

https://dspace.org/

A comparative cost-benefit analysis of the effectiveness of a group counselling programme and an individual counselling programme with black standard ten pupils

2015-02-20
http://hdl.handle.net/10539/17037

Downloaded from a DSpace repository. https://dspace.org/

The College caters exclusively for Black pupils in their final matric year and consists of fifteen Standard Ten classes with approximately thirty-five students in each class. Students are drawn from Black townships in the Johannesburg area and are of a predominantly lower class socio-economic status. While some students were writing matric for the first time, the majority were repeating the examination in the hopes of either obtaining a pass or of improving their symbols. Subjects in the present study were selected from a restricted sample of students who met all the following criteria :-

a) they had volunteered for the programme
b) they were writing matric for the second time
c) they were aged eighteen, nineteen or twenty years

This procedure, termed "controlling out" by Volsky, Magoon, Norman and Hoyt (1965) was undertaken in order to eliminate some of the factors that might contaminate the dependent variable of Career Maturity.

2.3.3 Measures

2.3.3.1 Crites Career Maturity Inventory (CMI)

Initial theories of career choice were non-developmental and dedicated to matching men with jobs. The concept of career maturity is a relatively new one, finding its antecedents in Carters (1940) conceptualisation of the development of career attitudes in adolescence and references by Ginzberg, Ginsburg, Axelrad and Herma (1951) to a vocational developmental process which formed part of the general maturation process. The first explicit statement of Career Maturity was made by Super (1955) when he specified five vocational maturity dimensions.

Crites (1965) used Super's theory as a basis for conceptualising a research model of career maturity which would facilitate the measurement of its concepts. His model explored vocational

development on four distinct dimensions: a) consistency of career choice over time b) realism of career choice in relation to personal capabilities and employment opportunities c) career choice attitudes and d) career choice competencies. The Career Maturity Inventory Attitude Scale and Competence Test were constructed to measure the latter two dimensions.

The CMI scales were based on the theory that there is a systematic maturation of vocational behaviour and that career decision making becomes more goal directed, realistic and independent with time, (Crites, 1961).

In order to obtain a measurement with both empirical and theoretical usefulness, items were selected for their relevance to career choice and those that differentiated amongst age and grade level were retained. The CMI was standardised on large samples of students in grades five to twelve. It was initially designed to assess the level of Career Maturity of adolescents but higher ranges were subsequently catered for in the scoring system.

The Attitude Scale of the CMI was used in the present study to evaluate the effectiveness of the two counselling programmes in increasing career maturity. The Competence Test was found to be too culture bound to use in a South African context and it was therefore excluded.

The CMI Attitude Scale Screening Form A2 (CMI Attitude Scale) (Appendix D pp. 71-74)

According to Crites (1965) "the Attitude Scale was designed to elicit the attitudinal or dispositional response tendencies in vocational maturity which are non intellective in nature but which mediate both choice behaviours and choice aptitudes" (Page 7). More specifically the Attitude Scale consists of fifty statements requiring True/False answers, which tap the following attitudinal clusters, a) involvement in the career choice process, b) orientation towards work, c) independence in decision making, d) preference for career choice factors and e) conceptions of the career choice process.

Crites, (1978) suggested that the Attitude Scale might be used to identify problems in career development, to determine career attitude maturity and how to improve it, and to evaluate career education programmes. He maintained that it had particular relevance as a criterion measure for evaluating career education programmes, as the variables that it measures closely parallel the desired outcomes of career education.

Reliability

Internal consistency estimates for the Attitude Scale were calculated on the item data from Grades six through twelve in the standardisation sample (Crites, 1978). The average coefficient was 0,74, a sufficiently high coefficient for a scale designed to measure related but not identical, clusters of vocational attitudes.

The one year Attitude Scale test-retest reliability (N=1,648, Grades six to twelve) was 0,71. According to Crites (1978) the reliability was sufficiently high to establish systematic measurement of the variable being quantified but low enough to allow for maturational variance.

Validity

The American Psychological Association (1966) lays down three kinds of validites for inventories such as the CMI.

Content validity was established logically by using items that were theoretically relevant and representative.

Criterion related validity was demonstrated in a number of studies which found that attitude scale scores correlated with variables such as "realism of aspiration and attitude", "consistency of career choice","decisiveness in career choice" and "readiness for vocational planning".

Construct validity has been established on the basis of research in three areas (Crites, 1978):

1) Attitude scores are not significantly affected by response set or response style

2) Attitude scale scores show a logical correlation with other variables

3) Scores show an improvement after counselling and didactic experiences

2.3.3.2 Rotters Locus of Control Scale (Appendix E pp.75-77)

The internal-external control dimension (I - E) was derived from social learning theory (Rotter, 1954). It postulates two characteristic "world views" or generalised expectancies concerning reinforcement. An individual with an internal locus of control believes that reinforcements are the product of his own actions, capacities or traits. An individual with an external locus of control on the other hand believes that the reward is controlled by forces outside himself and this may occur independently of his own actions. Thus individuals are viewed by Rotter as varying along a "locus of control" dimension with the end points labelled internal and external.

Rotter's (1966) Internal - External Control of Reinforcement Scale (I - E Scale) was developed from several earlier scales. It is a twenty-nine item forced choice test in which six items are "fillers" and the other twenty-three items offer choices between internal and external beliefs.

Reliability

The scale has an internal consistency reliability coefficient of 0,70. It has a test-retest reliability coefficient of 0,72 after a month and 0,55 after two months.

Validity

The content validity of the scale is indicated by its satisfactory correlation with other methods of assessing the same variable and its discriminant validity is shown by low relationships with such variables as intelligence, social desirability and political liberalness (Rotter, 1966). The most significant evidence for the construct validity of the I - E Scale comes from predicted differences in behaviour for individuals above and below the median of the scale (Rotter, 1966).

2.3.3.3 Career Questionnaire (Appendix F pp.78,79)

This questionnaire was designed by the author to elicit information on the social, political and economic factors that might affect the career choice of students.

2.3.3.4 Evaluation of the Career Programme (Appendix G pp.80,81)

This questionnaire was designed by the author. The first six questions were intended as an additional measure to the CMI Attitude Scale in evaluating the effectiveness of the two treatment programmes. It was hoped that questions seven to thirteen would provide information on the students perceptions of the programmes which could be used as guidelines for future improvements to the programmes.

2.3.4 Procedure

The St. Anthony's guidance teacher issued all Standard Ten matric students with a written explanation of the programme (Appendix H p.82) and asked students to volunteer for the programme. Those students who volunteered then signed a commitment to attend the full programme (Appendix I p.83). they also filled in a brief biographical questionnaire detailing age, sex and academic level (Appendix J p.84).

Ninety subjects were selected from the volunteer pool and thirty subjects were assigned to the individual counselling intervention, the group counselling intervention and the control group respectively.

The treatment and control subjects were given the CMI Attitude Scale and the Rotter I - E Scale. Each student also filled in the "Career Questionnaire" on the social, economic and political factors affecting their career choice.

The individual and group counselling programmes were administered to the two treatment groups. Thereafter all students, including those in the control group, were again given the CMI Attitude Scale. The treatment group students also filled in the "Programme Evaluation Questionnaire". The following week the control group were given the group counselling programme.

2.4 Research Design

This was an experimental study using a pre-post test control design.

Subjects were randomly selected from a pool of student volunteers from St. Anthony's College who were writing matric for the second time and were aged eighteen, nineteen and twenty years. This student pool was subdivided into a pool of male students and a pool of female students. These two pools were further subdivided into groups of eighteen year olds, nineteen year olds and twenty year olds.

Subjects from each of these groups were then randomly assigned to the treatment and control conditions in order to control for the confounding effects of sex and age. (See table below). The difference in the proportion of students in the age groups reflects the difference in the proportions of students in the age groups at the school.

Table 2

Assignment of Subjects to Treatment and Control Groups

	18 yr old	19 yr old	20 yr old	Group Total
Individual Counselling	Male 3 Female 3	Male 5 Female 5	Male 7 Female 7	30
Group Counselling	Male 3 Female 3	Male 5 Female 5	Male 7 Female 7	30
Control	Male 3 Female 3	Male 5 Female 5	Male 7 Female 7	30
Total No: of Students	18	30	42	90

The random assignment of subjects to treatment and control groups is a controversial moral issue. Gottfredson (1978) stated that experiments in which subjects are randomly assigned to treatment or control conditions are superior to quasi experimental designs. However the denial of treatment to those who want it may not be ethically defensible. The present researcher addressed this ethical dilemma by providing group counselling for the control group after the post-test of the Career Maturity Inventory Attitude Scale Screening Form A2 (CMI Attitude Scale) had been administered to the treatment and control groups.

A number of studies have recorded the interactive effect of counsellor attributes on the outcome of counselling (Ju, 1982; Kerr, 1983; Wiggins, 1984). In order to control for this, and to prevent it from becoming a confounding factor, three counsellors were used and each counsellor was assigned to one individual and one group counselling treatment approach.

Ideally, counsellors should be of the same race group as the clients (Harrison, 1975; Banks, 1967). However, due to the extreme shortage of registered Black counsellors, this was not possible and it was decided to use three White female counsellors, so that the sex and race of the counsellors were kept constant. It should be noted that the counsellors had little or no knowledge of the form or content of the CMI Attitude Scale which precluded any special "preparation" of their students to take the test.

2.4.1 Statistical Methods used to Analyse the Data

a) The Career Questionnaire

The numbers of students "Yes" responses to items on the Career Questionnaire were obtained and an analysis made of responses to the open ended questions. Comparisons were made between the responses of male and female students and the chi square test was used to establish whether apparent marked differences, were in fact significant.

b) Analysis of the Results of the CMI Attitude Scale and the I - E Scale

i) A Pearson Product Moment Correlation Coefficient was used to investigate Hypothesis 1. A correlation coefficient was obtained for students I - E Scale scores and their pre-test CMI Attitude Scale scores.

ii) An analysis of covariance (ANCOVA) was conducted to investigate Hypotheses 2, 3 and 4. The ANCOVA was used to determine whether the change in the CMI Attitude Scale was contingent on the type of intervention and to determine whether differences in locus of control could account for a significant amount of the remaining variation. In order to take into account important aspects of the experimental design the counsellors were incorporated into the model by treating their impact as a random effect (Winer, 1962). The Pretest of the CMI was used as a covariate while the other independent variables comprised a treatment factor made up of two levels, individual and group counselling, and a locus of control factor, obtained by a median split on the I - E Scale scores.

Note: The control group was not included in this analysis since although individuals in this group were randomly allocated to each counsellor they never in fact received any intervention from the counsellor. Thus, it could not be claimed that the counsellor could account for any variation of the change in the CMI Attitude Scale in this group. Instead the impact of the control group was handled as in b) iii) below.

iii) A second ANCOVA was conducted to investigate Hypotheses 5, 6 and 7, which excluded counsellor and I - E Scale scores as independent variables. The pre-test of the CMI was used as a covariate while the other independent variable was a treatment factor made up of three levels, individual counselling, group counselling and a control.

c) The number of students "Yes" responses to items on the Career Questionnaire were obtained and an analysis made of the responses to the open ended questions. Comparisons were made between the responses of students who had completed the group programme and those who had completed the individual programme.

In cases where differences between these groups appeared to be marked the results were subjected to the chi square test, or the Fisher exact test, to determine whether the differences were significant.

d) The costs of the individual and group counselling programmes were calculated.

2.5 Results

2.5.1 Results of Career Questionnaire (Social Political and Economic Factors affecting Career Choice

Three male students and four female students failed to attend the initial testing session in which the Career Questionnaire was administered. These students were excluded from further participation in the study. The following results reflect the responses of the remaining forty-two male and forty-one female students.

Tabulated summaries of the results are given in Appendix K pp.85-89. In cases where students gave more than one response to an item each response was accorded the same weight as that accorded to a response given on its own. The total percentage of responses to an item will therefore exceed 100 percent.

In those instances where males and females appeared to show marked differences in their responses to items, the chi square test was used to establish whether differences were significant.

The responses to Question 1 indicated that 48 percent of male students and 41 percent of female students were considering careers requiring a University degree. A further 47 percent of male students and 53 percent of female students were considering careers requiring the minimum of a Technikon diploma, a diploma in Education or a diploma in nursing. For the actual careers being considered see Appendix K p.85.

Student responses to Question 2 (Appendix K p. 86) showed that males and females do not differ significantly in their concern with uplifting the Black community as a whole. However female students focused on helping individuals within the community to a significantly greater extent (χ^2=12,4738;p< 0,001; d.f. = 1) than male students.

Both male and female respondents expressed an interest in careers suited to their interests (Males 38 percent; females 32 percent) and to a lesser extent in careers suited to their personalities and abilities (Males 21 percent; females 20 percent).

The responses to Question 3 (Appendix K p. 87) indicate that teachers have significantly (χ^2= 7,33;p< 0,01; d.f. = 1) more influence on the career choices of male students (48 percent), than on the career choices of female students (20 percent). Parents appear to be the main alternative source of influence for both male (38 percent) and female (51 percent) students.

These results concur with previous findings (Cloete, 1981; Erwee, 1981; Mojalefa, 1980) that black parents have a key influence on the occupational choices of young blacks. However, the finding that 48 percent of male students are influenced by teachers, differs from previous findings that teachers are a minor source of influence on the career choices of students.

The response to Question 5 indicated that significantly more (χ^2=4,445;p 0,05; d.f. = 1) males (71 percent) than females (49 percent) felt that there were factors that would or might prevent them from studying further (Appendix K p. 87).

While financial considerations appeared to be a major hurdle for all students (Appendix K p.88) they appeared to be significantly more (χ^2=3,638; 0,05< p< 0,1; d.f. = 1) of a limiting factor for males (52 percent) than females (32 percent). Five of the male

students stated that as they were the eldest male child in the family, they would be expected to help finance the education of their younger brothers and sisters and so would have to work once they left school.

In response to Question 7, the majority of males (79 percent) and females (71 percent) felt that once they had the required qualifications nothing would prevent them from pursuing the career of their choice.

A minority of students were anticipating difficulties in pursuing their career choice and felt that these might stem from lack of employment opportunities, wrong subject choices and lack of information on career opportunities (Appendix K p.89).

Two male students and one female student thought that racial inequality and prejudice would limit their career opportunities.

2.5.2 Results of the CMI Attitude Scale Screening Form A2 and the Rotter I - E Scale

2.5.2.1 Test Scores

Three male students (from the group counselling) and four female students (two from the individual counselling, one from the group counselling and one from the control) failed to attend the initial testing session which included the pre-test application of the CMI Attitude Scale. They were therefore excluded from further participation in the study. Six male students and three female students completed the pre and post-tests of the CMI Attitude Scale, but did not attend the testing session at which the I - E Scale was administered.

The pre and post-test scores of the CMI Attitude Scale and the I - E Scale are tabulated in Appendix L p. 90. The results of

female student 8, seen by Counsellor 1 for group counselling, were excluded from further analysis as discrepancies in her pre and post-test responses raised doubts as the validity of her test scores.

An analysis of student responses to individual items of the post-test CMI Attitude Scale showed that more than 90 percent of the pupils answered questions 9, 11, 13, 35 and 39 incorrectly (Appendix L p.91.)

2.5.2.2 Investigation of the Internal Reliability Coefficients of the CMI Attitude Scale and the I - E Scale

a) CMI Attitude Scale

The CMI Attitude Scale had an internal consistency reliability coefficient of 0,62 (KR 20) which was felt to be relatively low when compared to the reliability coefficient of 0,74 found by Crites (1978). Items 11, 13, 31, 35, 38, 42, 45, 46 and 47 which had correlations below 0,1 with the total test score were omitted, resulting in an improved reliability coefficient of 0,71. The remaining forty-one items were used in the analyses of covariance.

The majority of students answered questions 11, 13, 35 and 46 incorrectly which may account for the low correlations of these items with the total test scores. Their incorrect answers on questions 11, 35 and 46 appear to be related to unrealistically high aspirations and expectations, and their incorrect answers on questions 13 and 35 relate to a "helping orientation" which contradicts the Western "independence" norm. The majority of students responded correctly to questions 31, 38 and 45. However in each case the percentage of correct answers decreased slightly in the post-test (Appendix L p.92) which would correlate negatively with the general trend of obtaining a greater number

of correct answers in the post-test. The writer is unable to explain the low correlation of items 42 and 47 with the total test.

b) I - E Scale

The I - E Scale was found to have an internal consistency reliability coefficient of 0,52 which was felt to be relatively low when compared to the reliability coefficient of 0,70 found by Rotter (1966) Items 11, 17 and 29 which had correlations of below 0,1 with the total test score were omitted resulting in a slightly improved, but still relatively low, reliability coefficient of 0,56. The removal of four more items (6, 15, 20 and 25) which had correlations of below 0,12 with the total test score reduced the reliability coefficient to 0,53. As reliability generally decreases with a decrease in the number of test items it might be expected that any further elimination of items would reduce the reliability coefficient still further. It therefore appears that the I - E Scale has a relatively low internal consistency reliability coefficient when used with the present sample of Black students and raises doubts as to whether test items are all measuring the same Locus of Control construct.

2.5.2.3 Analysis of the Results of the CMI Attitude and the I - E Scale

a) Hypotheses 1, 2, 3 and 4

As has been stated the I - E Scale has a low reliability when used with the present sample of Black students. The results obtained using the scale, and the conclusions drawn from them must therefore be viewed tentatively.

Hypothesis 1 There would be a significant correlation between the locus of control orientation of Black Standard 10 pupils and their levels of Career Maturity.

The correlation obtained between students I - E Scale scores and their pre-test CMI Attitude Scale scores using the Pearson Product-Moment Correlation Coefficient was not significant ($r = -0,102$; $p = 0,499$ $N = 46$) Hypothesis 1 is therefore not supported.

Hypothesis 2 Black Standard 10 pupils with an internal locus of control would show greater increases in Career Maturity following participation in the individual and group counselling programmes, than students with an external locus of control.

Hypothesis 3 Black Standard 10 pupils with an external locus of control would show a greater increase in Career Maturity on the individual counselling programme than those with an external locus of control would show on the group counselling programme.

Hypothesis 4 There would be no significant difference between the gains in levels of Career Maturity of Black Standard 10 pupils with an internal locus of control who had participated in the individual counselling programme, and those with an internal locus of control who had participated in the group counselling programme.

Hypotheses 2, 3 and 4 were tested using an analysis of covariance.

Table 11

The mean CMI Attitude Scale scores, the N values and standard deviations for the independent variables used in the analysis of covariance (1).

Variable		N	Mean	Standard Deviation
Treatment A	pre-test	28	20,500	5,514
	post-test	28	22,607	6,635
Treatment B	pre-test	25	20,840	4,110
	post-test	25	23,480	4,891
External I-E	pre-test	21	20,619	4,620
Scale scores	post-test	21	22,857	4,672
Internal I-E	pre-test	26	20,808	5,543
Scale scores	post-test	26	22,846	7,075
Counsellor 1	pre-test	26	22,500	5,371
	post-test	26	23,615	6,287
Counsellor 2	pre-test	28	21,357	4,923
	post-test	28	23,036	4,865
Counsellor 3	pre-test	28	20,607	4,458
	post-test	28	22,250	4,911
Treatment A/	pre-test	15	19,067	5,775
Internal I-E	post-test	15	20,467	7,539
Scale scores				
Treatment A/	pre-test	10	22,600	5,379
External I-E	post-test	10	25,000	4,853
Scale score				
Treatment B/	pre-test	11	23,182	4,400
Internal I-E	post-test	11	26,091	5,049
Scale scores				
Treatment B/	pre-test	11	18,818	3,027
External I-E	post-test	11	20,909	3,700
Scale scores				

Table 12

Results of the analysis of covariance (1) with gains in Career Maturity as the dependent variable and CMI Attitude Scale pre-test scores, treatment groups (individual and group), counsellor (1, 2 and 3) and student I - E Scale scores as independent variables.

Source	d.f.	Mean Square	F value	PR > F
CMI Attitude Scale Pre-test scores	1	1118,018	81,43	0,0001
Treatment	1	6,034	0,814	>0,1
Counsellor	2	0,453	0,03	0,968
I-E Scale scores	1	0,170	0,017	>0,1
Counsellor/Treatment	2	7,409	0,540	0,588
Counsellor/I-E Scale scores	2	9,744	0,71	0,499
I-E Scale scores/Treatment	1	14,958	0,640	>0,1
Counsellor/Treatment/I-E Scale scores	2	23,386	1,70	0,197
Error	34	13,729		

The main effect for the independent variable "I - E Scale scores" was not significant ($F=0,017$; d.f. = 1,2; $p>0,1$). There is therefore no support for Hypothesis 2.

The interaction effect for I - E Scale scores and Treatment was not significant (F=0,064; d.f. = 1,2; p> 0,1). Hypotheses 3 and 4 were therefore not supported.

The main effect of the independent variable "Counsellor" was not significant (F=0,453; d.f. = 0,03; p = 0,968). The interaction effect of Counsellor and Treatment was also not significant. (F=(0,540; d.f. = 2; p = 0,588).

It may be concluded that in the present study neither the independent variable "I - E Scale scores", nor the independent variable "Counsellor" had a significant effect on the dependent variable "Gains in Career Maturity". On this basis I - E Scale scores and Counsellor were excluded from a further analysis of covariance in which the control group (C) was compared to the treatment groups A (individual counselling) and B (group counselling).

b) Hypotheses 5, 6 and 7.

Hypothesis 5. Black pupils in Standard 10 would develop significantly higher levels of Career Maturity following their participation in the individual counselling programme.

Hypothesis 6. Black pupils in Standard 10 would develop significantly higher levels of Career Maturity following their participation in the group counselling programme.

Hypothesis 7. There would be no significant difference between the gains in levels of Career Maturity of Black pupils who participated in the group programme and Black pupils who participated in the individual programme.

An analysis of covariance was used to test Hypotheses 5, 6 and 7.

Table 13

The mean CMI Attitude Scale scores, the N values and standard deviations for the independent variables used in the anaiysis of covariance (2).

Variable		N	Mean	Standard Deviation
Treatment A	pre-test	28	20,500	5,514
	post-test	28	22,607	6,635
Treatment B	pre-test	25	20,840	4,110
	post-test	25	23,480	4,891
Treatment C	pre-test	29	22,931	4,935
	post-test	29	22,827	4,351

Table 14

Analysis of covariance (2) with gains in Career Maturity as the dependent variable and CMI Attitude Scale pre-test scores and treatment groups (individual, group and control) as independent variables.

Source	d.f.	Mean Squares	F value	PR > F
Pre-test scores	1	1408,1353	136,43	0,0001
Treatment	2	45,318	4,39	0,0156
A - B	1	4,3272	0,42	0,5192
C - ½ (A + B)	1	87,281	8,46	0,0047
Error	78	10,321		

Hypotheses 5 and 6

It may be seen from Table 14 that the gains in Career Maturity of students who had participated in treatment groups A (individual counselling) and B (group counselling) are significantly greater (F=8,46; d.f. = 1,78; p = 0,0047) than the gains in Career Maturity of students in group C (control group). Hypotheses 5 and 6 are therefore supported.

Hypothesis 7

There was no significant difference (F=0,42; d.f. = 1,75; p = 0,5192) between the gains in Career Maturity of the students who had participated in the two treatment groups (A, individual counselling and B, group counselling). Hypothesis 7 is therefore supported.

2.5.3 Results of the evaluation of the Career Programme Questionnaire

Two female students from the individual intervention and three male students and one female student from the group intervention failed to attend the pre-test session and were excluded from further participation in the study. The responses of the remaining twenty-eight students from the individual intervention and twenty-six students from the group intervention are reflected in the following results. Tabulated summaries of the results are given in Appendix M (pp.93-95)and multiple responses to an item are again each accorded the same weight as single responses in the calculations of percentages.

In cases where there appeared to be a marked difference between the responses of students who had attended the group and individual counselling the chi square test or the Fisher exact test was used to determine whether the differences were significant.

The responses to Question 1 indicated that a significantly (χ^2=7,0997; p< 0,01; d.f. = 1) greater percentage of students changed their career choice following individual counselling than following group

counselling. There were only marginal differences in student responses to Questions 3 and 5 following the two interventions (Appendix M p.93).

There was no significant difference (Appendix M p. 94) between the two intervention groups in the number of students who were intending to take further action to research their career choice, but who did not indicate what this would be. There were also no significant differences in the numbers of students intending to take particular types of action (Appendix M p.94).

The group counselling students showed a greater consensus in their responses to Questions 7 and 8 than the individual counselling students. Eight of the group counselling students stated that "Knowing the factors to consider in choosing a career had been useful" and seven students stated that "Finding out about their needs and abilities" had been helpful. The individual counselling students on the other hand showed little consensus in their responses and referred to a wide variety of particular aspects of testing and counselling that they had found useful.

79 percent of the individual counselling group and 77 percent of the group counselling group either missed out Questions 9 and 10 or stated that there was no part of the programme that they did not find useful. It is possible that students gave their perception of a socially acceptable answer to this question rather than stating their true opinions.

There was no significant difference in the percentage of students from the individual counselling group (43 percent) and the group counselling group (27 percent) who felt that further components could be added to the programme to make it more useful. The additions suggested were largely requests for more information on careers and bursaries as well as requests for help in gaining access to such information,

Author Davies R G
Name of thesis A comparative cost-benefit analysis of the effectiveness of a group counselling programme and an individual counselling programme with black standard ten pupils 1987

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.