AN EVALUATION OF A YOUTH COUNSELLING PROGRAMME INCORPORATING FEUERSTEIN'S CONCEPT OF MEDIATED LEARNING EXPERIENCE

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A research report submitted to the Faculty of Education, University of the Witwatersrand, in partial fulfillment of the requirements for the degree of Master of Education (Educational Psychology).

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DECLARATION

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

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Thomas Burkhalter

28 February

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ABSTRACT

The primary aim of the study was to investigate the effect of participation in a Youth Counselling programme incorporating mediated learning experience, on the locus of control and self-concept of the group of children participating. It was hypothesised that the children would display a more internal locus of control and a more positive self-concept on completion of the programme. The secondary aim of the study was to assess the value of including mediated learning experience into the Youth Counsellor's programme. The subjects were drawn from children attending a language enrichment programme at the Division of Specialised Education (University of the Witwatersrand), and were divided into control and experimental groups on the basis of their involvement in a Youth Counselling programme at the same institution. The youth counsellor's were volunteers drawn from students enrolled in the Guidance Methodology course as part of their post-graduate Teacher's Diploma. The data for the primary aim was collected through pre- and posttest administration of the Nowicki-Strickland Locus of Control Scale for Children, the Coopersmith Self-Esteem Inventories and the Draw-A-Person Test. Data for the secondary aim was collected through a questionnaire administered to the counsellors after completion of the programme, and through a qualitative analysis of their Final Reports. Results of the study indicate inconclusive results with respect to locus of control and self-concept, and suggest further research to validate the cross-cultural application of the questionnaire measures utilised. With regard to the inclusion of mediated learning experience, the qualitative results indicate a favourable response to the approach, but also suggest modifications to the structure of the programme to facilitate greater coherence and tangibility regarding it's goals.

TABLE OF CONTENTS

List of Tables..... vii
List of Appendices..... vii
Clarification of Terms..... viii

1. INTRODUCTION..... 1

2. REVIEW OF THE LITERATURE..... 2
2.1. Rationale for the `Big Buddy' Programme..... 2
2.2. Mediated Learning Experience and the `Big Buddy' Programme. 5
2.3. The Use of Non-professionals as Therapeutic Agents..... 14
2.4. The Constructs `Locus of Control' and `Self-Concept', and their Relation to Mediated Learning Experience..... 17
2.4.1. Locus of Control..... 17
2.4.2. Self-Concept..... 20

3. THE STUDY..... 24
3.1. Rationale, Aims and Hypotheses..... 24
3.2. Method..... 26
3.2.1. Subjects..... 26
3.2.2. Intervention..... 28
3.2.3. Measuring Instruments..... 31
3.2.3.1. Nowicki-Strickland Locus of Control Scale for Children..... 32
3.2.3.1.1. Description and Application..... 32
3.2.3.1.2. Administration..... 33
3.2.3.1.3. Scoring..... 34

3.2.3.1.1. Reliability and Validity..... 34
3.2.3.2. Coopersmith Self-Esteem Inventories..... 35
3.2.3.2.1. Description and Application..... 35
3.2.3.2.2. Administration..... 35
3.2.3.2.3. Scoring..... 36
3.2.3.2.4. Reliability and Validity..... 36
3.2.3.3. Draw A Person Test..... 37
3.2.3.2.1. Description and Application..... 37
3.2.3.2.2. Administration..... 37
3.2.3.2.3. Scoring..... 38
3.2.3.2.4. Reliability and Validity..... 38
3.2.3.4. Youth Counsellor's Final Report..... 39
3.2.3.4.1. Description and Application..... 39
3.2.3.4.2. Administration..... 40
3.2.3.4.3. Scoring..... 40
3.2.3.5. Questionnaire on the Application of MLE in the 'Big Buddy' Programme..... 40
3.2.3.5.1. Description and Application..... 40
3.2.3.5.2. Administration..... 40
3.2.3.5.3. Scoring..... 41
3.2.4. Procedure..... 41
3.2.5. Research Design and Statistical Analysis..... 42

4. RESULTS..... 43
4.1. Introduction..... 43
4.2. Results of the Analysis of Covariance for Each Group On Each Measure..... 44

4.3. Results of the Spearman Rank-order Correlations between `Big Buddy' Performance and Measures of Growth shown by the Subjects (`Little Buddies')..... 46

5. DISCUSSION..... 47

5.1. Discussion of Quantitative Results..... 47

5.2. Discussion of Qualitative Results..... 55

6. LIMITATIONS AND RECOMMENDATIONS..... 59

7. REFERENCES..... 66

LIST OF TABLES

Table 1. Mean Scores and Standard Deviations for Each Group On Each Measure..... 44

Table 2. Differences in Means Between Pre- and Posttest for Each Group on Each Measure..... 44

LIST OF APPENDICES

Appendix A. Raw Scores for All the Subjects Across All the Measures..... 75

Appendix B. Raw Scores for All the Measures on the `Big Buddies'.. 76

Appendix C. Nowicki-Strickland Locus of Control Scale for Children (Short Form)..... 77

Appendix D. Nowicki-Strickland Locus of Control Scale for Children (Modified Short Form)..... 78

Appendix E. Coopersmith Self-Esteem Inventories (School Short Form)..... 80

Appendix F. Coopersmith Self-Esteem Inventories (Modified Short Form)..... 81

Appendix G. Scoring System for the Draw-A-Person Self-concept Scale Devised by Bodwin & Bruck (1960)..... 82

CLARIFICATION OF TERMS

Youth Counselling: Informal, paraprofessional counselling work involving the establishment of a relationship between the counsellor and child over a period of time, with the aim of assisting the child with currently experienced concerns, difficulties, dilemmas or problems.

**`Big Buddy':** `Big Buddy' is the term used in reference to the para-professional youth counsellors' employed in this study. The counsellor's were drawn from the Guidance Methodology class, which formed part of their Higher Diploma in Education, at the Division of Specialised Education, at the University of the Witwatersrand. The term `Big Buddy' is used interchangeably with `youth counsellor' and `student' throughout this study.

**`Little Buddy':** The `Little Buddies' in this study were the children drawn from a sample engaged in language enrichment at the Division of Specialised Education, University of the Witwatersrand. These children were individually paired with a youth counsellor to form a

`befriending' relationship over a five month period.

Mediated Learning Experience: The application of the theory of learning developed by Reuven Feuerstein, whereby a human mediator actively interposes him/herself as a facilitator between the child, in this case, and the stimuli which the child encounters in the world. This involves the processes, to name a few, of attributing meaning, transmitting values, emphasising and making salient certain stimuli, developing self-awareness and awareness in one's surroundings.

Division of Specialised Education: The Division of Specialised Education is a department within the Faculty of Education at the University of the Witwatersrand. For the sake of brevity, it will be merely referred to as the Livision of Specialised Education throughout this report.

1. INTRODUCTION

The `Big Buddy' programme is a youth counselling service involving the pairing of a paraprofessional counsellor (`Big Buddy') with a child (`Little Buddy') in need. In this study, the counsellors were student Guidance Methodology teachers, doing post-graduate studies in their teaching diploma year. These `Big Buddies' were paired with children who had been referred to the Division of Specialised Education at the University of the Witwatersrand for language enrichment. The `Big Buddy' programme involves an informal counselling relationship whereby the youth counsellor and client meet on a regular basis, over a period of time and in a variety of settings, to conduct outings, engage in various activities and build a friendship.

The primary aim of this intervention is to develop the client's self-concept and to build his* self-esteem. It is hypothesised that this would also facilitate, in the client, the development of a more internal locus of control and increased self-confidence, sense of mastery, goal-directedness, second-language acquisition and learning in general.

An added dimension to the conventional `Big Buddy' programme is the inclusion of the interactional approach devised by Reuven Feuerstein, known as Mediated Learning Experience (MLE). Feuerstein (1980) asserts that for individuals to develop the essential prerequisites or

* - The use of the male gender form is intended to facilitate brevity and should not be construed as gender discrimination.

cognitive functions for learning, and to thereby actively engage with their experiences of the world, it is necessary that these experiences are mediated by an adult. The adult mediator functions to give meaning to, and provide the connectedness between, stimuli. The focus of the interaction is thus on the process, the `how', and not on the content, the `what', where or when it takes place. MLE orientates the child to seek out and make important connections between a currently experienced event, and other similar experiences to which he has been exposed, and to then anticipate what he will experience when he encounters a similar event in the future (Feuerstein, Rand & Rynders, 1988). The Big Buddy's function was thus to act as a mediator for the child, and to engage in building a friendship based on the Rogerian principles of empathy and congruence.

The primary aim of this research project is to evaluate the effectiveness of the `Big Buddy' programme which incorporates MLE, and to ascertain whether this intervention resulted in a more positive self-concept and a more internal locus of control among the subjects, the `Little Buddies'.

2. REVIEW OF THE LITERATURE

2.1. Rationale for the `Big Buddy' Programme

The subjects of this study, the `Little Buddies', were children for whom English is a second language. All the children were struggling with the standard of English required at their school. The prime

motive for their referral to the Division of Specialised Education was for them to be engaged in a language enrichment project.

For non-English speakers, competence in English is crucial for access to equal-opportunity learning within the education system and later vocational opportunities. Experienced difficulties with second language acquisition impact on all aspects of learning. Saville-Troike (in Hernandez, 1989), notes that language is a key component of culture, the primary medium for transmitting and integrating culture. Thus learning a second language involves learning a second culture as well, which may have profound psychological and social consequences for the learner.

As the primary medium for instruction at the school is English, difficulty mastering the language will have a significant effect on other areas of learning. These children will struggle (to varying degrees) with comprehending English, reading English texts and expressing themselves coherently in the language. This may have negative consequences for most school-based learning, and consequently impacts on the student's motivation, sense of self-worth and feelings of competence, which may then be reinforced by experiences of failure (Adelman & Taylor, 1983). It may also highlight the individual's relative alienation from the dominant culture and result in confusion or dissonance between varying culturally defined attitudes, motivations and expectations (Hernandez, 1989).

The `Big Buddy' programme does not aim to address the issue of language learning directly, although this may be vicariously

influenced, but attempts rather to address the effects on the Self and learning that such disadvantage may have. Because the subjects volunteered for the `Big Buddy' programme, we assume that the parents of these children identified such a need and peceived it as an area of concern.

Because of the complex and interactive nature of cultural deprivation and language difficulties, successful intervention demands that various systems impacting on the child's learning need to be taken into consideration. Keogh (1988), Skuy (1992) and Skuy, Hoffenberg, Visser and Fridjhon (1990) have highlighted the need for educational interventions to take cognizance of individual differences. There is also evidence that self-concept, motivation and attitudes toward learning are crucial for adequate scholastic performance (Adelman & Taylor, 1983), while social perception, interpersonal relations and social communication also appear to be relevant (Green, 1989). The `Big Buddy' programme aims to take cognizance of individual differences, and aims to impact on self-concept, motivation and social interactive skills through the provision of MLE, which celebrates the uniqueness of the individual.

The `Big Buddy' programme is a psychoeducational intervention which attempts, in this case, to address the impact of the children's second-language status, and is aimed at improving various aspects of the child's total functioning. It thus focusses on both the emotional and learning aspects of the child's problem by providing for the development and maintenance of rewarding interpersonal relationships with a friend and model (Skuy, Shapiro & Gamsu, 1977). The aim is thus

to facilitate the actualisation of the child's potential, and to provide new and stimulating social experiences that will contribute to the stated goal of improving the child's total adaptive behaviour. Specifically, through the one-on-one relationship that stresses active mediation of stimuli, the programme seeks to raise the child's self-esteem and self-concept, thereby enhancing the motivation for learning. By engaging in purposeful activities that are structured and carried out according to the principles of Mediated Learning Experience, it is hoped that the child can develop thinking skills that can provide the basis for further learning. The inclusion of MLE into a conventional `Big Buddy' programme aims to provide structure and focus on the activities engaged in, and thereby enrich the therapeutic relationship.

The `Big Buddy' programme has the added advantage of providing a learning opportunity on an informal level, thereby not associating learning solely with a school setting. Naturally the effectiveness of such an approach is dependent on the motivation, dedication and training of the counsellor, and his skill in interpersonal interactions of this nature.

2.2. Mediated Learning Experience and the `Big Buddy' Programme

MLE is a model of interactive learning that, given the difficulties experienced by the target population in question, is designed to aid in cognitive development. Traditional learning theories have held that

children learn exclusively through contact with their environment, and that this 'free' interaction with the environment leads to cognitive structures that allow for automatic progression or learning (Sharron, 1987). Feuerstein's mode. of learning posits the need for a mediator to actively interpose himself between the child and stimuli, to modify and give meaning to that stimuli and experience. In mediated learning, where an experienced adult places himself between the child and external sources of stimulation, the world is mediated to the child by framing, selecting, focusing and the provision of environmental experiences, which in turn leads to appropriate learning sets and habits (Feuerstein, 1980). What is mediated then are essentially the values and meaning that we attribute to otherwise neutral stimuli. Cognitive abilities develop directly as a result of the assimilation of cultural stimuli that are passed onto us through our parents and significant others. What is mediated, and how this is done, forms the basis of learning how to learn (Sharron, 1987). The role of the relationship, is therefore crucial, as it is held that learning occurs through the interface of reciprocal relationships. As a result of the mediation, the child develops cognitive functions that enable the child to learn from both formal and informal learning settings, and to apply those functions to other experiences (Wieder & Greenspan, 1992).

Feuerstein offers ten criteria that constitute the MLE. For MLE to occur, three of these criteria are essential. These are the mediation of meaning, transcendence, and intentionality and reciprocity. The first of these, meaning, requires the mediator to impose meaning on what is otherwise neutral stimuli. It is through the mediation of

meaning that culture is transmitted, and as a result, the child's emotional, motivational and moral development is enhanced. Discontinuity in cultural transmission has been shown to compromise the adaptability of individuals and lead to a state of cultural deprivation (Sharron, 1987). Mediation of meaning also facilitates an affective connection between the child and mediator. Feuerstein et al (1988) state that the mediation of meaning "represents the energetic, affective, emotional power that will make the mediational interaction overcome resistance on the part of the learner and thereby ensure that the stimuli mediated will indeed be experienced by that learner" (p.66).

The mediation of transcendence provides the child with generalised goals, values and skills that can be applied in different settings and experiences beyond the requirements of meeting the specific needs of a particular situation. This developes one's associative abilities and the ability to use inference, as well as introducing deductive and inductive thinking skills. Transcendence produces flexibility in the child's thinking and also helps to focus on culturally determined goals.

Through intentionality, the mediator conveys a sense of the function of the learning, thereby clarifying his intentions. This function involves the intention to mediate, and demands an active focus in this regard by the mediator. Thus the `way' stimuli is presented, by the use of tone, amplitude, frequency and time of exposure, will determine the salience and attractiveness of the stimuli to the child (Feuerstein et al, 1988). Reciprocity instills an orientation in the

child towards the goal sought by the mediator. It reflects the mediator's ability to `hook' the child (Sharron, 1987). MLE cannot be said to have occurred unless the message has been recieved by the learner. Feuerstein et al (1988, p.64) state that mediated learning is only present "whenever there is a strong, clear loop between the sending and recieving ends of the communicational process".

The other seven criteria are namely: competence; self regulation and control of behaviour; sharing behaviour; individuation: goal planning; challenge; and self-change. The above are additional criteria which should be mediated where and when the opportunity arises, and constitute MLE only when mediated in conjunction with the three primary criteria.

The first, competence, refers primarily to a `feeling of competence', and not to success or `real' competence per se. Some people may be practically competent but `feel' totally incompetent. A feeling of competence is dependent on experiences of competency, but also requires that this competence is mirrored by others and interpreted to the child as being competence (Feuerstein & Feuerstein, 1991). By making salient the process involved in mastery through mediation, the child attains the transcendent goal of `feeling' competent and is thus prepared for more independent living and a more internal locus of control.

Self-regulation and control of behaviour refers to both the inhibition and initiation of behaviours. Some children who display impulsivity, and do not stop to think before they answer or act, require the

presence of a mediator to limit this impulsivity. This is limited by the mediator orientating the child towards self-reflection, and by reflecting the appropriateness or timing of certain behaviours (Feuerstein & Feuerstein, 1991). Other children, who may, due to a lack of confidence feel inhibited, need to be helped to develop self-initiated behaviours and to acquire confidence in them.

The mediation of sharing behaviour orientates the child towards participating with others and getting others to participate with him. This mediation, involving both the manipulation of situations and the demonstration of models of sharing, "stimulates a child's socialisation and animates two people's interactions, fusing their attention and creating a common experience" (Feuerstein et al, 1988, p.76).

Individuation and psychological differentiation appear to be the opposite of what was conveyed by sharing behaviour. Within MLE, these two components must however be seen to be complementary, with individuation directing the individual to "become an articulated, differentiated self as opposed to the `other' with whom he yet shares himself" (Feuerstein & Feuerstein, 1991, p.42). The mediation of individuation also involves the awareness, legitimacy, and different modes of expressing different affect states, and seeks to affirm the uniqueness of the individual.

The mediation of goal-planning serves to widen the individual's thinking with regard to time and space, and generates in the child a future-directed orientation (Feuerstein et al, 1988). Not only does

this involve goal planning, but also goal seeking, goal setting and achieving behaviour. This demands considerable problem-solving, the ability to make choices, and identifying a goal from alternative options. This form of mediation also allows the child to prioritise actions, serves to delay gratification where necessary and curb impulsivity in favour of a future orientation.

The mediation of challenge is inextricably linked to the provision of novelty and complexity, and is essential for the mediation of competence. Individuals are motivated to seek out and master new challenges only after they have reached a level of competence, and usually need to be enticed to pursue greater achievements (Feuerstein et al, 1988). One negates this by being overprotective and presenting stimuli in a oversystemised way, and therefore stimuli needs to be presented in novel ways and with increasing complexity. This fosters the development of cognitive structures that allow for adaptability and prevent tendencies to give-up too easily.

Mediation of self-change involves the mediation of an awareness of the human being as a changing entity. It involves a central notion of Feuerstein's theory, namely that individuals' cognitive structures, skills and emotional states are modifiable. It demands the active approach of bringing change to the awareness of the child, thereby sensitising him to the need to be active in pursuing goals and taking responsibility for growth and development (Feuerstein & Feuerstein, 1991). They learn to assume different roles depending on the demands of the environment, are able to anticipate change and therefore more readily adapt. The child thus develops a more flexible self-concept,

while essentially still maintaining a stable identity.

The above categories and characteristics of MLE must not be seen as isolated entities. As stressed earlier, the three primary mediational criteria are essential for MLE to occur and must be present when mediating the other criteria. The other seven criteria should also not be seen as being mutually exclusive. For example, the mediation of challenge may have the transcendent function of mediating competence, while goal setting and achieving behaviour may facilitate the mediation of self-change. It involves an interactive process that is both dynamic and complex.

Although MLE is essentially a cognitive approach, it can be seen to indirectly address emotional issues. The work of Reuven Feuerstein and his associates has illustrated that inadequate cognitive development not only impaires the ability to learn, but may also negatively effect the development of an integrated self-concept and feelings of self-worth. Indeed, some of the criteria of mediated learning delineated by Feuerstein, such as a sense of competence, goal planning, individuation, challenge, self-change and control of behaviour, on their own and in conjunction with other necessary criteria, have been shown to facilitate a positive self-concept (Sharron, 1987).

A holistic approach cannot afford to create a dichotomy between affective and cognitive issues. The two are mutually interdependent. Affective issues necessarily impinge on a child's cognitive development, while deficits in cognitive abilities not only effect the child's self-esteem and self-concept, they can place the child in

situations that compound emotional difficulties and leave the child incapable of sufficiently organising and reacting to the stimuli they encounter. Feuerstein (Sharron, 1987, p.14) asserts that:

> "Children who are unable to learn from experience or to benefit from teaching are usually suffering from cognitive deficiencies - put more simply, they have not learned to think coherently. They therefore have no apparatus with which to organise, store and re-use the mass of information which bombards children every minute of their waking lives. Instead of considering new problems and thinking them through with the benefit of past lessons learned, such children either react impulsively or become inert in the face of tasks or information that they do not have the intellectual means to solve or process."

Thus, failure to maintain abreast of scholastic demands can reinforce and perpetuate the lack of positive self-esteem and low self-worth, which in turn will lead to a decreased motivation and ability to learn.

Previous `Youth Counselling' programmes conducted by the Division of Specialised Education have highlighted the need for a more structured approach to this type of intervention (Janks, 1993). The programmes in question were based largely on Rogerian principles of effective counselling interactions which stressed congruence, empathy, and unconditional positive regard. Although the `Big Buddies' involved in those programmes found these concepts useful, they reported that

basing the focus of their intervention on these concepts provided inadequate structure (Janks, 1993). The aforementioned principles of Rogerian counselling are based on a model of non-directive therapy, and this orientation proved to be frustrating to those youth counsellors who were seeking to play a more active and directive role in the counselling relationship.

This is not to say that these principles of Rogerian counselling are irrelevant to the programme. On the contrary, it was stressed at the outset of the 1993 programme, that the concepts of congruence and empathy are central to any `helping' relationship. Congruence in this context refers to a congruous relationship between feeling and behaviour on the part of the counsellor. As such, the counsellor is expected to be genuine and not to present a facade, and that the behaviour they present represents their emotional state. Empathy is the accurate understanding of anothers feelings and perceptions, and involves `placing oneself in the other person's shoes' so to speak. Empathy in the counselling relationship also involves the accurate reflection of those feelings back to the client. It must be noted that these concepts not only serve to establish a containing and effective relationship, but also prove to be integral to the mediated learning experience, especially with regard to the mediation of feelings and the dynamics of interpersonal relationships. Furthermore, these concepts serve to facilitate the establishment of the relationship, which then in turn increases the potential for effective MLE to occur.

2.3. The Use of Non-Professionals as Therapeutic Agents

The use of non-professionals in therapeutic service delivery was pioneered by advances in community psychology (Rappaport, 1977). The need to utilise such para-professionals in mental health service is of critical importance in this country. The `luxury' status of professionals, reflected in the time and resources necessary to train them, results in the situation where there are too few such individuals available to meet the growing needs of mental health services. This has led to the realisation that non-professionals can be incorporated into delivery systems in order to reach a larger population. As such, the function of the professional can be diverted away from direct service provision, to a more consultative role such as the provision of skills to non-professionals (Sobey, 1970). Furthermore, to counter possible claims that lay people provide a `half-baked' service, professionals need to ensure that the training provided to the non-professional is done so with responsibility and professionalism (Thom, 1985). The `Big Buddy' programme was structured hierarchically, involving student non-professionals who were monitored and trained by a student psychologist, who was in turn supervised by an educational psychologist from the Division of Specialised Education at the University of the Witwatersrand.

Related to this, Rappaport (1977), Skuy (1975) and Thom (1985) stress the need to monitor and supervise non-professionals, and to provide back-up and support as long as the programme runs. Care must be exercised to ensure that the non-professional's training matches their

stated role, and that during supervision, one must be aware of the potential for the lay person to attempt to transgress this role and engage in activities that he is not trained for. Feedback from the non-professional may also serve to correct misconceptions the professional may be adhering to, and as such, dialogue between them can serve to impart skills and knowledge from the non-professional to the professional as well (Thom, 1985).

The efficacy of relatively untrained people in 'helping relationships' has not been conclusively established. Skuy and Solomon's (1980), and Skuy's (1975) studies suggest however that students and parents can be effectively enrolled in such programmes. Graver's (1971) review (in Skuy, 1975) of studies in this field proved to be inconclusive, but the work notes that university students are particularly suited to the role. The informal and relaxed manner demonstrated by students, and their ability to relate more easily to a child's world, were held to be positive factors in their utilisation. Students were also seen to be more readily acceptable to children. In reviewing other studies, Skuy (1975) notes that the change agent may be the "interest, enthusiasm and energy" that students bring to the situation, as well as the "greater informality and flexibility of the students and their lack of role and status consciousness" (p.201). Skuy (1975) cites research by Mckinney and Keele (1963) and Poser (1963) as studies that indicate the efficacy of using non-professionals as agents of therapeutic change. In a well controlled study, Skuy (1975) found that scholastically disabled children involved in a youth counselling programme conducted by undergraduate students, significantly improved their levels of frustration tolerance and social competence. Skuy and

Solomo `s (1980) study, although lacking in significant quantitative results, suggests that students and parents used in psychoeducational intervention programmes, can facilitate improvement in children experiencing learning difficulties.

A further aim of this programme is to provide skills to the `Big Buddies', that will enable them to function and interact with children more effectively. It also provides the student with the opportunity to gain practical experience in a sustained informal interaction with a child who requires language enrichment. This serves to enhance the student's empathy and to provide the student with insight into the child's level of functioning, his interests, strengths and weaknesses, and his home and social environments.

The programme demands responsibility and commitment from the `Big Buddies', which not only sensitises them to the requirements of such a `working' relationship, but also provides them with the opportunity of operationalising some of their teacher course content. This is held to facilitate learning in that it involves the integration of theory and practice, affords the student the opportunity for self-growth, and creates an awareness in the student of their strengths and weaknesses. The sense of worth that such a relationship engenders, the development of their responsiveness to the child's needs, and the practice of communicating feelings and concepts effectively, are seen to be valuable assets that can be utilised in their future work as teachers.

A further crucial aspect of the programme is that it affords the student the opportunity to, and experience of, developing a

relationship that extends cross-culturally. This factor applies also to the children, and can therefore be seen to facilitate cross-cultural tolerance, which is essential to attempts to normalise social relationships in this post-Apartheid South Africa.

2.4. The Constructs `Locus of Control' and `Self-Concept' and Their Relationship to Mediated Learning Experience

One of the aims of this research project is to ascertain whether pupil participation in the `Big Buddy" programme leads to a more internal locus of control, and a more positive self-concept in the subjects. For this reason it is necessary to examine the concepts of locus of control and self-concept, and to establish their relationship to mediated learning experience.

2.4.1. Locus of Control

According to Skuy (1975), an external locus of control, or outer-directedness, is "a style of problem solving which reflects a lack of faith by the individual in his own thought processes and the solutions they provide in dealing with problems. It can be characterised as a lack of ability and/or inclination to resume responsibility for one's own actions" (p. 113).

Ismail and Kong (1985), cite research literature that shows a positive relationship between internal beliefs of locus of control and academic

achievement. A study by Shedk and Rhodes (cited in Crump et al, 1985), found a strong relationship between an internal locus of control and ratings of competence.

Koenig (1979) cites research suggesting that an internal locus of control may be associated with a future orientation involving future-looking optimism and achievement-directed efficiency. His findings however, have found that negative reasons for being future orientated can be more powerful than positive reasons. Having to face demands and to feel unable to control them can generate stress and a feeling of powerlessness, which may result in a passive acceptance of future events. Indeed, "an individual with an internal locus of control does not merely accept responsibility for his own influence after the fact but will be motivated to influence such outcomes before the fact" (Krantz & Friedberg, 1986, p.871).

Individuals who experience difficulty with regards to aspects of learning, often become discouraged and demotivated, or fail to develop the motivation to learn and an orientation towards self-directed behaviour. Skuy (1975) cites significant research in support of the view that an external locus of control is associated with a history of failed experienc

Adelman and Taylor (1983) stress the influence of motivation on the process of learning. They draw attention to the distinction between intrinsic and extrinsic motivation. Extrinsic motivation stems from external influences, such as physical and social reinforcers, and corresponds to the concept of an external locus of control. Intrinsic

motivation on the other hand, refers to that motivation that originates from within the individual and corresponds to more internal locus of control. Intrinsic motivation involves the psychological concepts of curiosity, a striving for competence and importantly, self-determination, and therefore the ability to make choices. It involves seeking positive affect and stimulation, and avoiding negative affect, dealing with challenges and reducing dissonance (Adelman & Taylor, 1983).

Motivation denotes the search for, as well as the source of competence, and involves the `feeling' of being competent (Feuerstein & Feuerstein, 1991). "It is our contention that the feeling of competence is not the direct and unavoidable outcome of the perception of one's capacity, but rather that the generation of this feeling requires the intervention of a human mediator who interprets the mastery and the competence and turns it into awareness, feeling, and consciousness of one's competence" (Feuerstein & Feuerstein, 1991, p.29). The mediation of a feeling of competence, individuation, novelty and challenge, and goal setting, fosters the development of a more internal locus of control.

An important aspect of self-directed behaviour, is the ability to formulate and express goal related plans. Characteristic of children who have not received consistent mediated learning experiences is the diffused nature of their perceptions. "These children scan their perceptual environment without attending differentially to the more relevant elements and, therefore, do not persist in developing the means necessary for attaining specific goals" (Feuerstein, 1980,

p.27). The intention to mediate remote events as personal experience, involve induced self-reflection, insight and articulation, which lead to an internalised orientation, which in turn produces more efficient learning and increased modifiability (Feuerstein & Feuerstein, 1991).

2.4.2. Self-Concept

The relationship between locus of control and failure experiences has already been discussed. Skuy (1975) argues that the development of an external locus of control, due to repeated failure experiences needs to be understood in interaction with the development of a negative self-concept. He states that this negative self-concept "can be seen as developing in relation to the adverse perceptions the individual has of himself, as well as in relation to the negative attitudes about the individual communicated by significant others" (Skuy, 1975, p.113).

In the research findings of Crump, Hickson and Laman (1985), subjects with an internal locus of control tended to display behaviour that was more congruent with a positive self-concept than did those with an external locus of control. The group of internally controlled subjects were also found to have more positive self-concepts relative to their families (family self), and to have traits more positively identified with the moral and personal self.

Thompson (1981) notes that personal control may be beneficial and lack of such control detrimental, because it relates to a person's self-image. She mentions two theories that are relevant to this point,

deCharms's theory of personal causation and reactance theory. The first theory elaborates on the individual's need to feel a sense of competence and mastery in their environment, and that a lack thereof may lead to feelings of incompetence. Reactance theory postulates that individuals feel aroused and have negative emotions when their freedom to act in a self-determined manner is threatened.

Individuals experiencing academic difficulties often expect to fail and therefore seldom develop the habit of achievement. The experience of failure then serves to reinforce this expectation. They often do not experience getting approval for success at learning, are 'today' orientated without long-range goals, lack self-confidence and are not encouraged to utilise fantasy and imagination (Metressel & Seng, 1970).

Purkey (1970, in Skuy, 1975), holds that self-concept and scholastic achievement are dynamically interrelated. His approach emphasises the importance of considering the individual's subjective perceptions of self and the world in attempting to understand poor academic performance. Negative self-perceptions lead the individual to see themselves as incapable of mastering academic work, and also as seeing such work as irrelevant to their experience of their world. The subsequent and repeated experiences of failure then serve to reinforce such negative self-perceptions (Skuy, 1975).

Spencer (1985) notes that feelings of competence are related to self-concept, and that minority status children are at particular risk in this regard. "Minority status children are at risk given the fact of

racial discrimination, it's institutionalisation, and the child's increasingly differentiated cognitive maturation" (Spencer, 1985, p.89). The latter, cognitive maturation, necessitates a progressive awareness of the group's unique status. Thus, physical and cognitive maturation, in conjunction with specific social experiences, results in social cognition. Spencer (1985) suggests that there is a discordant relationship between societal values (concerning minorities and linked to racial stereotypes and attitudes), and healthy psychological development. In other words, between macrosystem values related to minorities and own-group preferenced identity formation. It is argued that non-minority children have a more congruent and linear development in this regard.

Feuerstein (1980) asserts that in disempowered communities, transmission of values, norms and cultural identity are often disrupted, leading to a break in the continuity of past with present. He argues that mediation involving an understanding of the rationale behind instructions (Meaning, Intentionality, & Transcendence), and a focus not limited to specific contents, produces an orientation that includes " an anticipation of a given set of conditions in a more or less remote future and a plan of behaviour associated with a goal that guides the behaviour of the individual" (p. 21).

The mediation of positive or negative anticipation is held to be the result of the child's own experience. The mediation of the relationship between the child's own actions and their consequences, orientates that individual to temporally and spatially more distant effects Anticipation of an outcome requires an internal

reconstruction of reality, involving inferential thought processes, which aim to transcend immediate needs in favour of remote goals. It is thus also necessary to mediate the causal relationship between an act and it's anticipated outcome (Feuerstein, 1980).

Mediated Learning Experience has a direct bearing on the development and adaptability of self-schemas. The mediation of the criteria of meaning, competence, and indi iduation, influence the conception of the self. "A vivid and well-developed possible self is more motivating than one that is vague and poorly articulated" (Day et al, 1992, p.184). Contextualising stimuli through the mediation of meaning and linking this to existing competencies, creates positive visions of the future and gives meaning to school subjects related to these visions and potential. Subjects that are personally relevant, lead students to be more likely to follow learning goals (desiring to increase their mental competencies), rather than performance goals (Dweck, 1986. In Day et al, 1992).

Individuals tend to seek positive judgements about their competencies from themselves and from others, but students with a positively framed self-schema seem more able to persist in problem-solving activities even after having received negative evaluative feedback. Indeed Markus (1990), found that external reinforcers are more likely to influence those who are trying to master a topic than those who are interested in solving a problem (Day et al, 1992). Thus a coherent self-schema can be seen to be related to the notion of intrinsic motivation, and therefore, self-directed behaviour.

Progress can then be seen as self-reinforcing, while stagnation may provide opportunities to reevaluate strategies and plans of action. This would appear to correlate with the MLE criterion of self-change, while the mediation of transcendence, serves to abstract problem-solving from the here-and-now, to be applied in other, and especially future situations.

Rogers (in Skuy, 1975), asserts that the self is a social product that develops through the experience of interpersonal relationships, and is largely dependant on positive regard from others. The 'Big Buddy' programme involves youth counsellors who, by virtue of the consistent, individual and respectful attention they were expected to bring to bear on the subjects, can be seen to positively affect self-perceptions and a sense of self-worth.

3. THE STUDY

3.1. Rationale, Aims and Hypotheses

Given, the need for innovative approaches to dealing with the injustices of the previous educational system by normalising and redressing educational opportunities, the great number of South African children identified as requiring intervention in this regard (Donald, 1993; Skuy & Partington, 1990), and the shortage of trained professionals, therapeutic procedures that effect greater numbers of individuals in a cost effective manner will need to be developed. It was assumed that this particular youth counselling programme, The `Big Buddy' programme, may fulfill such a role, and as such its efficacy

needs to be established.

In lieu of the prior discussion on the use of non-professional therapeutic agents, it would be appropriate to use student Guidance teachers as youth counsellors on such a programme.

It has been argued that experienced difficulties in particular areas of learning will negatively impact, not only on the ability to learn, but also on constructs such as a sense of self, motivation, feelings of competence and the like. Similarly, the interactive determinants resulting in language difficulties and cultural deprivation can be seen to be affected by the aforementioned constructs and a lack of an early provision of MLE. The incorporation of MLE in such a programme was justified not only to provide structure, but also to facilitate the development of cognitive and affective schemas that would enable the subjects to become more independent thinkers, and as such, to foster a sense of competence, mastery and a positive sense of self.

It is held that a positive sense of self corresponds to the constructs, self concept and self esteem, and that a measure of the construct, locus of control, would be able to establish the degree of independence in terms of cognitive control.

Thus it is hypothesised that, following a youth counselling programme incorporating MLE:

1. There will be a greater degree of internal locus of control among subjects involved in the programme, than among those in the control group;

2. There will be an increase in positive self-concept among subjects who participated in the programme, than among those in the control group;

3. There will be a positive correlation between the degree to which the `Big Buddies' have integrated the concepts of MLE and the extent of the growth, as measured by the instruments, displayed by the `Little Buddies'.

4. There will be a positive correlation between the hours invested in the relationship and the extent of growth displayed by the `Little Buddies'.

3.2. Method

3.2.1. Subjects

The children involved in the study were drawn from the language enrichment programme conducted at the Division of Specialised Education. They had been referred for language enrichment in order to address difficulties in the acquisition of

English as a second language. All the children attended I.H. Harris Primary School in Doornfontein, and were in Grade 2. The subjects resided in various areas in the greater Johannesburg region, from innner-city areas such as Joubert Park, and from different suburbs in Soweto.

Given the nature of the programme, demographic variables such as family constitution, socio-economic background and cultural affiliation could not be controlled. The group was homogenous only to the extent that they all attended the same school and were all in the same grade. The children were also culturally diverse.

The subjects were divided into experimental and control groups on the basis of subsequent participation on the `Big Buddy' programme. The experimental group consisted of 12 subjects who had been involved in language enrichment, and who were volunteered by their parents to participate in the `Big Buddy' programme. The control group was made up of 15 subjects who were on the same language enrichment course, but who were not involved in the `Big Buddy' programme.

The youth counsellors, or `Big Buddies' were drawn from students from the Vocational Guidance Methodology course at the Division of Specialised Education. This is a post-graduate teaching diploma course. In previous programmes in the Division, these students participated as part of a compulsory requirement. This year however, their participation was voluntary, and the students therefore participated from a position of choice. The issue of voluntary involvement is an important factor, as the success of the programme

depends on the motivation and enthusiasm of the students. Being volunteers, it was hoped that the students would be more likely to involve themselves wholeheartedly.

3.2.2. Intervention

The youth counselling intervention involved pairing the Guidance Methodology students with a child from the experimental group. The aim of the intervention involved `befriending' the child and engaging in a one-on-one relationship with that child once a week and for not less than an hour at a time. The `Big Buddies' were not however limited to this time frame, and were encouraged to engage more often if they so desired. The focus of the relationship was on congruence, sincerity, empathy and attunement to the specific needs, circumstances, values and attitudes of the child, using the interactive technique of Mediated Learning Experience.

The training offered to the `Big Buddies' was imparted during weekly meetings with the programme leader and co-ordinator. The `Big Buddies' were also provided with a hand-out on MLE that is largely based on the MLE workbook designed by the Cognitive Research Programme at the Division of Specialised Education (1991), modified to make it more applicable to the programme. The `Big Buddies' were also provided with input on MLE in their teaching methodology course work, and as such it was held that they had received adequate theoretical input in this regard.

The `Big Buddies' were also provided with a brief input on the

concepts of empathy and congruence. What was stressed however was that their relationships should not constitute a counselling relationship in the traditional sense. Students were cautioned in this respect to avoid the potential for engaging in practices for which they had not been trained.

Within this framework, their interactions were defined as needing to be activity centred, and that those activities should take form around their own individual preferences as well as those of their `Little Buddies'. In this regard, the concept of `goodness of fit' (Skuy et al, 1990) was emphasised, and it was stressed that activities engaged in should take into account the specific child in question. Group discussion illicited the idea that negotiated activities would prove to be the most effective, although it was accepted that this would not always be possible given the nature of some of the children. Not only was the individual child emphasised, but also that activities should be pitched at the child's developmental level. As such no activities were specified, but materials from the resource room at the Division of Specialised Education were made available to provide ideas. A collection of other activities were also prepared, and handed to the group for rotation. What was specified however, was that the activities should provide the vehicle for MLE, and that activities should be considered that offered opportunities for MLE. It was also stated that the `Big Buddies' should attempt to focus on self-concept and self-esteem, both directly through praise, commitment, empathy, congruence and the discussion of self acceptance, and indirectly through the mediation of the relevant criteria of MLE.

To ensure that the `Big Buddies' had adequate contact with their `Little Buddies', and that they utilised and integrated the concepts of MLE, weekly activity reports had to be completed and handed-in. In addition to this, each student was required to present a summary of a meeting with their child to the group, to demonstrate their integration and application of MLE and whether they had established a significant relationship.

The role of the researcher was that of facilitator. Henderson and Thomas (1990) define this role as fluid and flexible, stating the need to "move in and out of different roles according to particular circumstances" (p.104).

Initially meetings between the researcher and `Big Buddies' were held on a weekly basis. Problems encountered at this phase included the students' difficulty in making contact with the families, and difficulties in initiating and carrying-out the initial contact. Problems that arose were generally dealt with in the group, using input from those present.

Areas that were dealt with included the goals and expectations that the students had, and how this related to the role of the `Big Buddy'. Much time was spent on the issue of termination, and it was stressed that this should be discussed with the `Little Buddy' from the outset of the relationship. Ways of conveying the concept of time, and termination at a concrete level were discussed. It was also stressed that the aims and expectations of the programme should be clarified to the parents to facilitate entry into the relationship, and to

secure the maintenance of the relationship through parental support. The issue of self-awareness was also addressed, with the specific aim of getting to know the `child within'. This was held to be central to the role of developing a relationship and interacting with a child.

`Big Buddy' presentations in the group also provided the impetus for group discussion, and much of these meetings focussed on the opportunity of using the discussions to disseminate ideas and to tell each other about successful and unsuccessful ventures. The participation of the students was generally good, and as such, the role of the researcher was largely to facilitate the discussions, and where necessary, to focus and redirect the discussion.

3.2.3 Measuring Instruments

Pre-testing on the `Little Buddies' was administered in a group setting at the Division of Specialised Education. This was conducted in March 1993 before the commencement of the programme, and while the subjects were attending language enrichment. All test items were administered in one sitting. The Post-testing was conducted in November 1993 in a group setting at I.H. Harris Primary School.

The following test items were administered to the `Little Buddies':

1. Nowicki-Strickland Locus of Control Scale for Children (Short Form).
2. Coopersmith Self-Esteem Inventories (Short Form)
3. Draw A Person Test

The evaluation of `Big Buddy' performance was conducted in a single sitting at the Division of Specialised Education at WITS University. Assessment of the `Big Buddies' involved only posttesting, and was conducted in October 1993.

The following measures were drawn from the `Big Buddies':

1. Youth Counsellor's final report
2. Questionnaire on the application of MLE in the `Big Buddy' programme.

3.2.3.1. NOWICKI-STRICKLAND LOCUS OF CONTROL SCALE FOR CHILDREN

3.2.3.1.1. Description and Application

Nowicki and Strickland (1973) developed a Locus of Control Scale for children from Grades 3 through 12. The Scale was chosen because it appears to be a reliable locus of control inventory that has been well researched in relation to primary school children. Bailer's scale (1961) suffers from reliability and format shortcomings, and Battle and Rotter's Scale (1963) is difficult to administer in large groups (Nowicki & Strickland, 1973). Because research on the Nowicki-Strickland (NWS) Scale has only been conducted on populations of children in Grade 3 or higher, "this is not to say that the test is not appropriate for first and second graders" (Nowicki-Strickland, 1973, p.151). Because the subjects of this study are at the Grade 2 level, and because they have difficulty with respect to English language, it was decided that the shortened form of the Scale (20 items) be used.

Further modifications needed to be made to the item questions. It was decided that the questions needed to be reframed to avoid double negatives, and to simplify the language so that it was more amenable to this particular group of subjects. The question format was also changed to a statement format to prevent confusion about the form of answering between the NWS and the Coopersmith Self-Esteem Inventories (CPS). The original and revised Scales appear in Appendix C and D respectively.

The scale is based on Rotter's definition of the internal-external control of reinforcement dimension. The items desribe "reinforcement situations across interpersonal and motivational areas such as affiliation, achievement and dependency" (Nowicki & Strickland, 1973, p.149).

3.2.3.1.2. Administration

As previously mentioned, the NWS Scale was administered together with the other tests in single group settings for both pre- and post-testing. The scale is a paper and pencil measure consisting of questions that are answered with either a yes or no written response. Each test question was read to the group as a whole twice, and individual's completed each question seperately. Two test administers were always present, and stress was laid on understanding the questions. Any difficulties noted in understanding, were then addressed individually by the test monitors, before further questions were attempted.

3.2.3.1.3. Scoring

Scoring of the NWS Scale involved assigning 1 for a response to the test question reflecting an internal locus of control, and 0 to a response reflecting an external locus of control. Thus the higher the score, the greater the degree of internality. Scores were added together to obtain a single score, and individual responses to single test items were not considered as there is no reliable research in this regard.

3.2.3.1.4. Reliability and Validity

Research on the instrument (Nowicki & Strickland, 1973), suggests support for the construct validation of the Scale. The authors state, in conclusion, that "the locus of control dimension appears to be a variable of significant impact in relation to children's behaviours, and the Nowicki-Strickland Scale appears to be an appropriate instrument for assessing this variable" (p. 154). Construct validity was achieved through significant correlations with the Rotter and Bailer-Cromwell Scales, and to some extent with the Intellectual Achievement Responsibility Scale.

Internal consistency of the scale appears to increase with the age of the subjects tested. Estimates of internal consistency via the split-half method, and corrected by the Spearman-Brown formula, are r = .63 for grades 3, 4, and 5. Nowicki and Strickland (1973) note that because the test is additive and items are not comparable, the above reliability tends to underestimate the true reliability of the scale.

Nowicki and Strickland (1973) caution that the shortened Scale should be used carefully until further reliability and validity research has been conducted. They state however that "there is every reason to believe from the item analysis (on over 1 000 students) that these revisions should be a usable, reliable, and quick measure of generalised locus of control" (p. 153).

3.2.3.2. COOPERSMITH SELF-ESTEEM INVENTORIES

3.2.3.2.1. Description and Application

The Coopersmith Self-Esteem Inventories (CPS) was designed to measure "evaluative attitudes toward the self in social, academic, family, and personal areas of experience" (Coopersmith, 1981, p.1). Coopersmith developed a 25 item School Short Form of the scale that was based on an item analysis of the original 50 item School Form. Because of time constraints, and the reasons given for using the shortened locus of control scale, the School Short Form was administered. Again further modifications to the language on the items needed to be made. The original as well as the modified Short Form appear in Appendix E and F respectively.

3.2.3.2.2. Administration

Administration of the CPS Inventory was conducted on the same basis as the NWS Scale.

3.2.3.2.3. Scoring

The original Inventory requires that the respondents answer with either `like me' or `unlike me'. Because of the modifications to the questions, and to make it more understandable to the subjects, `yes' and `no' responses were required. A score of 1 was assigned to responses reflecting positive self-esteem, while 0 was assigned to responses indicating the contrary. The Inventory has a built-in Lie Scale, but this is not applicable to the Short Form, and therefore has no bearing on the current research.

3.2.3.2.4. Reliability and Validity

The Scale's reliability and validity has been researched and confirmed, and is applicable to children at the Grade 2 level, but little research has been conducted on the shortened form. Reliability scores on the School Form measured by Kimball (1972, in Coopersmith, 1981), by means of the Kuder-Richardson reliability estimates (KR20s), generated coefficients ranging from .87 to .92 on subjects from Grade 4 to Grade 8. The coefficients indicate adequate internal consistency for subjects in all 5 Grades. Data for the Short Form is insufficient, and Coopersmith (1981) estimates that reliability coefficients would be lower due to the shorter length. In one study, Bedeian, Geagud and Zmud (?? ', in Coopersmith, 1981), reported KR20s of .74 for males and .71 for females. The same researchers computed test-retest reliability estimates on the Short Form and obtained coefficients of .80 for males and .82 for females.

Coopersmith (1981) cites research by Kokenes (1974, 1978) and Kimball (1972) to confirm the construct validity of the Inventory. To quote the latter research, "percentile equivalents showed a consistency of score values at a given percentile regardless of the population" (Coopersmith, 1981, p.13). Specific correlation scores were however not presented.

3.2.3.3. DRAW A PERSON TEST

3.2.3.3.1. Description and Application

Originally, the Draw A Person Test (DAP) devised by Goodenough and Harris, was used as a supplement to the Stanford-Binet Scales (Anastasi, 1988). Since then, Bodwin and Bruck (1960) developed a quantified self-concept scale of the DAP that is held to be a valid measure of self-concept defined as consisting of: self-confidence, freedom to express appropriate feelings, liking for oneself, satisfaction with one's attainments, and a feeling of personal appreciation of others.

In addition to Bodwin and Bruck's (1960) thirteen criteria, an additional four criteria were added to the Scale. These additions were introduced in a study by Rosenbaum (1989), on review of the literature on emotional indicators of the DAP.

3.2.3.3.2. Administration

The DAP was administered to the control and experimental groups

together in one sitting, for both the pre- and post-testing. Subjects were presented with paper, pencils and erasures, and asked to draw a person as best as they could. They were encouraged to produce original work, and not to be influenced by what their friends drew.

3.2.3.3.3. Scoring

The DAP was scored according to the Draw-A-Person Self-Concept Scale, devised and validated by Bodwin and Bruck (1960). The Scale is a 17 item scoring system, whereby each of these items or criteria are scored according to a 5 point rating system. A score of `1' signifies that the criterion is markedly present (81-100%), while a score of `5' signifies that the criterion is markedly absent (0-20%). A break down of the items is presented in Appendix G. The scores per picture were then added together to supply a total score that represents a measure of self-concept.

3.2.3.3.4. Reliability and Validity

Bodwin and Bruck (1960) validated their scale on a sample of 60 individuals between the ages of 10 and 17 years. The sample drawings were then scored according to the author's scale, and then rated by an independent judge who rated self-concept after the subjects completed a clinical interview. The scale ratings were then compared to the judges ratings, yielding a correlation of .64 at the .01 percent level of confidence. The authors state that the scale is therefore a valid measure of self-concept defined as consisting of: a) self-confidence, b) freedom to express appropriate feelings,

c)liking for one's self, d) satisfaction with one's attainments, and e) feeling of personal appreciation by others. Bodwin and Bruck's (1960) study did not include any measures of reliability.

The validity of the four additional criteria was implied by Rosenbaum (1989), in her review of the emotional indicator's on the DAP in the relevant literature. She cites Ogdon (1978) and Koppitz (1968) for items 14 and 15, Ottenbacher (1981) for item 14, Machover (1949) for items 16 and 17, and Urban (1963), Hammer (1958) and McElhaney (1969) for item 17. A breakdown of the items is presented in Appendix G.

Rosenbaum (1989), cites research by Gordon (1983) and Skuy and Westaway (1985), where this self-concept measuring instrument was used succesfully with black disadvantaged children, suggesting that the Scale has validity in cross-cultural applications.

3.2.3.4. YOUTH COUNSELLOR'S FINAL REPORT

3.2.3.4.1. Description and Application

The Youth Counsellor's Final Report was completed by the `Big Buddies' on termination of the counselling relationship. It served as a summary and evaluation of their experience of the programme and contained reports on all the sessions conducted with their `Little Buddies'. The Final Report also stipulated the amount of hours invested in the counselling relationship.

3.2.3.4.2. Administration

The Final report was self-administered, in partial requirement for the Guidance students' course-work.

3.2.3.4.3. Scoring

The Youth Counsellors' Final Reports were evaluated qualitatively, by the programme facilitator (researcher) and the university staff member co-ordinating the course, with the mean between the two scores taken as final.

3.2.3.5. QUESTIONNAIRE ON THE APPLICATION OF MLE IN THE `BIG BUDDY' PROGRAMME

3.2.3.5.1. Description and Application

The 'Big Buddies' were required to complete a question involving their understanding of, application and integration of the concept of Mediated Learning Experience. The question read as follows: Define the ten criteria of MLE and provide examples of how you could mediate them on the `Big Buddy' programme.

3.2.3.5.2. Administration

The question was put to the `Big Buddies' on completion of the programme, during a predetermined meeting. The students were not informed that they would write this `test', and so their responses may

be deemed to have been unprepared. They were informed that their ability to integrate these concepts would also serve to supplement their course-work evaluations. The students were given as much time as they needed to complete the question.

3.2.3.5.3. Scoring

The responses to the question were evaluated qualitatively by two independent markers who have had training in MLE. The tests were scored by awarding a percentage mark. The means between the scores of the two assessors were then taken as the final mark.

3.2.4. Procedure

Pretesting of the `Little Buddies' was conducted before commencement of the Programme, in March 1993, at the Division of Specialised Education, University of the Witwatersrand. The children, both the experimental and control groups, were tested in a single sitting, and as one combined group. They completed the CPS Inventory, NWS Scale,and DAP . The same measuring Instruments were then later administered on completion of the programme, at I.H. Harris school in November 1993, with the entire group again being present in one sitting.

The Youth Counsellor Final Report was submitted for evaluation at the end of October 1993, the official date of termination of the programme. The informal test questionnaire was also administered in October of 1993.

3.2.5. Research Design and Statistical Analysis

The research design can be defined as being a quantitative, descriptive design of the hypothesis testing subtype (Bailey, 1982), where it was attempted to evaluate the effects of participation in the `Big Buddy' programme incorporating MLE as it's focus, particularly with regard to self-concept and locus of control. It is a Pretest-Postest Control Group Design (Kerlinger, 1986), where both the experimental and control groups are compared before and after exposure to the independent variable, namely, participation in the `Big Buddy' programme.

The scores generated by the two Scale measures (NWS & CPS) and the DAP were then statistically analysed by means of an analysis of covariance. This form of variance analysis assesses the significance of differences among means of groups after taking into account the initial differences among the groups, as well as the correlation of the initial measures and the measures of the dependent variable (Kerlinger, 1986). Thus, the differences between groups on the dependent variable (NWS, CPS, & DAP scores variously), were analysed after taking into account initial differences between experimental and control groups on the dependent variable (pre and posttest).

Correlations between the `Big Buddies' MLE questionnaire scores, the Final Report marks, the hours invested in the relationship, and the degree of growth demonstrated by the `Little Buddies'' was then calculated with the use of Spearman's rank-order correlation

coefficient. The choice of Spearman's procedure above the Pearson product-moment correlation was made in lieu of the small sample size, and the rank nature of the data available. This procedure would be able to determine whether a relationship exists, and provide the degree and strength of the relationship by means of a correlation coefficient (McCall, 1970). As McCall (1970, p.120) states; "The fundamental idea behind the correlation coefficient is that the square of the correlation coefficient represents the percentage of variability in the Y that is associated with differences in the variable X.

4. RESULTS

4.1. Introduction

The results of this study are presented in two sections. Section 4.2. contains the results of the analysis of covariance for both groups with regards the NWS, CPS and DAP measures. These results pertain to hypotheses 1 and 2. In the following section, 4.3., the results of the Spearman rank-order correlation are presented, which in turn pertain to hypotheses 3 and 4. Raw scores for all the measures are listed in appendices A and B.

4.2. Results of the analysis of covariance for each group on each measure

TABLE 1. MEAN SCORES AND STANDARD DEVIATIONS FOR EACH GROUP ON EACH MEASURE

Experimental (n=12); Control (n=15)

	PRETEST MEAN		POSTTEST MEAN	
	C	E	C	E
Nowicki-Strickland Scale	11.69 (2.57)*	11.30 (1.72)	9.56 (2.19)	9.50 (2.94)
Coopersmith Inventory	15.38 (3.52)	16.33 (3.39)	13.75 (3.57)	15.45 (3.15)
Draw-A-Person Test	71.75 (5.31)	71.50 (6.64)	74.00 (4.37)	74.17 (6.46)

* Figures in parenthesis represent standard deviations.

TABLE 2. DIFFERENCES IN MEANS BETWEEN PRE- AND POSTTEST FOR EACH GROUP ON EACH MEASURE

Experimental (n=12); Control (n=15)

	EXPERIMENTAL	CONTROL
Nowicki-Strickland Scale	- 1.83 (3.04)*	- 2.13 (2.39)
Coopersmith Inventory	- 0.92 (4.96)	- 1.63 (4.29)
Draw-A-Person Test	2.67 (9.39)	2.25 (4.36)

* figures in parenthesis represent standard deviations

The data on Table 2 represents the difference between pre and posttest measures for experimental and control groups. A negative difference score indicates that the group deteriorated from pre- to post-testing on a particular measure. The results show that both groups deteriorated on the NWS and CPS measures between pre- and post-testing, but improved on the DAP measure.

An analysis of covariance was conducted comparing experimental and control groups on the CPS, NWS and DAP posttest scores. No significant results were obtained on any of the measure variables. The following significant results were found:

Although both groups' scores deteriorated on the NWS from pre- to post-testing, the control group deteriorated significantly more than did the experimental group ($F = 3.89$; $p < 0.0338$).

Similarly on the CPS, although both groups deteriorated, the deterioration shown by the control group was significantly more than that shown by the experimental group ($F = 10.69$; $p < 0.0004$).

On the DAP measure, both groups improved. The improvement shown by the experimental group however, was significantly better than that shown by the control group ($F = 9.88$; $p < 0.0007$).

4.3. Results of the Spearman rank-order correlations between `Big Buddy' performance and measures of growth shown by the subjects (`Little Buddies')

Results obtained via the Spearman rank-order correlation, an attempt to correlate `Big Buddy' performance with `Little Buddy' change, were varied. No significant correlations could be obtained between the `Little Buddies' improvements on any of the measures, and the degree to which the `Big Buddy' had integrated the concepts of MLE, as defined by the test question. The changes in the `Little Buddies' scores also failed to correlate with the Youth Counsellor Final Report marks, and there was also no correlation between the hours invested in the counselling relationship and changes to the `Little Buddies' on the afore mentioned measures.

What was significant however, were the correlations between the Final Report mark, the MLE Test and the hours invested by the `Big Buddy'. The correlation betwern the Final Report mark and the MLE Test yielded the following significance ($r = 0.96$; $p < 0.0001$). The correlation between hours invested and the MLE Test was also significant ($r = 0.68$; $p < 0.0148$), as was the correlation between the Final Report mark and the hours invested ($r = 0.66$; $p < 0.0190$).

5. DISCUSSION

5.1. Discussion of Quantitative Results

The results of the analysis of covariance suggest that the following conclusions can be drawn with regards the hypotheses put forward in this research report. Considering hypothesis 1 (There will be a greater degree of internal locus of control among subjects involved in the programme, than among those in the control group), there is no evidence to suggest (according to the means presented on Table 1, Section 4), that the experimental group subjects developed a more internal locus of control than those in the control group. What is however evident, is that participation in the programme was related to a relatively more stable locus of control orientation compared to the subjects in the control group.

An analysis of the results suggests that support for hypothesis 2 (There will be an increase in positive self-concept among subjects who participated in the programme, than among those in the control group), is inconclusive. The hypothesis is supported by the means on the DAP measure, but not supported by the results obtained from the CPS measure (Table 1.).

Results of the analysis of covariance on the NWS and CPS measures show a deterioration for both groups, with respect to an increased external locus of control and a deterioration in self-concept respectively. What was evident from the results however, indicates

that it appears that participation in the programme served to stabilise performance on these measures significantly more so than did non-participation. Thus while hypothesis 1 was invalidated, as the experimental group did not show an increased internal locus of control from pre- to posttest, they became less externally orientated than did the control group.

The above conclusion can be drawn with respect to the CPS measure of self-concept. With regard to self-concept and hypothesis 2 however, we have another measure, namely the DAP, which generated a significantly greater growth in self-concept for the experimental group subjects. Thus although the results pertaining to hypothesis 2 appear to be inconclusive, it will be argued that the DAP measure is the most reliable of the two measures, thereby possibly validating hypothesis 2. What is disturbing is the lack of correlation between the scores on the CPS and DAP measures. This lack of correlation, and the deterioration on the questionaire measures needs to be examined more fully to ascertain the nature and validity of the results obtained.

Various factors may have contributed to the deterioration of both group's scores on the NWS and CPS measures, and the researcher hypothesises that one, or a combination of the following factors may be applicable.

The first explanation offered, is that the deterioration on the measures was an accurate reflection of a decrease in self-concept (CPS), and the development of a more external locus of control (NWS),

between pre- and posttesting. Should this be the case, it is important to examine the reason for this deterioration. One explanation for this may be reflective of the socio-political circumstances that were operating in 1993. It must be noted that 1993 was a time of major social adjustment and insecurity in the run-up to the first democratic elections, and was punctuated by high levels of social and political violence (Centre for the Study of Violence and Reconciliation, Annual Report, 1993). One remembers particularly the vaguely defined IFP-ANC conflicts, the assasination of Chris Hani, and the 'on-off' negotiation process. Although levels of violence decreased from those between 1990 and 1992 (Simpson & Rauch, 1993; Simpson, Mokwena, & Segal, 1992; Commonwealth Observer Mission to South Africa, 1993), the insecurity of 1993 permeated all levels of our society and affected all families through secondary exposure, even if they did not experience the conflict directly. The sample researched reside mainly in the inner-city region of Johannesburg, an area that saw a rapid increase in population and crime during the 1990's, which would have increased the level of stressors experienced by the population (Eichhorn, 1988; Stavrou, 1992). Among the effects of violence on children (Stavrou, 1993), a loss of self-esteem and a decrease in feelings of personal power are noted. The demands of social adjustment and the general state of insecurity in the country may therefore have contributed to the deterioration evidenced in the two measures discussed.

This argument assumes that the social instability of the times impacted negatively on the families' of the subjects researched. Family instability during childhood has been related to the following:

uncertainty of the future and a weakening of familial and social support networks that traditionally provide meaning, boundaries and direction (Marks, 1992, cited in Freeman, 1993); to the growth of a culture of expectation and victim-image (external locus of control) (Ramphele, 1992); and to a loss of positive self-identity (Freeman, 1993). Furthermore, Udwin (1993) cites considerable research that found that children's reactions to stressful and traumatic events is significantly influenced by parental reactions, and one assumes that the insecurity prevalent at the times, impacted primarily on the parents.

Following on Munro's (1979) conclusions (examined in more detail later), the NWS measure may not have been consistent over time, as a stable representation of locus of control. The lability of emotions and the unpredictability of the times may therefore have generated responses to the test questions based more on situational determinants, reflective of societal, familial and individual insecurity and instability.

Obviously, these turbulent times would also have impacted on the nature and quality of interactions between the `Big' and `Little Buddies'. It must be noted however that the experimental group deteriorated significantly less than did the control group on the CPS and NWS measures. Therefore, should these socio-political factors have been operating, one might conclude that the programme acted to minimise the effect of these factors, although the same factors may have served to compromise the potential effectiveness of the programme as well.

To assert that the measured deterioration was real, is however problematic, considering the the results of the DAP measure. One would expect a correlation between the CPS and DAP measures, and had there been a real lowering of self-concept among both groups, this should have been reflected on the DAP. Crump et al (1985) also found a correlation between locus of control and self-concept, a finding that was not replicated in this study. Thus a further explanation of the results may point to the applicability of the NWS and CPS measures with this particular sample.

This brings to bear a question around the nature of cross-cultural research. Research in a cross-cultural context is problematic, particularly when research conducted makes use of test instruments that were designed and evaluated on different cultural populations from those in the study. Munro (1979) conducted cross-cultural research on the validity and reliability of the Rotter locus of control scale in an African context. Because the construct validity of the Nowicki-Strickland Scale correlates with the Rotter Scale, Munro's research may be relevant in this regard.

Munro's (1979) work reveals that the internal consistency of the scale for all populations tested, that is for Zambian, Ghanaian and Zimbabwean student populations, was extremely poor. Phares (1976) argues that the items in the Rotter I-E Scale, and probably other locus of control scales using similar items, "are much more subject to response biases, such as social desirability of manifest item content", than has been generally suspected (cited in Munro, 197'. p.65). Munro (1979, p.65) continues by saying that "such biases may

reflect microcosmic preoccupations which change from day to day more than a cross-culturally equivalent and stable set such as social desirability". The insecurities of the times may also have impacted on and influenced such "preoccupations".

It may thus be that the responses on the **NWS** by the subjects researched, could have been influenced by motivations such as social desirability and not truly be reflective of the construct locus of control. This may be operating with regard to their perceptions of the tester, institutional and familial expectations, or even conforming to peer norms.

Although similar research has not been conducted on the **CPS**, it is possible that such similar problems are posed in relation to it's application in cross-cultural research. One must assume, given its non-verbal nature and previous research (Rosenbaum, 1989), that the **DAP** measure is less prone to cultural bias. Should this be the case, it may serve to explain why that particular test yielded a measure of growth among both the control and experimental groups.

Another factor that may have been influential, and may have contributed to the deterioration in the performance by the sample on the **NWS** and **CPS**, regards the nature and modality of data gathering. Although the researchers (Coopersmith, 1981; Nowicki-Strickland, 1973), hold that the test instruments are valid for children in the early grades, this may be problematic given the particular difficulties these children presented with. The `Little Buddies' were drawn from children attending language enrichment at the Division of

Specialised Education. Thus for all these children, English is a second language that most of them, at that point, had not sufficiently mastered. Given that the medium of instruction and the test instruments are English, their performance on the measures may reflect difficulty with language comprehension rather than locus of control and self-concept. The DAP, which is non-verbal in nature, did not deteriorate over the course of the year. Furthermore, the questionnaire format of the measures may also have been impacting in this regard. Thus the deterioration, or inconsistencies in the results may be reflective of a lack of competence in answering written questionnaires.

The results of the Spearman rank-order correlations do not lend support for hypothesis 3, and as such, no correlation between the `Big Buddies' integration and application of MLE (as defined by the questionnaire) and growth in their respective `Little Buddies', could be significantly established. Similarly, no significant evidence exists to support hypothesis 4, namely that the hours invested in the relationship would correlate with growth on the part of the `Little Buddies'.

The Spearman results appear to suggest that the degree of integration and application of MLE by the `Big Buddies' did not have any significant effect on the growth of their respective `Little Buddies'. At first glance this would seem to indicate that the inclusion of MLE in the programme did not constitute a significant therapeutic function. This conclusion may however be misleading. Integrating the theoretical constructs of the theory involves the learning of the

content of the particular theory. Although this learning may incorporate aspects of MLE, one cannot assume that the learning of the theory can necessarily be equated with the ability to mediate effectively. The application of MLE, drawn from the questionnaire, was also somewhat hypothetical and not necessarily reflective of mediation in the programme. MLE is a process rather than a content dependent theory (Feuerstein, 1980), and unfortunately, the data collected does not provide an opportunity to analyse the mediational style of the respective `Big Buddies'. Thus while individual `Big Buddies' may have integrated the theory well, one does not know whether they were effective mediators themselves, and because the latter is central to effective MLE, one cannot assume that the inclusion of MLE was not therapeutically useful.

The results also indicate that the ammount of hours invested in the relationship did not have a significant effect on the degree of growth demonstrated by the `Little Buddies'. This would be consistent with MLE theory, and suggests that the quality of the relationship, rather than purely time defined factors, may have been operating to account for any growth measured.

It must also be noted that this study employed relatively small sample sizes that may have compromised the reliabilty of the results obtained.

5.2. Discussion of Qualitative Results

A qualitative evaluation of the Final Reports revealed certain therapeutic effects on the `Little Buddies' as perceived by the `Big Buddies'. Some of the `Big Buddies' noted that they perceived noticable changes in their `Little Buddies'. The changes they noticed included variously, an increase in confidence, the development of responsibility, a sense of independence, reduced shyness, improved social interaction, a reduction in withdrawn behaviour, the learning of specific skills and a decrease in the fear of animals for two of the children. One of the children's teachers noted a change to a more active and sociable child. Whether these changes reflect increased feelings of being comfortable with the relationship, or whether they occured as a result of, or partly because of the language enrichment programme is not known.

The Final Reports however, provide more information as to the impact of the programme on the `Big Buddies', rather than its effect on the `Little Buddies'. Some of the `Big Buddies' commented on the lack of clarity in the criteria for evaluating the success of their intervention. This was variously stated as a "problem with the `helping' part of the relationship", and that the experience was "unsettling at times, not knowing exactly what I am supposed to achieve". It must be noted however that some of the `Big Buddies' managed to gain a sense of achievement. One of the students stated that her `Little Buddy' had developed a sense of competence and confidence in her abilities, and that she had provided much needed

attention for her. Another stated that "if all I managed to do was make 'N' feel special and important and capable of doing whatever she put her heart to, I believe I was successful".

Because the intervention took place on an informal level, `Big Buddies' held that they were able to interact in a more relaxed manner that enabled the children to confide more easily.

The `Big Buddies' entered the programme with expectations of providing a more directive and concrete intervention, with well defined aims and goals. The goals of the programme, and how they could be actualised were somewhat intangible, but those students who managed to grasp the potential in the programme and were able accept its limitations and the boundaries of their role, were able to give meaning to the excersise.

The `Big buddies' however, found the experience, in more general terms, to be most valuable. All the `Big Buddies' found the direct experience of being involved in a helping relationship to be rewarding. Among the self-evaluation reports submitted, students noted the value of learning to relate to children on their level. Some of the `Big Buddies' found that the play activities helped them to relive their own childhoods, and among others, served to provide childhood experiences they never had. Other `Big Buddies' commented on the fact that they learned how to pick-up on the child's verbal as well as non-verbal cues and signals, which sensitised them to the needs of such children. As such they were able to experience developmental issues of children that age at first hand. The experience also offered an

opportunity to assess such childrens' interests and to be able to pitch activities at an appropriate level.

The inclusion of MLE was noted as worthwhile, and served to provide many learning opportunities. Although the `Big Buddies' were familiar with the concept of MLE, the programme forced them to integrate the concepts and to devise means to mediate the criteria. Some of the `Big Buddies' noted that their mediation was initially very formal, but with practice, its application became more natural. Practice also served to make the actualisation of the mediation less difficult over time Some `Big Buddies' commented that MLE was also helpful in planning and structuring their activities, while others felt this to be too constricting. The latter students felt more comfortable in mediating the criteria where and when the opportunity arose. The researcher felt however, that those `Big Buddies' of the former category had integrated the concept better, felt more at ease with its application and more in touch with the purposeful nature of MLE. One of the `Big Buddies' stated that she had concentrated on certain criteria, but as the relationship progressed, discovered the value in the other criteria. Another noted that she had become aware of the values she was mediating in normal everyday conversation, and that this had increased her self-awareness.

The programme definitely served to strengthen the `Big Buddies' working knowledge of MLE. The discrepencies between the mediation that occured in the early meetings and those in the later interactions, and the difference around how the interactions were conceptualised according to MLE, is testimony to this fact.

In this regard it is interesting to note the correlation between the integration of MLE, the hours invested in the relationship and the Final Report mark, according to Spearman's rank-order correlations. Those `Big Buddies' who had integrated MLE well, invested more hours and constructed better Final Reports than did the others.

The programme was seen to be beneficial with regard to the `Big Buddies'' self-awareness generally. The students were exposed to situations and experiences that they had not experienced before, and these served to confirm their abilities as well as highlight areas of weakness. `Big Buddies' commented variously on experiencing mixed feelings. One student noted being "proud and feeling worthwhile, and at times inadequate and intimidated". Some of the students found it especially difficult to engage with their buddies initially, at times finding themselves withdrawing or getting too deeply involved, or feeling uncomfortable about having to relate to such a young child. The programme also offered some of the `Big Buddies' the opportunity to work cross-culturally, and those who did found it a challenging learning experience. Some feelings of uncertainty and anxiety were noted in this respect, but it appears that these initial apprehensions were overcome to some extent. In other ways, the programme alerted the `Big Buddies' to different lifestyles and values, as well as providing insight into the lives of families from less priveleged sectors of our population.

An analysis of `Big Buddy' statements appears to suggest that participation in the programme, as youth counsellors, provided a learning opportunity that will ultimately benefit them as teachers in

the future. This claim is made without the support of any objective measures, but as Shute, Foot and Morgan (1992) argue, an understanding of children's needs and a sensitivity to individual's unique learning abilities is essential to guide teacher behaviour to meet these needs. Janks (1993) found no growth in self-actualising attitudes, no personality change and no development towards greater independence among the `Big Buddies' in her study. It must be noted that that particular programme was a compulsory course requirement and did not include MLE, which differs from the programme researched in this study.

6. LIMITATIONS AND RECOMMENDATIONS

One of the major limitations of this study pertains to the small sample size used. Because of the voluntary nature of the programme, the sample size was predetermined. Future studies of this particular programme should attempt to engage a larger sample in order to generate more comprehensive results.

Another limitation of the study involves the questionable validity of some of the measures used. This concern regards both questionaire measures, namely the **NWS** and **CPS**. Munro's (1979) concerns about the validity of the Rotter Scale may be applicable to the **NWS** in cross-cultural settings. Similar factors may serve to compromise the **CPS** in a similar context. It must be noted however, that the concerns as to the validity of these measures within a cross-cultural context involves conjecture, and this hypothesis has not been confirmed. Munro's (1979) arguments, and the lack of correlation

between the CPS and the DAP however, seem to suggest that this may be the case.

Another major and related concern regards the reliabilty of these two measures for children in the early grades, and in particular, with a sample of children with second-language difficulties. It is thus recommended that these two measures be comprehensively researched to attempt to validate their use for such populations.

A further complication arises out of the use of the concept of locus of control. Palenzuela (1984) argues that the construct locus of control presents certain terminology, conceptual and measurement problems. He notes however that his suggestions to rectify the situation differ markedly from other approaches, and recommends that further research and debate be conducted before such a construct is used.

Information as to the familial demographics and family perceptions should have been gathered to enhance the richness of the data. Contact with the parents was tenuous and difficult to begin with, and many 'Big Buddies' had difficulty getting the required indemnity forms signed. This aside however, future studies should involve questionaires to elicit family perceptions of behaviour, personality and growth, and similar information should be gathered from the 'Little Buddies'' schools. The difficulty in finding reliable quantitative measures suggests that such research lean more heavily on subjective and qualitative measures, such as those mentioned above.

Perhaps a more detailed and specific measure of the mediational style of the `Big Buddies' could have been constructed, to more accurately evaluate the link between measured growth and MLE. As argued in the Discussion section, the lack of correlation between the `Big Buddy' measures and their corresponding `Little Buddies'' growth, should not necessarily be seen as a failure of the therapeutic value of MLE. It does however needs to be established in order to justify the practical inclusion of MLE in the programme. The `Big Buddies' had mixed reports as to the value of including MLE.

The `Big Buddies' complained about being provided with inadequate structure. It was for this reason that MLE was introduced, but this was apparently insufficient. In this respect the `Big Buddies' were concerned about the vagueness of their goals. Although they found MLE to be very useful, they felt that they had no clear conception as to what they were attempting to achieve. They felt the notion of a `helping relationship' based on `friendship' with the aim of mediating the MLE criteria to be too loose. Some of the `Big Buddies' wanted more specific aims, such as working on reading difficulties, to be specified. They expressed the need to address the specific difficulties of their particular `Little Buddy', and noted that although MLE provided the means, they were unclear as to the end to which their intervention was aimed. In this regard they felt that it would have been helpful to have access to the `Little Buddies' files, in order to be aware of, and to address, the specific difficulties that their child experiences. The issue needs to be dealt with with caution however, as the potential for transgressing the role of the `Big Buddy' would be increased, leading to therapeutic interventions

for which the students have not been trained. Other `Big Buddies' requested more defined goals in order to avoid the pull to become too involved in issues that they felt unable to address.

This however, may reflect a more general problem facing programmes aimed at elevating self-concept. Thus the problem may be in understanding and tolerating the intangibility of the goal rather than in the question of whether it exists or not. It may be useful however, to include a cognitive component and a related measure to the programme. In this regard, the inclusion of Instrumental Enrichment and the appropriate cognitive measures may serve to provide a more concrete and tangible goal. Considering that MLE was designed as a necessary component of Instrumental Enrichment, combining the two approaches may increase the benefits derived from MLE as well as providing more coherent, tangible goals and structure. This would however necessitate additional training for the `Big Buddies', and would shift the focus from emotional to cognitive development.

Some of the `Big Buddies' noted that their `Little Buddies' seemed well adjusted and that they had good self-concepts and a positive self-esteem. They questioned the reason for their involvement when they felt that other children could benefit more from this type of intervention.

The `Big Buddies' also noted the need for more structure in the weekly meetings in order to facilitate their planning. In this regard, they felt that MLE needed to be more thoroughly dealt with in those meetings, and that specific activities and intervention plans for

their individual children could have enjoyed more focus. The need to workshop specific activities for building self-concept, around the framework of MLE, may prove to be useful in this regard.

Some of the `Big Buddies' also felt that they had been `sucked into' their `Little Buddies' parents' issues, and at times had to question whose buddy they were. Some `Big Buddies' felt drawn into family conflicts, or felt used to replace parental responsibility. They also noted that some of the parents felt threatened in that they perceived their role as being undermined. Although the `Big Buddies' had been instructed to inform the parents about the nature and aims of the programme, this was in some cases not adequately dealt with, and perhaps reflected the `Big Buddies' own lack of clarity regarding these issues.

Although it appears that the inclusion of MLE to the programme was beneficial, more input could have been provided on the mediation of emotional issues, perhaps in line with the previous year's programme. These skills were briefly touched on, but need to be emphasised more. Successful MLE addresses emotional issues indirectly, but the `Big Buddies' need to be provided with skills that also allow them to act effectively when confronted with emotional concerns.

Because of the predominantly cross-cultural nature of this particular programme, input on cross-cultural issues, with particular reference to MLE, should be provided and discussed. Green (1993) discusses criticism of the cultural bias of MLE and upholds Feuerstein's arguments around the universality of these concepts as necessary for

effective functioning in modern society. She does however note that many of the criteria of MLE enjoy varying support and emphasis within different cultures, and workers in the field should be aware of these issues and vary their mediational focus accordingly. This is not to say that certain criteria should not be mediated (Green, 1993), but that care should be taken in addressing perceived areas of weakness and that mediation should not result in a confusing dissonance between what is mediated and the cultural norms.

With regards the value of including MLE in such a programme, the results are inconclusive. As mentioned earlier, the qualitative comments by the `Big Buddies' reflect that the inclusion of MLE was worthwhile. The language-based measures of both self-concept and locus of control are unclear, but the measure of self-concept that was not language-based, did reveal improvement. That both groups, control and experimental, improved also reflects on the value of the language enrichment programme, but the significantly greater improvement of the experimental group in this regard suggests that the `Big Buddy' programme was beneficial. It is unclear whether the growth in the self-concepts of the `Little Buddies', as measured by the DAP, would have been achieved in a youth counselling programme that did not employ MLE as it's primary intervention. It may be that the experience of a `befriending' relationship was sufficient to generate such growth. It is recommended that future programmes of this nature employ a second control group in their studies. This group should receive a youth counselling intervention without MLE, and with such a design, the effectiveness of MLE in the `Big Buddy' programme could be more thouroughly evaluated.

Given the dire shortage of special education and remedial services in South Africa (Skuy & Partington, 1990; Donald, 1993), and the practical constraints around training adequate numbers of professionals, it may be argued that youth counselling programmes could help fill this need in certain circumstances. Gruver (1971), Rappaport (1977), Skuy (1975), and Sobey (1970), variously report on the advantages of employing para-professionals in service delivery, and Skuy's (1975) study in particular, reveals the value of youth counselling programmes. Given the above mentioned needs, it is important that programmes and studies of this nature continue in order to develop cost-effective and efficient therapeutic interventions that will facilitate service delivery to a greater number of children in need.

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APPENDIX

APPENDIX A. RAW SCORES FOR ALL THE SUBJECTS ACROSS ALL THE MEASURES

SUBJECTS	NOWICK-STRICK.		COOPERSMITH		DAP	
	Pre	Post	Pre	Post	Pre	Post
# 1 (E)	11	15	16	19	75	74
# 2 (E)	12	11	15	18	52	78
# 3 (E)	7	6	13	14	71	79
# 4 (E)	12	12	18	20	72	76
# 5 (E)	12	10	14	18	76	80
# 6 (E)	11	8	11	14	76	62
# 7 (E)	12	12	21	17	72	74
# 8 (E)	9	8	16	12	70	68
# 9 (E)	13	8	17	11	76	79
# 10 (E)	13	6		14	76	81
# 11 (E)	12	6	1	11	69	63
# 12 (E)	12	12	13	17	73	76
# 1 (C)	10	7	14	14	76	79
# 2 (C)	12	7	17	14	72	73
# 3 (C)	9	9	13	13	70	70
# 4 (C)	14	9	10	10	76	77
# 5 (C)	14	11	19	12	66	79
# 6 (C)	8	7	17	9	78	82
# 7 (C)	9	9	19	16	75	75
# 8 (C)	8	10	11	15	76	72
# 9 (C)	13	13	11	14	66	69
# 10 (C)	14	12	11	10	59	66
# 11 (C)	12	11	17	19	68	74
# 12 (C)	9	10	18	22	78	76
# 13 (C)	14	11	19	9	74	70
# 14 (C)	16	13	19	17	67	70
# 15 (C)	14	8	12	13	76	78

APPENDIX B. RAW SCORES FOR ALL THE MEASURES ON THE `BIG BUDDIES'

BIG BUDDY	MLE TEST QUESTION (%)	FINAL REPORT (%)	HOURS INVESTED
# 1	63	72	38
# 2	68	74	27
# 3	69	75	69
# 4	60	67	15
# 5	79	82	45
# 6	62	71	25
# 7	79	78	34
# 8	72	76	90
# 9	55	68	27
# 10	59	68	31
# 11	69	77	31
# 12	68	75	28

Note: The `Big Buddies' are numbered to correlate with the numbers of their assigned `Little Buddies'.

APPENDIX C: NOWICKI-STRICKLAND LOCUS OF CONTROL SCALE FOR CHILDREN (SHORT FORM)

1. Do you believe that most problems will solve themselves if you leave them alone ?
2. Do you feel that most of the time it does not matter to try hard because things never turn out right anyway ?
3. Do you feel that most of the time parents listen to what their children have to say ?
4. Do you believe that wishing can make good things happen ?
5. Do you feel that it's nearly impossible to change your parents' mind about anything ?
6. Do you feel that when you do something wrong there is very little you can do to make it right ?
7. Do you believe that most chidren are just born good at sports ?
8. Are most of the other children your age stronger than you are ?
9. Do you feel that the best way to handle most problems is to just not think about them ?
10. Do you feel that when a child your age decides to hit you, there is little you can do to stop him or her ?
11. Have you felt that when people are mean to you, it was usually for no reason at all ?
12. Do you believe that when bad things are going to happen they are just going to happen no matter what you do to try and stop them ?
13. Most of the time do you find it useless to try to get your own way at home ?
14. Do you feel that when somebody your age wants to be your enemy there is little you can do to change their mind ?

APPENDIX C: NOWICKI-STRICKLAND LOCUS OF CONTROL SCALE FOR CHILDREN (SHORT FORM)

1. Do you believe that most problems will solve themselves if you leave them alone ?
2. Do you feel that most of the time it does not matter to try hard because things never turn out right anyway ?
3. Do you feel that most of the time parents listen to what their children have to say ?
4. Do you believe that wishing can make good things happen ?
5. Do you feel that it's nearly impossible to change your parents' mind about anything ?
6. Do you feel that when you do something wrong there is very little you can do to make it right ?
7. Do you believe that most chidren are just born good at sports ?
8. Are most of the other children your age stronger than you are ?
9. Do you feel that the best way to handle most problems is to just not think about them ?
10. Do you feel that when a child your age decides to hit you, there is little you can do to stop him or her ?
11. Have you felt that when people are mean to you, it was usually for no reason at all ?
12. Do you believe that when bad things are going to happen they are just going to happen no matter what you do to try and stop them ?
13. Most of the time do you find it useless to try to get your own way at home ?
14. Do you feel that when somebody your age wants to be your enemy there is little you can do to change their mind ?

Appendix C continued...

15. Do you usually feel that you have little to say about what you get to eat at home ?
16. Do you feel that when somebody doesn't like you there is little you can do about it ?
17. Do you feel it is useless to try in school because most other children are more clever than you ?
18. Are you the kind of person who thinks that planning ahead makes things turn out better ?
19. Most of the time, do you feel that you have little to say about what your family decides to do ?
20. Are some children just born lucky ?

APPENDIX D: NOWICKI-STRICKLAND LOCUS OF CONTROL SCALE FOR CHILDREN (MODIFIED SHORT FORM)

1. Most problems will go away if I leave them alone.
2. There is no point trying hard because things never turn out right even when I do try hard.
3. My parents listen to what I have to say most of the time.
4. If I wish very hard then good things will happen to me.
5. It is very difficult to change my parents mind.
6. If I have done something wrong there is nothing I can do to make it right.
7. Most children are born good at sports.
8. Most children my age are stronger than me.
9. If I have a problem I pretend that it's not there.

Appendix D continued...

10. There is nothing I can do to stop other children from hitting me.
11. People are sometimes horrible to me even when I have done nothing wrong.
12. When bad things are going to happen there is nothing I can do to stop them from happening.
13. It is a waste of time trying to get my own way at home.
14. There is nothing you can do to change someone's mind if they say they are not your friend.
15. I usually have to eat whatever I am given at home, even if I do not like it.
16. When somebody does not like me there is nothing I can do to change that person's mind.
17. I often do not try at school because most other children are more clever than me.
18. Most of the time I plan things before I do them because they turn out better if I do.
19. My family does not ask me about what I want to do.
20. Some children are just born lucky.

APPENDIX E: COOPERSMITH SELF-ESTEEM INVENTORIES (SCHOOL SHORT FORM)

1. Things usually don't bother me.
2. I find it very hard to talk in front of the class.
3. There are lots of things about myself I'd change if I could.
4. I can make up my mind without too much trouble.
5. I'm a lot of fun to be with.
6. I get upset easily at home.
7. It takes me a long time to get used to anything new.
8. I'm popular with kids my own age.
9. My parents usually consider my feelings.
10. I give in very easily.
11. My parents expect too much of me.
12. It's pretty tough to be me.
13. Things are all mixed up in my life.
14. Kids usually follow my ideas.
15. I have a low opinion of myself.
16. There are many times when I'd like to leave home.
17. I often feel upset at school.
18. I'm not as nice looking as most people.
19. If I have something to say, I usually say it.
20. My parents understand me.
21. Most people are better liked than I am.
22. I usually feel as if my parents are pushing me.
23. I often get discouraged at school
24. I often wish I were someone else.
25. I can't be depended on.

APPENDIX F: COOPERSMITH SELF-ESTEEM INVENTORIES (MODIFIED SHORT FORM)

1. Things don't usually bother me.
2. I find it very hard to talk in front of the class.
3. There are lots of things about myself I'd change if I could.
4. It is very easy for me to make up my mind.
5. I'm a lot of fun to be with.
6. I get upset easily at home.
7. It takes me a long time to get used to anything new.
8. I'm popular with children my own age.
9. My parents usually consider my feelings.
10. I give-in very easily.
11. My parents expect too much of me.
12. It's pretty hard to be me.
13. Things are all mixed-up in my life.
14. Kids usually follow my ideas.
15. I do not like myself very much.
16. There are many times when I woul like to leave home.
17. I often feel upset at school.
18. I'm not as nice looking as other people.
19. If I have something to say, I usually say it.
20. My parents understand me.
21. Most people are better liked than I am.
22. I usually feel as if my parents are pushing me.
23. I often feel like giving-up at school.
24. I often wish I were someone else.
25. I can't be depended on.

APPENDIX G: SCORING SYSTEM FOR THE DRAW-A-PERSON SELF-CONCEPT SCALE DEVISED AND VALIDATED BY BODWIN AND BRUCK (1: 50)

0 - 20%	21 - 40%	41 - 60%	61 - 80%	81 - 100%
5	4	3	2	1
Markedly absent				markedly present

1. Shading: Light, dim, subtle and uncertain lines which furtively accent particular parts of the figure. Patterned or stylized shading.
2. Reinforcement: Shading of the boundaries of clothing or the figure. Heavy dark lines or parts of the drawing emphasized through retracing over the same area.
3. Erasures: Any attempt to alter or perfect all or part of the drawing through erasure.
4. Detail in Figure: Unessential features or details added to the figure or background.
5. Sketchy Lines: Parts of the body, particularly the outline defined by light, broken, blurred, vague, fuzzy lines.
6. Transparency: Body of the figure completely transparent or inadequately clothed so that body parts ordinarily covered are shown.
7. Asymmetry: Imbalanced and lopsided arrangement of the body parts in respect to size, shape, or position on the opposite sides of centre.
8. Distortion: Any unnaturalness or irregularity in form. Any non-human aspects to figure drawn, often displayed by size disproportion.

Appendix G continued....

9. Incompleteness: Figure not drawn complete, lacking in significant body parts or clothing.

10. Mixed Age: Disparity in the physiological maturation of various body parts, such as breasts emphasised in an otherwise childish body.

11. Opposite Sex Identification: Figure drawn is of the opposite sex of the subject, or if the same sex, opposite sex characteristics are displayed.

12. Primitiveness: Overall figure is crudely or roughly drawn. Specific points are confusion of full and profile view of the head mouth emphasis, trunk incomplete, omission of the neck, and disorganised body representation.

13. Immaturity: Drawing is marked by elaborate treatment of the mid-line such as Adam's apple, tie, buttons, buckle, and fly on trousers. There is emphasis on the mouth and/or breasts.

Additional items:

14. Fantasy Figures: Clown, monster, witch etc. - Scores 1.

Character figures - Scores 3

Ordinary figures - Scores 5.

15. Size of Drawing: Between 6 and 22cm - Scores 5

22.1 - 24cm - Scores 4	4.5 - 5.9cm - Scores 4
24.1 - 26cm - Scores 3	3.0 - 4.4cm - Scores 3
26.1 - 28cm - Scores 2	1.5 - 2.9cm - Scores 2
28 + cm - Scores 1	0 - 1.4cm - Scores 1

Appendix G continued...

16:Profile View: Full frontal - Scores 5

Partial frontal - Scores 3

Head and body in profile - Scores 1

17.Placement on Page: (Block of numbers represents a page and the scores according to placement)

1	2	2	2	1
2	3	4	3	2
2	4	5	4	2
2	3	4	3	2
1	2	2	2	2