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

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APPENDIX E

Rotters (1966) I - E Scale.

Student Questionnaire II

Each item is divided into statements a. and b. For each item decide whether you agree with statement a. or statement b. If you agree with statement a. put a circle around the letter a. If you agree with statement b. put a circle around the letter b. For each of the 29 items you must only ring either a. or b. you must not ring a. and b.

1.a. Children get into trouble because their parents punish them too much

b. The trouble with most children nowadays is that their parents are too easy with them.

2.a. Many of the unhappy things in people's lives are partly due to bad luck.

b. People's misfortunes result from the mistakes they make.

3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.

b. There will always be wars, no matter how hard people try to prevent them.

4.a. In the long run people get the respect they deserve in this world.

b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5.a. The idea that teachers are unfair to students is nonsense.

b. Most students don't realise the extent to which their grades are influenced by accidental happenings.

6.a. Without the right breaks one cannot be an effective leader.

b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7.a. No matter how hard you try some people just don't like you.

b. People who can't get others to like them don't understand how to get along with others.

8.a. Heredity plays the major role in determining one's personality.

b. It is one's experiences in life which determine what they're like.

9.a. I have often found that what is going to happen will happen.

b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10.a. In the case of the well prepared studentthere is rarely if ever such a thing as an unfair test.

b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11.a. Becoming a success is a matter of hard work, luck has a little or nothing to do with it.

b. Getting a good job depends mainly on being in the right place at the right time.

12.a. The average citizen can have an influence in government decisions.

b. This world is run by the few people in power, and there is not much the little guy can do about it.

13.a. When I make plans, I am almost certain that I can make them work.

b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14.a. There are certain people who are just no good.

b. There is some good in everybody.

15.a. In my case getting what I want has little or nothing to do with luck.

b. Many times we might just as well decide what to do by flipping a coin.

16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17.a. As far as world affaris are concerned, most of us are the victims of forces we can neither understand, nor control.

b. By taking an active part in political and social affairs the people can control world events.

18.a. Most people don't realise the extent to which their lives are controlled by accidental happenings.

b. There really is no such thing as "luck".

19.a. One should always be willing to admit mistakes.

b. It is usually best to cover up one's mistakes.

20.a. It is hard to know whether or not a person really likes you.

b. How many friends you have depends on how nice a person you are.

21.a. In the long run the bad things that happen to us are balanced by the good ones.

b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.a. With enough effort we can wipe out political corruption.

b. It is difficult for people to have much control over the things politicians do in office.

23.a. Sometimes I can't understand how teachers arrive at the grades they give.

b. There is a direct connection between how hard I study and the grades I get.

24.a. A good leader expects people to decide for themselves what they should do.

b. A good leader makes it clear to everybody what their jobs are.

25.a. Many times I feel that I have little influence over the things that happen to me.

b. It is impossible for me to believe that chance or luck plays an important role in my life.

26.a. People are lonely because they don't try to be friendly.

b. There's not much use in trying too hard to please people, if they like you, they like you.

27.a. There is too much emphasis on athletics in high school.

b. Team sports are an excellent way to build character.

28.a. What happens to me is my own doing.

b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29.a. Most of the time I can't understand why politicians behave the way they do.

b. In the long run the people are responsible for bad government on a national as well as on a local level.

APPENDIX F

Social, Political and Economic Factors Affecting Career Choice.

Career Questionnaire

Some of the questions below require a YES or NO or PERHAPS answer. If your answer is YES, please put a tick above the YES, if your answer is NO please put a tick above the NO and if your answer is PERHAPS please put a tick above PERHAPS.

1. What career are you thinking of following when you leave School?

2. What are your reasons for choosing this career?

3. Which person or people have been the greatest influence in your choice of career? (e.g. mother, father, brother, sister, friend, teacher)

4. Please explain how each person that you have listed in Question 3 has influenced you.

5. Is there anything that you feel might prevent you from studying for the career of your choice?

YES/NO/PERHAPS

6. If your answer to Question 5 was YES or PERHAPS, please state what might prevent you from studying for the career of your choice.

7. Is there anything that you feel might prevent you from finding employment in the career of your choice?

YES/NO/PERHAPS

8. If your answers to Question 7 was YES or PERHAPS, please state what might prevent you from finding employment in the career of your choice.

APPENDIX G

Evaluation of the Career Programme

Some of the questions below require a YES or NO answer. If your answer to the question is YES please put a tick above the YES. If your answer to the question is NO, please put a tick above the NO.

1. Have you changed your career choice as a result of the programme?

YES/NO

2. If your answer to Question 1 was YES, please state the change you have made and give the reason(s) why you have changed.

3. Have you thought of any other possible careers as a result of the programme?

YES/NO

4. If your answer to Question 3 was YES, please state what other careers you have thought of.

5. Do you intend to try and find out more about your possible career choice?

YES/NO

6. If your answer to Question 5 was YES, please state what you intend doing to find out more about your possible career choice.

7. What component(s) of the programme did you find most useful?

APPENDIX G

Evaluation of the Career Programme

Some of the questions below require a YES or NO answer. If your answer to the question is YES please put a tick above the YES. If your answer to the question is NO, please put a tick above the NO.

1. Have you changed your career choice as a result of the programme?

YES/NO

2. If your answer to Question 1 was YES, please state the change you have made and give the reason(s) why you have changed.

3. Have you thought of any other possible careers as a result of the programme?

YES/NO

4. If your answer to Question 3 was YES, please state what other careers you have thought of.

5. Do you intend to try and find out more about your possible career choice?

YES/NO

6. If your answer to Question 5 was YES, please state what you intend doing to find out more about your possible career choice.

7. What component(s) of the programme did you find most useful?

8. Please give the reason(s) why you found this (these) component(s) useful.

9. What component(s) of the programme did you find least useful?

10. Please give the reason(s) why you found this (these) component(s) least useful.

11. Is there anything that you feel should have been added to the programme to make it more helpful?

YES/NO

12. If your answer to Question 11 was YES please state what you feel might have been added to the programme.

13. Do you have any additional comments that you wish to make?

APPENDIX H

A Career Counselling Programme

The National Institute of Personnel Research will be running a series of career counselling programmes with a limited number of students from St. Anthony's matric classes during March 1987. The career counselling will form part of a research programme aimed at improving school guidance services.

The career counselling will be designed to help students to assess their values, needs, interests and abilities. Students will also be helped to apply this self knowledge to selecting and planning for future careers.

The counselling service will be run on St. Anthony's school premises and will be free of charge.

Students wishing to make use of the programme will be required to attend the following four sessions :

Session 1 A 1 hour session directly after school on Thursday 5th March.

Session 2 A full day session from 9.a.m. to 4.p.m. on one of the following Saturdays :

Saturday 7th March
Saturday 14th March
Saturday 21st March
Saturday 28th March

Students are asked to bring their own lunch to these sessions.

Session 3 A 1 hour session on one of the following afternoons between 2.p.m. and 5.p.m.

Monday 9th March
Tuesday 10th March
Wednesday 11th March
Thursday 12th March

Session 4 A 1 hour session either during or directly after shool on Friday 20th March.

Unfortunately, as this is a research programme, we are not able to offer students the choice of which days they would like to attend. Therefore students who would like to participate in the programme must be available at any of the times listed for sessions 2 and 3.

We regret that the number of students who can be accommodated on the programme is limited. The names of those students who have been accepted for the programme, and the dates and times for their attendance, will be available from Mrs. Pienaar on Wednesday 4th March.

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APPENDIX I

Application for Career Counselling Programme

I should like to attend the National Institute of Personnel Research career counselling programme. I will be able to attend the following 3 sessions :-

Session 1 — A 1 hour session directly after school on Thursday 5th March.

Session 2 — 1 Saturday session from 9.a.m. to 4.p.m. on whichever one of the following Saturdays is assigned to me :

Saturday 7th March

Saturday 14th March

Saturday 21st March

Saturday 28th March

Session 3 — 1 hour between 2.p.m. and 5.p.m. on whichever one of the following afternoons is assigned to me :

Monday 9th March

Tuesday 10th March

Wednesday 11th March

Thursday 12th March

Session 4 — A 1 hour session directly after school or during school on Friday 20th March.

Signed _____ Date _____

Please would you fill in the attached questionnaire and return it with your application.

APPENDIX J

Biographical Questionnaire

Surname:

First Names:

Date of Birth:

Age: ..... years ..... months.

The question below requires a YES or NO answer. If your answer to the question is YES please put a tick above the YES. If your answer to the question is NO please put a tick above the NO.

Have you written matric before? YES / NO

If the answer to the above is YES, list the subjects taken and the symbols obtained.

Subject	Higher Grade/Standard Grade	Symbol

If the answer is NO state the last exam that you wrote and list the subjects taken and the symbols obtained.

LAST EXAMINATION

Subject	Higher Grade/Standard Grade	Symbol

APPENDIX K

A summary of student responses to the Career Questionnaire indicating the social, political and economic reasons for their career choice.

a) Answers to Question 1 indicating the careers being considered by students. The numbers in brackets are the number of students considering each particular career.

Male Students

Teacher (11), Accountant (4), Lawyer (4), Medicine (3), Electrical Engineering (2), Electronics (2), University Lecturer (1), Motor Mechanic (1), Personnel Management (1), Financial Manager (1), Musician (1), S.A.B.C. Presenter (1), Management (1), Pharmacist (1), Physiotherapist (1), Chemical Engineer (1), Agricultural Engineering (1), Architect (1).

Female Students

Nursing (15), Teaching (6), Social Worker (5), Lawyer (4), Medicine (3), Accountant (3), Pharmacist (1), Radiographer (1), Banking (1), Policewoman (1), Fashion Designing (1), Computer Science (1), Physiotherapist (1).

b) Table 3

The table is a summary of student responses to Question 2 indicating the reasons given by students for their career choice together with the number and percentage of students giving these reasons.

Reason	Male		Female		Chi Square d.f. = 1
	No.	%	No.	%	
To help the Black community	14	33%	14	34%	0,06 $p > 0,1$
To help people	7	17%	22	54%	12,474 $p < 0,001$
To work with people	2	5%	5	12%	
Interests suited to career	16	38%	13	32%	
Personality and ability suited to career	9	21%	8	20%	
Experience with career	2	5%	0	0%	
Job opportunities	3	7%	1	2%	
Money	5	12%	6	15%	
Interest in making new discoveries	0	0%	2	5%	

c) Table 4

Responses to Question 3 indicating the person or people that students considered to have had the greatest influence on their career choice and the number and percentage of students giving these responses.

People	Male		Female		Chi Square d.f. = 1
	No.	%	No.	%	
Teachers	20	48%	8	20%	7,33; $p < 0,01$
Parents	16	38%	21	51%	
Relatives outside immediate family	1	2%	3	7%	
Friends	7	17%	6	15%	
Brothers/Sisters	11	26%	9	22%	
No-One	7	17%	6	15%	

d) Table 5

The number and percentage of students giving a "Yes" response to Question 5.

Student responses	Male		Female		Chi Square d.f. = 1
	No.	%	No.	%	
"Yes" response	30	71%	20	49%	4,445; $p < 0,05$

e) Table 6

Responses to Question 6 indicating the factor or factors that students felt might prevent them from studying for the career of their choice and the number and percentage of students giving these responses.

Factors	Male		Female		Chi Square d.f. = 1
	No.	%	No.	%	
Lack of Finance	22	52%	13	32%	3,6380;0,5 p 0,1
Low examination symbols	2	5%	5	12%	
Wrong subject choice	1	2%	1	2%	
Difficulties with studying	1	2%	1	2%	
Lack of information on self and career	2	5%	1	2%	

f) Table 7

Responses to Question 8 indicating the factor or factors that students felt might prevent them from pursuing the career of their choice and the number and percentage of students giving these responses.

Factors	Male		Female	
	No.	%	No.	%
Lack of employment opportunities	5	12%	6	15%
Wrong subjects	1	2%	1	2%
Lack of information on opportunities	1	2%	1	2%

a)

APPENDIX L

Table 8

Pre and Post-Test scores for the CMI Attitude Scale and the I - E Scale Scores.

			Counsellor 1			Counsellor 2			Counsellor 3		
			Pre-Test Score	Post-Test Score	I-E Scale Score	Pre-Test Score	Post-Test Score	I-E Scale Score	Pre-Test Score	Post-Test Score	I-E Scale Score
Individual Counselling (A)	Males	1	22	31	8	23	23	14	22	25	
		2	23	23	14	32	34	8	26	31	12
		3	29	33	12	21	30	9	21	25	9
		4	35	40	5	30	32		6	24	9
		5	24	28	3	19	18	7	20	19	7
	Females	6	24	24	9	34	34	18	27	30	14
		7	16	13	8	29	27	11			
		8	23	23	9	26	31	10			
		9	33	37	12	22	29	11	16	14	8
		10	24	33		30	32	6	24	26	7
Group Counselling (B)	Males	1	22	27	11	35	36	5	30	37	8
		2	29	31	6	21	23		24	21	11
		3	26	24	6	32	34	7	21	29	3
		4				26	33	14	26	32	
		5							22	30	8
	Females	6	28	31	14	26	25	10	19	24	13
		7				21	20	12	26	27	
		8	18	34	13	21	26	16	28	31	7
		9	24	29	12	23	23	10	23	22	10
		10	26	33	7	23	21	7	28	29	9
Control (C)	Males	1	23	23	15	29	28	8	33	33	
		2	27	29	12	28	31	11	24	29	12
		3	26	25	5	25	22	16	28	26	7
		4	27	23	11	23	25		31	29	11
		5	20	18	14	33	30	3	27	24	3
	Females	6	27	28	11	31	30	14	32	31	8
		7	29	32		23	25	8	27	26	9
		8	38	34	13	31	31	14	17	19	11
		9	35	31	8	20	20	12	26	30	6
		10	31	31	12				29	28	3

b) Table 9

Questions on the post-test of the CMI Attitude Scale answered incorrectly by more than 90 percent of the students.

Question no:	% incorrect answers	Question
9	99%	The greatest appeal of a job to me is the opportunity it provides for getting ahead
11	91%	You should choose a job that allows you to do exactly what you want to do
13	95%	If I can just help others in my work I'll be happy
35	95%	I want to really accomplish something in my work, to make a great deal of money, or to help a great number of people
39	94%	You should choose a job which gives you a chance to help others

c) Table 10

The percentage of correct pre and post test responses to items excluded from the CMI Attitude Scale.

Items	% correct responses	
	pre-test	post-test
11	2%	9%
13	4%	5%
31	73%	71%
35	2%	5%
38	76%	75%
42	84%	88%
45	82%	80%
46	31%	31%
47	89%	89%

APPENDIX M

A summary of student responses to the Evaluation of the Career Programme.

a) Table 15

The number and percentage of "Yes" answers to Questions 1, 3 and 5.

Question	Individual Counselling		Group Counselling		Chi Square d.f. = 1
	No.	%	No.	%	
1) Have you changed your career choice as a result of the programme	9	32%	1	4%	7,0997; p 0,01
3) Have you thought of other careers as a result of the programme	24	86%	22	85%	
5) Do you intend to find out more about the career of your choice	21	75%	19	73%	

b) Table 16

Responses to Question 6 indicating the further action that students intend taking to find out about their career fields and the number and percentage of pupils intending to take such action.

Actions	Individual		Group		Chi Square d.f. = 1
	No.	%	No.	%	
Answered "Yes" but did not indicate what steps they would take	12	43%	10	38%	0,108 p = 0,743
					Fishers * exact
1. Speak to people in the career field of interest	4	14%	2	8%	p = 0,670
2. Contact Universities and Technikons	3	11%	3	12%	p = 1,00
3. Visit other Career Guidance Institutions	1	4%	2	8%	p = 0,604
4. Ask for further help from guidance teacher	1	4%	1	4%	p = 1
5. Read about career field of interest	0	0%	1	4%	p = 0,481
6. Visit factories where they might be employed	1	4%	0	0%	p = 1

* Fishers exact test was used to determine if there were significant differences in the number of students intending to take actions 1-6, as the expected values in two of the cells in each case were less than five, and hence chi-square is not a valid test.

c) A list of students responses to Question 11 giving suggestions for additional programme components.

1) Videos on careers

2) More information on courses needed for suggested careers

3) Visits to factories and places where students could observe people engaged in the career of their choice

4) Help in getting bursaries

5) Information about job opportunities in various career fields

APPENDIX N

Cost Analysis of Group and Individual Counselling Interventions.

NIPR staff salaries are confidential so for the purpose of this study a Counsellors (Masters Graduate) was taken as Rx/hour and a Psychometricians (Honours Graduate) salary as Ry/hour.

1. Individual Counselling

A. Personnel Costs

a) Psychometrician

psychometric testing	= 5 hours
marking and norming tests	= 5 hours
total psychometrician man hours	= 10 hours

psychometricians cost/hour = Ry

psychometricians total cost = Ry x 10

number of students = 15

psychometricians cost/student = $\frac{Ry \times 10}{15}$

= R 0,67y

b) Counsellor

reviewing test + biographical material = 7½ hours
individual counselling = 15 hours
total counsellor manhours = 22½ hours
counsellor cost/hr = Rx
counsellor total cost = Rx x 22½
number of students = 15
counsellor cost/student = $\frac{Rx \times 22½}{15}$
= R1,5x

B. Material Costs

Cost of Test answer sheets

C. Venue Costs

1 room for 5 hours of testing
1 room for 10 hours of individual counselling
total room usage = 15 hours

2. Group Counselling

A. Personnel Costs

Counsellor

Counsellor man hours = 6 hours
Counsellor cost/hour = Rx
Counsellor total cost = R6x
Number of students = 10
Counsellor cost/student = $\frac{R6x}{10}$
= R0,6x

B. Material Costs

1 "World of Work" Booklet for each student

C. Venue Costs

1 room for 6 hours of group counselling

Author Davies R G
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