



PERS 279

VOCATIONAL COUNSELLING FOR
BLACKS WITH HIGH SCHOOL EDUCATION

NATIONAL INSTITUTE FOR PERSONNEL RESEARCH
COUNCIL FOR SCIENTIFIC AND INDUSTRIAL RESEARCH

CSIR SPECIAL REPORT PERS 279 (pp.i-vi; 1-62)
UDC 37.048.4(680=963)
Johannesburg, Republic of South Africa, August 1978

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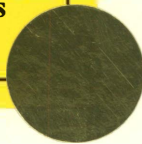
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SPECIAL REPORT

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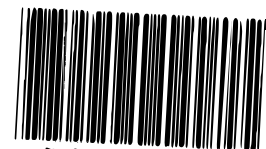
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SUMMARY

Because of the urgent need for a vocational counselling service among Black school-leavers, the Institute undertook a pilot project to determine whether the regular counselling service could be successfully adapted for use with Black matriculants. The responses received from some of the sample of 113 counselled suggested that the clients felt that they had benefitted from the service. As the methods used and modifications made appeared to work satisfactorily with this group, the Institute has decided to continue with the service, and possibly later to extend it to Form III and IV school-leavers, but still on an experimental basis.

OPSOMMING

Die dringende tekort aan beroepsvoorligting vir Swart skoolverlaters het aanleiding gegee tot 'n voorstudie wat deur die Instituut onderneem is om te bepaal of die gereelde voorligtingsdiens aangepas kan word vir gebruik by Swart matrikulante. Volgens die reaksie van die 113 wat voorligting ontvang het, wil dit voorkom asof hulle daarby gebaat het. Aangesien die aanpassings wat aangebring is sowel as die metodes wat gebruik is dus bevredigende resultate gelewer het, het die Instituut besluit om voort te gaan met die projek, maar nog steeds op 'n eksperimentele grondslag. Dit kan ook moontlik later uitgebrei word om Vorm III en IV-skoolverlaters te betrek.

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1. BACKGROUND AND AIMS

For over twenty years, the NIPR has provided a vocational counselling service to White school-leavers with at least a Std 8 pass. Later it was extended to Indians, using norms based on a population from the University of Durban-Westville. Although an occasional Black client has received the same service, the result was not considered satisfactory because of the absence of an appropriate norm group, lack of insight into cultural background, and paucity of occupational information specific to Blacks. The increased numbers of Black matriculants, the establishment of three universities and two colleges for advanced technical education specifically for Blacks, as well as the country's demand for skilled manpower made the need for satisfactory counselling services urgent.

Hence it was decided to instigate a pilot project with the aim of adapting or developing a system to satisfy this need. This involved the collection of occupational information, the development of new instruments or of norms on existing instruments for appropriate comparisons, and the counselling of a sample population. Reactions and later experiences of this group would be collected, and hopefully from this the value of the service could be established and necessary modifications made. This part of the project is continuing.

This report describes the pilot project and focusses particularly on the procedures and instruments used, as well as the results from follow-up questionnaires sent to the subjects tested and interviewed.

2. VOCATIONAL COUNSELLING AT NIPR

The service provided by the NIPR has been described in detail elsewhere (Visser, 1977)¹. It will therefore be described more briefly here and it is recommended that anyone needing more detailed information should refer to the earlier publication. Issues relating more specifically to Blacks will be discussed in Chapters 3 and 4.

2.1 General description

The NIPR's service to clients at least sixteen years of age, and having passed Std 8, has been in existence for over twenty years in a more or less similar format. Clients spend an entire day at the Institute, doing a variety of tests during the morning and early afternoon. This is followed by an interview with a counsellor who uses the time to obtain further details on the client's background as well as to try to assess personality, motivation and other factors likely to affect performance and adaptation.

Results of the tests are presented and clients are encouraged to react to them, and to the suggestions made by the counsellor.

With the increased acceptance of the developmental nature of the career decision, and its implementation, it is acknowledged that this is not the ideal form of careers guidance. Brammer and Shostrom (1968)² suggest three possible goals for vocational counselling:

- i) to confirm the vocational choice already made by the client;
- ii) to help the client clarify his vocational objectives; and
- iii) to help clients discover facts about themselves or the world of work not previously known to them.

All three aims are relevant in the NIPR situation, and the final emphasis of the counselling and of the subsequent report will depend on the maturity of the client and therefore the stage of development he has reached.

2.2 Shortcomings of the system

Because of the inherent weakness in a system which relies on performance on a single day, every effort is made to look at the client's performance over time, through examination of home background, school results, hobbies and leisure pursuits, as well as his future aspirations. Besides the information collected from the ability and interest tests, the client completes a biographical questionnaire, incomplete sentences and a self-description (See Table 1) and it is thus hoped to gain as balanced an impression of him as possible.

In exceptional circumstances a parent or other family member might be asked to come in for an interview, or would be seen if they requested an interview, but normally complete reliance is placed on the client in order to encourage him to accept the responsibility for his decision.

TABLE I
AREAS AND METHODS OF APPRAISAL IN VOCATIONAL GUIDANCE AT NIPR

AREAS	METHODS (Brammer and Shostrom model)	SPECIFIC METHODS USED AT NIPR
General Intellectual Ability	Intellectual Ability Tests i) verbal	Mental Alertness Tests of High-Level Battery, Intermediate Battery, Normal Battery. Deductive Reasoning Test, A/1/1 & 2, S.A. Wechsler Adult Intelligence Scale.
	ii) non-verbal	Progressive Matrices. Concept Attainment. Pattern Relations. Figure Classification Test. Determinative Induction Matrices. Symbol Groups Tests. Gottschaldt Test.
	iii) Transcripts of School history	Biographical Inventory. Interview. School Reports.
Special Aptitudes and skills	Aptitude Tests (Trade Tests are not used at NIPR)	<p><u>Language Abilities</u> Reading Comprehension and Vocabulary subtests of the three batteries. Spelling (Intermediate & Normal Battery). Language Achievement Test.</p> <p><u>Numerical Abilities</u> Arithmetical Problems Test (High Level & Intermediate) and A/8. Mathematical Achievement. Computation (Intermediate & Normal Battery) A/67, 68.</p> <p><u>Spatial Visualization</u> Blox B, (Perceptual Battery). Gottschaldt (A/7).</p> <p><u>Perceptual Speed and Accuracy</u> Spot-the-Error (Intermediate Battery). Continuous Letterchecking Test. Addition Test. Continuous Symbolchecking Test.</p> <p><u>Mechanical and Technical Ability</u> General Science. Mechanical Comprehension.</p>

TABLE I (CONT.)

AREAS	METHODS (Brammer and Shostrom model)	SPECIFIC METHODS USED AT NIPR
Vocational aspirations and knowledge Vocational values and interests	Interviews Checklists Tests Inventories	Interest Inventories: Kuder Preference Record, 19-Field, Lourens Preference Analysis, Rothwell-Miller Interest Blank Projective tests: Sentence Completion and Self description. Biographical data. Vocational Needs Scale.
Personality traits and temperament Personality limitations and problems	Personality Inventories Interviews Projective methods Work history Checklists	Personality questionnaire, Willemse Plank, Reaction-to-Everyday Situations test, Picture Situation Test Projective tests: TAT: Sentence Completion, Self description. Interview — observation of personality work history.
Educational skills and educational levels	Interviews on school history Achievement tests Interview Biographical Questionnaire	Biographical data. School reports. Achievement Tests: Mathematical Achievement, mechanical comprehension, language achievement. Interview.
Occupational training and work experience	Interviews on work history Trade tests Biographical Questionnaire	Interview Biographical Questionnaire
Family and socio-economic factors	Interviews Biographical Questionnaire	
Leisure Interests and Hobbies	Interviews Checklists Biographical Questionnaire	

TABLE I (CONT.)

AREAS	METHODS (Brammer and Shostrom model)	SPECIFIC METHODS USED AT NIPR
Physical capabilities and limitations	Medical reports Checklists Health History Physical Capacities	Medical Reports Interview Biographical Questionnaire

2.3 Instruments used

The NIPR has its own psychometrics department, so that the tests used are those developed by the Institute, or else adapted to and normed for local conditions from their original overseas form. There is a basic test battery which is completed by the majority of clients. As the tests are of the paper and pencil variety, they are not recommended for people who have any form of handicap, unless special arrangements are made with the Institute.

The instruments completed by all clients consist of:

2.3.1 Tests of intellectual abilities

Two tests are used, one of general intelligence, and one of non-verbal abstract reasoning.

(a) Mental alertness

This forms part of batteries developed by the Institute for use with people at three different educational levels. The high level is normed on matriculants, university students and graduates; intermediate level on Std 8's and matriculants and the normal level on varying groups with education ranging from Std 6 to matric.

The items are designed to measure general intelligence, and include numerical and letter series, verbal analogies, common elements and similar items designed to test reasoning ability.

(b) Abstract reasoning ability - Progressive Matrices (Raven's) (A/15):

The test requires the completion of a geometric pattern by the insertion into a blank area of one of eight possible solutions shown below each pattern. Instructions are given verbally, but there are practice items and the test relies on perceptual rather than verbal ability. Because this test is not dependent on formal education it is considered indicative of potential intellectual abilities.

2.3.2 Tests of educational aptitudes

The high, intermediate and normal level batteries include sub-tests of various kinds including arithmetical skill and reasoning, and verbal abilities in both languages. Those used with all clients include the test of arithmetical reasoning ability, of comprehension and of vocabulary in the language of testing. The former measures the ability to solve arithmetical problems. Comprehension and vocabulary give indications of his ability both to understand what he reads and to use the language himself.

2.3.3 Interest questionnaire

The interest measure most commonly used at the Institute is the Kuder Preference Record (Vocational), although in the past the absence of an Afrikaans form has been a disadvantage. This has now been rectified. This instrument involves a forced choice in each item, which is an advantage with indecisive clients who "don't mind" most activities. It also has a verification scale which provides an indication of the consistency of the client's responses.

Other interest tests which have been used and which are available in both official languages are the Lourens Preference Analysis, the Fouché 19 Field Interest Questionnaire and the Rothwell-Miller Interest Blank. The latter is still in a research stage, but is proving useful with all race groups. It consists of lists of twelve occupations in nine groups, and the client is asked to rank the occupations in each group from 1 to 12 in his order of preference. As a result of the experimental use made of it so far it is hoped that norms for South African populations may be drawn up shortly.

2.3.4 Tests of special abilities

These are administered to clients according to the orientation of the individual, or by reference to his or his parents' aspirations for him. These tests include:

(a) Spot-the-error :

a test of clerical ability which measures speed and accuracy in a task involving checking transcription errors;

(b) Blox:

measures the perceptual ability involved in the visualisation and reasoning required to rotate 3D figures in space mentally;

(c) Mechanical comprehension:

requires the practical application of physical and mechanical principles;

(d) General science:

has two sub-tests, one to assess scientific knowledge and the other to measure comprehension of scientific and technical reading material;

(e) Gottschaldt figures:

measures conceptual reasoning, and has proved a useful instrument in batteries to select architects and computer staff.

Other tests are used where the need for specific information is apparent or as new tests are developed to cover other abilities.

2.3.5 Projective and other instruments to assess personality and background

These are helpful in obtaining information on the client's background, personality, aspirations and various other relevant attributes. Through these he projects attitudes, values, personality traits, which are helpful to the counsellor in the effort to achieve a total assessment.

(a) Biographical questionnaire

The questionnaire used in the NIPR counselling service covers personal details, school and post-school education and training, work experience, health, leisure and parental aspirations. In addition a needs scale requires that the client chooses priorities regarding work objectives. It is requested that the client completes the questionnaire himself, but some have particularly helpful parents! This may inhibit his completion of the questionnaire as he would like to and should be investigated.

(b) Incomplete sentences

The ambiguous stimulus phrase provided in each item of this instrument allows the client to complete the sentence as he feels "best". The lack of a "right" answer can be very threatening to some clients, who may write defensively or refuse to take the task seriously. A theme recurring in several sentences may pinpoint a problem area which should be investigated during the interview. Very short sentences could indicate unwillingness to "give anything away", or simply an unimaginative or immature or non-verbal client.

(c) Self-description

The instructions explain that to make a good career choice a person should think about himself, his strengths and weaknesses, his personality, and the reactions of others to himself. The client is therefore required to sort out positive and negative aspects of himself, and this gives the counsellor an idea of his self-concept or of the fact that he has very little insight into himself and has given the matter little thought.

(d) Personality questionnaire

The client decides which of five given reactions reflects most accurately his own action in a given situation. The results give a score on five personality traits, i.e. dominance, rigidity, social responsiveness, hostility and anxiety. Although the results should be interpreted with caution they are useful in a discussion of personal characteristics with the client. He is free to accept or reject the results, and this also gives useful insight into his personality.

2.3.6 Interview

A file is prepared for each client containing all the information which has been collected about him. This is available to the counsellor before the interview and she (all our present counsellors are women) has time to work out her impressions, assess any likely problem areas, make recommendations and check her occupational information before seeing the client. Normally the first part of the interview is used to encourage the client to talk about himself and to clear up any uncertainties which may exist.

The results are given to the client, in as much or as little detail as the counsellor feels can be accepted by him. Poor results obviously require more tactful handling than good ones, though for some it is a relief to discover they are doing as well as can be expected of them. ("Thank goodness! Please be sure to put into the report that I'm not really capable of getting a first class matric. My mother keeps telling me I am, and I think I'm working as hard as I can!"). The client is invited to react to the suggestions made, to the extent that he is able and willing to do so, and is invited to contact the Institute or return for a reinterview if he feels that this would be helpful at a later stage.

2.3.7 The report

The test performance, interests, reactions and suggestions are incorporated into a comprehensive report which is sent to the client, or to the parents of those under twenty-one years. This normally differs little from what the client has already been told during the interview, except where it has been regarded as inadvisable to give him his scores, or where the counsellor has been inspired with a new idea about possible directions.

2.4 Reactions to the service

Constant efforts are made to monitor the service, and to make objective assessments of whether it is fulfilling the expectations of the clients. If not, either the Institute should make changes in its programme or else where changes are not considered advisable or feasible it should provide a structure so that clients have a clearer idea of what they can expect. Emerging needs of clients may also be identified from the follow-up questionnaires.

2.4.1 Short-term feedback

Reaction to the counselling and to the contents of the report were obtained by Fürst (1965)³ and Shannon (1973)⁴. In both cases the majority of the clients appeared satisfied with the service shortly after receiving it. Some of the criticisms seemed justified, and have led to changes in aspects of the service. In addition an information sheet is now sent to all clients together with confirmation of the appointment, describing in detail what they can expect from the service, and what its limitations are.

Most clients now appear to be well informed about the procedure, but some have obviously not taken in all the information provided. Although some clients want it, the Institute does not try to make a decision for the client, as this is his privilege and responsibility. It would rather suggest several alternatives and leave the client to choose. But the service is still criticised by some because "they didn't tell me what to do".

2.4.2 Long-term follow-up

Shannon's (1977)⁵ follow-up study of clients over a period of five years revealed a more positive reaction to NIPR's service among those (Sample A) who responded annually for five years than among those (Sample D) who did not respond to the first follow-up questionnaire but responded after a break of five years (82 percent as against 70 percent). Some of the latter perhaps felt a need to "succeed" in spheres other than those suggested by NIPR before sending us information. In other cases the parent had not responded initially, but a later questionnaire sent to a client produced an answer. The majority of clients in both samples felt they were following one of the suggestions made by the Institute (Table 2).

TABLE 2

Satisfaction with career choice of those following NIPR's suggestions

	SAMPLE A				SAMPLE D			
	Satisfied		Dissatisfied		Satisfied		Dissatisfied	
	N	%	N	%	N	%	N	%
Following suggestions	242	82	60	70	78	70	25	76
Not following suggestions	52	18	24	30	33	30	8	24
	294	100	84	100	111	100	33	100

2.4.3 Continued follow-up

As a result of the useful information gained from clients' reactions, an annual follow-up has been started. One of the questions included asks clients what source of information was most helpful in their career decision (See Table 3).

TABLE 3

Source of information most useful to clients in reaching a career decision

	1976		1978	
	N	%	N	%
NIPR	17	15,0	11	17,5
People in the career	9	8,0	5	8,0
University/college/firm hand-outs	8	7,0	3	5,0
Parents/family/friends	7	6,25	2	3,0
Academic ability/school results	7	6,25	5	8,0
Several	6	5,5	7	11,0
School	3	2,5	2	3,0
Other	21	18,5	9	14,25
Total of responses	78	68,5	44	69,5
Missing information	30	26,5	9	14,25
No decision reached yet (e.g. army)	5	4,5	10	16,0
	113	100,0	63	100,0

There are certain functions which "one-stop" counselling can perform, as suggested by Brammer and Shostrom (see 2.1). Efforts to assess the "success" of our counselling have proved very difficult, because even within our limited framework needs of clients vary, and it is the extent to which these needs are met which produces a "satisfied" client. These factors cannot be measured objectively, and therefore no statistical measurement of our "success" seems to be possible. Counselling may also have been beneficial even if the client does not believe it himself.

The NIPR endeavours to help a client on to the next stage of his development towards a career commitment. For those who have considered possibilities carefully, counselling can confirm a choice, query it and point out doubtful indicators, or discourage it and suggest more suitable directions. For those who have given little thought to the question, it can suggest possible areas in which to start investigations. To all it can indicate further sources of information. To some clients it is a relief to discover that there are sources of training other than university; to others such as those with particularly negative self-concepts, it is a relief to discover that there are careers which are suitable for them; others may be encouraged to make more effort in their studying by test scores which are better than they anticipated, thus opening more career possibilities to them. Counselling is therefore one of the aids available to young people trying to make a commitment, and the results of Tables 2 and 3 confirm that clients do find use in it.

3. CONSIDERATIONS IN COUNSELLING BLACKS

The history of interest in the abilities and aptitudes of the Black man in Africa goes back to 1784 (Andor, 1966)⁶, although scientific study in the area is of much shorter duration. Since its inception in 1946, the NIPR has been involved in efforts to develop satisfactory instruments to measure abilities, aptitudes, attitudes and other attributes of the local Black populations. The problems of producing "culture-free" tests were recognised and Biesheuvel (1949)⁷ emphasises the influence of language, type of education and environment on the perception of non-representational drawing, spatial relations and manipulative skills. Also of importance are the language and method of test administration, as well as temperamental and cultural factors, e.g. a lack of competitiveness and a different attitude to the use of time typical of the socially oriented Black cultures.

3.1 The development of test instruments

The initial emphasis was on the development of test batteries to be used in the processing of large numbers of illiterates or semi-literates for work on the mines. For them this involved adaptation from a rural to an industrial environment and it was necessary to assess those most likely to adapt

This led to the development of the General Adaptability Battery between 1948 and 1952, the Classification Test Battery between 1964 and 1966, while further work continues to ensure that the instruments in use meet changing demands (Blake, 1971)⁸. The language difficulty was overcome by using mimed or filmed instructions.

The debate concerning the nature of intelligence continues although the controversy over (a) a unidimensional "g" and a hierarchical differentiation of abilities as originally postulated by Spearman and (b) the view that it is more useful to refer to a number of primary abilities which are developed to a greater or lesser extent depending on the stimulus provided by the environment (Thurstone's theory) has waned. As part of the International Biological Programme, Grant (1969)⁹ and Kendall (1971)¹⁰ investigated populations of Pedi and Venda peoples with educational levels varying from 0 - 8 years to determine the effect of literacy and urbanisation on (a) the structure of intelligence, and (b) the level of performance on cognitive tests. In the Pedi study education contributed more to both performance and organisation of mental abilities than industrialisation, while in the Venda study both factors contributed. Hence as would be anticipated, exposure to Western forms of education and of industrialisation does improve performance on tests produced by a Western culture. Crawford-Nutt (1977)¹¹ used the Symco test on groups with various levels of education and found that performance improved with higher levels of education.

Grant (1969)¹² feels that an "unfortunate aspect of present-day cross-cultural work in Africa has been the noticeable decline in basic research among illiterates and semi-literates relative to literates". Apart from the greater ease of working with groups who have a command of a Western language, increasing industrialisation and the consequent demand for skilled manpower calls for the reliable assessment of literates. In South Africa the number of Blacks matriculating has increased with the increase in the number of high schools: there are now two Colleges for Advanced Technical Education and three universities which cater exclusively for Blacks (Table 4) and a Medical University of South Africa for Blacks has started this year. Blacks wishing to follow undergraduate courses not offered at ethnic universities may enrol in White institutions, or complete correspondence courses through the Witwatersrand College for Advanced Technical Education or the University of South Africa. Thus there is an increased need for guidance regarding choice of career and study course among those Blacks who matriculate as well as for reliable assessment instruments for use in educational institutions, commerce and industry.

TABLE 4

Numbers of students in educational institutions in 1970, 1975 and 1976

Level of education	1970	1975	1976 Excluding Transkei
	N	N	N
In Form V at high school	2938	9009	8975
At University	2022	4133	5204
At Colleges for Advanced Technical Education			472

(Figures obtained from 1976 Annual Report of the Department of Bantu Education)

Even with increased education, however, Blacks tend to produce lower scores on tests developed for White populations. Does this mean that they are less "intelligent" or that the tests which are used are "culturally biased"? Irvine (1969)¹² queries whether tests of cognitive abilities should not incorporate aspects of the culture of the testees in order to provide a fairer assessment. On the other hand Jensen (1971)¹³ claims that 80% of the difference in IQ between White and Black populations can be attributed to inherent genetic differences and has found psychologists to support him. Others, such as Biesheuvel (1972)¹⁴, feel that his claims are not based on reliable scientific investigation. Loehlin, Lindzey and Spuhler (1975)¹⁵ investigated the research done in the States supporting Jensen's view point and concluded that there is not sufficient scientific evidence from properly controlled tests that this difference is due to "inherent intellectual inferiority". Poortinga (1971)¹⁶ found no difference in reaction to visual stimuli between 40 Blacks and 40 Whites, and concluded that this was therefore not the reason for differences in performance on tests of perceptual ability. For purposes of vocational guidance, however, what must be recognised is that there is a difference. The part played in producing the difference by heredity or environment or the proportion of each involved or other factors is less relevant in this particular setting.

Schwarz (1961)¹⁷ felt that when adapting tests from Western cultures for use in developing countries, it was the instructions rather than the contents which needed changing. Pons (1974)¹⁸ and Crawford-Nutt (1976)¹⁹ administered Raven's Matrices to Black matriculants, but changed the instructions to ensure thorough comprehension by all testees. Thereafter they obtained results comparable with White matriculants, and Crawford-Nutt

felt that the apparently inadequate performance of the Blacks might be an "artefact of method of presentation". The question remains how Whites would perform with the modified instructions - perhaps their results would also improve?

The technological age calls for flexibility in thought so that what is needed in the assessment of Blacks for top-level jobs is a measurement of fluid intelligence, rather than of crystallised intellectual ability (Verster, 1975)²⁰. Godsell (1976)²¹ asks whether the apparently inadequate performance of Blacks is due to lack of cognitive flexibility rather than of general intelligence, making it difficult for them to adapt to or develop different methods of problem-solving. Thus the search for suitable instruments to measure abstract reasoning continues at NIPR. Kendall (1974)²² developed an advanced version of the Form Series Test to be used with literate Blacks. Taylor (1977)²³ developed a Figure Classification Test which he has applied to two groups of Blacks, but it does not appear sufficiently demanding at the matriculation level. Segal (in preparation) is working on a more advanced level of this test which discriminates among matriculated Blacks. Verster (in preparation) has developed a battery of three tests designed to tap different aspects of conceptual reasoning, and is working on a fourth which has so far given promising results.

Lätti and Verster (1975)²⁴ made a survey of all the tests available at the NIPR and described those which could be used effectively with Blacks. The different levels at which they were appropriate were assessed and the availability of norms was indicated. Shannon (1975)²⁵ established the effectiveness of using the Rothwell-Miller Interest Blank with a Black population, while Breger (1976)²⁶ compared the results of Black and White matriculants on it, and analysed the differences. Visser (in preparation) has applied an extensive battery of NIPR tests to samples of first-year students at Fort Hare to determine their ability to discriminate within the group, to study their factorial composition, to validate them against academic performance and to calculate norms for use in counselling.

Verster (1973)²⁷ has developed a test of deductive reasoning or DRAT. The intermediate level discriminates successfully among Std 10's and can also be used with Std 8's and 9's. The version of this which was painstakingly translated into Zulu proved less successful and has led him to conclude that direct translation, besides being extremely difficult, does not produce improved results. For Blacks educated through the medium of English or

Afrikaans, who will have to participate in an English and Afrikaans-speaking work environment, command of at least one of these languages is necessary for those who will be filling more responsible positions. Testing in one of them will therefore give an indication of ability to cope in it.

Von Mollendorf (1978)²⁸ working on a pilot scheme in collaboration with the Bantu Education Department has looked at the use of tests and academic achievement in trying to develop a guidance procedure for Black matriculants. Botha (1978)²⁹ has produced a mechanical ability test to select Blacks for high level mechanical and technical jobs. The preliminary standardisation has been completed, but he feels that further validation studies are needed, especially on different job categories.

Recently the emphasis in the research field with regard to Blacks seems to have shifted somewhat from cognitive and special abilities towards attitudes, motivation, aspirations, occupational mobility and such areas. For example, van der Walt (1977)³⁰ who looked at the present situation and aspirations of Blacks who graduated from UNISA between 1962 and 1972; Tunmer (1972)³¹ who investigated the vocational aspirations of high school students.

3.2 Problems in cross-cultural counselling

The problems of counselling minority groups and people of different cultures is an issue which is causing some concern in the United States. However, when Higgins and Warner (1975)³² carried out a fairly intensive review of relevant literature for the Personnel and Guidance Journal they came to the conclusion that few articles provided any scientific proof for their claims. The majority contained theories and the viewpoints of individuals rather than description of research carried out. The conclusions regarding the effectiveness or otherwise of cross-cultural counselling appear therefore to be speculative.

Among the exceptions were Clarke and Walters (1972)³³ who found that practising counsellors did not feel that the counselling situation was handicapped by lack of "middle class values" among Blacks. (Unfortunately they did not find out what the Black student felt.) Schumacher et al (1972)³⁴, however, found little similarity in meaning between words used, as interpreted by counsellors and by students. In the South African setting, where the home language is completely different, although the language of schooling is English or Afrikaans, difficulty in communication is to be expected. Pulleybank (1974)³⁵, working in Nigeria, found that counselling was possible but emphasized the need for probing the meaning of the

English words used and values expressed in order to avoid misunderstanding. She found the situation became easier with experience, and a consequent better understanding of the culture.

With regard to cross-cultural counselling, three authors found that Blacks preferred Black counsellors (Banks, 1969³⁶, Grantham, 1970-1³⁷ and Bryson 1973³⁸) while the results of studies by Wilson (1973)³⁹ and Woods (1974)⁴⁰ found that Black high school students had mixed emotions on these issues. Haettenschwiler (1971)⁴¹, writing of counselling Blacks in programmes for the disadvantaged, found it necessary to use White counsellors because of the shortage of trained Black ones. The issue of colour should be faced, however, rather than avoided, and he found also that wholly non-directive counselling was ineffectual. The October 1971 issue of the Personnel and Guidance Journal was devoted to "Culture as a Reason for Being"⁴². A plea is made for the description of minority groups as "culturally different" rather than "culturally deprived" or "culturally disadvantaged" i.e. a more accepting attitude on the part of the counsellor of difference rather than inferiority.

"Empathy" according to Carkhuff (1969)⁴³ and "unconditional positive regard" according to Rogers (1951)⁴⁴ are of primary importance in any counselling situation. Research by Vontress (1967, 1970)⁴⁵, Wittmer (1971)⁴⁶ and Banks et al (1967)⁴⁷ confirms that Black clients value this more than experience.

Research findings indicate that action and behavioural therapy are more appropriate (Kincaid, 1969⁴⁸, Harper and Stone, 1974⁴⁹, Walker (1972)⁵⁰) and receive a more positive reaction from clients. This would seem relevant in the Institute's vocational counselling which has a limited goal and tends therefore to be somewhat directive.

The NIPR draws some encouragement from their final summing up: "What appears to be the most important finding from the research is that those factors that have been shown to be important for any effective counsellor are especially true for counsellors working with Blacks. All good counsellors must provide empathic understanding, must understand the language and culture of their clients and must respect their clients. These factors are true regardless of the race of counsellor or client. While recognising the many special problems facing Blacks and other minority groups, in terms of providing good counselling services, perhaps we should spend more time finding out the common core of effective counselling than placing emphasis on racial and ethnic differences".

The experience of van Zyl (1977)⁵¹ counselling with a multi-racial team of counsellors at the Indian university of Durban-Westville would seem to indicate a variety of reactions among the students. Some prefer counsellors with a similar racial background, others prefer White counsellors, while others are prepared to talk to anyone who they feel is competent to help.

3.3 Extent of urbanisation

The concept of adaptation from a rural to an industrialised society appears to be labelled with a variety of titles, among them Westernization, urbanisation, mentality of progress, industrialisation and modernisation. The debate concerns the existence of a universal "modern" (or Western, or industrial, etc) man with recognisable characteristics across cultures, or whether the extent of industrialisation can be assessed in terms only of a specific culture (Inkeles, 1969⁵², Hall, 1976⁵³). Inkeles describes seven characteristics of his "modern" man:

- i) openness to new experiences;
- ii) assertion of increasing independence from the authority of traditional figures such as parents and priests, and consequent shift of authority to the government, public administration, etc;
- iii) belief in the efficacy of science and medicine, and a less passive acceptance of fate;
- iv) ambition for oneself and one's children;
- v) liking for punctuality and for planning affairs in advance;
- vi) strong interest and activity in civic and community affairs and politics;
- vii) concern with the national and international scene and news rather than with local sports, religion and activities.

He found that the factors which contributed most to the change were formal education and occupational experience.

Grant (1969)⁵⁴ and Kendall (1970, 1972)⁵⁵ found education and urbanisation contributed to improved performance on tests of cognitive abilities, and to the structure thereof.

Hall (1976)⁵⁶ developed a modernization scale consisting of eight sub-scales which appeared to define "modern" man, the majority of which overlap with those of Inkeles:

- i) readiness for new experience;
- ii) democracy in opinions and a willingness to recognise others may differ;
- iii) individualism and consequent freedom from extended family responsibilities and from support of prescribed organisations or institutions;
- iv) time valuation and emphasis on punctuality and organisation;
- v) efficacy, use of rational explanation for events. Responsibility for own actions;
- vi) social reliability: dependability of himself, and expectation of it in others;
- vii) dignity and value of human beings;
- viii) planning valuation, and liking for planning ahead.

A pilot study (Thompson, 1977)⁵⁷ applying this scale to a sample of Black men and women in the Johannesburg area yielded disappointing results, however. The conclusion reached is that modernity is a multi-dimensional rather than a unitary construct, and that the scale needs to be revised. The most positive finding showed that level of education correlated best with modernisation. With a relatively well-educated group therefore the results produced little spread, while a group with more varied educational qualifications in another study achieved a greater spread.

Education which provides the opportunity for new experiences, for upward mobility, for a "better life", will therefore be highly prized among those aspiring to "modernisation". It is not compulsory for all Blacks, however, so that competition is keen to get into the school, and to continue in it.

Snell (1977)⁵⁸ found that those who continued to the matriculation level tended to be from stable home backgrounds (i.e. living with both original parents) and with parents who were better off financially. In addition, because of limited high school facilities, it was generally only the more able pupils who reached this level.

Not much research has so far been undertaken by psychologists and sociologists regarding the extent of modernisation among the urban Blacks in South Africa. Work done by social anthropologists has been more concerned with adaptation or disintegration of social structures of the group rather than with adjustment and achievement of individuals.

4. PREPARATION FOR PROVIDING COUNSELLING FOR BLACKS

4.1 Problem areas

There appear various considerations involved in the implementation of a counselling service for Blacks.

4.1.1 Cost

The majority of Black matriculants would not be able to pay the normal fee charged for counselling (at present R45,00 at the NIPR). As the service was and is experimental, however, it has been possible to offer it free of charge to all clients who agree to complete follow-up questionnaires sent out at intervals.

4.1.2 Language of testing and interviewing

Most people perform better when tested in their home language. For Black clients this would be Zulu, Xhosa, Sotho, etc. Even if it were possible to translate all concepts into a Bantu language, however, (not particularly successful in the case of Verster's DRAT, (1973)⁵⁹) there is still a dearth of trained counsellors capable of counselling in these languages. It was therefore necessary to use English or Afrikaans and to hope that because high school instruction is offered through the medium of these languages, clients would have sufficient command of one of the two to communicate adequately.

4.1.3 Dearth of literature

The Institute's Careers Library contains a large amount of information on careers in general and on careers which have so far been available mainly to Whites. Copies of all university yearbooks and any additional careers literature is collected annually. General descriptions of a career are relevant to all population groups, but the shortage of literature concerning openings and training for Blacks led to a concentrated search for relevant material. The Bantu Education Journal (now called "Educamus") includes a description of one occupation in each issue; its suggestion that one applies to one's "guidance teacher" for further information was of little assistance to us, however. The Education Information Centre of the Institute of Race Relations has considerable information on training, study opportunities and bursaries available for Blacks, Coloureds and Indians and was generous with their literature.

Any information in any periodical or journal describing work done, progress made and training offered in the employment of Blacks was gratefully collected. This even included minute "jobs vacant" advertisements from the Star, the Sunday papers and the World as this gave an idea of the positions in which Blacks were being employed. Members of the Institute visited various organisations, placement agencies and personnel officers to collect data to add to the existing library. Although this was filed within the comprehensive system for all population groups, a special index was kept of references specifically concerned with Blacks. Even so, the extent of information is limited.

As the problem of obtaining occupational information and keeping pace with developments is a serious one affecting all counsellors in the field, the NIPR shares its information with all other organizations and tries to develop exchange procedures with those who also collect and systematize such material.

4.1.4 Cultural differences

The traditional role of the woman in a rural Black culture is inferior to that of the man. The woman therefore waits to be spoken to, and has limited and clearly defined responsibilities in the society. Would male Soweto matriculants have outgrown the rural tradition and be prepared to accept counselling from a White female counsellor? Or from a Black female counsellor? Would they feel free to express a point of view and to elaborate on their background? Would the counsellor, ignorant of survival in Soweto, misinterpret statements? In a culture where the emphasis is on courtesy and respect for those older than oneself, would they feel free to be critical, to answer honestly, to react negatively if that was how they felt? It seemed that the only way to find out was to try it.

4.1.5 Training for Black counsellors

At present there is a dire shortage of Blacks with any training whatsoever in the counselling field, let alone registered with the South African Medical and Dental Council as clinical or counselling psychologists. Organisations presently providing some form of training include:

- (a) Psychological services of the Department of Education and Training
(ex Bantu Education Department) -

who run special courses for the thirty counsellors who are employed by the Department. They produce information and literature for the use of guidance teachers, e.g. a careers article in "Educamus", prospectuses of colleges.

- (b) The three Black universities -

who offer a three-year bachelor degree in Psychology and Honours in a specialised branch of Psychology. Fort Hare and Turfloop now make provision for a Master's degree in clinical or counselling psychology. Recognised internships in clinical psychology are available in government mental hospitals, but opportunities to reach professional status in counselling psychology are still severely limited. The University of the North has an accredited Child Guidance and Counselling Centre, and is therefore hoping to have internships available.

- (c) The University of Durban-Westville -

offers a Master's degree in Counselling Psychology to all race groups and its Counselling Centre offers the chance of a recognised internship and experience in cross-cultural counselling.

- (d) The University of South Africa (UNISA) -

provides study opportunities to the Master's level for all race groups, and offers a Master's degree in counselling.

- (e) The NIPR -

offers no academic training, but does provide a recognised internship in counselling.

4.1.6 Test administration

Concern regarding the ability of students to understand instructions led to the decision to use an experienced Black test administrator, and to test the students together in a group. Hopefully they would then feel freer to ask questions and indicate lack of understanding.

This did not prove a problem. The students were sufficiently test-sophisticated to follow with little difficulty and for the ongoing service are tested with all other clients for the day.

4.2 Survey of existing services

Before 1976 there appeared to have been no organisation undertaking vocational counselling for Blacks on a large scale. The NIPR's contributions had been in special circumstances only, and the counsellors had felt that what they were able to provide was inadequate. There was no one with experience in counselling Blacks, although the Human Sciences Research Council, in conjunction with the then Bantu Education Department, had developed and normed a comprehensive battery of tests for use with Black scholars at Std 6, Form III and Form V level.

In 1977 Lätti et al (1977)⁶⁰ undertook a survey, on behalf of the Urban Foundation, of the existing personnel practices and counselling services for Blacks. With the increased demand caused by the larger numbers of Black matriculants and therefore larger numbers applying for bursaries, more needing advice on university and college training, the availability of counselling services is improving, but what is offered still falls far short of the need for it.

A brief description is given of what was available at that time. Additional services may have been developed since of which the Institute has not yet learned, particularly in areas outside the Reef. What was available in November 1977 included the following:

4.2.1 Department of Education and Training

The psychological services division are well aware of the shortage of adequate vocational guidance in schools, but at that stage there were only thirty trained counsellors to handle all psychological services in all Black schools (a total of 12 573 with 3 731 455 pupils in 1975). As more trained personnel and funds become available, more counsellors will be appointed. The Department is running an experimental project in collaboration with the Human Sciences Research Council to give individual counselling to a sample of Form V's (Barnard 1977)⁶¹. A guidance syllabus for Std 5 to Form III was drawn up, and has been implemented for the first time in 1978.

4.2.2 Administration boards

(a) The Juvenile Employment Centre of the West Rand Board -

was established in 1960. Youngsters under the age of nineteen reported to the Centre, where they were interviewed, their educational qualifications and preferences noted; they were given aptitude tests and placed, in accordance with their skills, in industry. The Centre was burnt down in the riots in 1976, but re-established at New Canada in September 1977. The Board would like to raise the age limit perhaps to 25, and to offer a wider service in testing, counselling, placement and possibly training.

(b) The Orientation Centres of the Bantu Administration Board of Central Transvaal -

run courses of orientation to the work situation. Young people who are unemployed are tested, trained, and an effort is made to place them in work appropriate to their abilities and interests. Facilities are limited, however, so that the waiting list of applicants is long. The enthusiasm of the local people for the course, and its acceptance by local employers, confirms its relevance and effectiveness.

4.2.3 Religious organisations

(a) The Agency for Industrial Mission (Wilgespruit) -

ran its first Careers Guidance conference in 1975. This has been repeated, and has grown each year until now it includes individual counselling as well as careers talks. An assessment of the needs of the community which it serves has led to plans for the Ipeleng Centre to provide training, information and guidance.

(b) St Anthony's Cultural and Training Centre -

offers library and night school facilities to students studying for school and university examinations. Although some guidance regarding choice of subjects and related careers is offered, the need for an organised vocational counselling service is recognised.

4.2.4 Universities

(a) University of Durban-Westville -

has a Student Counselling Centre which provides guidance to students and prospective students of all race groups. Though the Centre feels its first responsibility is to its own students, it tries to help anyone who applies to it.

(b) University of the North (Turfloop) -

was to have established a Counselling Centre this year (though this does not yet appear to have taken place) and it is hoped to start a vocational guidance service in 1979. Testing and orientation of first-year students started in 1977.

(c) Fort Hare -

has started testing first-year students in collaboration with NIPR. As soon as there are funds for the appointment of a counsellor, it is hoped to develop this into a counselling service.

4.2.5 Other services

(a) United States South Africa Leader Exchange Programme Inc. (USSALEP)

has a Careers Development Project concerned with the development to the full of leadership capabilities and potential. It seeks to find and select Blacks, Coloureds and Indians with leadership qualities, and helps them to attain the necessary qualifications to become successful professional people or to develop entrepreneurial skills.

(b) The Human Sciences Research Council -

is concerned about the limited service available for Blacks. A project has been started in collaboration with Psychological Services of the Department of Education and Training (see 4.2.1).

(c) Organisation for Rehabilitation through Training (ORT) -

has offered a testing and vocational counselling service to all racial groups for the past twenty years. Use made of the service by Blacks, Coloured and Indians has been limited, however.

(d) The Careers Research and Information Centre in Cape Town -

is linked to the Foundation for Social Research. It hopes eventually to provide guidance and counselling to anyone who applies, with referral to other agencies when this is needed. In addition a resource centre is being developed which will supply updated information on training and career opportunities. A start has already been made in sending out careers information to organisations who have applied to receive its documents.

(e) South African Institute of Race Relations -

The Education Information Centre in the Johannesburg office provides information on education and training facilities for Blacks, Coloureds and Indians to anyone who applies to them. Information on bursaries is also available. Recently the Institute has started a small placement service, registering skilled Blacks and trying to find employment for them. The East London office was keen to develop a guidance service but the obstacles were considerable and the project seems to have been dropped.

(f) Jobs

This project, instigated under the auspices of the Urban Foundation, encourages the development of self-help projects for the unemployed. As a result several organisations have begun registering the unemployed and trying to place them.

(g) Other

There are private organisations who select staff on the basis of aptitude tests and who provide counselling and career development for their employees.

4.3 Development of norms

Norms for special groups of Blacks were available for the high level and for the normal level batteries of NIPR tests. The former was used with a group of Blacks applying for university bursaries, and provided little discrimination in other groups. The latter has been normed on groups with education varying from Std 6 to Std 10 and has been used mainly for selecting Black clerical workers.

4.3.1 High school students

It was planned to test large numbers of matriculation students in Soweto but student unrest prevented this. So far it has not been possible to do so, but it is still regarded as desirable. At present counselling has had to be limited to matriculants only as there are no comparative results for school leavers at Form III and IV levels.

4.3.2 University students

In February 1977 all first year students at the University of Fort Hare were tested as part of the preparation for the establishment of a counselling service. From the results of the tests, norms were drawn up for the high level and intermediate batteries, as well as most other tests regularly used in the counselling service.

4.4. Collection of information

All the information obtained from the client at the time of testing was stored on the computer. This included details of background, education and family, obtained from the biographical form, as well as test results.

Before receiving counselling all clients were asked to agree to co-operate in a follow-up study. For this it was decided to use a postal survey. Although the postal service is often regarded as unreliable, and the normal response rate in a postal survey is between twenty-five and thirty percent, it would be more costly for clients to have to return to the Institute rather than to post a stamped addressed envelope. Re-interviews are also more time-consuming (though more interesting!) for the counsellor. Shannon (1973, 1977)⁶² had found that the structured postal questionnaire gave sufficient relevant information for analysis.

4.4.1 Reaction to test situation and report (Appendix 1)

This questionnaire was sent shortly after the service had been provided to determine the client's reaction to it. This would indicate areas where changes should be made if there were aspects of the service which were obviously unsuitable or incomprehensible, or where it should be structured more carefully if there were apparent misunderstandings. The questionnaire was structured to simplify its completion by clients and its coding at the Institute, but space was provided for clients to include comments of their own.

Reactions were asked for regarding the test and interview situations, and comprehension of the comparisons made and results given. The acceptance or rejection of the results and our suggestions was also important.

4.4.2 Ongoing follow-up (Appendix 2)

Questionnaires will be sent to clients at the beginning of each year for the next few years. These will follow the progress of each client, and try to determine whether the counselling they had received was relevant to their subsequent experiences and accurate in its predictions.

The format is structured again for purposes of easy completion and of easy coding. The first of these questionnaires was sent out in March/April 1978.

5. DESCRIPTION OF PROCEDURE

5.1 General

Clients would spend a day at the Institute to undergo testing. Initially the testing was done in larger groups by a Black test administrator; later, as numbers declined and as there were no communication problems justifying separate testing, Black clients were tested with other clients in the usual test room by a White test administrator.

Interviews with a counsellor were arranged at the time of testing, sometimes on the same day, and sometimes at a later date. A detailed report giving the results and suggestions as presented during the interview was sent subsequently to parents (where the client was under 21) or to the client.

The initial follow-up questionnaire was sent to all clients either with the report or shortly afterwards. (4.4.1)

The second questionnaire was sent early in 1978. It is hoped to continue with the follow-up of clients for several years. (4.4.2)

5.2 Selection of sample

It was decided to start the service using students from Soweto. It seemed likely that they would be urbanised, better able to speak and understand English because of the communication media at their disposal, and relatively test-sophisticated. The testing procedure would follow the pattern described earlier (See Chapter 2).

The original plan to use a local high school and counsel the matriculation class fell through due to the unrest of 1976. It was then decided to work with the Institute of Race Relations, who were running Saturday classes for students writing the supplementary matriculation examinations in March 1977. It was appreciated that they would probably be a select sample - highly motivated academically, ambitious and conscientious. This was considered to be a useful group to start with, both for the initial experience of counsellors, and because it is typical of a certain type of client who comes to the NIPR.

Volunteers were asked for and with the encouragement of the Institute of Race Relations over two hundred applied for the service. Appointments were made for testing in groups of not more than twelve and arrangements for the interviews were made on the day of testing.

Once this group of applicants had been completed, it was decided to make a regular service available to four applicants each week. Since August 1977 the numbers tested have been rather erratic, and expecting clients to approach us, as do White clients, does not seem a successful method with Blacks. Perhaps this will change, however, as the service becomes better known.

5.3 Description of sample

The group described includes all those Blacks who were tested at NIPR between March 1977 and February 1978, as part of the pilot project in developing vocational counselling for Blacks, a total of one hundred and twenty.

5.3.1 Personal information

The group consisted of seventy-eight (65 percent) males and forty-two (35 percent) females, a proportion similar to that in the White population who come to the Institute (68 and 32 percent respectively). Clients tended to be older, however (see Table 5).

TABLE 5

Age distribution of sample

Age	N	%
18 years old	7	6
19	11	9
20	41	34
21	23	19
22	17	14
23	8	7
24	5	4
25 and above	8	7
Total	120	100

The largest number were 20 years old, compared with 17 years for the White group, but this is consistent with the tendency for many Black school-children to matriculate later.

Only two did not come from an urban environment, and one of these was from a highly sophisticated home background. Because of the educational limitations imposed by the Institute, three had a Junior Certificate only, and nine had dropped out after Form IV (See Table 6).

TABLE 6

Educational standard achieved

	N	%
Form III	3	2,5
Form IV	9	7,5
Matric (current)	79	66,5
Matric (without university exemption)	6	5,0
Matric (with university exemption)	12	10,0
Matric (no details)	10	8,5
Total	119	100,0

The large group appearing under "Current" would include those who wrote matriculation in March 1977, and had not yet received their results. In Table 7 they would appear under "Unemployed" rather than as "Scholars", unless they had found a job. Finding employment was rare in the existing economic climate, and they were too late for university admission.

TABLE 7

Occupation at time of testing

	N	%
Unemployed	71	60
Scholar	35	29,5
Employed	10	8,5
Student	1	1
Part-time student	1	1
Total	118	100

At the time of testing, therefore, most were "doing nothing" or looking for a job while waiting for results. After the results had been received many were still "doing nothing" because they had been unable to find work.

5.3.2 Parental background

Parental educational level was limited for most. In a number of cases where the parents were divorced or separated, nothing was known about the father; in others, clients could not (or perhaps were unwilling to?) give particulars. Where information was available about half the fathers had achieved white collar status (See Tables 8 and 9).

TABLE 8

Standard of education achieved by parents

	Father		Mother	
	N	%	N	%
No education	4	6,00	6	7,00
Std 1 - 5	19	27,00	21	24,00
Std 6	22	31,50	28	32,00
Form I - III	12	17,00	30	34,00
Form IV	3	4,25	-	-
Form V	10	14,25	3	3,00
Total	70	100,00	88	100,00
No post school training	61	70,00	21	57,00
Diploma	9	30,00	15	40,50
Doctorate	-	-	1	2,50
Total	70	100,00	37	100,00

TABLE 9

Occupational status of father

	N	%
Blue collar	38	45,25
White collar	40	47,50
Professional and managerial	5	6,00
Unemployed	1	1,25
Total	84	100,00

More of the fathers had matriculated; there was a tendency for mothers to have left school after obtaining their Junior Certificate.

5.3.3 Test results

As one would anticipate the mean of scores achieved by students at Fort Hare is in quite a few cases higher than that obtained by clients at NIPR. (See Table 10). The population attending university is selected on the basis of academic ability, while clients who come to the NIPR, although the majority aspire to university, are not all going to achieve this.

TABLE 10

Comparison of test results of NIPR group with first-year students tested at Fort Hare*

	No of items	NIPR		FORT HARE	
		Mean	SD	Mean	SD
		N = 60		N = 101	
<u>HIGH LEVEL</u>					
Mental Alertness*	42	12,28	4,36	16,95	5,88
Reading Comprehension	20	5,52	2,00	6,05	2,47
Vocabulary	40	7,03	3,05	7,46	2,92
<u>INTERMEDIATE LEVEL</u>					
		N = 58		N = 132	
Mental Alertness*	30	12,78	4,45	16,12	4,74
Reading Comprehension*	20	6,95	3,43	8,47	3,13
Vocabulary*	30	10,17	3,12	11,67	3,82
<u>COMPUTATION</u>					
		N = 113		N = 132	
Computation*	30	13,21	4,03	14,17	3,99
<u>SPOT-THE-ERROR</u>					
		N = 76		N = 132	
Spot-the-error Speed	60	32,71	8,07	32,49	10,36
Spot-the-error Accuracy	100	84,16	14,99	84,30	16,21
<u>PERCEPTUAL ABILITY (BLOX B)</u>					
		N = 8		N = 131	
Perceptual Ability (Blox B)	45	18,37	6,72	19,94	6,42
<u>MECHANICAL COMPREHENSION (A/3/1)</u>					
		N = 86		N = 92	
Mechanical Comprehension (A/3/1)	42	15,63	3,96	16,82	4,08
<u>RAVEN'S PROGRESSIVE MATRICES (A/15)</u>					
		N = 115		N = 239	
Raven's Progressive Matrices (A/15)	38	22,80	5,97	24,09	6,05

* Tests marked with * have significantly different means for the two groups.

5.3.4 Interest pattern

A comparison of the means on the Rothwell-Miller Interest pattern indicates a greater variety of interests than Shannon found in an earlier study (1975) (See Table 11).

TABLE 11

Means and standard deviations obtained on the Rothwell-Miller Interest Blank

	Mean	SD
Medical	42,75	18,46
Literary	45,19	13,90
Clerical	47,39	18,07
Scientific	48,61	15,05
Computational	48,90	13,96
Social Service	50,24	12,73
Persuasive	55,52	13,87
Artistic	63,04	11,40
Musical	64,43	16,48
Mechanical	67,79	17,66
Outdoor	78,51	10,27
Practical	83,81	11,99

Wholly consistent ranking of occupations in each interest group would lead to a total score of nine for the preferred type of activity and 108 for the least preferred. The little variation in mean for the interest fields which obtain the five lowest scores suggest that students' interests cover a fairly wide range rather than the earlier social service and medical orientation. This indicates an awareness among matriculants of the increasing job opportunities available to them, perhaps through acquaintance with workers in the fields, or through publicity put out by companies (e.g. in the computer field).

The least popular areas are outdoor and practical, and this is consistent with the academic orientation and ambition of the group.

5.4 Instruments used

There were various factors which contributed to the selection of the tests finally included in the battery used for this group.

5.4.1 Mental alertness

Originally the high level battery was used, as norms were available for a Black matriculant group applying for bursaries. The Fort Hare norms altered the situation. Although both high and intermediate levels produced a normal curve for the number of items correctly solved, the final twelve items on the high level battery proved beyond the abilities of all but the exceptional student. The better distribution on the intermediate form made it a more suitable choice.

5.4.2 Computation

The results on the tests of arithmetical reasoning ability were positively skewed at both levels, and provided little spread. It was decided to use instead the test of computation in the intermediate level battery which seemed to discriminate more effectively.

5.4.3 Comprehension and Vocabulary

The intermediate versions were used as the type of language used in the high level seemed too demanding for those with a different home language, and a more limited period of contact with English or Afrikaans.

5.4.4 Non-verbal intellectual abilities

Although the Institute has been working on various alternative tests of conceptual reasoning, Raven's Progressive Matrices is still the standard test used at this stage. Efforts are made to include the new tests whenever possible, however, in order to determine their effectiveness as part of the battery or possible alternatives to existing instruments.

5.4.5 Special abilities

Suitable norms on tests of clerical and perceptual abilities and of mechanical insight were available and these were used for clients where the interest profile indicated their relevance.

5.4.6 Interest profile

It was decided to use the Rothwell-Miller Interest Blank, as this involved considerably less reading than the Kuder Preference Record. Some knowledge of career fields was needed, but research had shown that Soweto populations of Black matriculants could complete it with apparent understanding and some reliability (Shannon, 1975⁶³, Breger 1976⁶⁴).

5.4.7 Biographical questionnaire

The format of this was the same as that used for all clients, except for the exclusion of information about military service. This could possibly be incorporated in the future as the opportunity for military service is offered more widely to all groups.

5.4.8 Incomplete sentences and self-description

These were the same versions as those used with the regular vocational guidance service.

5.5 Interviews

At present all the vocational counsellors at the NIPR are women. Interviews were conducted by four experienced Whites and one Black. It was found that interviews often lasted longer than the customary hour, possibly partly because counsellors had to be sure they were understanding correctly and partly because clients appeared uncertain of background information taken for granted when counselling Whites; for example, the structure of a degree course at a university, even if the client had applied for a university bursary. Recently with the drop in numbers, interviews are given on the day of testing, instead of at a later date as done initially.

5.6 The report

A report similar in format to that normally received by clients was sent, giving a summary of results, recommendations and suggestions as made in the interview. Because Black matriculants tend to be older than Whites at a similar educational level, reports were sent more often to clients than to parents. Even where reports went to parents, clients sometimes seemed doubtful that they would understand ... "I must tell my father what it says", but accepted our method of procedure.

6. RESULTS

Although applications were stopped temporarily after two hundred students from the Saturday classes had applied, only ninety-one of these people appeared for testing. The initial appointments were made in person, and for the second and third testing sessions, appointments were made by post. Lack of reliability of the post in Soweto at that time could have been

part of the problem, although follow-up questionnaires are returned at a satisfactory rate. Some pupils may have been sent to boarding school; some may have lost heart regarding the possibility of obtaining qualifications (as one boy who had had counselling stated in a follow-up questionnaire: "I have no more hope because you study and study and then can't write"). It could also be that the type of service providing vocational counselling only is seen as of limited use to students desperate for jobs or bursaries.

Of the ninety-one tested seven failed to return for interviews, although several others were fitted in at another time when their first appointment had been inconvenient. Since then another thirty-one have applied so that the total sample included in the present follow-up is 113 clients.

6.1 Reaction to the service

The aim of the initial questionnaire was to assess the immediate reaction to the service, and to probe particularly those areas which had been expected to cause difficulties: communication, anxiety, understanding of presentation of results and reaction to women counsellors. The questionnaires were sent to clients together with a stamped, addressed envelope. There was no covering letter as they had agreed to participate in the follow-up before the initial appointment had been made, and their co-operation had been asked for again at the end of the interview.

So far the response to this has been 71 questionnaires, or about 63 percent, which is double the anticipated return from a postal survey. This involvement could be because of the need for a source of information in the absence of anyone locally to provide help, as many do ask additional questions and several express appreciation of continued interest.

6.1.1 Reaction to the testing and interview

The responses in general were reassuring, particularly in those areas where the Institute's concern had been greatest. With regard to the language used, although 56,5 percent of them felt they expressed themselves better in the vernacular, 63 percent felt their English was adequate to say what they had wanted to (Table 12). Still, we envied our Black counsellor and the reaction to preference for the vernacular. "But I could. Whenever I couldn't say it in English, I said it in Zulu".

TABLE 12

Reaction to language used in the interview

	Ability to use English		Preference for Vernacular	
	N	%	N	%
Yes	45	63,5	40	56,5
Yes/No but..	20	28,0	12	17,0
No	5	7,0	18	25,0
Other (Afrikaans or English-speaking)	1	1,5	1	1,5
Total	71	100,0	71	100,0

Regarding preference for a member of their own community who would be more likely to understand the culture, most clients appeared impartial (Table 13).

TABLE 13

Use of counsellor from own Black community

	Preference	
	N	%
No	10	14,0
Yes	10	14,0
Don't mind	51	72,0
Total	71	100,0

Those who prefer counsellors from a different community would seem to confirm van Zyl's finding (1977)⁶⁴ that a client in cultural transition relates better to a counsellor from the culture to which he aspires than to one holding the traditional values of his own culture.

The same neutral reaction to the sex of the counsellor is apparent (Table 14).

TABLE 14

Preference for sex of counsellor.

	Preference	
	N	%
Male	3	4,0
Female	6	8,5
Don't mind	62	87,5
Total	71	100,0

In both these cases, however, some clients added a comment, generally stressing the need for competence and understanding. For example, "..as long as she will not make a fool of me afterwards", "..as long as she is good in what she is doing", "..don't mind because a woman's place is no longer in the kitchen" (!). The most adverse reaction came from a client with a rural background who would have preferred a man because "a woman's voice is too soft", and felt that a counsellor from his own community would have understood him better.

Practically all clients (sixty-eight out of seventy) felt they had gained better understanding of their interests and abilities, while 51 of the 69 who replied said the results had confirmed their own ideas and five had some small criticism. Four of them had not yet chosen a direction, and so the results could not "confirm their ideas". Altogether sixty-six out of seventy felt they had successfully achieved their goal in coming to the Institute, two had definitely not, and two had some hesitation. The suggestions were exactly what 30 percent wanted, quite satisfactory for 62,5 percent and not at all satisfactory for 7,5 percent.

Questions probing the above rosy picture, however, produced a few doubts and uncertainties. There were some who omitted to answer questions; in view of the Black cultural emphasis on courtesy and giving the reply the questioner would like to hear, should these be interpreted as criticisms? Although four stated that they did not find the atmosphere in the test room sympathetic, twenty-three gave no reaction. Twelve were tense during the interview, but eleven omitted to answer the question. Fifty-four felt the counsellor had understood them; the rest did not say.

6.1.2 Results of the tests

With regard to the presentation of results, both ability and interest, there appear to be a number who were in fact uncertain whether these were clear or not (Table 15).

TABLE 15

Clarity of test results and interest pattern

	Test Results		Interest Pattern	
	N	%	N	%
Clear	52	73,0	47	66,0
Confusing	4	6,0	9	13,0
Missing information	15	21,0	15	21,0
Total	71	100,0	71	100,0

Similar uncertainty is apparent in Table 16, where clients omit to state whether the test results and interest pattern were what they had expected.

TABLE 16

Confirmation of expectations of test results and interest pattern

	Test Results		Interest Pattern	
	N	%	N	%
Confirmed own ideas	41	58,0	44	62,0
Did not confirm	7	10	10	14,0
Missing information	23	32,0	17	24,0
Total	71	100,0	71	100,0

6.1.3 Understanding of "vocational guidance"

(N.B. Although the Institute prefers the term "vocational counselling" for its service, "vocational guidance" was used in this case because it seemed to have been used for longer and was therefore more likely to be familiar).

In view of their confusion over the purpose and method of vocational guidance, however, or perhaps because their most urgent needs are otherwise it may not be realistic to expect the groups to assess the service. A comparison of the two sets of figures in Table 10 shows that although 69 percent can produce an adequate or stereotyped phrase ("for vocational guidance, "to find out my abilities", "to be helped to choose a career"), when asked why they had come to the Institute only 16 percent can describe in some detail the generally accepted factors included in the idea of "vocational guidance", and another 38 percent have some idea of what will be involved.

TABLE 17

Indication of client's grasp of details of vocational guidance

	Purpose of visit		Definition of Vocational Guidance	
	N	%	N	%
Good understanding	5	7,0	11	16,0
Adequate	44	62,0	27	38,0
Inadequate	22	31,0	33	46,0
Total	71	100,0	71	100,0

Thus almost half of the group are apparently ignorant of the factors normally considered when a career is being chosen. For many perhaps the concern is choosing a field where Blacks can make or have made careers, where bursaries are available or where there is the chance of immediate employment.

6.1.4 Comparison

About 60 percent of the group had found helpful the use of a comparison (norm) group, always carefully explained in the interview and described in the report. Only two clients criticised its use, and felt they would have preferred to have been compared with a multiracial population. The rest did not appear to have understood, even to the extent of stating, "There wasn't any comparison" or "I cannot compare myself".

6.1.5 Report

With the contents of the report, there seemed to be little difficulty, 84,5 percent feeling that they were an accurate reflection of the interview discussion and suggestions. In 11 percent of the cases, there was some information which was different, and this is possible if a counsellor thinks of another suitable direction, finds out more information, or decides, on sober reflection, that one of the suggestions made is not suitable.

6.1.6 Comments and improvements

Comments were invited at the end and about one third of the group wrote something. Of these, sixteen were enthusiastic about the service, as shown in Table 18.

TABLE 18

Comments made by group

	N	%
Favourable praise for service	16	34,0
Expand the service - offer it more widely	9	19,0
Another interview	8	17,0
Mild dissatisfaction (with some aspect)	6	13,0
Major dissatisfaction (with everything)	1	2,0
Other	7	15,0
Total	47	100,0

Questions asking for their suggestions regarding information or additional services which they would have found helpful, produced overlapping responses, and several were related to their main problem - money (Tables 19 and 20).

TABLE 19

Additional information requested

	N	%
Training institutions/courses	6	24,0
Careers information - on a specific career	5	20,0
Job vacancies	3	12,0
Bursaries and grants	2	8,0
Earnings in jobs	1	4,0
Other	8	32,0
Total	25	100,0

TABLE 20

Additional service requested

	N	%
Enthusiastic comments - about its perfection! and the impossibility of improving it	20	42,5
Increase of careers information to schools/Soweto	5	10,5
Placement	4	8,5
More general testing to find hidden abilities	2	4,25
Provision of bursaries	1	2,25
Other	15	32,0
Total	47	100,0

6.1.7 Conclusion

On the basis of the reactions which were being received, the continued shortage of alternative sources of counselling, the fact that some clients were definitely enthusiastic about the service, and the valuable experience the counsellors were gaining, it was decided to continue with the project. The demand has fallen off, most probably due to lack of effort to get more clients before this follow-up. It appears necessary to approach Black groups and encourage them to make appointments immediately. It had been hoped that suggesting they come to the Institute to make appointments and collect all the papers would prevent biographicals being lost in the post. It would also mean clients would know where the Institute was, so that there would be fewer having difficulty finding the Institute on the day of testing, with consequent delays in starting the tests.

6.2 Clients' progress since receiving the service

In March 1978, a second questionnaire (Appendix 2) was sent out to the one-hundred-and-thirteen tested up till then, and sixty-three responses were received (57,5 percent). Among these are a few who had not returned the first questionnaire. The aim was to obtain matriculation results for the sample, and to discover what had happened to them. Because of disruption last year (1977) of schooling on the Reef, many had made little progress, and perhaps this has discouraged others from replying?

6.2.1 Activities in 1978

None matriculated in December 1977, and those who are still at school are repeating the year. Some who wrote in March planned to repeat in December to improve their results - and are still hoping to do so (Table 21).

TABLE 21

Activities in 1978 of group tested

	N	%
Working to earn money	14	22,0
Repeating study (unrest)	10	15,5
Working and training (e.g. nursing, Post Office technicians course)	10	15,5
Studying full-time - post school	7	11,0
Repeating matric (to improve standard)	6	9,5
Correspondence study - university	3	4,5
Working full-time in a good job	1	1,5
Working because no future to study	1	1,5
Correspondence study - college	1	1,5
Nothing (cannot find employment)	11	17,5
Total	64	100,0

Of the sixty-four therefore, there would appear to be seventeen who have progressed - ten into a combined practical and theory course, seven studying full-time post-school, and one in a good job. There are a number of students studying by correspondence, although a couple mentioned the difficulty of doing this on their own.

There were thirty-four altogether who would have preferred to be doing something else (Table 22);

TABLE 22

Activities preferred by clients to what they are doing

	N	%
Further study (at university)	13	38,0
Further study (at school)	7	20,5
Better, special, different job	6	17,5
A job	5	15,0
Different course of study	2	6,0
Other	1	3,0
Total	34	100,0

but they are confident and hopeful that things will be better next year; they will have achieved their school qualifications, obtained bursaries, and be able to continue without return to their chosen path (Table 23).

TABLE 23

Actions planned for next year (1979)

	N	%
Start university or course of training	21	35,5
Continue combined work and study	12	20,5
Continue university or course of training	11	18,5
Continue at school	5	8,5
Start work and study	4	7,0
Start work	3	5,0
Continue work	1	1,5
Other	2	3,5
Total	59	100,0

6.2.2 Work history

Several of them had managed to find clerical work - the white collar aspect of which is regarded as suitable to their academic qualifications, (Table 24) but their negative reaction to it (see Table 21) where the largest number is working "to earn money" suggests that the employment found is not regarded as sufficiently challenging.

TABLE 24

Type of work being done by those employed

	N	%
Clerical/ cashier	13	32,5
Paramedical	5	12,5
Manual	5	12,5
Technical	3	7,5
Sales	1	2,5
Teaching	1	2,5
Temporary	2	5,0
Unemployed	7	17,5
Other	3	7,5
Total	40	100,0

The majority had so far held only one job, although four had had two, and two had had three. These latter would be clients who had come subsequent to the large group of matriculants, would be older and have already had at least a couple of years of working.

Very few had voluntarily given up their jobs; the economic climate makes the finding of an alternative very difficult (Table 25).

TABLE 25

Reasons for changing/leaving job

	N	%
Temporary job only	6	43,0
Redundancy	2	14,5
Start of study/training	2	14,5
Better prospects	1	7,0
Fired:	1	7,0
Dissatisfied with conditions	1	7,0
Other	1	7,0
Total	14	100,0

6.2.3 Academic

About one third of the total group are studying at a post-matriculation level, and of these only about one-third are at university (Table 26).

TABLE 26

Type of study at post-school level

	N	%
University - science	4	17,33
arts	3	13,00
commerce	1	4,33
College - commercial	3	13,00
office routine	2	9,00
paramedical	1	4,33
Practical - electrical/electronics	4	17,33
nursing	4	17,33
Pre-university	1	4,33
Total	23	100,00

When invited to comment there were fourteen who made no response, and ten of them seemed to feel there was nothing further which needed saying. Twenty-two of them still appear enthusiastic about the service, regardless of the frustrations they have encountered since being at the Institute (Table 29).

TABLE 29

Comments made by clients

	N	%
Favourable and enthusiastic	22	45,0
Future plans	8	17,0
Queries	5	10,0
Money problems	4	8,0
Mild criticism	3	6,0
Other	2	4,0
Thanks for interest	5	10,0
Total	49	100,0

6.2.5 Assessment of effectiveness of counselling

With White clients it has proved difficult to relate test scores to achievement. The best predictor of success at university level was the counsellor's recommendation of university study, and this is made on the basis of her integration of test scores, school results, ambition and motivation. It is still too early to attempt to assess any such relationship for Black clients, and the added difficulties they encounter make it even more hazardous to try. Even concentration on study is difficult for them when there are money problems, concern about the family, etc.

The problem of the rural client has still to be tackled. The only such client so far has been the most dissatisfied - he chose to be tested in Afrikaans, but struggled with the tests and felt perhaps he should have used English, his language of schooling. He would have preferred counselling in his mother tongue, by someone from his own community, and a male because "a woman's voice is too soft". This would emphasize the need to train Black counsellors to deal with this population.

7. CONCLUSION

The NIPR is a research and not primarily a service organisation. Its concern therefore is the development of techniques and instruments which will be useful and effective in the personnel field and which can be shared with others involved in similar activities.

The project would therefore appear to have been a success from the NIPR's point of view. This is not mainly because a small number of Black matriculants benefitted but because the tests, interview procedures and careers information which were used appear to have been successful, and this suggests that the Institute has been working on a method of counselling which is suitable. The ultimate objective will have been achieved if the results of the work lead to an improvement in services available to Blacks in all parts of the country. It is hoped that others working or planning to work in the field will make use of any information the Institute has acquired and will share their experiences and findings with it.

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Name: High School:

NATIONAL INSTITUTE FOR PERSONNEL RESEARCH
P.O. Box 10319 Johannesburg

FOLLOW-UP QUESTIONNAIRE

Please make a cross in the appropriate block

CONFIDENTIAL

1. What was your main purpose in coming to the National Institute for Personnel Research?

2. Did you get a clearer understanding of your abilities and aptitudes?
Yes No
Comment

3. Did you get a clearer understanding of your interests?
Yes No
Comment

4. If you already had a fairly definite idea of a career choice, did the results confirm it?
Yes No
Comment

5. How did you feel while being tested:-
a) You were calm or nervous
b) The tests were easy or difficult
c) The atmosphere at the Institute was sympathetic
or unsympathetic
Comment

6. How did you feel about the interview:-

- a) You were relaxed or tense
- b) You understood the counsellor or did not understand her
- c) The counsellor understood you or did not understand you

7. Do you feel that you are able to express yourself freely in English?

Yes No

Comment

8. Would you have been able to express yourself more easily in your own language?

Yes No

Comment

9. Would you prefer to be counselled by some one from your own community - a teacher, minister, social worker?

Yes No Don't mind

Comment

10. Would you prefer to be counselled by:-

A man A Woman Don't mind

Comment

11. When the interest pattern was explained to you was this:-

- a) Clear or confusing
- b) In agreement with your idea of your interests different from your idea

Comment.....

12. When the test results were explained, were these:-

- a) Clear or confusing
- b) In agreement with your idea of your abilities or different from your idea

Comment.....
.....

13. Were the career fields recommended:-

- a) Exactly what you would like to do
- b) Satisfactory
- c) Not at all what you want to do

Comment
.....

14. Did you find that the written report gave you:-

- a) The same information as in the interview
- b) Some the same, some different
- c) Completely different information

Comment
.....

15. Did you understand the comparison of your test scores with scores of a specific group of people, and feel that this helped to explain your results more clearly?

Yes Don't know

No Explain
.....

16. What do you understand by vocational guidance?
.....

17. Was there any other information which you feel would have been helpful?

No Yes Explain
.....

18. In what way(s) do you feel that the service could have been improved?

19. Do you feel that your purpose in coming to the National Institute for
 Personnel Research has been fulfilled?
 Yes No

20. Any other comments.....

Signed

Date

B. JOB

If you have been working, please complete the following table:

Job Title	Employer	Period of service		Reason for leaving
		From	To	

Where the work was temporary, please put an asterisk (*)

C. POST-SCHOOL STUDY

If you were studying please complete the following table:

Name of course	Educational Institute	Full or part time	Subjects	Pass or fail

D. 1. What are you doing this year? _____

2. Why are you doing this? _____

3. Is there something else you would rather be doing? _____

4. Have the suggestions made by the Institute been helpful in your decision about what to do? _____

5. What do you plan to do next year? _____

6. Any comments _____

7. Signature _____ Date _____

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