions of the AI between the pre- and posttest were investigated for significant differences, between the two groups. However, no significant differences were noted ($F=0,82$; $df=1,30$; $p>0,05$).

4.4.1 Correlations between AI and POI

The Pearson's Product Moment Correlations were computed on the pre- and posttests between the AI and POI (see Appendix O). No significant correlations were obtained. The Pearson's Product Moment Correlations were computed on the subscales of AI on pre- and posttesting (see Appendix P), indicating that the subscales were not significantly correlated.

4.5 Qualitative results

Subjective evaluations are being reported to give a fuller perspective on the impact of the program. Empirical observation indicated that the Youth Counsellors, like paraprofessional counsellors in other research studies, both enjoyed and gained from the experience (James et al., 1991a; Murfitt et al., 1983; Rogers, 1983). Comments such as these were presented in the Youth Counsellors' open-ended final evaluation of the program:

"I became increasingly patient with her and felt a huge sense of accomplishment extending myself in this way";

"I feel proud of and worthwhile for 'owning' this special relationship";

"I really enjoyed being a 'big buddy', having such a super 'little buddy';

"I learned to be very patient with Steve, and to accept him unconditionally where he was at. My ability to empathise improved with this realization";

"I thoroughly enjoyed our outings together, and most especially, the company";

"I did not have to pretend, I was myself";

"I feel very relaxed around F and this helps me enjoy our meetings to the fullest";

"I never thought that I would get so involved in this relationship - it is scary";

"I appreciated and respected his silence"; "I became a better buddy as time went on";

"I enjoyed being a buddy but cannot come to terms with the harshness of befriending a person who already has problems";

"It was informative and therapeutic".

The time spent with the children varied, some Youth Counsellors used the minimum amount of an hour a week, whereas others spent a good deal more time with their "little buddies". The Youth Counsellors were extremely enterprising when devising activities with their "little buddies". The extent of activities engaged in was vast. The activities ranged from visits to the Planetarium, zoo, zoo lake, museums, Rand Show to playing ingeniously devised games, video games, mastermind, scrabble. Some Youth Counsellors enjoyed visiting the park with their "little buddies" while others went to the cinema or baked. One Youth Counsellor even accompanied her "little buddy" to the shooting range. Occasionally, a Youth Counsellor helped her/his "little buddy" with homework.

5 DISCUSSION

The hypotheses that participation in the Youth Counselling program will result in a significant increase in the self-actualizing attitudes of student-teachers was not supported. No significant change in the Youth Counsellor's perceptions of her/his ability to form interpersonal relationships with individuals from racial groups different from her/his own was confirmed. Some change occurred in both groups in terms of self-actualizing attitudes, however, the changes were not in favour of the Youth Counsellor participants. Thus it appears that the teacher training course, overrode the differences that occurred between the Guidance and English Methodology students through natural maturation. Nevertheless, as a byproduct of the study, certain interesting findings were noted.

Before the program began, neither the Guidance students nor the English Methodology students presented extreme peaks or depressions in the profile; both displayed "normal profiles" at the average range in relation to self-actualized and non-self-actualized norm groups. This is a

surprising result, since the expectation exists that students who chose Guidance were psychologically mature with a clearer set of values. This was not supported. It is notable that both the Guidance and English Methodology students scored well below the mean on one of the main scales, Time Competence Scale (Tc), the primary scale correlating with Inner-Direction (I), reflected in such items as #82: "I do not have feelings of resentment about things that are past". Thus it appears that South African students studying to be teachers, do not concentrate on the present, as does the healthy individual who as defined by the Time Competence scale, is one who is

"... Able to tie the past and the future in meaningful continuity. He appears to be less burdened by guilts, regrets and resentments from the past than is the non-self-actualized person, and his aspirations are tied meaningfully to present working goals. He has faith in the future without rigid or over-idealistic goals (Shostrom, 1974, p15)".

As stated in the POI manual (Shostrom, 1974), the non self-actualized person is time incompetent, as can be seen by her/his time competence ratio. The non-actualized student may be splitting off her/his past or future and is characterized by guilt, regret, remorse, blaming and resentments. Thus, the results of this study suggest that the South African preservice teacher of Guidance and English Methodology centres excessively on the past or the future relative to the present and tends to misuse, rather than use time. This result could be influenced by and partly explained by the significant stress and trauma that has resulted from the socio-political-economic conditions in South Africa, which likely contributes to the students' difficulties with focusing on the present.

The self-actualizing persons can be characterised

"... as having more of an autonomous self-supportive, or being-orientation. Whereas he is other-directed in that he must to a degree be sensitive to people's approval, affection and good will, the source of his actions is essentially inner-directed. He is free, but his freedom is not gained by being a rebel or pushing against others and fighting them (Shostrom, 1974, p17)".

Scores on the ratio of the Inner-Direction (I) scale, one of the most reliable scales of the POI,

indicate that both the Guidance and English Methodology students have not liberated themselves from rigid adherence to the social pressures and social expectations to which normal or non-self-actualized people conform. They appear to be in a double bind of not knowing whether to conform or to act autonomously and probably do neither very well.

In the manual for the POI (1974), Shostrom suggests that results should be interpreted by pairing the subscales which "seem to be synergic and represent the balancing that is critical to self-actualization" (p20). The Self-actualizing Value (SAV) scale describes the degree to which the individual accepts the same values as self-actualizing people accept. A sample of item from this scale is #68 : "I feel free to be myself and bear the consequences." The complementary scale to SAV, called Existentiality (Ex) measures flexibility and good judgement in applying values and principles to one's own life. A sample item from the Ex scale is #149: "I can feel comfortable with less than a perfect performance".

Although it was determined that the level of maturity of the Guidance students was similar to that of the English Methodology students, the Guidance students show some tendency to hold and live nearer to values of self-actualized people than the English students. Since Guidance teachers focus on the development of personal values and respect whereas English teachers emphasise a more objective attitude, the results are not surprising. However, their score on the paired subscale to Self-actualization, namely the Existential scale, lies close to the standard score of fifty. However, it needs to be borne in mind that the POI has been normed for an American population, and not for a South African one. Thus, certain adjustments need to be made to take into account the differences between the populations.

At the start of the Youth Counselling program, the Guidance students scored at or above the adult norm (standard score of fifty) on five of the scales, Self-actualizing Value (SAV),

Spontaneity (S), Self-regard (Sr), Synergy (Sy) and Capacity for Intimate Contact (C) whereas the English Methodology students scored at or above the adult norm on four of the scales, Feeling Reactivity (Fr), Spontaneity (S), Acceptance of Aggression (A) and Capacity for Intimate Contact (C). Thus it can be said that, at the start of the program, the Guidance students were not an exceptionally highly self-actualized group although they tended to live by values of self-actualizing people. They were competent to have warm interpersonal relationships and to express feelings in spontaneous action, a much needed ability for interaction with younger children. The Guidance students seemed to like themselves because of their own strength as people, and they tended to have the ability to see the meaningful relatedness of opposites. It is clear that the profiles of both the Guidance and the English Methodology students shifted upward at the end of the academic year.

The relative growth measured in the scores of the Guidance students is indicated by the relationship between their profiles and the adult norm. At the end of the academic year, after a five month participation in the Youth Counselling program, the Guidance students scored at or above the adult norm on seven of the scales (two more than before the program began) namely: Self-actualizing Value (SAV), Feeling Reactivity (Fr), Spontaneity (S), Self-regard (Sr), Synergy (Sy), Acceptance of Aggression (A) and Capacity for Intimate Contact (C), of which two scales namely, Feeling Reactivity (Fr) and Acceptance of Aggression (A) were new additions. Thus, although statistically not significant, the profile shifted upward at the end of the academic year. After the Youth Counselling program, the Guidance students were more able to accept aggression within themselves as natural, and were certainly more sensitive to their own needs or feelings.

However, it needs to be borne in mind an increase also occurred in the scores of the English Methodology students where at the start of the program, they scored at or above the adult norm

on four of the scales, Feeling Reactivity (Fr), Spontaneity (S), Acceptance of Aggression (A) and Capacity for Intimate Contact (C). At the end of the program, the English Methodology students scored just below, at or above the adult norm on six of the scales, - the initial four scales as well as Synergy (Sy) and Self-regard (Sr). Thus it is noticeable that the increase in the profiles had little to do with the Youth Counselling program.

The nonsignificant results are congruent with the results of Kim et al. (1992), who state that, despite the popularity and the growing number of school-based peer counselling programs, there has not been any significant outcome evaluation relating to the effectiveness of the programs. This is partly due to the multipurpose and diffuse objectives of the programs and partly due to the operational difficulty of employing any meaningful control group.

The results point to no personality change and no development toward self-actualization, apart from those which occur naturally in the normal course of personality development from infancy to old age. These changes and developments often depend upon social interactions and reactions to social demands. Thus, the components of an individual's personality are determined by the manner in which each of the successive stages are resolved, in the natural course of time and is not dependent on a program such as the Youth Counselling program which occurred only once a week over a five month period. This is congruent with the inconclusive results obtained in the effectiveness of using paraprofessionals in the therapeutic process, which nevertheless have a potential use in improving functioning (Skuy et al., 1980). These results also correspond with results of Ross (1987) who found that preservice teachers' perspectives are the product of a dialectical process of professional socialization, and the influence of social structural variables, such as teacher education, coursework and field experiences was found to be marginal and did not produce deep internal changes in the belief systems of the participants.

The five months experience in the Youth Counselling program did not induce greater changes

in the Guidance students towards independence. For more discernible behaviour to shift, a longer amount of time may be needed. It is important to remember that attitudes and perceptions are frequently resistant to change and require time to be modified (Bar-Eli & Raviv, 1982). Interactions with the "little buddies" occurred for the equivalent of only about an hour, weekly, over a five month period, a short amount of time to effect more distinct changes over time. As stated by Skuy et al., (1982), the effects of improved self-concept may need time to manifest themselves in interpersonal behaviour.

The reasons for inconclusive results could be associated with the shortcomings in the measures used. There has been some discussion in the literature about the validity of the POI inventory (Sicz & Forest, 1980; Ray, 1984,1986; Hattie, 1986; Weiss, 1987). The score increases could simply be a function of retesting, indicating the POI scores are affected by having responded once to its questions. An alternative explanation is offered by Burns (1982) who contends that the POI may yield only what an individual is prepared to say about her/himself rather than what s/he believes about her/himself. Where some of the questions are not answered honestly, results are confounded.

Further, the low reliability of the POI subscales (apart from one) limits its validity. Thus, the type of self-perception expected to exist may not have been measured. A further possibility for the inconclusive results is that the posttest was not administered immediately the Youth Counselling program ended, but 4-6 weeks after the end of the program, after submission of the final evaluation reports. Thus, discernible changes occurring immediately after the end of the program, may have diminished somewhat over the passage of time.

It can also be speculated that the scales measuring integration of opposites, such as Nature of Man (Nc) and Synergy (Sy) are particularly related to age and levels of human experience, and

perhaps wisdom, not ordinarily lived by young adults (Frankenberg, 1972). Further, it has been suggested that because of the paucity of items of these two scales, there is considerable doubt as to what the scales are in fact measuring (Frankenberg, 1972).

According to Ivie (1982), there is a problem in trying to apply the concept of self-actualization to teacher education as it happens rarely. Not only is self-actualization an ambiguous concept - one in which the underlying notion of "self" is never clearly defined, but by Maslow's own admission a rare quality amongst the best of human beings (Ivie, 1982).

The non-increase in self-actualization may be due to the informal nature of the training for the Youth Counselling program and it may not have emphasised strongly enough the attitudes needed for students to remain open and available to environmental changes. However this contradicts reports by Lawrence (1985), who suggests that counselling techniques do not require a training, but a briefing, provided that the counsellor has a warm sympathetic personality, lively intelligence and is of sound mental health.

Participation in the Youth Counselling program was a compulsory section of the Guidance module. The fact that participation in the Youth Counselling program was mandatory resulted in a fair amount of negative reaction on the part of the Guidance student who appeared to resent the imposition. Additionally, therefore participation in the Youth Counselling program was seen not as a commitment and a pleasure, but as an obligation necessary to fulfil the requirements for a diploma. Thus, the tenets of self-actualization in terms of the use of the Youth Counselling program were in opposition to the "obligation" of the Youth Counsellor.

It is interesting to note that the only result in the study which reflected a significant difference was the Guidance students' increased score on Feeling Reactivity (Fr), namely the "feeling area"

(as reflected by both the Feeling Reactivity (Fr) scale and the Spontaneity (S) scale), sensitivity to one's own needs. However, this result needs to be considered in the light of the expectation that, because of the 5% level of significance, 1 in 20 results may be spurious. Thus, the result needs to be downplayed to a minor level of importance since it can be speculated that the positive change in the "feeling area" is due to chance. On the other hand, the result could be due to the passage of time and natural maturation. However, it did not occur in the English Methodology group, so the Youth Counselling program could have exerted some effect, although not sufficiently clear-cut to yield a difference from the English Methodology students.

At the end of the academic year, the Guidance students were more willing to express feelings towards others in a relaxed and self-accepting way. Although they did not increase on the reciprocal scale, Spontaneity (S), or the freedom to express feelings behaviorally, sensitivity to their own needs was enhanced. The increase in the Feeling Reactivity (Fr) scale in the experimental group is largely due to the increase of this area in two students. However, no significance is shown in the difference between the two groups because the statistical analysis investigates group effects, without taking cognisance of individual scores. Nevertheless, it is relevant to note that one of the Youth Counsellors, had a particularly difficult "little buddy" with immense emotional problems and with whom the Youth Counsellor struggled to remain connected. At the conclusion of the program, the Youth Counsellor reported in feedback, that she had learnt a great deal, especially in understanding and acknowledging the feelings of others.

The results reached on the AI need to be viewed with caution. Firstly the small sample size of "big buddies" with culturally different "little buddies" necessarily limits the validity of the results. Secondly, the unreliability of the measure needs to be considered since the low reliability and internal consistency render the AI questionable.

Further, the results indicate that the POI subscales cannot predict scores on AI. Again, there is no intercorrelation among the subscales of the AI so that the AI subscales are measuring different constructs. The element of subjectivity and bias needs to be considered, since the effect of *social desirability* (namely the desire of the participants to please the investigator) on the AI may have been of consequence. Response biases, primarily those which result from the tendency of most people to present themselves in a desirable light, especially in the measurement of an undesirable phenomenon may have affected the results on the AI. People want to think of themselves as possessing desirable qualities and tend to deny, either deliberately or without actual awareness, their socially undesirable qualities (Levitt, 1968).

Although the statistical results of this study were not significant and did not provide evidence of effects on racial attitudes, empirical observation demonstrated that the Youth Counselling program was the first time that many of the Youth Counsellors had entered into a relationship with an individual of another race. As Schachter & Butts (1987) stated, the awareness and analysis of resistance in racial disparity can serve as a catalyst for a developing therapeutic process. For students to experience that preconceptions and past experience colour thoughts and ideas to such an extent that relationships are affected, is of vital significance in South Africa, since culturally different values can be obstacles in the development of a relationship (Henderson et al., 1990).

5.1 Limitations

Certain limitations are evident in this study. Regrettably, it became evident that the process variables of the Youth Counselling program were not considered, the extent and quality of involvement of any given Youth Counsellor not having been investigated nor monitored. This prevented the objective measurement of the effective implementation of the Youth Counselling program.

Romantic idealism appeared to be present amongst the "buddies", problems occurring in the over-involvement in certain of the Youth Counsellors and their high expectations to facilitate change in the "little buddy". Some Youth Counsellors tended to "psychologize" rather than "befriend" and played "therapist" rather than enjoying a mutually complementary relationship. In certain cases, the Youth Counsellor unwittingly transferred her/his own life difficulties on to the contact with her/his "little buddy" to satisfy her/his own needs. Since even a slight flavour of this kind could have diminished the child's trust in her/him, it would have been propitious to deal further with self-awareness. Although attempts were made to ensure the ease of termination, the Youth Counsellors found the conclusion of their relationships difficult. Endings are however, bound up with a number of intense feelings (Henggeler et al, 1990; Kuebler-Ross, 1987) and can facilitate greater understanding.

A severe drawback of this study is the mandatory nature of the Youth Counselling program, which was perceived as an imposition and profoundly affected the motivation of certain of the Youth Counsellors. Numerous uncontrolled variables played a role. For example, in the five months that passed between the pre- and the posttest, program participants had matured and developed in the natural course of life. Thus it is unclear whether the intervening variable is a function of the Youth Counselling program or natural life events.

The AI subscales were not validated and not correlated. Thus, the possibility exists that attitudes purportedly measured by the subscales, were not investigated. Further the POI which is not standardised for South Africa, presented particular drawbacks in that the information was limited to the written responses of the subjects to prearranged questions, and there was thus little opportunity for greater flexibility in eliciting information. In short, there was a lack of opportunity for in-depth probing and possible inconsistencies in the responses of subjects on the second testing occasion. Further, the subscales of the POI depend largely on factors such as

openness, accurate self-evaluation and honesty of the respondent.

Inferences drawn from this study need to be regarded with caution, since the results are applicable to specific groups of students at a given time and place, and are thus limited.

6 CONCLUSIONS AND RECOMMENDATIONS

As a teacher, the sensitivity to the individual's unique learning abilities is essential, to tailor tutor behaviors to meet individual needs (Shute Foot & Morgan, 1992). Effective two-way communication is viewed as an educational goal that will allow a greater understanding of student needs, thereby helping to create more relevant classroom learning experiences. Self-actualization stresses ways by which normal (well) people can become "weller", that is, how dog paddlers can become Australian crawlers. The greater the actualizing, the greater the possession of attitudes and values characteristic of effective teaching. The development of learning is inherent in each person, who can thus, through her/his own potential create a climate in which another can grow and change.

Young adults are persons with specific qualities and characteristics who have a participatory and responsible role to play, tasks to perform, skills to develop. However, a factor of psychological readiness may determine which individuals can enhance their psychological maturity and emotional adjustment through participation in a counsellor training intervention. Emotional growth is valued as keenly as academic growth (Vassos, 1971) such that every person is by nature a potentially creative being with a unique destiny and with resources for genuine encounters in the world (Moustakas, 1975). Youth Counselling has the potential to release huge amounts of hitherto untapped energy, because of the many points of contact. Helping through Youth Counselling results in the enhancement of cooperation which, in itself, serves as a means of teaching respect for individual differences, teaches the ability to communicate effectively, and

helps in the cognitive development of the individual. The co-operation also provides the kind of relationship in which role modelling is demonstrated.

To conceive of education in too narrow terms, is to diminish drastically its human value and importance (Goodlad et al., 1989). Youth Counselling may be a means of bringing change through new ideas and inspiration because it calls for a new kind of interaction and cooperation amongst all groups. All of us are like all other persons, like some other persons and like no other person. Effective Youth Counselling is based on the recognition and appropriate use of all of these three components - the universal, the group-specific and the unique - of human experience. These differences and similarities underlie the cultural and racial understanding essential for teachers approaching the twenty first century.

Recommendations for further research include a Youth Counselling program which is voluntary and not mandatory, of a greater length than five months and more closely monitored. It would be beneficial to be less ambiguous in the definition of the "big buddy's" role and to set and clarify realistic goals for the Youth Counsellor. Meetings between the "big" and "little" buddies at least once a week, but more frequently if possible, should be encouraged. Prospective Youth Counsellors should be given a critique of the dominant ideas within our society, so that the Youth Counsellor can be better equipped to deal with the realities of South African life. Future research should explore the potential for promoting personal growth through a more effective training for the Youth Counselling program. Future research should also scrutinize fully the personal characteristics of those who choose to become counsellors, linking it with outcome training. A further suggestion for future research is to determine or develop a more reliable method of measuring self-actualization which is more appropriate to South African conditions. It is suggested that further use of the AI is postponed until validity and control studies have occurred.

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APPENDIX A

GUIDELINES for the YOUTH COUNSELLOR

I Goals of the Youth Counselling Programme

A one-to-one relationship is formed between a student volunteer and a mentally retarded or a scholastically disabled child. The goal of the relationship is for the student to promote the overall adaptive behaviour of the subject by:

- (a) forming and developing a healthy interpersonal relationship with the client along the lines developed by Carl Rogers, and
- (b) engaging in a variety of educational and recreational activities, all of which are designed to promote the learning of various skills in the client. The goals are diagrammatically presented in Figure 3.

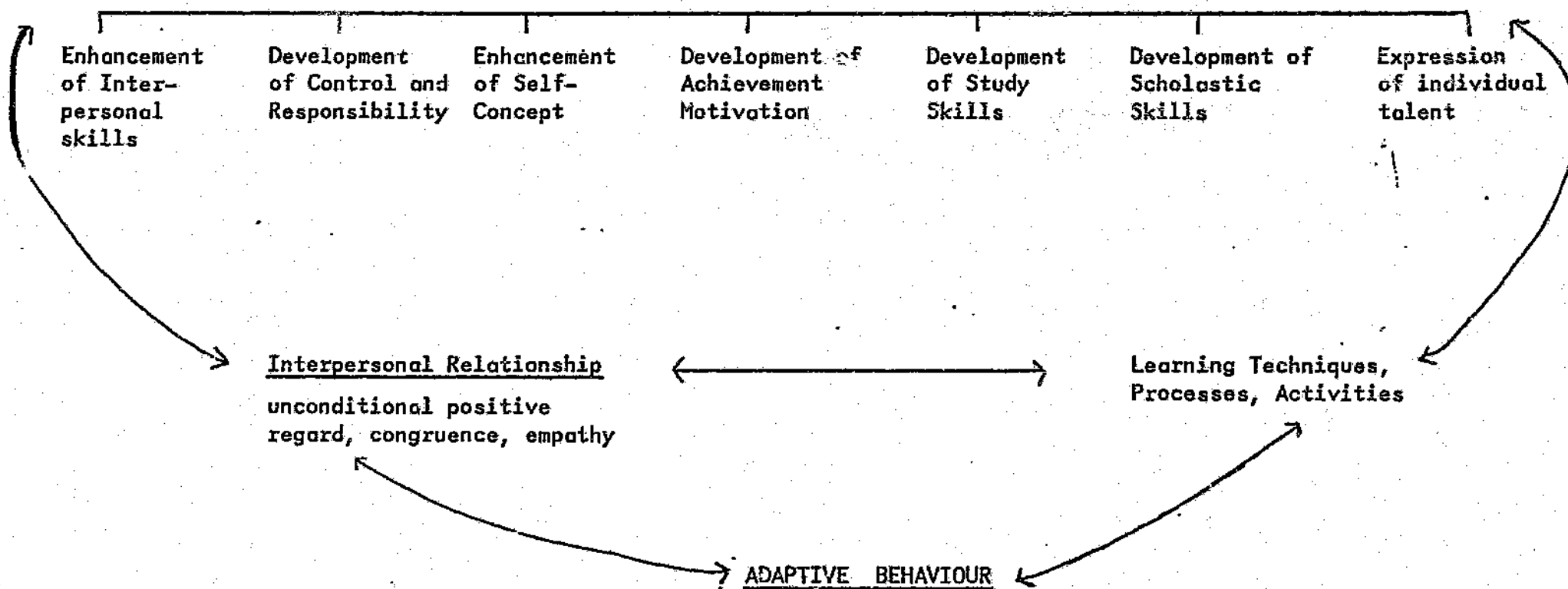
The relationship is a spontaneous and flexible one, so that the various activities and tools suggested to Youth Counsellors may be used on an individual basis, i.e. they may be used in a sequence, and at a time and place determined by the Counsellor. Moreover, the actual choice of activities and experiences will vary with the needs of the child - as determined by the ABRS and other measures.

II General Principles

1. Maximise opportunities for SUCCESS, and minimise failure experiences by:
 - (a) shaping behaviour, i.e. working from the easy to the difficult, and working from weaker to stronger responses,
 - (b) encouraging a child to do things that he enjoys, can do and/or is good at.
2. Show the child unconditional positive regard, irrespective of who he is or what he does. You can show disapproval of behaviour without showing disapproval of the child.
3. Never disappoint the child. Keep your promises. Ensure that you see the child regularly.
4. Relate to the child as yourself. Be genuine. You are a worthwhile person and don't need to assume a mask or a role.
5. Try and see things through the eyes of the child, and try to understand his frustrations, feelings of inadequacy, as well as his needs and aspirations.
6. Set achievable goals in conjunction with the child.
7. Give the child a share in the decision process, concerning what is done.

Figure III

Goals of the Youth Counselling Programme



8. Introduce yourself to the parents, and always obtain permission for your arrangements. You might gradually become familiar with the home situation through your contacts with the child, and might naturally come to develop some rapport with the parents. To this end, do not set yourself up as an expert come to save the child, but as someone interested in co-operating with the family.

9. Keep a detailed record of all your plans, problems, activities and impressions - as a basis for your Report.

10. There is no set order, or rigid insistence on implementation of any of the activities. Use your discretion. Remember, the quintessence of your assistance lies in the quality of the friendship you can establish with the child.

III ACTIVITIES

1. Scholastic Activities

These can include inter alia:

(a) various games designed to promote basic scholastic skills (see section IV),

(b) assistance with scholastic tasks,

(c) stimulation of interest in scholastic skills by means of games and audio-visual aids.

2. Social-Recreational Activities

These include inter alia:

(a) activities to promote responsibility and control,

(b) activities to promote motivation,

(c) activities to promote social competence,

(d) activities to promote the self-concept of the child,

(e) activities designed for the promotion of the relationship and simply for enjoyment and interest. ^{pg}

(Many activities may combine some or all of the above).

3. Examples of Useful Activities

(a) Tours: e.g. university, possible "future career" places such as law courts, city hall, police department, fire stations, airport, post office, various industries, station, traffic department, mines etc.

- (b) Picnics
- (c) Movies, plays etc.
- (d) Sport and sporting events
- (e) Games (see section IV).
- (f) Shopping
- (g) Model-making
- (h) Arts and crafts
- (i) Reading
- (j) Discussions
- (k) Nature rambles
- (l) Hikes
- etc. etc.

IV EXPERIENCES FOR CHILDREN IN LEARNING (Abridged)

1. Visual Discrimination

+ Sightseeing

Object:

To build visual acuity, oral recall, and motor co-ordination; to train acute perception.

The Game:

The child is given a picture-list of objects to find on a trip. They may be cows, churches, dogs, trains, garages, fire stations, and may include objects that are unusual (statue, museum, waterfall) to spice the game. A variation is to give a pictorial chart showing items in rows. The player(s) must then find all objects in a particular row or column.

+ What did you see?

Object:

To build visual discrimination and auditory recall.

5x

The Game:

Take any picture, preferably one the child likes. Look at it with him. Then turn it over. The child tries to tell what he saw in the picture. Sometimes it is wise to prompt or give clues. The reverse situation is interesting, too, where the YC tells the child what he remembers and the child is encouraged to add or subtract from what is remembered. This game may be varied by taking turns telling what was in the picture.

+ Scrapbook Sallies

Object:

To build visual discrimination, auditory, kinesthetic, and motor abilities, and to teach an understanding of structures and left-to-right orientation.

The Game:

A pad of large paper, with holes punched on one side serve as a beginning for a scrapbook. Use a shoestring or ribbon to tie it together. Place the alphabet, one letter to a page, in consecutive order, at the top of each page. Child finds pictures that start with given letter to paste on each page. The child may also draw his own pictures.

+ Take-a-ways

Object:

To develop visual discrimination and memory.

The Game:

Place numerous objects on a tray. Start with a few and work up to more. Let child study them for a few minutes. The tray is once again put before the child, and he tries to figure what has been taken away. Or the entire contents of the tray may be put aside, and the child tries to remember all the things that were on the tray. He may tell them to someone or draw them. Help by giving the child hints to remembering, such as counting the number of items on the tray, categorizing them, etc.

+ Copying

Object:

To develop abstract reasoning and visual acuity as well as motor coordination.

The Game:

The child must copy letters and objects which he is familiar in his home surroundings, i.e. grocery lists, labels from cans and cereal boxes, calendars.

+ Fight the Knight

Object:

To develop abstract reasoning and visual acuity as well as motor coordination.

The Game:

A person draws a castle and secures it with a moat or a wall. The child, pretending to be the enemy, starts from a corner of the paper with his army and leads it with a marking pencil or crayon to the castle. Now he must find a way to scale the wall or cross the moat. Should he build a ladder? swim across? leap? Whatever method he decides upon, his marking pencil must follow suit: a straight line up for a ladder, one across for a bridge, etc. The child who feels that he isn't "good at drawing" will forget his lack of confidence as he identifies with the battle. The reverse procedure may be tried with the child pretending to be the king who is defending his castle. The king is free to put up whatever obstacles he wishes in order to protect his castle. The enemy conquers the castle if he successfully surmounts every obstacle. This is done by taking the marking pencil over the bridge inside the bridge framework - if the marking pencil touches the sides of the bridge or goes outside the bridge, the attack fails and a new game is started! Marking pencil may not touch sides of window which it is trying to go through; it must swim the moat carefully, etc.

+ Flannel Board

Object:

This game develops visual discrimination, auditory discrimination, tactile sensitivity, oral recall, motor coordination, oral expression, concrete and abstract reasoning, ability to follow directions, and linguistic patterns and interpretations.

The Game:

Attach a piece of flannel to a board approximately 20 x 30 inches, and cut figures, geometric shapes, animals, toys, letters, or magazine pictures to be hung on the flannel. Cardboard, construction paper, fabric, other pieces of flannel, and even paper napkins are suitable for clinging to the

flannel. Place two objects that are similar in a row and one that is different. The child must find the different one. Or place two objects that are similar, and the child must find another like it. The variations are endless for teaching colours, numbers, and differences in objects.

+ Geometrics

Object:

To build visual discrimination, recognition, and concepts.

The Game:

The training of discrimination between squares, circles, and triangles paves the way for observing such letters as A, B, D, Q, and so on. Cut cardboard in geometric shapes and instruct child to arrange them on the floor or table in designated patterns. Place two squares in a row with a circle. Use three circles and two triangles. Soon these may be replaced by actual letters, and then words.

+ Hangman

Object:

To teach left-to-right eye-hand movements; to build alphabet familiarity and develop motor coordination; to enhance visual discrimination.

The Game:

Child copies a word on one piece of paper for his own reference. He then draws a scaffold on another piece with the number of letters in his chosen word represented by dashes beneath the scaffold. The idea of the game is to guess the word by filling in the letters before the player is "hung". Each correct guess goes on the appropriate dash: each incorrect letter lets the "word man" put a section of a person on the scaffold.

+ Matches

Object:

To build visual discrimination and comprehension.

The Game:

Objects are put out for the child to match. This may be a timed activity if desired. Objects to be matched

may be drawn, and the child draws matching object; for example, a girl with a skipping rope and another girl without a rope. The child draws in the rope to make a match. (Stick drawings simplify things for non-artists). Or various cans - tomato soup, tuna fish, peaches - may be put on a table. Child tries to find a matching can for each. Magazine pictures are fun to match too. Cut an advertisement from one magazine. Let the child find the same advertisement in another.

+ Puzzlers

Object:

To increase visual discrimination and structuring ability; to build spacial concepts and motor coordination.

The Game:

Let the child cut out a few favourite pictures from a magazine, or do it for him if he cannot cut well. Then cut the picture into two or three pieces and have the child unscramble them and put them together again into one complete picture. Two or more pictures may be scrambled together as the child's ability increases. The pictures should always be big enough to handle easily. This may be adapted to a timed activity.

2. Auditory Discrimination

+ Listening Detective

Object:

To train for acute hearing perception

The Game:

Have the child close his eyes and listen for sounds around him, trying to identify them. This is an excellent game to try at a playground (a ball bouncing, children running, carriage wheels on sand, dogs barking), or on a trip.

+ Full House

Object:

To develop listening power by assimilating multiple directions, as well as visual discrimination and motor coordination.

The Game:

The child is given a sheet of plain paper. He is asked to fold it in half. Then he must fold it in half once more to form four boxes. He is then told to draw a specific object in each box. The game may be made more difficult by building up to several objects in each box.

Example:

In first box, draw a green tree. In second, an orange pumpkin. In third, a blue flower. In fourth, a red ball. Harder version: In first box, draw a green tree with two red apples, etc.

+ Morse Code

Object:

To strengthen auditory discrimination and perception, as well as to develop sequencing.

The Game:

While learning the entire Morse Code is an activity generally suited to older children, a small child can become acquainted with a few of the dots and dashes that make up the alphabet code. Teach a few short words, such as come, go, stop, or hello, after he has become familiar with the signals.

+ Poetry

Object:

To develop sensitivity and recognition of sounds that are alike and different; to become aware of rhythm and metre.

The Game:

Poetry is the age-old rhythmic ear training, nurturing the love of reading aloud. Draw on material with marked alliteration so that the child hears the repetition of initial sounds; on material with repetition of words, such as Poe's "The Bells, bells, bells"; and most easily on simple verses that end in rhymed couplets:

+ Treasure Trove

Object:

To build motor coordination, auditory discrimination, auditory perception, and visual acuity.

The Game:

In every home there is a treasure trove of objects for children to find. When considering words that begin with a specific letter, instruct the child to take a basket, bag, or box and find whatever he can around the house that begins with that letter. There may be a time limit set.

3. Motor Coordination

+ Brush Away

Object:

To encourage motor coordination, visual discrimination, spacial relationship, colour sensitivity, kinesthetic and tactile responses.

The Game:

The child is given a variety of materials with which to draw, colour or paint. At one time the child may try to colour within the lines of a picture, but more often he should be allowed to create freely their own art.

Examples:

Finger paints, watercolours, poster paints with thick paintbrushes, felt-tip marking pencils, chalk, crayons, ball point pens in different colours, coloured pencils, oil paints, cotton swab sticks, cotton balls dipped in paint and rubbed across - all these make good tools. Spread paper on the floor to encourage large muscle activity.

+ Catch-as-catch-can

Object:

To build motor coordination, visual discrimination and spacial orientation.

The Game:

"Catch" of any kind is excellent for developing motor coordination. Start with a big ball rolled on the floor short distances. Work up to throwing it short distances. Eventually use a small ball, increasing speed and distance. The child may play by himself by throwing the ball against a wall, steps, or a coin in a pavement crack.

+ Scrapbooks Galore!

Object:

To build motor coordination, visual acuity, sequencing, left-right orientation, spacial relationships, kinesthetic response.

The Game:

The child collects pieces of cardboard, e.g. those used for shirts. He punches two holes on the sides and strings a ribbon or shoelace through the holes, tying the book together. Pages may contain magazine pictures or those drawn by the child.

Recipe for Homemade Paste:

Mix equal parts flour and water. Stir the mixture to a consistency suitable for spreading with finger or stick.

+ Bowladrome

Object:

To develop motor coordination and visual discrimination.

The Game:

The cardboard inserts of paper towels, etc. make superb tenpins for homemade bowling. Set ten rollers in the traditional bowling triangle on the floor and use a small ball to roll down the "pins".

+ Build-a-letter

Object:

To develop motor coordination and visual discrimination.

The Game:

Challenge the child to find as many ways to make letters as he can, using a variety of materials. Suggest he copy his own initials or name, which may be printed on a chart if he needs it.

Examples:

Letters may be formed out of clay, pipe cleaners, shoelaces, pegs, toothpicks, dough from left-over pie p stry.

+ Puzzlers

Object:

To build coordination, visual discrimination, visual perception,

figure-ground relationships, and concepts of the whole and parts of the whole.

The Game:

Cut large colourful pictures from magazines, which do not have too many details. Paste each picture onto cardboard and cut into four to ten odd-shaped pieces, depending on the age of the child. Have the child try to fit the pieces together to make his own puzzle. Difficulty may be increased by using more complicated pictures and smaller puzzle pieces.

+ Bull's Eye

Object:

To enhance motor coordination, visual acuity, spacial orientation, figure-ground relations.

The Game:

Fill a spray bottle, such as the type that contains window cleaner, with water that has been tinted with vegetable cooking dye. Paint a bull's eye on an old sheet or large piece of paper and tack it to a wall or tree. From a given distance, the child attempts to strike a bull's eye with the water. Points may be given for hitting a ring around the center or for a shot close to the bull's eye.

+ Construction

Object:

To refine motor coordination, tactile awareness, imagination, sequencing and spacial relationships.

The Game:

The ability to build houses, cities, villages, bridges, castles with a variety of household objects involves fine manual dexterity. Fingers must delicately balance; no loud talking or heavy breathing; step lightly or the will o' the wisp world the child has created will suddenly collapse.

Examples:

Decks of cards, toothpicks, straws, buttons, wood blocks from lumber yards, popsicle sticks, pencils, bottle caps, pipe cleaners.

4. Oral Expression

+ What Does it Mean to You?

Object:

To build verbal ability, imagination, and visual discrimination.

The Game:

Take any interesting picture from a magazine or book and ask a child to tell what is happening in the picture. He should begin by mentioning the major details, then the fine details, and eventually be able to make up a story about the characters in the picture.

+ Channel Ninety-Nine

Object:

To stimulate oral expression, motor coordination, and creative imagination.

The Game:

Any grocery box that features a cellophane panel is transformed into a home-style television set. There are two variations: The easier one is to paste cut-outs or newspaper figures on the ends of popsicle sticks. The figure is dropped down in front of the cellophane "screen" and the young performer speaks the lines from above. The more complicated version is to insert two sticks through top and bottom of each side of the box. These may be used as rollers, and the picture is drawn on a long roll of paper in the sequence of the story. As the story is rolled across the screen, from left roller to right, the narrator tells the picture story. A script may be written prior to the performance, if desired, which gives the child an additional opportunity to exercise his reading skills.

+ Picture Mix-ups

Object:

To build verbal expression, visual discrimination, sequence, and concepts of whole and parts of whole.

The Game:

Take a series of pictures from a comic strip, an old storybook, or the type of magazine advertisement that builds up to a message; cut them out, and mix up the order they should be in.

Ask the child to rearrange them in sequence, telling the story as he points to each picture.

+ Puppets

Objects:

To build auditory sequencing, speech continuity, motor-auditory coordination and to encourage verbal imagination.

The Game:

1. Popsicle Puppets: Using left-over popsicle sticks, draw faces of story characters, and if desired, glue yarn for hair, fabric for hats. A simple figure encourages the viewer to depend on his imagination. The figures may represent characters in a favourite fairy tale, or in a story created by the puppeteer.
2. Glove-in-hand (What to do with the odd glove when its mate is lost!): Faces may be painted or stitched on the fingers, so that five actors appear on a single hand. A miniature stage may be a small tabletop, with the hand peeping over its edge.
3. Sack Theatre: Small lunch bags or sacks may be blown up, stuffed with paper or cloth, twisted at the opening to resemble a paper balloon. (Balloons, too may be used, if handled carefully.) Decorate the paper heads as animal or storyland figures.
4. Sock Puppetry. A sock is slipped over a hand, with the toe tucked into the fist to represent a mouth. Buttons for eyes are attached to the top of the sock, and yarn may be used for hair if desired. Sequins, crepe paper, felt and fabric can also be used.

+ The Rules of the Game

Object:

To build verbalization, memory, sequence, and the ability to follow directions.

The Game:

The child studies the rules to a board game, card game, sport or the directions for building something. He is then asked to instruct the YC in the rules of the game. He must try to explain the rules clearly enough for someone new to the game to be able to play it.

APPENDIX B

YOUTH COUNSELLING PROJECT

OUTLINE OF REPORT TO BE SUBMITTED BY YOUTH COUNSELLOR ON TERMINATION OF THE SIX-MONTH PROJECT

SECTION I: The Child

Include the pertinent information that you gained concerning the child - directly and indirectly - during your interaction with him. Outline his strengths and his weaknesses, his problems and his possibilities.

SECTION II: Development of the Relationship

In presenting this, deal with such issues as resistance on the part of the child, break-through, retrogression, the nature and quality of the relationship, progress made.

SECTION III: Activities Planned and Executed

- (a) Describe the kinds of activity (e.g. scholastic, recreational, cultural etc.) engaged in, and outline specific activities.
- (b) Mention which activities were successful, indicating in what way and why they were successful.
- (c) Mention which activities were failures, indicating in what way and why they failed.

SECTION IV: The Parents

- (a) Describe the nature of the child-parent and child-sibling relationships.
- (b) Describe the nature of the counsellor-parent relationship.
- (c) Indicate the developments and problems you saw in relation to (a) and (b).

SECTION V: Achievements

- (a) Specific achievements in relation to the child (for example learning patterns, skills, interpersonal relationships, attitudes confidence, etc.)

(b) Specific achievements in relation to yourself - as a person and a student.

SECTION VI: Evaluation of your Performance in the Programme

Discuss your performance as a Youth Counsellor. Mention issues such as conscientiousness, feelings of (in)adequacy, hostility, consistency, attitude(s), enthusiasm for programme/child, personal shortcomings, and your assets and strengths.

Within this Section, please answer the following questions in the form in which they are presented.

1. How many times did you see your child?
2. How regularly did you see him?
3. What is the total number of hours spent with him?
4. What proportion (approximately) of this was:
 - (a) at his home
 - (b) at your home
 - (c) at the university
 - (d) elsewhere (for example outing)

SECTION VII: Evaluation of the Programme

(a) Discuss the actual execution of the Programme in relation to the central goals, which were (i) to provide students with a direct experience in a helping relationship with another human being, and (ii) to demonstrate the value of a pervasive and informal therapeutic relationship, as opposed to more formal treatment such as therapy in a consulting-room/clinic, or remedial training in a classroom.

(b) Comment on the organisation of the programme, including counsellor-interaction, interaction between the Programme Leader and Youth Counsellors, administration; (complaints, grievances, and positive feelings can be included in this sub-section).

(c) Suggestions for future programmes.



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Ref : D21-B:BS2

Tel : 716-5286

Date : March 1992

Dear Parent

Your child _____ has been accepted for remediation within the Education Clinic in the Division of Specialised Education, University of the Witwatersrand, starting in May 1992. The days on which your child will be involved will be Mondays and Wednesdays and the actual times of appointments will be agreed upon between the student assigned to your child, and yourself.

If you wish to accept this place, please forward the full amount of R100-00 to reach us no later than April 10, 1992. If you cannot afford the fee, you are requested to make written application for a waiving, reduction or paying off of fees.

In the meantime, starting early March 1992, your child will be allocated to a "Big Buddy", who is a graduate Psychology student. This would be an opportunity for your child to be involved in a helping relationship which is informal and a preparation for the later remedial therapy. THERE IS NO COST FOR THE "BIG BUDDY" PROGRAMME and it would involve also either a Monday or Wednesday or both. If you require further information about this programme, please call Ms Mandia Mentis (716-5702) of my department.

Please sign both the attached Acceptance Form and the Indemnity Form and return these to us with your payment of R100-00.

If we do not hear from you by April 10, we shall offer this place to another child on the waiting list.

Yours sincerely

MERVYN SKUY PhD
Professor of Specialised Education
and Head of the Division

APPENDIX C

ATTITUDE INVENTORY (AI)

Name _____

Age _____ Date _____ Sex M/F

Course _____

1. Have you had any form of friendship with a person of a different race before. If so, please specify.

Never Seldom Quite often Very often

2. Do you think it is difficult to form a relationship with a child of a different race?

Impossible Diffi- Easy Very easy
cult

3. Would you feel uncomfortable in a close relationship with someone of a different race?

Very uncom-
fortable

Fairly
uncomfort-
able

Fairly
comfort-
able

Very
comfort-
able

4. Is your attitude towards having a close relationship with persons of a different race different from that with persons of the same racial group as yourself?

Very
different

Fairly
different

Largely
the same

Entirely
the same

5. Would you feel uncomfortable interacting with people of a different culture?

Very uncom-
fortable

Quite
uncom-
fortable

Quite
comfor-
table

Very
comfort-
able

6. Do you consider it more difficult to provide an effective helping relationship to someone of a different race/culture than to someone of one's own race/culture?

Very
diffi-
cult

Quite
diffi-
cult

Quite
easy

Very
easy

7. Do you feel equipped to be in a helping relationship with a child with learning difficulties?

Very well-
equipped

Quite well-
equipped

Fairly ill-
equipped

Very ill-
equipped

8. Do you perceive yourself as someone who could be successful in promoting a child's self concept?

Very success-
ful

Quite success-
ful

Quite
unsuccess-
ful

Very
unsuccess-
ful

9. As a teacher, how relevant is your role in the socio-emotional growth of the child?

Very
relevant

Fairly
relevant

Largely
irrelevant

Totally
irrelevant

10. Do you consider the forming of a one-to-one relationship as necessary for classroom work?

Absolutely
necessary

Quite necess-
ary

Largely
unnecessary

Totally
unnecessary

APPENDIX D

Summary results of comparisons of pretest scores on the Shostrom Personal Orientation Inventory subscales for the control (n=12,) and experimental groups (n=23).

	PRETEST		F RATIO	df
	MEAN SQUARE Effect	Error		
Time Competence	5,99	7,84	0,76	1;32
Time Ratio	0,13	0,12	1,03	1;32
Inner Directedness	84,22	121,49	0,69	1;26
Support Ratio	0,04	0,05	0,79	1;23
Self-actualizing Value	22,10	5,48	4,04	1;28
Existentiality	3,19	11,37	0,28	1;27
Feeling Reactivity	0,78	10,23	0,08	1;32
Spontaneity	0,05	5,25	0,01	1;32
Self-regulation	1,90	8,97	0,21	1;32
Self-acceptance	0,74	11,91	0,06	1;32
Nature of Man	3,51	2,12	1,65	1;28
Synergy	2,29	1,11	2,06	1;28
Acc of Aggression	6,06	8,69	0,70	1;31
Capacity for Contact	7,33	7,75	0,95	1;31

APPENDIX E

Calculations for heterogeneity of variance.

	STANDARD ERROR		t	df
	C	E		
Time Competence	1,11	0,42	-0,84	12,9
Self-regulation	0,35	0,47	1,93	31,9
Nature of Man	0,81	0,31	-0,43	10,4
Acc of Aggression	1,07	0,44	-0,81	13,5

APPENDIX F

Summary results of comparisons of posttest scores (with pretest effect removed) on the Shostrom Personal Orientation Inventory subscales for the control (n=12) and experimental groups (n=23).

	POSTTEST			
	MEAN SQUARE Effect	Error	F RATIO	df.
Time Competence	7,40	7,00	1,06	1;32
Time Ratio	0,01	0,22	0,05	1;32
Inner Directedness	23,06	71,28	0,32	1;26
Support Ratio	0,00	0,06	0,00	1;22
Self-actualizing Value	7,27	3,59	2,03	1;28
Existentiality	1,88	13,44	0,14	1;27
Feeling Reactivity	4,91	4,59	1,07	1;32
Spontaneity	0,67	3,22	0,21	1;32
Self-regulation	9,65	3,88	2,49	1;32
Self-acceptance	0,77	9,13	0,08	1;31
Nature of Man	0,88	3,10	0,28	1;28
Synergy	0,54	1,17	0,46	1;28
Acc of Aggression	6,24	6,91	0,90	1;31
Capacity for Contact	0,16	4,60	0,04	1;31

APPENDIX G

Score variations of means (minimum, maximum) and standard deviations on the Shostrom Personal Orientation Inventory subscales for the control (n=12) and experimental groups (n=23) for the posttest with the effect of the pretest removed.

	C			E		
	Min	Max	SD	Min	Max	SD
Time Competence	8,00	19,00	3,49	8,00	20,00	3,48
Inner Directedness	70,00	96,00	9,26	66,00	108,00	12,75
Self-actualizing Value	15,00	25,00	3,07	17,00	24,00	2,19
Existentiality	14,00	28,00	4,13	14,00	29,00	4,38
Feeling Reactivity	12,00	20,00	2,24	9,00	22,00	3,39
Spontaneity	8,00	15,00	1,94	6,00	16,00	2,59
Self-regulation	8,00	15,00	1,92	5,00	15,00	2,63 *
Self-acceptance	11,00	18,00	2,51	8,00	22,00	3,95
Nature of Man	7,00	14,00	2,16	10,00	14,00	1,48
Synergy	6,00	9,00	1,04	4,00	9,00	1,37
Acc of Aggression	11,00	21,00	3,29	13,00	24,00	2,66
Capacity for Contact	13,00	24,00	3,75	14,00	25,00	3,41

APPENDIX H

Summary results of comparisons of differences between pre- and posttest scores on the Shostrom Personal Orientation Inventory subscales for the control (n=12) and experimental groups (n=23).

	MEAN SQUARE		F RATIO	df.
	Effect	Error		
Time Competence	5,30	3,64	1,46	1;32
Time Ratio	0,11	0,06	1,74	1;32
Inner Directedness	26,95	39,83	0,68	1;26
Support Ratio	0,02	0,02	1,29	1;22
Self-actualizing Value	0,11	2,62	0,04	1;28
Existentiality	1,96	7,35	0,27	1;27
Feeling Reactivity	3,32	3,13	1,06	1;32
Spontaneity	0,28	1,85	0,15	1;32
Self-regulation	7,28	3,06	2,38	1;32
Self-acceptance	0,12	5,77	0,02	1;31
Nature of Man	0,16	2,28	0,07	1;28
Synergy	2,23	1,01	2,21	1;28
Acc of Aggression	0,03	2,29	0,01	1;31
Capacity for Contact	0,37	4,88	0,08	1;31

APPENDIX I

Summary results of within experimental group comparisons of pre- posttest differences on the Personal Orientation Inventory subscales for the experimental group (n=23).

	E (df.=23)		
	Mean Diff- erence	Std Error	t-ratio
Time Competence	-0,26	0,40	-0,65
Inner Directedness	0,47	1,83	0,26
Self-actualizing Value	-0,14	0,39	-0,36
Existentiality	-0,35	0,66	-0,53
Feeling Reactivity	1,22	0,49	2,48 *
Spontaneity	0,09	0,39	0,22
Self-regulation	-0,22	0,53	-0,41
Self-acceptance	0,09	0,74	0,12
Nature of Man	-0,33	0,40	-0,82
Synergy	-0,29	0,28	-1,03
Acc of Aggression	0,45	0,37	1,23
Capacity for Contact	-0,23	0,64	-0,35

APPENDIX J

Pre- and posttest and difference scores for individual subjects of the experimental group.

Subject No	Time Competence			Inner Directedness			Self-actualizing Value			Existentiality		
	Min	Max	Diff	Min	Max	Diff	Min	Max	Diff	Min	Max	Diff
1	15	14	-1	93	95	2	23	23	0	24	22	-2
2	14	15	1	65	68	3	21	21	0	14	14	0
3	17	17	0	81	.	.	23	22	-1	18	.	.
4	13	14	1	.	.	.	.	.	.	.	.	.
5	16	20	4	.	99	.	20	23	3	23	25	2
6	15	15	0	85	91	6	23	20	-3	20	19	-1
7	15	13	-2	.	75	.	.	18	.	.	18	.
8	18	17	-1	98	78	-20	24	22	-2	25	18	-7
9	17	20	3	104	103	-1	24	24	0	24	25	1
10	15	14	-1	83	80	-3	21	19	-2	20	18	-2
11	14	12	-2	81	70	-11	18	18	0	18	15	-3
12	9	8	-1	87	77	-10	22	23	1	19	14	-5
13	11	10	-1	69	81	12	17	17	0	22	23	1
14	13	14	1	88	92	4	21	23	2	23	23	0
15	16	14	-2	74	68	-6	23	21	-2	15	15	0
16	.	.	.	.	.	.	.	.	.	.	15	.
17	9	9	0	62	71	9	16	19	3	16	22	6
18	18	19	1	88	93	5	21	19	-2	23	26	3
19	18	17	-1	96	101	5	24	22	-2	22	24	2
20	14	15	1	86	94	8	21	24	3	25	24	-1
21	19	15	-4	85	86	1	24	23	-1	22	20	-2
22	14	10	-4	71	66	-5	20	19	-1	19	16	-3
23	10	11	1	80	86	6	21	21	0	20	22	2
24	19	20	1	104	108	4	23	24	1	27	29	2

APPENDIX J (contd)

Pre- and posttest and difference scores for individual subjects of the experimental group (contd.).

Subject No	Feeling Reactivity			Spontaneity			Self-regulation			Self-acceptance		
	Min	Max	Diff	Min	Max	Diff	Min	Max	Diff	Min	Max	Diff
1	17	17	0	12	13	1	14	15	1	14	18	4
2	8	11	3	8	9	1	11	12	1	11	11	0
3	16	19	3	13	13	0	14	13	-1	11	15	4
4	17	16	-1	12	13	1	14	10	-4	12	13	1
5	13	18	5	14	14	0	14	14	0	.	18	.
6	16	18	2	13	14	1	12	13	1	12	20	8
7	9	13	4	10	11	1	9	7	-2	17	14	-3
8	19	16	-3	14	10	-4	14	12	-2	20	11	-9
9	18	20	2	16	16	0	13	15	2	22	21	-1
10	15	17	2	11	10	-1	14	10	-4	13	9	-4
11	17	16	-1	11	10	-1	10	10	0	14	11	-3
12	16	13	-3	14	12	-2	13	10	-3	12	13	1
13	12	14	2	8	11	3	7	10	3	12	5	3
14	14	16	2	9	12	3	11	14	3	19	19	0
15	16	13	-3	10	9	-1	10	9	-1	9	8	-1
16	.	9	.	.	.	.	.	11	.	.	.	.
17	12	13	1	8	7	-1	6	5	-1	12	13	1
18	16	15	-1	13	12	-1	15	13	-2	14	17	3
19	18	21	3	16	13	-3	14	15	1	17	19	2
20	17	22	5	12	13	1	10	13	3	15	12	-3
21	17	19	2	14	15	1	10	13	3	12	12	0
22	9	11	2	8	6	-2	15	9	-6	10	11	1
23	18	18	0	11	13	2	8	11	3	14	13	-1
24	18	20	2	13	16	3	15	15	0	23	22	-1

APPENDIX J (contd.)

Pre- and posttest and difference scores for individual subjects of the experimental group (contd.).

Subject	Nature of Man			Synergy			Acc of Aggression			Capacity for Contact		
	Min	Max	Diff	Min	Max	Diff	Min	Max	Diff	Min	Max	Diff
1	15	12	-3	8	7	-1	13	15	2	22	21	-1
2	12	11	-1	7	7	0	14	14	0	13	15	2
3	13	12	-1	7	7	0	13	16	3	17	.	.
4	.	.	.	.	.	.	17	21	4	20	15	-5
5	13	13	0	7	9	2	.	21	.	20	22	2
6	13	11	-2	8	7	-1	17	18	1	20	18	-2
7	.	10	.	.	4	.	13	14	1	15	17	2
8	12	12	0	9	9	0	17	17	0	20	17	-3
9	12	10	-2	8	7	-1	23	24	1	22	23	1
10	11	12	1	8	7	-1	17	16	-1	18	21	3
11	13	10	-3	8	5	-3	16	14	-2	20	14	-6
12	14	10	-4	6	6	0	14	15	1	19	14	-5
13	8	10	2	8	7	-1	14	16	2	17	16	-1
14	12	13	1	9	8	-1	14	17	3	18	17	-1
15	13	13	0	7	7	0	17	15	-2	18	14	-4
16	.	.	.	.	5	.	.	.	.	.	.	.
17	9	10	1	6	8	2	14	15	1	13	17	4
18	13	12	-1	9	7	-2	16	15	-1	18	19	1
19	11	13	2	7	9	2	20	18	-2	20	22	2
20	11	14	3	9	8	-1	17	17	0	21	22	1
21	13	14	1	9	9	0	17	18	1	19	18	-1
22	12	10	-2	7	7	0	12	13	1	15	14	-1
23	12	13	1	7	6	-1	15	14	-1	17	22	5
24	14	14	0	8	9	1	20	18	-2	23	25	2

APPENDIX K

Summary results of comparisons of pretest scores on the Attitude Inventory subscales for the control (n=12) and experimental groups (n=23).

PRETEST				
	Effect	MEAN SQUARE Error	F RATIO	df.
Cross-cultural Relationship	0,27	5,04	0,05	1;30
Helping Cross- culturally	0,01	1,27	0,01	1;30
Teacher Role	0,70	0,58	1,22	1;30

APPENDIX L

Summary results of comparisons of posttest scores on the Attitude Inventory subscales for the control (n=12) and experimental groups (n=23).

POSTTEST				
	Effect	MEAN SQUARE Error	F RATIO	df.
Cross-cultural Relationship	0,02	5,98	0,00	1;30
Helping Relationship	2,15	1,16	1,86	1;30
Teacher Role	0,91	0,47	1,95	1;30

APPENDIX M

Summary results of comparisons of interaction effects on the Attitude Inventory subscales for the experimental (n=35) and control groups (n=32).

INTERACTION EFFECT				
	Effect	MEAN SQUARE Error	F RATIO	df.
Cross-cultural Relationship	0,19	1,40	0,14	1;31
Helping Relationship	0,04	0,04	0,74	1;32
Teacher Role	0,07	0,18	0,01	1;31

APPENDIX N

Summary results of intra-experimental group comparisons of pre- posttest differences on the Attitude Inventory subscales for the experimental group (n=23).

	E (df.=23)		
	Mean Diff- erence	Std Error	t-ratio
Cross-cultural Relationship	0,41	0,36	1,14
Helping Relationship	0,17	0,26	0,66
Teacher Role	0,05	0,20	0,22

APPENDIX O

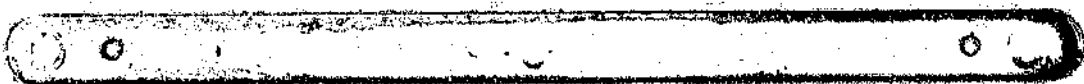
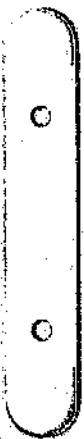
Pearson's Product Moment Correlations between the Personal Orientation Inventory subscales and the Attitude Inventory subscales on the pre- and posttests.

	Cross-cultural Relationship	Helping Relationship	Teacher Role
PRETEST			
Time Competence	0,18	-0,05	0,16
Inner Directedness	0,14	0,15	0,14
Self-actualizing Value	0,05	0,13	0,00
Existentiality	0,12	0,19	0,20
Feeling Reactivity	0,17	-0,00	0,10
Spontaneity	0,26	0,04	0,15
Self-regulation	0,01	0,11	0,14
Self-acceptance	0,00	0,05	-0,01
Nature of Man	0,19	-0,05	-0,32
Synergy	-0,01	-0,08	0,11
Acc of Aggression	0,15	-0,03	0,00
Capacity for Contact	0,16	0,18	0,16
POSTTEST			
Time Competence	0,09	0,15	0,32
Inner Directedness	0,04	0,01	0,14
Self-actualizing Value	-0,22	-0,16	0,19
Existentiality	0,14	0,02	0,11
Feeling Reactivity	0,00	0,15	0,03
Spontaneity	0,10	0,12	0,17
Self-regulation	-0,03	-0,09	0,32
Self-acceptance	0,16	0,10	0,10
Nature of Man	-0,05	-0,26	0,23
Synergy	-0,01	-0,35	0,28
Acc of Aggression	0,04	0,05	0,16
Capacity for Contact	-0,14	-0,05	0,04

APPENDIX P

Pearson's Product Moment Correlations of Attitude Inventory subscales on pre- and posttests.

	Cross-cultural Relationship	Helping Relationship	Teacher Role
PRETEST			
Cross-cultural Relationship	1,00	-0,30	0,16
Helping Relationship		1,00	0,21
Teacher Role			1,00
POSTTEST			
Cross-cultural Relationship	1,00	0,17	-0,02
Helping Relationship		1,00	0,13
Teacher Role			1,00



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