THE ROLE OF COUNSELLING IN THE EDUCATION OF
THE SCHOOLGOING CHILD

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This study is an evaluation of counselling services in schools in Ireland.

The use of counselling provides a potentially useful means by which education may better serve the needs young people attending secondary school in Ireland. The study examines the counselling provision in Irish schools in the context of the development of counselling theory and therapy both world wide and in the Irish context.

The development of counselling throughout the ages is considered initially. This provides an historical perspective by which to understand the nature of counselling theory and therapy. Some progress in the area of educational theory was made during the middle ages, but counselling as we know developed only in the very late nineteenth century. Having considered the background to counselling, the definitions, types and theories which have evolved throughout this century are considered, working towards an understanding of counselling theory and therapy as it is today.

The study then narrows down to examine the status of counselling in Ireland today. The types of training and services available are listed, giving an indication of the range of theories in use and considering the therapies which are available and relevant to Irish society.
As the specific area under investigation is counselling in schools in Ireland, the status of counselling in Irish schools is studied, on an educational policy basis, and also considering the practical situation in schools and its implication for the counselling provision.

The next chapter considers the person involved in the study, the school going child. This chapter attempts to resolve whether the nature of adolescence is such that a counselling service would be of particular benefit to this age group.

The research is described, explaining the reasoning behind the type of methods used. The research used a questionnaire, completed by three-hundred and thirty pupils in fourteen Dublin schools. These questionnaires yielded information by which the counselling provision in Irish schools was then assessed.
I would like to acknowledge the people who assisted me in the completion of this thesis. Primarily, I wish to thank the schools, the counsellors, and the students who gave me their generous support, co-operation and interest when I was collecting my data. I would like to thank all of the organisations and people who replied to my letters and phone calls and the Irish Association for counsellors who helped me everywhere they could. I wish particularly to thank Muireann Conaty, Hannah O'Brien and Aidan Clifford (C.D.U., Trinity College) who all gave me help and encouragement wherever possible.

Counselling in schools in Ireland is a difficult and often thankless job. I sincerely believe that counsellors in schools are working to the best of their abilities to provide the service which they believe in. I wish to acknowledge all the counsellors working in this valuable part of our education system.

I wish to thank my sister Phil, who provided me with help in many forms, from transport to typing, all of which was invaluable. Thank you also to Pam Galvin who solved many a crisis.

Finally, I wish to thank my advisor, Dr. John Hurley, whose help, advice, and suggestions were a source of encouragement and inspiration throughout the two years I spent working on this thesis.
INTRODUCTION

This study is an attempt to take an evaluative look at the role of counselling in the development of the school-going child.

THE SOCIAL, ECONOMIC AND DEVELOPMENTAL BACKGROUND TO THE RESEARCH:

A study of guidance in secondary schools published by the EEC in 1977 suggests that in times of financial stringency it might be more effective to spend less money on teaching and learning and more on guidance to ensure its effective use (Guidance & Counselling in schools, I.G.C.report,1983). With this suggestion in mind, coupled with the extreme economic difficulties existent in Ireland at the moment, this study is an investigation into counselling and guidance services in schools in Ireland in order to see if there is an effective service which is reaching out to the people it purports to serve.

In the years since 1976, the total enrollment figures in secondary schools in Ireland has increased by 19,393 pupils,(Dept.Education statistics). Almost twenty thousand more pupils are attending secondary schools now, the total enrollment being 208,569 pupils. The Irish secondary school system has provided an increasingly academic structure by which young people are assessed. Over the last ten years there has also been an increase in the number of pupils sitting the Leaving Certificate examinations, 47,736 candidates in 1985 compared with 29,206 candidates in 1975 (Dept.Ed.Statistics). The increase in the general education of the
youth of the country can be interpreted in terms of the emergence of a greater youth population, and it is an achievement which must be acknowledged that this growing population is being brought to a higher standard of education. However, there are indications of devastating social problems in the youth population which makes up half of Ireland's total population, and the question which must be asked is whether the education system is giving young people an "Education for Life"?

The secondary school child is undergoing one of the most difficult periods of life. The transition from childhood to adulthood is a difficult one, even for the most balanced child. Apart from the influence of the family, the other major influence on the young person's life is the school and the school environment. The most that either influences can attempt to do is to help each young person to cope with the changes wrought by adolescence, to develop a sense of responsibility, to make definite and considered personal decisions, in short, families and schools have a duty to assist young people in their self-growth towards becoming a self-fulfilled and well-adjusted adult.

Unfortunately, the economic difficulties in Ireland have made it very difficult for either parents or schools to cope with this duty. For many parents and family situations the priority at the moment is to survive rather than to achieve. In the school system, there is increasing pressure placed on young people to achieve academically or to drop out, some to accept unemployment, some to emigrate, still others to drift into an underworld life of drug-taking, alcohol abuse, and crime, all of which exist as serious
problems in Ireland today. "The confusion, uncertainty, and alienation that young people experience today are problems that past generations have not faced "(Myrick and Myrick, 1983)

Even for those young people who achieve academically, there is an unfortunate assumption that this level of education will provide an open door to any number of career prospects. However, employment prospects have decreased dramatically over the last seven years. In 1979 a survey carried out by the Department of Labour showed 68% of school-leavers employed in their first year leaving school, 20% pursuing further education, with 7.6% being unemployed or seeking their first job. The same survey, carried out in 1984 showed 41% in employment, 26.4% pursuing further education, while 28.5% were unemployed or seeking their first job. (The Economic Status of School-leavers, Dept of Labour 1979-1984). A recent study by the Youth Employment Agency shows that youth unemployment figures have quadrupled over the last five years only. Thus, it is clear that for a very great number of young people, a qualification such as the Leaving Certificate is of little practical use in the business of life. In examining the concept of psychological maturity and its relationship to schools, it has been pointed out by Mosher and Sprinthall (1971) and McLelland (1973) that concentrating on grades is no guarantee that success in life will follow. These studies indicate that ratings of psychological maturity are far more predictive of success after school than are grade points or scholastic aptitude measures, (Counselling and Human Development, June 1981)
COUNSELLING AS A RESPONSE TO THESE PROBLEMS

Counselling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general "life skills training programme" for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives. In an article entitled "Guidance and Counselling, Today and Tomorrow" (I.G.C.Journal Spring 1981) The Department of education Chief Psychologist Turlogh O'Concubhair gave as his definition of the Guidance counselling service in schools;

"Guidance in schools is that area of the schools provision that is specifically directed towards helping pupils realise their full potential in preparing for adult and working life".

This statement will be later examined in more depth, but it provides a definite statement of the subject under investigation in this study.
"Career counselling is frequently advocated as essential in preparing people for the work-force, but it is an area which has largely escaped close examination", so stated Neville Taylor (British Journal of Guidance & Counselling 1985), while Holland (1981) considered counselling to be a "popular but largely unevaluated technique". This lack of research can be attributed largely to the relative newness of guidance and counselling. There has been a certain amount of research done into some aspects of the subject, Fallone Di Bennardo (1967) investigated counsellor style; Irwin (1973) and McNally & Drummond (1974) examined the concept of empathy in careers counselling; Concluding from research, Hayes & Hopson (1971) described counselling as a means of helping individuals develop self-understanding and occupational and educational plans. Its focus, they stated, varies from helping a client choose a career through teaching career decision-making skills, to aiding clients in understanding the entire career process, (Morrill & Forrest 1970).

Counsellors differ in their approaches; this area was studied by Crite (1974, 1976), who summarised the various approaches as being 1) Trait and factor 2) Client-Centred 3) Psychodynamic 4) Developmental 5) Behavioural. Crite stated that these classifications could be used to identify issues which come under debate in Guidance counselling literature, e.g. whether the "rational" approach is more effective than the "affective" approach; who should collect and/or provide information - the counsellor who "knows all", or the Client who is seeking information?; Whether the decisions about the basic
counsellor-client relationship are "prescribed" by the counsellor, or decided on by the client and the counsellor; the counselling style used by the counsellor; The question of content, what should be discussed in the interview - should the counsellor delve into the underlying personal situations affecting the client, or should the interview be more straight-forward? Basically each therapist decides the approach which suits him/her the best, while many use elements from various approaches depending on the circumstances. (B.J.G.C. May 1985).

In Ireland, Dr. Eleanor O'Leary has conducted some research into the area of school counselling. In 1979, O'Leary investigated the counselling experiences of 5th and 6th year students in schools in Cork. This study examined in particular the Rogerian "core conditions" of Empathy, Congruence, and Unconditional Positive Regard. The results showed most notably that there was a sizable number of clients who terminated the counselling after the initial stage. Perhaps related to this were the other findings which indicated that of all the counsellor offered conditions, Empathy is the most significant, and that empathy is established early in the relationship or not at all, (Institute of Guidance Counsellors Journal, Spring 1981).
In 1981 the Cork branch of the Institute of Guidance Counsellors produced a job description for school Guidance Counsellors listing their areas of work. The School Guidance Counsellor:

1) Counsels individual students and provides group education and vocational guidance.
2) Assists individual students with personal problems; social, emotional etc.
3) Assists with personal development.
4) Advises on study techniques.
5) Advises on job applications and interviews.
6) May engage in psychological testing and other testing.
7) May refer students to other agencies.
8) May co-ordinate a school system of pastoral care.
9) Is responsible for the compilation and availability of occupational information.
10) Enjoys freedom and flexibility in the organisation of counselling activities according to the needs of the school.

Further to this the report designated four major work areas for the School Counsellor: Individual Counselling; Group Guidance; Occupational Information; Psychological Testing.

These areas of work were further reiterated by several reports produced in subsequent years, in 1983, the Institute produced a document "Guidance and Counselling in Schools, Why the Service Must be Retained", a document produced in the climate of educational cut-backs which have severely damaged the status of the counselling services in schools. In March 1985, the I.G.C. annual report gave a similar, somewhat more comprehensive job description, and maintained in conclusion that:

"The implementation of the Guidance Counselling Service is the primary responsibility of the guidance counsellor, and its effectiveness depends on the guidance counsellor having no other responsibilities. This report does not see Subject teaching as a function of the counsellor."

Related to this statement, Dr. O'Leary and Malcolm Adams conducted research into the area of the guidance counsellor in the classroom, considering the double, possibly conflicting role of teacher and counsellor now presented to Guidance Counsellors, (this research will be examined in greater detail in the chapter "Counselling in schools in Ireland"), (I.G.C. Journal, Summer 1986)
THE AIM OF THE RESEARCH

The aim of this study is to examine the area of counselling in schools in Ireland, paying attention to the status of counselling in Ireland on a therapeutic and theoretical level; on an educational policy basis; and the research conducted specifically examines the attitudes of students in schools in Dublin, questioning them on their need for a counselling service, associated with the availability of such services.

It is hoped to reach some conclusions about the area of counselling in schools in Ireland, considering the limitations imposed on the services due to economic pressures, the potential of the service in the Irish educational climate, and the attitudes of students to a counselling service - judging their response to a need for counselling against their response to the availability of this service. Information derived from questionnaires presented to students will be the basis of the conclusions drawn, recognising the areas of counselling and guidance which students consider to be the most important, and those areas of the service which are most neglected.
EXPLORATION OF COUNSELLING

In an attempt to understand and utilise the potential of counselling strategies most completely, it is necessary to look at the background to its development - What is counselling?, to what needs; societal, economic, environmental, has counselling been the response? What roles has counselling assumed in the areas of therapy, education and the promotion of personal growth and development? Could counselling become more expansive, more generalised to cater more effectively to any or all of these areas? This chapter looks at these questions and attempts to answer them in terms of the literature written on the subject.

HISTORICAL BACKGROUND

The earliest origins of counselling:

According to Beck (1963) "In prehistoric societies, guidance in its broadest sense was aid given to one person by another, by a group to its members in seeking what was the best course of action in terms of the survival of the individual or the group". Such communication between individuals has existed throughout the ages and it is difficult, therefore, to pinpoint when this became counselling". Shertzon & Stone, (1974), indicate that if this first
definition of counselling is accepted - that counselling is one person giving aid or advice to another - the point at which man first sought and received verbal aid marks the beginning of counselling.

There is an abundance of evidence that, through history, humankind has sought advice and counsel from those possessing superior knowledge, insights and experience to themselves. It could therefore be suggested that chieftains and elders of tribes thus were the first counterparts of counsellors. The sharing of economic and survival enterprises in such times limited the need for career and occupational guidance counselling services. However, as skills became more important and recognised, inheritance became the means by which occupations were determined, that is, skills and trades being passed from father to son and mother to daughter. Studies show that although conflict over career choice was then absent, there were indications of pride and pleasure taken from developing and demonstrating skills and fulfilling one's potential.

Looking to the area of personality problems and the treatment of mental illness, it has been shown among Chinese and Egyptian ancient societies that the belief that disordered behaviour was the result of possession by demons and spirits was accepted. Such behaviour was thus treated by exorcism through spells, incantations and sometimes horrific means of treatment.
Belkin (1975) points out that the ancient Greeks formulated concepts of counselling dealing with the interaction of people with one another and the environment. Within Grecian society, great emphasis was placed upon the education and development of the individual towards role fulfillment to the greatest potential for oneself and society. The Greek philosopher Hippocrates rejected demonology as the explanation of disordered behaviour and argued such problems to be the result of disturbed body fluids. He maintained that the mentally ill should be treated by humane methods. Belkin's studies (1975) show Plato to be the first philosopher to organise psychological insights into a systematic theory. Plato's interests involved moral, educational and developmental aspects of psychology. His method sets the way for a modern counselling relationship; he used a dramatic method - profound questions set and dealt with through the dynamics of human interactions. Aristotle made significant contributions, instigating and directing studies of people interacting with each other and the environment. Individuality and the right of self-determination were elements of present day counselling disciplines which were assumed in the ancient Hebrew society, while within the early Christian society, the emphasis was on humanistic ideals which formed the basis of modern democracy and of today's counselling movement.
The development of Vocational Guidance and Counselling Therapy in the Middle Ages:

During the Middle Ages, certain areas of counselling psychology began to develop and become formalised, while other areas remained underdeveloped. Vocational guidance counselling has its roots in the developing educational systems of the early Middle Ages. The philosopher of the fourteenth century, Luis Vives, was concerned with the need to guide each person according to their own aptitudes and abilities, and even demanded that young girls should be prepared for "useful occupations"! In the early Middle Ages, the duty of advising and directing youth usually fell to the parish priest, and education was under religious jurisdiction (Gibson & Higgins 1966). During the rise of the European kingdoms, efforts at appropriate vocational placement were made. The seventeenth century saw the appearance of books to aid occupational choice - Powell's "Tom of all trades or the plain pathway to preferment" was published in 1631, a book which gave information on professions, how to gain access to them, and suggested financial support systems and appropriate schools to attend.

In direct contrast to the healthy development of vocational guidance systems, the Middle Ages showed no such developments in the area of therapy or treatments for the mentally ill. Rather, there was a serious revival of demonology and superstition which resulted in the maltreatment of the mentally ill, supposedly "justified"
cruelty and witchcraft trials which sentenced many insane people to death between the fifteenth and seventeenth centuries. Although asylums were opened in the later Middle Ages, there were no substantial developments in the treatment of mental illness until the late nineteenth century.

Vocational Guidance and Counselling Therapy in the Eighteenth and Nineteenth Centuries:

The eighteenth century saw further developments in the area of career guidance and educational theory, both in Europe and America. Many books on career guidance were written. Rousseau advocated permissiveness in learning and "learning through doing". Johann Pestalozzi (1762), a Swiss educator, made the statement "Society could be reformed only to the extent that the individual is helped to help himself develop". In the U.S.A., Jefferson (1779) sought to "educate the youth as a source of natural leadership". The nineteenth century educator H. Mann (1845), held that the objective of education was social reform. Evidence in the latter nineteenth century of the decay of Christian morals added greater significance to the methods of moral instruction and education. Mayo (1872) stated that morality and good citizenship were indistinguishable, and felt that moral education should be based on concepts and principles from the traditional Christian American society. In the nineteenth century, a biologist introduced the concept "adjustment", which he deduced from the evidence of biology and nature. Forms of life which are unable to adjust and adapt to different environments and conditions become extinct, thus he implied that perfect life derived from perfect adjustment, that adaptive behaviour maintains life.
Rudimentary personality testing began around the late nineteenth - early twentieth century. Graphology, the study of handwriting, proffered as a new science was held as a personality test, while turn-of-the-century schools began to develop methods of recognising individual differences, using pupil performance as the criteria.

The nature of education was undergoing radical changes. As the U.S. entered the twentieth century, educators emphasised the need for educational opportunities for all at no cost, a relationship between education for all and the well being of society having been accepted. Accepted also was the desirability of recognising and providing for individual differences. Schools were deemed to have some responsibility for public morality, showing concern for societal problems and awakening concern for the preparation of youths entering the labour market. It was becoming increasingly obvious that young people were in need of assistance in decision making and preparation for their working lives. Few mature adults were trained to assist, thus the twentieth century was ready for a genuine attempt to develop career and educational guidance and counselling, that it could better meet these needs.
COUNSELLING THEORY AND THERAPY THROUGH THE TWENTIETH CENTURY;
Sociological, environmental and economic changes of the twentieth century, which provide the background to the development of counselling therapy and vocational guidance:

INDUSTRIALISATION; Scientific, Medical, and Social changes:

Arising from the scientific and medical developments of the late nineteenth century, a greater understanding and concern for the diagnosis and treatment of mental illness began to evolve. It was discovered that some mental illness was organic in origin. Freud laid the groundwork for understanding illness as a function of psychological disorders, Pavlov induced neurosis in dogs, Beers (1909) wrote and published his book "The Mind that Found Itself", which served as a public educator in the area of psychology and psychiatry, showing that a man could survive, leave and write of the horrors of a mental asylum and of the difficulties of suffering mental illness. Each development was a result of rapidly changing social and economic factors, and the developments, scientific, medical and otherwise, which characterised European and American society after the Industrial Revolution.

Thus, it can be said that the first formalised attempt to apply theory to a process of helping others took place about one hundred years ago and formal Counselling Therapy has been developing since then. Since the late nineteenth century, social, economic, scientific and ideological changes have affected significant changes on the attitudes of individuals both to themselves and to others.
Such attitudinal changes have had effect on the function of education and psychology. As a result it is necessary to study the reasons for, and nature of these changes.

The movement from rural to urban settings and the emergence of cities had repercussions on the lifestyles, opinions, and beliefs of all people. Shertzon & Stone (1974) - "The poverty, misery and unemployment which came as a result of the transformation of America into an industrialised, urbanised society, led to the establishment of organised charities, settlement houses, philanthropic associations, and government custodian and correctional institutions". Social reform writers such as Jacob Riis and Ida Tarbell (1890) created a climate of concern for the underprivileged. Within the mass society, the Jeffersonian idea of equal opportunities became transposed more meaningfully into the necessity for education in order to find one's own place in the industrial organisation. The evolving Urban society saw the development of a depersonalised, anonymous society, which meant the establishment of new rules by which to live and survive. Population density demanded new ways of defining others - status symbols, occupation, language, possessions - became more meaningful. Society began to react to labels, and the attainment thereof provided new motivation for many.

One of the most crucial areas for the revision of values was within the family structure. The rural family unit had originally assumed a host of functions which the urban family abandoned. The rural family was usually a self contained, productive unit, providing itself with food, shelter, clothing, controlling the teaching and sanctioning of religious and social doctrine, educating children in reading and writing skills, and passing on to children
the knowledge of adult roles. The urban society, however, took education out of the hands of parents, while population density made it possible to establish religious congregations thereby taking religious training out of direct parental control also. Recreation shifted to diverse community agencies, often both parents worked, leaving little of the working family unit of rural society intact.

In the midst of this transfer of functions was fertile ground for many social problems to grow. Lewis (1970) indicates life and problems were more complex in the area of social relationships, he states, "Professional counselling has thus developed as a response to a strong social need; It has long been recognised that a person, confused about himself and his future may be helped by discussing his problem with another person, but only in this century has this become formalised". In the field of education, industrialisation and its consequences for urban organisation produced important changes in the structure of, and demands upon school systems, changing also the relationship between teachers and their pupils.

Economics of the twentieth century brought changes on the attitudes, values, needs and abilities of the modern man. Increased industrialisation and diversification, depressions and recessions, the effects of unemployment, have all created problems for the individual and society. International tension, conflicts and war brought sorrow, insecurity and uncertainty, leading many people to question their abilities to lead fulfilled and fulfilling lives. The studies of Frankl (1969) and Gardner (1965) indicate that people can adapt to and change their environments and can be aided in so doing by counselling and counsellors.
The twentieth century has seen great progress in medicine, transportation, and communication. Scientific research methods could now be used in psychology and psychiatry, which have focussed attention on human motivation and behaviour. Such data derived from experimentation and observation has been of great value to the counsellor both in the area of treatment and also in theoretical development.

Ideological changes:

Ideologically, modern man is very different to his eighteenth or nineteenth century counterpart. He is now more concerned with the rights of all individuals. The development of the modern middle class has allowed people higher expectations and standards of living, thereby creating the demand for greater equality in all areas of modern life. Civil rights have become better understood and advanced through legislation and related social programs. Counselling has followed ideological theories and concepts in attempting to reach its goal of aiding all individuals. The belief that all individuals are worthy of dignity and respect is a key concept to the theory and practise of counselling, which implies an openness to all levels and stratas of society to further their own self-understanding, growth and development.

This function of counselling, assisting the individual to live a fulfilled and meaningful life, is of major influence in the theory of vocational career guidance. Throughout the seventeenth and eighteenth centuries, career guidance within education had already been given attention from theorists and educators. It was conceptualised as an attempt to help individuals evaluate themselves and choose occupations in which they would be satisfied. It also
helped them to use their identified abilities well. According to Belkin (1975) "The vocational guidance movement has changed dramatically since its beginnings ninety years ago, no longer simply vocational or educational, the term guidance has become linked almost automatically with counselling - no longer simply giving advice, but helping individuals to resolve difficulties in their lives, sometimes quite complex and deeply rooted, and treating such problems in a way different to psychotherapy. The narrow emphasis on vocational needs and interests began to broaden to an emphasis on human adjustment, requiring more far ranging skills than information giving alone".

Automation:

The age of automation has brought further changes to the life of modern man. Where the industrial revolution saw the development of machines which took over the work previously done by human muscle power, automation goes a step further, as a tool by which a mechanical brain takes over the work of a human brain in the performance of certain activities. The most profound effect this has had is in the area of employment, as less manual work is required, more people find themselves only partially employed while many more are completely unemployed. This problem has become more accentuated due to the political and economic situation in Europe. Thus the traditional virtue of working full days now has become almost obsolete. Modern theorists have suggested that schools should
prepare for leisure-time activities. The gradual elimination of jobs necessitate a new way of thinking in every area of life. If the working life can no longer be assumed, this implies the need to reconsider fundamental attitudes to leisure. Educational and social programs need to encourage every person to exercise his growing freedom of choice intelligently. Leisure is freedom only if one has the knowledge and wherewithall to use it.

The Counselling Response:

Carl Rogers, one of the most important counselling theorists, considered the counselling relationship to be one in which one of the parties has the intent of promoting the growth, development, maturity and improved functioning of the other. This relationship allows the individual to grow and develop in order to meet the demands, both societal and personal which are placed upon him. This then, is the essence of counselling as it has developed throughout the centuries. Counselling theory effects many areas of modern life, as it attempts to help man live in modern society. In the context of this study, "The role of counselling in the development of the school going child", both vocational and therapeutic counselling have relevance. To further understand the nature and potential of counselling, it is necessary to study different theoretical positions, and to consider various definitions of counselling.
DEFINITIONS OF COUNSELLING

One of the earliest and most rudimentary definitions of counselling, already stated, is that "Guidance, in the broadest sense, is aid given to one person by another, by a group to its members, in seeking what is the best course of action in terms of the individual and of the group," (Beck 1983). Further to this basic definition is the observation that all human relationships are conceivably therapeutic, involving a situation which allows for the relief of distress in an ethos of support and understanding, whether the situation is formal or informal, (Burns 1983).

Today as the work of the counsellor has become more defined and specific, the term "Counselling" has come to have a variety of meanings. Glanz (1970), defined counselling as "An open-ended, face to face, problem solving situation, within which a student, with professional assistance can focus and begin to solve a problem or problems". Arbuckle (1972), states counselling to be "A warm relationship in which the counsellor, fully and completely, without any ifs or buts, accepts the client as a worthy person; In this relationship of complete acceptance the client can grow and develop and come to use the strengths and capacities which are his, to make decisions and choices which will satisfy him and thus all his fellows." Brammer and Shostrom, using the term "Help" have defined this as "...a situation providing conditions for people to fulfill
their needs for security, love and respect, self-esteem, decisive action and self-actualising growth,"(1960). Blos and Pepinsky (1954), both state that counselling deals with relatively un-embedded problems, with people who have not developed rigid neurotic problems but are primarily victims from the outside environment. Thorne (1950) however describes counselling as "...a kind of psychotherapy adaptable to all normal persons". Robinson (1963) considers counselling as aiding normal people to achieve higher level adjustment skills which are manifested as increasing maturity, independence, personal integration and responsibility.

An adequate definition of counselling needs to be comprehensive if it is to include all of the important and relevant elements. Rogers (1951) speaks of counselling as a relationship where one of the parties has the intent of promoting the growth, development, maturity, and improved functioning of the other. The core of the Client-centred approach to counselling is "...a relationship, by which the counsellor helps the client to live more effectively and to cope better with the problems of living". The central and essential counsellor qualities associated with this approach are known by the terms "empathic understanding" and "active listening". Adherents to client-centred counselling schools view counselling as being predominantly a relationship.

Still others would consider that beyond the counselling relationship there are certain skills and activities which are necessary elements in counselling. Thus counselling is defined as a "repertoire of skills" including those of a fundamental counselling
relationship, but also ideas of skills used according to a particular theory accepted. Different theories require different skills - the emphasis in Psychoanalysis, for example, being on the interpretation of dreams, as opposed to Behavior theory which uses rewarding as the means by which behavior is changed. The skills involved in a definition of counselling may also differ according to the area of counselling involved, whether it be career counselling as opposed to marital counselling.

Increased recognition of the fact that psychiatric problems and difficulties in living are widespread throughout the population and not just confined to a seriously disturbed minority has lead to a growing demand for counselling services. Traditionally, helping professions including psychiatry, clinical psychology, and social-work focussed on the most vulnerable sectors of the population, however, it has evolved that counselling and counsellors work mainly with less disturbed people in non psychiatric situations. This provides another view of counselling, as a helping process with the over-riding goal of helping clients to help themselves. The notion of personal responsibility is at the root of the self help process, involving the elements of self awareness, the capacity for flexibility, and freedom of choice in how to feel think and act, and the ability to act effectively - meaning the ability to manipulate and to deal effectively with the environment and oneself, in order to meet ones goals and potentials.

One further characteristic of counselling is that it is predominantly a psychological process, in that it is based on psychological theory.
DEFINITION OF COUNSELLING: Counselling aims to help clients, usually seen outside medical settings, to help themselves. The counsellors repertoire of skills includes those of forming an understanding relationship with clients and also skills focussed on helping them to change specific aspects of themselves, their feeling, thinking and behavior. Counselling can be seen as being both a process and a relationship, it is a process by which concerted attention is given by both the counsellor and the client to the problems of the client, in a setting of privacy, warmth, mutual acceptance and confidentiality. Counselling is a relationship characterised by trust, confidence, and intimacy, in which the client gains intellectual and emotional stability from which he can resolve difficulties, make plans and realise greater fulfillment.

As we have seen, therapeutic counselling has its root in many different fields and occupations. Many persons of different skill levels "Counsel". It is useful therefore, at this point to look more closely at the various types of counselling.
Clinical psychology is a field of psychology which is very closely related to counselling psychology. It grew largely from intelligence testing efforts from 1912 to 1930. Clinical psychology and counselling have much in common, case study methods, evaluation instruments, and psycho-therapeutic interviewing techniques. Nevertheless, there are significant historical and functional differences. Gustad (1953) concluded that although the effort of the two disciplines was essentially the same, they differed in their emphases. Super (1977) while acknowledging the oversimplification, states the essential difference between clinical and counselling psychology to be that clinical psychology tends to look for what is wrong and how to treat it, while counselling psychology looks at what is right and how to use it. Further distinctions can be made on the basis that clinical psychologists, due to their skills in assisting diagnostic evaluations of the mentally-ill have assumed unique positions as members of clinical or hospital teams, while the characteristic educational setting and the fact that counselling is directed primarily to normal people separates these two professions.
PSYCHIATRY

Counselling can be relatively easily distinguished from psychiatry on the basis that psychiatrists are trained as medical doctors, and thus usually use medical therapies in their treatment of their clients. There is some controversy as to whether mental illness can be seen purely as a disease, or whether it also involves disorders of learning and perception. Many psychiatrists have become disillusioned with the medical model of mental illness, making distinctions between abnormal behavior derived from a physical defect rather than from a disordered perception. Glasser (1965) stresses the therapists role of teaching the client more responsible and self fulfilling behavior, and emphasises how this learning approach is, however, incompatible with the more conventional medical conception of mental-illness.

SCHOOL AND EDUCATIONAL COUNSELLING

School and educational counselling deals with a wide variety of problems, relating to the areas of teaching and administration and also to personal and therapeutic counselling. In America there is growing emphasis on the area of psychological education, reflecting the attempt to engage more in developmental and preventative work. Hopson and Hough (1976), in Britain, have argued for more development of personal and social education within the curriculum. Rogers (1942) stated with reference to developmental
counselling "It aims directly toward greater independence and integration of the individual; the individual is the focus, the aim being to assist him or her to grow, to cope with present or future problems in a more integrated fashion". Within school counselling, a significant concept is the levels on which the counsellor operates. The educational counsellor whose professional roots are in teaching may do part-time counselling of the educational planning type, giving information and suggestions generally acting as an adviser to students. If the counsellors professional affiliation is within education but with special training in counselling he or she will deal with school counselling problems ranging from information-giving to vocational planning and social conduct and further to dealing with more emotionally involved student problems. The trained counsellor or clinical psychologist is at the third level of school counselling and operates professionally within the school.

MARRIAGE COUNSELLING

Marriage counselling is another speciality area which can cover the area of information giving through to handling emotional factors. Many marital counsellors function chiefly as sources of information for intending couples. However, marriage counsellors may also have to deal with couples already suffering problems within the marriage, and this kind of counselling is really an adaptation of therapeutic psychological counselling.
RELIGIOUS COUNSELLING

Religious counselling is an area which has existed throughout the ages. Pastors and clergymen have long been seen as individuals possessing wisdom and knowledge and have been accordingly considered valuable advisers and counsellors. The religious counsellors relationship to the client centres around religion, dealing primarily with moral and spiritual value problems. Recently there has been a growing emphasis on professional preparation for clergymen to do psychological counselling.

REHABILITATION AND EDUCATIONAL COUNSELLING

Rehabilitation counselling, originally intended to help the physically and mentally handicapped to come to terms with themselves and their lives has been expanded to now include the counselling of emotionally, socially and economically handicapped individuals. Similarly, the function of employment counsellors has developed from the original "placement counsellor" - one who worked for the employer, finding suitably qualified employees; or who could also work on the behalf of the individual with difficulties finding a job. With fast changing economic conditions, this counsellor has become involved in advising clients about re-training and upgrading skills, coping with unemployment, and related problems.
These are some of the ways in which counselling skills are employed professionally. Every practitioner of counselling psychology works according to a specific theory, therefore we next look at the idea of theories themselves, how they came about, and how they are used. Further to that we examine important theories and theorists of counselling psychology.
THEORIES OF COUNSELLING

Theories have developed as a need to make sense of life, they provide a map of life on which a few points rare known, others are then inferred. The actions and reactions of a counsellor constitute a theory of counselling. There are several bases for such theories - the character and personality of any theorist dictates the theory developed and used by them; theories are bound by space and time - those developed in 1920 are unlikely to be the same as those developed in 1985, similarly, Eastern theories differ greatly from those developed in the western world. Further to this there are sociological elements within theories, their relevance to a particular culture, its references, past, present, and future, and its language and concerns. Theories have philosophical bases also, Barclay (1971) divides counselling theory into two positions, humanistic counselling, which is more subject-oriented with the emphasis on self-understanding, and environmental counselling, which is more object-oriented, stressing external reality including the areas of problem-solving and the manipulation of the clients environment. There is also the source from mental health, with the assumption that to be mentally healthy is a desirable goal. Jahoda (1958) has suggested that there are six criteria for mental health; (1) The attitude of the individual to himself. (2) Growth,
development and self-actualising. (3) The integration of the individual. (4) The autonomy of the individual. (5) His perception of reality. (6) The individual's mastery of the environment. Jahoda (1958) All and indeed each of these elements can be seen as valid goals of counselling, each, perhaps, suggesting different theories. Such goals must therefore be clarified and accepted in order that a reasonable theory can be built.

There are many different functions of theories. Campbell (1953) suggests that they may lead to the observation of relationships which have previously been overlooked. Theories help to incorporate data by providing laws. They may define operational truths, involving assertions leading to predictions which may be tested and verified (McCabe 1958). They focus attention on relevant data by indicating what to look for, and they lead to the use of consistent terminology. Within the counselling situation, theories may help to construct new methods of behaving and point to ways of evaluating older methods (Brammer & Shostrom 1977). There is, however, the temptation to generalise from a theory. They must be viewed somewhat skeptically and the theorist must continue to attempt to build better theories which approximate his theories more accurately. Counselling theory has effects on the expectations and behaviors of the client and affects the counsellor as his actions are based on a theory held about the nature of counselling and its process.

A theory can be considered good if it is clear, comprehensive, explicit, and generates useful research (Burks & Stefflre 1979). One should ask less if it is "true" than whether or not it is "helpful".
Among counsellors, attitudes to the value of various types of theory range from the dogmatically anti-theoretical to the theoretical - from behaviourists to non-behaviourists. In using theories it may become necessary to take the best of many theories in order to act "as if" we know. It it important to realise that theories may complement each other rather than conflict with each other. The philosopher Pepper (1957) suggest we should be rigorous in theory and humane in action, meaning that theories should be used in order to make the best use of them - again the question "is this theory helpful to this situation?" provide a yardstick by which to judge any particular theory. In counselling the best use can be made of theories to help others not only by using presently held theories, but also by trying to develop new theories which may better serve others involved in the counselling situation.

Counselling theories have evolved from many different sources. They can be loosely classified in three categories, Psychoanalytic theory, Behavioural theory, and Humanistic theory. These classifications are often arbitrary and based on historical over-simplifications, however they assist in the basic comprehension of specific theories and theorists. With decreasing emphasis on distinctive views, there is greater blending of ideas and integration of theories, resulting in the later "Eclectic" movement.
PSYCHOANALYTIC THEORY

Psychoanalysis provides a very important source of concepts in personality theory. It has been of major influence especially in the area of humanistic psychology, and many concepts such as Free-association, Interpretation, Transference and Resistance affect and are involved in counselling.

The founder of psychoanalytic theory, Sigmund Freud (1856 - 1939), has had tremendous impact on psychology. Born Jewish, in a town called Freiberg, Freud trained as a medical doctor, although due to his wide range of interests he spent three years more than most at his study. Freud's skill appeared to be in a novel synthesis of older ideas into a framework which utilised the language and thinking of physics. In his dealing with psychic phenomena, for example the phenomenon of hysteria, Freud came to the conclusion that the scientific medical method had to be developed further than the laboratory rather that it should be limited only to the laboratory. His thinking developed to the point where he considered that such psychic phenomena could never be adequately explained by physiology, believing rather in the great power of the mind and its mental processes. He became convinced that psychic life was determined in large part by unconscious and instinctual tensions, and believed by analysis of the conscious manifestations of the unconscious processes it would be possible to devise some general theory about the nature of psychic phenomena.
Freud's psychoanalytic theory consisted of an elaborate system describing mental life. He considered mental life to be the function of three agencies, the "Id", the most basic of the three which was constantly striving for instinctual satisfaction; the "Ego", whose function it is to meet the demands of the id, but on the basis of reality; and the "Superego", which represents moral and authoritative influences. Freud considered humans to be sexual from infancy, describing this sexuality in different stages: Up to five years the child passes through the "pre-genital" phase, there is then a lapse of sexual interest and activity lasting until puberty at which point begins the "Genital" phase. Freud maintains that, while the child's ego is basically weak, defensive mechanisms are developed. One of the most important defensive mechanisms is "Repression", which denies and represses the strong sexual impulses of the id. According to Freud, neurosis is derived from excessive repression. He saw the aim of psychoanalysis as being to lift childhood repressions, and thereby to strengthen the client's ego. The major techniques used in psychoanalysis are, the interpretation of dreams, the use of free-association and transference.

Freud had influence on all areas of psychology and thus his techniques are of unique historical interest. Among those influenced by Freud are Adler, Jung, Horney, Sullivan, Fromm and Rogers. In terms of counselling, one of the most important elements of Freudian theory is that of "defence-mechanisms". Psychoanalysis serves to make therapists more aware of the unconscious bases of human behavior, the implication being that counsellors have become less concerned with the symptoms of a problem and more concerned with the
roots of the problem. By helping the client become more aware of, and able to deal with their unconscious feelings, the counsellor helps the client toward greater self-knowledge, clearer rationality, more spontaneity, and other values implicit in the mature personality.

BEHAVIOR THEORY

Behavior theory may be viewed as an overall theory and as an experimentally based attempt to describe the laws or principles by which human behavior is learned and maintained. Learning, it is agreed, is a central factor in human behavior and has always exerted a prime influence on psychological studies.

Behavioural theory owes much in its origin to the work of E.L. Thorndike. Thorndike conceived of man as a biological organism that had evolved to his present state. He considered that the acts of man's future were largely determined at the point of conception. His theory of education was that its basic task was to make use of, and to develop the given properties and potentialities that man had. Thus he believed in a theory of education which placed prime emphasis on hereditary individual differences. Apart from developing and testing a number of testing instruments, Thorndike organised in a systematic manner, principles of learning which had earlier only been surmised or stated.
Pavlov (1849-1936) further developed Behavioural theory. Pavlov conducted extensive research in the field of psychology and reflexes. He discovered the "Conditioned-Reflex", obtaining a conditioned reflex by pairing or linking up the action of a new stimulus with an unconditioned reflex - pairing a conditioned stimulus (a metronome) with an unconditioned stimulus (food), a dog comes to acquire a salivary response in the presence of the conditioned stimulus alone. The learning of a conditioned response in the above manner has come to be termed "Classical Conditioning". Pavlov explored many more areas of research, while his experimental work has been of fundamental influence in behavioural psychology.

J.B. Watson (1878-1958) viewed Behaviourism -the term used for behaviorist psychology as an experimental branch of natural science focussed on the behavior of human beings. Watson embarked on an attack on introspection and consciousness in psychology as a mediator of learning, and set out to create a psychology of behaviorism. He distinguished between learned and unlearned responses, stating that most stimuli to which humans respond are learned. Three main habit systems are formed by conditioning:

1) Emotional, the unlearned emotional responses being Fear, Rage, and Love. Watson conducted experiments on a young eleven-month old boy named Albert. He conditioned Albert to have a fear response to a white rat; further to this, the fear response was transferred to other white animals. Experiments on another child indicated the possibility of Unconditioning a fear response - making the child unafraid of furry white animals.
2) Manual, involving manual skills which are learned responses.

3) Verbal, Watson considered that "thinking" was the same as talking to oneself, he believed language development represents the conditioning of verbal responses on unlearned vocal sounds. Memory is viewed as the retention of verbal traits.

B.F. Skinner went beyond classical conditioning and focused on the action of the environment after the response has been made. "Operant Conditioning" emphasizes that behavior operates on the environment to generate consequences. Reinforcers are events which strengthen the likelihood of a person having a certain response. He introduced the concepts of "positive and negative reinforcements", "schedules of reinforcements", "maintenance", and "extinction".

Behaviourist theory has been further developed by theorists such as J. Wolpe, H. Esyenck, and A. Bandura. Bandura explored human behavior as acquired through what he called "observational learning" or "modelling". The role of modelling in the acquisition of behavior has since been the subject of much investigation. Banduras most distinctive contribution to changing behavior in counselling and clinical setting has been the approach named "Participant Modelling", which attempts to make sure that the client engages in successful performance of a feared task, by use of "performance aids"- for example one such aid is the joint performance of the task by the client and the counsellor.
HUMANISTIC THEORY

Humanistic theory evolved from many sources, its first major proponent being Carl Rogers. Rogers was born in 1902 in Chicago. The central theme of his theory is that the growth potential inherent in all individuals tends to be released in a relationship in which the helping person communicates genuineness, caring, and a sensitive, non-judgmental understanding of the clients "inner flow" of experiencing.

Rogers theory emphasised the importance of peoples "self-concept", meaning the ways in which people define and perceive themselves. He suggested that it is often the case that peoples self-conceptions are based on others opinions and values which are then treated as ones own. Problems and maladjustments arise when false self-conceptions are acquired resulting in the tendency to deny and distort discrepant information and feedback which further sustains difficulties. The emphasis in Rogerian therapy is to help clients become more in touch with themselves and their own "actualising tendency". This term refers to what, according to Rogers, is mans single motivating desire, the tendency within the organism to maintain and enhance itself. The means by which clients are thus assisted is through a safe and trusting counselling relationship. This relationship is characterised by certain "core conditions", namely, unconditional positive regard expressed through empathic understanding, warmth, respect and genuineness.
Rogers technique enjoyed huge success and was possibly one of the most important psychological developments of the 'fifties. There were many reasons for this; it required a minimum of training and was therefore open to everyone; the lack of need for diagnosis denied to some extent the efficacy of the earlier medical model; not least was the assumption that even if client centered therapy had little effect, little harm could be done in this climate of acceptance and non-direction. Part of the acceptance of the theory derived from a basic theme in the theory - that man can make of himself what he wills, and he can achieve this through concentrated efforts at self understanding. Rogers theory also derived elements from several doctrine and was basically an eclectic theoretical model.

Rogers himself moved educationally through agriculture, theology, and psychology, studying Freud and educational philosophy before becoming a child psychologist in New York. Since then he has taught in a variety of universities and now lives in California.

Theoretically he started from a reasonably clinical approach using personality and diagnostic testing. However, he gradually moved away from this basis, using case histories only in specific cases. Around 1951, he moved to his most nondirective approach, emphasising the quality of the relationship between the counsellor and the client to the exclusion of other elements. Rogers concept of man is that he is essentially good, which implies a policy of non-direction in order that he might grow and develop, which itself implies that the counsellor must have positive regard for the client. Client-centered therapy includes in its goals, insights, self-understanding, self-awareness, and self-acceptance. It is a
logical consequence of this that the client, not the counsellor sets the terms of the therapy. Technique is not the important issue in client-centered therapy, the primary cause of client change and growth is the therapeutic relationship itself. This relationship is not limited to professionals, but can exist in other circumstances; "I have long had the strong conviction, some might say obsession, that the therapeutic relationship is only a special instance of inter-personal relationships in general." (Rogers 1961)

One of Rogers greatest contributions was his early recognition of the weaknesses engendered in strictly clinical approaches and of the overwhelming effect of the personality of the therapist on the outcome of therapy.

Many other therapies and theories come under the umbrella of Humanistic theory. Two of the most well known of these theories are Rational-Emotive therapy and Reality therapy.

Rational-Emotive therapy emphasises how people can create and sustain emotional disturbances through irrational thinking and "self-talk". The culture, media and parents of the individual foster this irrationality which is continually reinforced by the client. Rational-Emotive therapy aims to minimise the clients self-defeating philosophies and to help them acquire a tolerant philosophy of life. Albert Ellis (1913-), an American counsellor founded Rational-Emotive therapy.
Reality therapy emphasises the importance of acknowledging reality as being the basis of responsible behavior. William Glasser (1969) founded Reality therapy, he wrote; "The crux of this theory is personal responsibility which is equated with mental health." Clients are helped to understand that behavior is chosen, then the point is to evaluate whether chosen behavior is for the best or not, and if not, the client is helped to develop plans for more responsible behavior.

ECLECTICISM

Many counsellors now work from a position of Eclecticism, which means that they work from more than one theoretical position. The reason why this breed of counselling theory has evolved is because many counsellors find individual theories insufficient when they are confronted with the demands of practice, and so draw relevant and helpful elements from several theories in order to best assist the client. Eclecticism is not derived from shallow understanding of a number of theories, but from thorough knowledge of the theories which then allows appropriate and discriminate use of different elements for different situations. There is however a problem with comprehensiveness - eclectic positions by definition, are unlikely to be sufficiently integrative, and may lack comprehensiveness. A widely subscribed, comprehensive and integrative Eclectic position has yet to emerge (Nelson Jones, British Journal of guidance & counselling 1985).
This chapter attempts to give an indication of the status of counselling services in Ireland and of the types of counselling therapies which are available in Ireland today.

The strongest characteristic of counselling services in Ireland today is the lack of organisation and of co-ordination within the area of services and between organisations offering services. Most of the information presented in this chapter is gathered from such sources as newspaper articles, magazine advertisements, telephone calls and letters. There is some work being done to rectify this situation; a comprehensive list and description of counselling services is being compiled by the Department of Applied Psychology in Cork University under the direction of Dr. Eleanor O'Leary, while in Dublin, the Irish Association for Counselling is attempting to co-ordinate and organise the area of counselling psychology in Ireland, (I.A.C. Newsletter Feb. 1985).

The lack of co-ordination and organisation of counselling services in Ireland raises another major question of the status of counselling in Ireland. This is also a question of standards and qualifications of counsellors operating in Ireland. The only title relevant to this area which is subject to control is the title of psychiatrist. The reason for this control is due to the fact that a psychiatrist must have a medical degree before specialising in psychiatry. Otherwise, the use of a title - therapist, analyst, counsellor - does not necessarily imply that the title holder has any
recognised qualification, (Irish Times, Oct. 1985). The Irish Association of Counselling are attempting to change this situation. Established in 1981, the I.A.C. state as their aims and objectives:

1) To develop and promote national recognition of counselling.

2) To set and maintain standards of counselling training and practise.

3) To offer support for counsellors, through the provision of workshops, seminars and personal development courses.

4) To co-ordinate information concerning counselling in Ireland.

5) To represent counselling at a national level.


To meet these aims and objectives, the I.A.C. run workshops, courses and seminars, produce a newsletter and have organised monthly meetings of I.A.C. members and associate members, to discuss counselling and counselling issues.

Counselling psychology has also generated interest in the more established Psychological Society of Ireland. In 1983, the counselling group of P.S.I was established. The counselling group within the P.S.I. works closely with the I.A.C. and is also working toward the better establishment and co-ordination of counselling services in Ireland. The group organised seminars and workshops for psychologists, (I.A.C. Newsletter, Feb. 1985).
The area of counselling and psychological training programmes gives some indication of the status of counselling services in Ireland. Although most centres and organisations offering counselling services also provide some training programme, the most established and recognised courses in Ireland include:

1) Masters Degree in Psychotherapy, St. Vincent's Hospital, U.C.D.:

A two year course, open to medical students and people who have a basic training in one of the helping professions. Only medical students are eligible to be awarded a degree at the end of the course.

The aim of the course is to provide candidates with a strong theoretical and critical understanding of the principles underlying psychoanalytical psychotherapy and to give them the professional training necessary to undertake psychotherapy with adults.

2) Diploma in Careers Guidance, U.C.D.:

A one year course, open only to university graduates. This course involves learning the theory and practise of vocational guidance, learning and psychological principles, developing an understanding of the principles and organisations of education and of occupational psychology.
3) Diploma in Careers Guidance, U.C.C.:

A one year course, open to graduates and non-graduates. This course is designed for professionals who work with people and have a need to develop skills in guidance and counselling. Guidance and Counselling skills are learnt experientially and an understanding of the work environment is developed through "on the spot" research.

4) Masters in Medical Science; Psychotherapy. Dept. of Psychiatry, U.C.D.:

As with the M.A. in Psychotherapy mentioned above, this is a two year course open to medical graduates. Although a number of other graduates also sit the course, they are not awarded a degree.

The focus of this course is the various psychological approaches to therapy, this is embedded in a wide range of philosophical concerns, and it is oriented to taking a growth and development lifecycle view of individuals and families.

5) Diploma in Addiction Studies, Dept. of Social Studies, T.C.D.:

A one year course, open to professionals and those whose work brings them into contact with the problems of addiction. The course has two main areas; academic studies which involve subject areas relevant to addiction - psychology, pharmacology, sociology, etc. - and skills training which focuses on the development of the students' skills in the area of counselling therapy.
6) Course in Counselling Skills, I.A.C. :

Ten weekly two hour sessions designed for those who want to learn basic counselling skills for practical application in their work setting.

7) Professional Training in Marital and Family Therapy, Marriage and Family Institute :

An intensive three year course designed for professionals already working with couples and families. The programme is intended to enhance the competence of participants in their clinical practice. The course involves the development of theoretical concepts and basic therapy skills associated with supervised clinical practice.

10) Marriage Counselling Service :

Since last October the M.C.S. has offered short term training courses covering the areas of counselling skills, marital interaction and sexuality in counselling.

11) The Catholic Marriage Advisory Counsel :

Offers training in marriage counselling to selected participants.
12) V.E.C.:

Various V.E.C. colleges offer course in counselling skills training, at an introductory level and a more advanced level. They also offer courses in life-skills training. The courses can be of one or two years' duration, and participants may be awarded a certificate or diploma on completion of the course.

13) Training Seminar in Counselling and Psychotherapy, The Creative Counselling Centre:

A two year course limited to ten people with relevant qualifications (social work, psychology, nursing, teaching, etc.), offering initially an introduction to counselling and psychotherapy, later placing an emphasis on specialisation. Students who complete the two year course are awarded the C.C.C. Certificate.

14) Bereavement Counselling Service:

Offers training in bereavement counselling to volunteers working in voluntary agencies for the dying and bereaved. They also offer a number of three hour programmes on grief counselling, designed to develop understanding of grief and of grief counselling skills.
15) Alcoholism Counsellors Training, Irish National Council on Alcoholism:

The programme is limited to those entering or working in the area of alcoholism and drug treatment, the places are often limited to candidates from the Health Boards. The programme aims to set national standards by which to judge the competence of Alcoholism Counsellors, attempting to ensure the quality of care provided to clients, and to provide a respected qualification of professional competency.

These training programmes are among the most established programmes in Ireland. Apart from those courses offering degrees only to medical students, the courses offer diploma and/or certificate awards. These qualifications can only be considered as part of some experience and training in a particular field within the area of counselling psychology, making training as a counsellor in Ireland a potentially frustrating and limited business. Essentially this problem is an indication of the youth of the counselling profession in Ireland and will undoubtedly be resolved within the next three or four years.

Psychological and Counselling services and therapies are certainly more available in Ireland today than they were ten years ago. The possibility in Ireland of finding a suitable therapy to help solve the problems and difficulties of living is greater than ever before. Reasons for this can be understood in the light of several elements; Irish health care has been directed into community care as
a result of legislation passed in 1970, (Health Act, 1970). Doctors, nurses and therapists set out less to work within a hospital situation and more in the context of a community. By keeping people in need of treatment out in the community, leading normal lives, the patients are encouraged to help themselves. Another element which has affected the development of psychological and therapeutic services is the growth of psychology as a profession in Ireland today. Also important is the fact that through the popularisation of "know yourself" literature, magazine psychology and self help books, there has been a growing awareness on the part of the public of the theories, therapies and treatments currently available in Ireland.

Although there are major developments in this area, the system of information for the public, and indeed for therapists, about such psychological and counselling services remains confused. Apart from the newspaper and magazine articles, there is little or no organised information available as to the services available in Ireland. Equally important is the area of standardisation, which means that the public and potential clients for these services have little indication of how reputable, or even suitable many services which are available may be for their particular problem. Concluding in 1985, the Irish Times published a series of twenty weekly articles written by Mary Maher, under the title "Help", which gave what is at the moment the most comprehensive guide to services in Ireland. Using this as a guideline, followed up by investigation by telephone and letter contact provides an indication of counselling services in Ireland. Although the services mentioned may not include all those available in Ireland, it seems to give a sense of the types of services which are developing in Ireland today.
In the second section of this study, (Definitions, types and theories of Counselling), various different types of counselling are discussed:

1) Clinical Psychology.

2) Psychiatry.

3) School and Educational Counselling.

4) Marriage Counselling.

5) Religious Counselling.

6) Rehabilitation Counselling.

7) Employment Counselling.

These headings will provide a structure to examine and classify the counselling services in Ireland.
The area of clinical psychology is considered in terms of that area under Eastern Health Board jurisdiction, this provides a model of the clinical psychology service throughout Ireland.

Out of seven clinics in operation in the Dublin area, two are under direct Eastern Health Board administrative and financial control, (clinics in Ballyfermot and Castleknock). Although generally financed by the Eastern Health Board, clinics in Orwell Road Rathgar, Cluain Mhuire, Blackrock and in Tallaght, are administered by the St. John of God Brothers and clinics in the Mater Hospital and in Ballymun are operated by the Mater Hospital. There are twelve special schools and a number of long\short term residential centres. The Mater Dei Institute counselling centre operates a clinic which specialises in the treatment and assessment of adolescents.

Most of the service in these centres is operated on an out-patient basis. In the Clinic there is a professional team consisting of a psychiatrist, a psychologist and a social worker. The team assesses the particular problem in each case and where needed, has access to other specialists such as speech therapists and remedial teachers. (Mary Maher, Irish Times, 1985).
PSYCHIATRY.

Many psychological and mental problems can be treated by psychiatry. In Ireland, the most common psychiatric illnesses include Depression, Schizophrenia, Eating Disorders and Phobias. The usual method of treatment for these disorders is through the mental health services operating in Ireland's mental hospitals. Other associations and therapists also deal with these problems in terms of their chosen therapy. There are also several self help groups and support groups operating in Ireland.

The Schizophrenia Association of Ireland:

This association has groups operating throughout Ireland offering help and support to both sufferers of schizophrenia and their families. The association works closely with the medical professionals in the field.

Out and About:

This is an organisation based in St. John's House, Dublin, designed to help sufferers of agoraphobia.
A full chapter dealing with this area follows.

MARRIAGE AND FAMILY COUNSELLING.

Many counselling organisations and therapists are involved in marriage and family counselling in direct and indirect ways. However, some counselling organisations have marriage and family counselling as their basic area of operation, they include:

The Creative Counselling Centre:

Set up in 1983, the centre offers individual and family therapy, known as "Marriage Mediation". The object of this therapy is to help both partners of a broken marriage to adjust to new roles of separate but co-operating parents. They also offer marriage and counselling courses and training for professionals. The centres theory and approach is based on the humanist approach to counselling and its emphasis is on personal development.

The Family Therapy Network:

This is the professional organisation of family therapists in Ireland. The object of family therapy is to intervene in an unhealthy situation in a way that will help to change the cycle of behaviours causing the unhealthy situation. The family in treatment is usually seen by two or more therapists.
The Marriage and Family Institute:

This is a private centre which was set up four years ago. They offer therapy for both partners having trouble in their marriage, and also to those who have decided to separate/those who are separated who are still suffering problems about parenting or other ongoing relationships. They also work with families experiencing problems with one member.

St. Catherines Centre:

This centre, launched by the Institute of Psychosynthesis, has, among its other counselling facilities, Marital and Family Counselling. The therapists are trained in Psychosynthesis, and they deal primarily with the needs of their community in Tallaght.

The Catholic Marriage Advisory Council:

This council has a team of sixteen counsellors working with seven doctors. The C.M.A.C. deals with all types of marriage problems and specialises in Sex Counselling.

The Marriage Counselling Service:

This service offers a full range of marriage and family counselling, including a referral service for patients suffering psycho-sexual problems.
Less directly involved with marriage counselling, but nonetheless related to family therapy are these organisations:

Parents under Stress:

This is an anonymous and confidential telephone service for parents who have locked themselves into bad relationships with their children and abuse them physically, verbally, emotionally or sexually. The caller to this service can look for help without fear of reprisal.

Dublin Well Woman Centre, Barnardo's, Ally, Cherish, Open Line

Counselling:

Pregnancy counselling has become very important in Ireland. These organisations all offer counselling and practical help of all kinds to unmarried mothers during and after pregnancy. Often the most important element is that they offer the pregnant, often deeply distressed woman, an accepting atmosphere in which to consider the options open to her, the consequences of those options and the problems and difficulties which must be confronted.
RELIGIOUS COUNSELLING.

This kind of counselling tends to be less in the control of organisations, however, certain organisations have religious or spiritual attitudes as their foundation.

The Catholic Advisory Council:

Described above.

Grow:

Founded in 1957 by an Australian priest, Grow was launched in Ireland in 1969. It now has a membership of almost five hundred people, with branches in most cities in the country. Although it has a distinctly spiritual emphasis, this self help is open to any and all denominations.

Apart from these organisations, religious counselling in Ireland appears to fall under the jurisdiction of the churches themselves, within the community or parish setting.
Several organisations can be directly or indirectly associated with the process of mental or physical rehabilitation.

Recovery:

This is an international organisation launched in Ireland in 1970. There are more than twenty branches with thirty members each. This organisation is intended to help former Nervous or Mental patients to readjust to a normal, happy and fulfilled life.

The Samaritans:

The Samaritans offer what is probably the best known, fully confidential, twenty four hour anonymous telephone service. While The Samaritans do not, by policy, offer a counselling service, they do offer a referral service, and can give guidance and information to anyone who seeks it.

Coolmine:

Rather than offering a counselling service, Coolmine provides a "Therapeutic Community", primarily for young drug addicts, but also for alcoholics and gamblers. The rehabilitation takes place within the atmosphere of this community, where each person is expected and encouraged to be responsible for themselves and for the others there, while learning more positive ways of living throughout their stay.
Tranx-Release:

This is a self help group, which meets once a week, for people who have become addicted to tranquillisers. The programme offered is a similar programme to that of Alcoholics Anonymous.

S.P.O.D.:

This society is specially geared to helping with the sexual problems of the disabled (from which the name S.P.O.D. was derived).

A lot of work in recent years has focussed on the emotional problems caused by repressed grief in people who do not complete the process of mourning over loss. This loss is often the death of a loved one, but it can also mean the loss of separation, divorce, the loss of a job, or anything else central and important in one's life. There are several organisations involved with counselling people to accept grief and mourning as a process by which we are healed.

Bereavement Counselling Service:

This service is associated with St. Ann's church in Dublin.
The Irish Stillborn and Neonatal Death Society:

The Irish Sudden Infant Death Society:

The Bereaved Parents Association:

These are all self help groups which provide a supportive and understanding atmosphere to assist in the process of grief and mourning.

Another area which can be included under the umbrella of rehabilitation counselling is the area of crisis counselling for victims of physical violence or crime.

The Victim Clinic:

This clinic offers counselling to victims of personal (e.g. mugging or assault), crimes, or impersonal crimes (e.g. burglary or theft).

The Rape Crisis Centre:

This centre offers a twenty four hour confidential telephone service. along with a therapy referral service.

The Sexual Assault Treatment Unit, Rotunda Hospital:

Offers a twenty four hour confidential service for victims of rape. The unit also offers help to children who have been victims of incest or molestation.
EMPLOYMENT COUNSELLING

This area of counselling appears to be undergoing the least development. The assumption may be that employment counselling is adequately dealt with in the education system, both in second-level schools and in third-level institutions. Although these systems should and do provide some employment information and counselling, the situation would appear less than adequate for the many thousands of unemployed Irish people for whom this is a great need. Both AnCo and the Youth Employment Agency provide counsellors and psychologists, and any of the previously mentioned agencies would also deal in some ways with Employment counselling.

Other, less specific therapies and counselling systems available in Ireland include;

Regression Therapy: The Amethyst Centre.

Assertiveness Training: Redwood Assertiveness Training.

Overeaters Anonymous: Dublin.
Co-Counselling:

This has become quite popular recently. It requires that you be your own therapist, while working with a colleague and vice-versa, the focus being on self-development and personal responsibility.

(Mary Maher, Irish Times, 1985; Irish Association of Counsellors Newsletters; General information available from services operating in Ireland).

Most of the service mentioned are relatively new organisations, formed within the last five to ten years. It is understandable that the general area of counselling and helping therapies need time in which to develop, but the general lack of co-ordination between services and information about services is a considerable problem which must be resolved in order for the efficient operation further development of Counselling services in Ireland.
The city of Dublin V.E.C trained the first counsellors in Ireland in 1964, while the Guidance Counselling service was introduced into second level schools in 1969, (I.G.C.Journal Spring 1982). This was a little later than the establishment of such a service in Britain. The phase of activity directed at meeting the educational, vocational, and particularly the personal needs of young people began in Britain in the mid-sixties. At that time, the emphasis was on client-centred counselling, which, though primarily North-American in origin, can also be seen as a modern form of an older set of principles and attitudes which had been incorporated in the educational thinking of the first half of the twentieth century, (Hughes 1981).

Since its beginnings almost twenty years ago, many things have affected school guidance counselling both in Britain and in Ireland.

At that time, some counsellors concentrated almost exclusively on counselling sessions with individuals, although, gradually the service became broadened and more diversified, to include liaison within the school, with other schools and with outside agencies (Bradshaw, 1972). However, this early period was most marked by its emphasis on the Client-Counsellor Relationship and its reverence for the work of Rogers. Counselling of this time was also non-directive, while there was the assumption that counselling was to be performed only by fully trained counsellors and not by others (Hughes 1985).
Some changes, both direct and indirect have changed the course of counselling in both British and in Irish schools.

The indirect changes include major disagreements about the aims and methods of education. Bennett (1976) gave ammunition to those who favoured formal traditional attitudes rather than progressive child-centered approaches. There was growing evidence which was well accepted (Halsey et. al. 1980) that education is only of limited use in bringing about real changes in peoples lives. Meanwhile both in Britain and in Ireland, educational cutbacks have disimproved the situation further, affecting the staffing of schools and ancillary services and the establishment of further counselling posts. In Britain there has been an increase in training for all teachers to perform part of the counselling service, while in Ireland the position of counsellor is most often divided with subject teaching (B.J.G.C. Jan 1985)

There have also been changes within the area of counselling theory and practice, most notably, the decline of the use of Rogerian theory and therapy. There has been an emphasis on more goal-directed and skill-based approaches, the latter associated with Carkhuff (1969) who suggested that "helping" could now be described as a set of skills which could be delivered to trainees in weeks as opposed to years. His influence in this area devalued the role of the specialist counsellor, allowed teachers to enter the area and indicated that counsellor-training in diluted forms could be considered respectable.
From the late 1970's on, counselling acquired new respect from workers in many disciplines who could identify a counselling element in their work. The popularising of counselling through the availability of short-term and/or specific counselling therapy and training courses have changed the situation further. There is increased awareness of the place and value of counselling in the school context, making it more accessible and "normal" within the body of school activities.

In America, the school counsellor role is beginning to focus on developmental education, considering that the process of psychological development is an important aim of education. It is considered that the counsellor, with knowledge of developmental theory and relationship enhancement skills can play a key role in the school as a psychological or developmental educator, to promote personal growth in the mainstream of the school. Such facilities may include consultations with the staff, in-service education and teaching or co-teaching developmental classroom curricula. (Miller 1981).

A major recent concern is the lack of an adequate theoretical basis for guidance and education, (Glanz 1969, Sprinthall 1975,1980). Directions for conceptualising guidance have been suggested by a number of people, (Aubrey 1973 and 1980, Ivey and Alschuler 1973, Mosher and Sprinthall 1970, Sprinthall 1971,1980). In general they stress (a) redefining education with a
focus on personal development. (b) Conceiving guidance as an inherent part of education. (c) Incorporating guidance as a part of the learning process and (d) Utilising the counsellor as a consultant not only in staff development but also to mainstream developmental concepts in school (Counselling and Human Development, June 1981).

Counselling and guidance in schools in Ireland has, theoretically at least, assimilated quite a lot of the theories developed over the last twenty years. In an article entitled "Guidance and Counselling, today and tomorrow", (Institute of Guidance Counsellors Journal, Spring 1981) Turlogh O'Concubhair, chief psychologist in the Department of Education, indicated his concepts of the role of the guidance counsellor;

The guidance provision must be integral in the overall educational provision of the school - that it is concerned with all pupils at all stages, and that it is integrated, involved and co-ordinated with overall goals of the school. This implies a commitment, on the part of the school to provide the necessary resources to support this provision.

The guidance counsellor should provide and play a central, co-ordinating role in the schools guidance provision, as well as incorporating the use of his/her specialist skills in the overall programme. Guidance overlaps and complements classroom teaching and many aspects are incorporated by interested teachers.
Preparation for adult and working life is the most important function of guidance in schools and it is the most goal directed school provision. Its concern is the direction of pupils through a series of largely irreversible decisions which determine their future careers and lives. Emphasising the primary focus of guidance can assist in a realistic examination of the needs of pupils, and helps broaden the view of the guidance provision to include interacting with all those agencies, both in the school and in the community which influence young people.

Helping pupils realise their full potential is a goal shared with all school activities. The counsellor can coordinate this provision by helping students to learn about themselves and the opportunities which are open to them, and by ensuring that they find, both in school and in the community, opportunities to try out and to develop these personal skills and talents. Helping students realise their potential also implies that when difficulties arise, that help is available, through individual counselling or through programmes such as remedial, transitional and personal skill development. It implies doing everything possible to ensure that pupils have the opportunity to explore their own talents and to obtain help and support from the school in their areas of difficulty. (Institute of Guidance Counsellors Journal, Spring 1981)
There are three main areas of concern for the school counsellor; The area of personal and social development; of Educational guidance; of Career guidance and work preparation, (I.G.C. Subcommittee report, 1985). These three areas overlap in each student, demanding an integrated and well coordinated approach to school guidance and counselling.

School guidance and counselling services vary according to the different needs of different schools. However, it is important that in every school, the counsellor can allot sufficient and substantial time to individual counselling. Such counselling provides the means by which the counsellor can get to know the students personally, and be an effective and supportive guide for them. There are other areas of development which are common to all students. The counsellor can adequately provide guidance in these areas through group counselling sessions and guidance classes, (I.G.C. Guidance and Counselling in Schools, 1983).
To understand the importance and depth of the role of the school counsellor, it is necessary to examine more specifically the various elements of his/her role;

COUNSELLING

The guidance counsellor must use his/her expertise in order to cater for the personal need and problems of the normal, individual student, on a continuous and developmental basis.

As is necessary in therapeutic counselling, school counselling relies on an atmosphere of security, acceptance, and understanding. Confidentiality and willing involvement must also be guaranteed. Within the school situation, counselling may take place on an individual basis or in a group context. The aims of the school counselling process are derived from the aims of non-school counselling; seeking to allow the student to clarify his/her mind and feelings, to dissipate emotional confusion, to gain greater self understanding, to accept realities positively, to choose appropriate goals, and to cope with problems within his/her life and personal relationships. If a counsellor discovers himself unable to deal with a situation, it is his responsibility to refer the student to another specialised service which may provide more specific help. Counselling skills are central to helping a young person cope with all their concerns, this form of counselling focuses on the person not the problem.
EDUCATIONAL GUIDANCE

The counsellors function within this context includes: Directing the student towards certain goals and objectives, linked with the academic coping skills necessary to achieve these goals and objectives (eg. Study skills and examination techniques). The counsellor has an important role to play with regard to subject choice- knowing the subjects required for certain professions and trades; developing an awareness of the implications of subject choice for students; helping students avoid the subject barrier of sex-discrimination. The role of the counsellor with regard to educational guidance also entails counselling, assessing and perhaps referring students with learning related problems.

VOCATIONAL GUIDANCE

This involves the development of programmes of career exploration and career choice, job hunting and job-holding skills and general career information-giving. The core of the vocational guidance scheme involves individual interviews, which provide a context for open self-exploration and self assessment; making use of aptitude, intelligence and interest testing in order to assist the student in becoming self-directed.
The school counsellor is also involved in the preparation and involvement of developmental programmes and work preparation programmes within the school. These programmes may include life-skills training, health education, social and personal development, work experience programmes, education for unemployment and for leisure.

By direct association to the areas mentioned the counsellor must also provide the necessary testing facilities within the school. Aptitude, Interest, Personality and general ability tests, General performance tests and attitude tests may all be used with others to assist in the Educational, Vocational and Counselling roles performed by the school guidance counsellor.

The counsellor must maintain strong links with outside agencies, work related agencies, other helping agencies, third level colleges and institutions, in order to provide an informed and up to date service. Associated with this function is the area of information gathering, organisation and dissemination, which implies that the counsellor must be aware of modern developments in technology, of meetings, seminars, exhibitions which might be of relevance to the school- any information which can provide the widest range of possibilities to students, or which may help them to approach their problems in a more informed way.
The school counsellor may be involved in a relationship with parents, who should feel free to visit the counsellor, thereby finding support in their efforts to help their children with their school progress and their personal and social development. Within the school, the counsellor encourages staff awareness and involvements in the counselling and guidance needs of the school, working in direct and close association with remedial teachers, school social workers etc. Other responsibilities of the school counsellor include the administration of the counselling and guidance programmes and the regular assessment and evaluation of these programmes. (I.G.C. Journal, Spring 1981; Guidance and Counselling in Schools, I.G.C. 1983; Subcommittee report-the role of the Guidance Counsellor, I.G.C. 1985)

As evidenced by this outline of the role of the school guidance counsellor, the counsellor's job is extremely extensive, involved and highly demanding. It is a role which involves the co-ordination and use of many different skills and abilities. The role has great potential providing there is adequate training, personnel and resources available to operate it efficiently. It is this area, the status of the school counsellor which we now examine.
In the school year, 1982-83, 325 of Ireland's 823 second level schools had no guidance counsellor, while in those schools which had a counselling service, the ratio of counsellors to pupils varied from one full-time counsellor per 250 pupils to one full-time counsellor per 700 pupils. The Department of Education Policy up to 1982 stated:

1) That schools with a population of less than 250 pupils are entitled to no guidance counsellor, unless two or more schools in the same locality with a combined student population exceeding 250, are willing to share a guidance counsellor. This shared counsellor would be "ex-quota" (i.e., not included when the subject-teacher to pupil ratio is calculated.), since he/she is not a subject teacher.

2) Schools with a student population of 200-600 pupils are entitled to one counsellor ex-quota.

3) Schools with a student population of 600+ pupils are entitled to one ex-quota and one in-quota counsellor, the in-quota counsellor having to do a minimum of 12 hours teaching per week. (I.C.G. Guideline Nov. 1980).
In January, 1983 the Department of Education announced new policy with regard to the Counsellor-to-pupil ratio, I.G.C. Document, Your child's future, the case for Guidance and Counselling, 1983). Rather than improving the already inefficient situation, there was nothing done to provide a guidance and counselling service for the 325 schools which had no such service, nothing was done to counteract the acute shortage of guidance counsellors, nor was any attempt made to expand the service where it was in existence. What the new policy did was simply to disimprove the already difficult situation, stating that:

1) That counsellors will be ex-quota only in schools of more than 500 pupils.

2) That the pupil to subject teacher ratio was to be increased. (I.G.C. Documents 1983)

The effects of these changes is obvious. In schools of less than 500 pupils (which is 80% of all schools) the guidance counsellor is no longer full-time at his/her job. That the pupil to subject teacher ratio was increased, implied that as teachers would not be replaced, classes would necessarily become larger, and the time given to counsellors to do their work would be severely restricted and in some cases eliminated altogether, as their primary role would be that of subject teacher.
This situation has resulted in much frustration and confusion among guidance counsellors. Considering that in 1979 before the 1983 cutbacks J. Walshe and T. O'Concubhair made the statement;

"Counsellors do not have enough time to undertake routine interviewing of all pupils, as well as their own responsibilities." (Compass, Autumn 1979)

The present difficulties presented to counsellors in trying to fulfill their responsibilities can be imagined.

Many prominent writers in the field anticipate that personal development will become the prime responsibility of the school counsellor, (Ivey and Alschuler, 1973). This indicates the major area of difficulty now presented to school guidance counsellors in Ireland, that of role confusion - whether the school counsellor is primarily a subject teacher or a counsellor.

In March 1985, the Institute of Guidance Counsellors report maintained that the implementation of the guidance counselling service is the primary responsibility of the the guidance counsellor and that its effectiveness depends on the Guidance Counsellor having no other responsibilities. This report did not see subject teaching as a function of the counsellor.
The problem of role confusion was studied in an English context by Williams (1973) and Jones (1970)

Williams (1973) states that the guidance counsellor working within the school framework ideally acts as a supportive member of staff, but often is perceived as a threat by teachers. This threat is intensified by confusion on both sides as to the counsellors role in the school. The importance of clarity with respect to this issue was pointed out by Jones (1970) stating that in order for Guidance Counselling to be effective, the full support of the school authorities must be forthcoming. Williams (1973) argues that the role confusion stems from the failure on the part of school authorities to decide the role of jurisdiction of the counsellor in his/her work (I.G.C., Journal, Summer 1986).

O'Leary and Adams (1986) suggest that the counsellor and the staff of the school should attempt to improve communication in order to maintain a separate existence and identity for the counsellor, and at the same time to include other members of staff in pastoral care.

In a survey conducted in 1986, O'Leary and Adams questioned the amount of time being spent by counsellors at subject-teaching, the amount being spent on classroom guidance, the number of hours which the counsellor would ideally like to spend at subject-teaching and classroom guidance and the number of years spent as a guidance counsellor.
The survey suggests that the present position regarding the number of hours spent teaching subject classes is contrary to the wishes of guidance counsellors. This reflects a serious problem in the relationship between the school authorities and the schools guidance counselling service. They are in general, satisfied with the amount of classroom guidance work, reflecting a preference for guidance counselling outside the classroom.

At the moment, guidance counsellors are succumbing to pressures exerted by the school authorities, when they wish to be more involved in the schools guidance service. It is not clear whether guidance counsellors opinions are being neglected when decisions about the service are made, or whether the service itself is being neglected and overshadowed by the importance attributed to teaching curricular subjects, (I.G.C. Journal Summer 1986)
Prior to the second World War, writing on adolescence adopted what was basically a genetic view; it was generally considered that adolescence was directly and causally related to the onset of puberty, with the rise of sexual emotions dominating the changes. That period of the life, stretching anywhere between twelve and twenty years, was seen as a period of universal storm and stress, with new emotions, interests and abilities rising within the young individual. Freudian theory adopted more or less the same genetic view, expressed differentially - they considered the early childhood years as being a period of sexual latency, followed by the growth of genital sexuality and further, to the resolution of the Oedipal conflict which occurred in the late teens, again under the influence of rising sexuality.

After the late Nineteen-thirties, however, many American psychologists began to note and point out, that although it is undoubtably a fact of nature that boys and girls turn into men and women, the way in which this transition is effected varies from one culture to another, and that none of these ways in particular should be regarded as the "natural" path to maturity. However, puberty, and the attainment of full sexual maturity are still the central facts for most children and in most societies. These facts lead to mood changes, behavior difficulties, and psychological problems.
Psycho-physiological theories still dominate the field, although they are now becoming modified. More recently the trend is to pay attention to the socio-cultural determinants of all kinds of behavior, to see the environment of the child and the young person as the principle causal factor. Allport (1956) pointed to the fact that within the emotional and personal development of the child, instinctive impulses have little place except in the most general way - innate dispositions cannot account for what is specifically human and individual in growth, and that acquired dispositions through contact with the environment provide a more likely explanation.

Work since the War concerned with elucidating the effects of social-class differences points more and more to the modifiability of even the principle cognitive aspects of personality, in particular of learning capacities and intelligence, thereby reinforcing this line of thought. There is a tendency among writers (Musgrove 1964, May 1965) to stress adolescence as a sociological experience preceded by and accompanied by puberty, and possibly affected by growth changes of a physiological nature. The fact seems to be that the form taken by most adolescent phenomena is very heavily influenced by the environment in which they find themselves in the second decade of life. Hence, from the point of view of society, and particularly education, it is on the various environments, home, school, the adolescent culture itself- where it exists, and adult society, that research and action can most profitably be concentrated.
Greater attention has been payed to working-class children in the time since W.W.2. Insofar as adolescent phenomena are provoked by the environment, the last half of this century has seen changes upon that environment for all adolescents. The school leaving age has been fixed at fifteen years, there is increased access to secondary level education, prolonged schooling to age sixteen and over, women's emancipation, all have had an effect on the environment in which the adolescent is developing, and economic and social policies indicate that more and more young people will continue their education and training into and beyond the second half of their teens.

Thus, the emergent twentieth century society is one which is unique in the experience of mankind. Earlier societies were essentially authoritarian, socially stratified, and religiously oriented - societies based on the (relative) deprivation of the many and the affluence and power of a hereditary ruling group. Neither the family nor society itself are essentially authoritarian, while social stratification based on birth, although still in existence is not the sole mode of class designation. Western Europe is reasonably affluent; moral and behavioural codes are less less perceived as absolutes sanctioned by religion; Society is (theoretically at least) mobile; and families are more geographically mobile than ever before. Social and vocational roles are not marked out by dress, behavior and style of life, but are often confused and sometimes concealed. Contemporary societal change is now diffused rapidly by the process of the mass-media.
All of this progress and change has many significant implications relatable to the current problems of adolescents. The child of earlier societies, while suffering some deprivation, may have had certain psychological advantages over his modern-day counterpart as part of a small coherent and comprehensible community where he was known and with which he was familiar. The environment in which he lived was peopled with figures who performed recognised functions. Compared to this situation, the environment of today's town and suburb has been rendered relatively unsafe; adult work takes place in buildings outside of the home; there is really no coherent comprehensible community within which the adolescent can grow and develop. As such many adolescent problems can be related to this de-personalised and incomplete experience of a human community. Another factor provided by modern day society is the bewildering set of choices with which the adolescent is faced, provoking him to anxiety by his ignorance of the demands of the society and the possibility of apparently limitless alternatives.

Modern demands and possibilities conspire to produce uncertainty as to the role expected from the adolescent by society. In certain institutionalised ways such as the age limits placed on motorcar driving, marriage, alcohol drinking and so forth, the entry into adulthood is delayed. Families may expect responsible behavior of their adolescent children, without according them the right to make responsible decisions themselves. In modern society we have the
suppression of sexuality alongside the use of sexually titillating advertising within every area of the mass-media. These situations and others all leave the young person on the brink of adulthood without giving him or her much reassurance or guidance upon which to found his security.

While anxiety and fear can act as creative spurs to action, without training which enables one to approach these emotions relatively confidently, they may produce panic behaviors, expressed in aggression or quiescence, both of which are noted as particularly "adolescent" reactions (Logan & Goldberg 1953). The drive towards independence and autonomy which comes with increasing age, ability, and physical maturity and the need to protect the growing personality from outside interference, both provide serious sources of conflict. The development, especially by the media, of an "adolescent culture" is an important feature of our twentieth century culture, perhaps accounting for the importance of the adolescent "reference" groups - gangs and crowds providing support for the emerging individual. The existence of these groups, and the strength of their effect suggests that the crisis of identity is more difficult for the modern adolescent to resolve.

The "growth tasks" of the adolescent, suggested by Wall (1959) indicate areas by which the family, school and society may provide for adolescent needs. He states that the road to maturity lies through the construction of a series of four selves, Social, Sexual, Vocational and Philosophic.
"Between the ages of thirteen to twenty-five, the growing boy or girl has to develop a social self, orientated towards others, aware of his place in society, of his duties and privileges, and in general emancipated from egocentric dependence on parents or indeed on others. A sexual self too must be developed, capable of a range of feeling, from friendly indifference, to deep involvement with a member of the opposite sex, adequate adjustment in marriage, and the ability to found and care for a family. Vocational adjustment is also essential, a "working-self", not only to provide economic independence, but also as a basis of self-respect and self-knowledge. Finally, however simple it may be, we each need an interpretation of life, philosophic, religious, political,—something by reference to which major decisions can be taken and the behavior and attitudes of others understood." (Wall 1959)

Evidence from these goals lays bare a multitude of points of strain and uncertainties for which most sources of guidance can seem to be inadequate to the needs of many boys and girls. James Hemming in "The Problems of Adolescent Girls" (1967) further indicates to this lack. Having studied 787 letters written by young girls to a "Problem page", these letters could be divided up giving an indication of the concerns of the adolescent girl; 36.1% of the letters were related to friendship problems, 30.1% concerned with personal problems, 21.9% involved the home, 11.9% involved the school. Hemming suggests that we may be taking too much for granted in assuming that the adolescent will find someone to help in times of stress. "Lacking in their own community the support they need, adolescent girls turn to the impersonal friendliness of the advice columns." (Hemming 1967)
What must be considered when looking at this particular age-group is that adolescence is a very difficult and trying time. What appears, to more adult eyes, to be erratic, strange, and aberrant behavior, is in fact normal behavior for the particular age. The many physical and emotional changes are difficult for the adolescent to integrate into his self-concept, new demands from society and the realisation of approaching adulthood all serve to frighten and confuse the child. Thus, the developmental processes of adolescence begins, the "quest for personhood", a groping searching striving period of life, in which boundaries are unclear, and the final objective is ill-defined and the resources for achievement are underdeveloped. At this point, most adolescents are aware that they are "becoming", but the frightening question remains, "becoming what?". Two overriding themes - powerlessness and a lack of focus seem to characterise this period, inconsistency being the most consistent element. Youngsters are often placed in tenacious positions by issuing conflicting demands on them. Although they are no longer children, they have not yet achieved the position of adulthood, they are still emotionally and financially dependent on their parents, and often feel themselves powerless to pursue their own interests, ideas and inclinations. The peer-group becomes of major importance, adolescents need the security, acceptance and empathy of friends. Peer-pressure is strong, and to be accepted is of paramount importance. Adolescents are very concerned with societies appraisal of them and their worth.
The process of adolescence has as its end product, the establishment of a firm, coherent and definable self-identity - the overriding goal towards which the adolescent strives. The child's task, as early adolescence begins is the formation of an understanding of the nature of this need, in order to acquire the physical, cognitive, emotional and social skills which will enable the adolescent to achieve this goal of self-definition. Part of the search for identity involves a break from the past and a severing of family ties. The adolescent's task is not only to make departures from previously held standards and values, but to redefine them in terms of an emerging identity. Out of this reassessment, should emerge richer, more mature, new relationships formulated on the adolescent's emerging new sense of self.

Social learning theorists point out the importance of "modelling" during early adolescence. The impact of these early learning experiences, the process of identification and modelling provide the adolescent with a crucial avenue for self development - letting the adolescent try out and possibly incorporate different types of behavior and values. The impact of the peer-group can be so strong that there is often a recommendation, directed at parents and teachers, that the adolescent should never be severely chastised or reprimanded in front of the peer-group. The adolescent has a tendency towards extreme reactions to criticism, particularly in public settings.
All human beings share the basic needs of security, acceptance, love, self-fulfillment, physical well-being, and a need for positive self-image. Underlying these basic needs are six fundamental characteristics which are significantly missing in persons involved in socially unacceptable behavior during their middle school years.

1) Attention and love in family and school relationships.

2) The ability to face issues.

3) A rational proportion of desire for fun, pleasurable sensations and experiences in contrast with self-discipline and a sense of responsibility.

4) Resistance to peer-pressure - an ability to be independent in making decisions or judgements.

5) Compliance with rules, regulations, adult direction and structured activity.

6) Direction in a search for success.

(Stramm & Nissman 1979)
In discussing the emotional health needs Chapman (1965) has suggested the concept of three "L's" Love, Limitation and "Let them grow up". He considers that all three elements are essential to the balance and stability of the child and the extent to which any one is defective implies that the whole structure is defective.

The child who receives a reasonable amount of love and esteem during adolescence, then tends to approach later interpersonal relationships with feelings of comfort and confidence, whereas the child who experiences coldness and rejection will translate this into his later activities and reactions. As the family is the first interpersonal world with which the child deals, it is of great importance. Inadequate love may lead to a painful withdrawal from people and frightened shyness, turning later in adolescence to bitter rejection and rebelliousness. Love should be freely and regularly expressed, both physically and verbally. The emotionally healthy individual has a reasonably accurate self-image, in which are bound up many important things which affect the individuals self-confidence, self-esteem and happiness. Mistaken or distorted self-images have a serious effect on the lives of people (a very important concept in most humanistic counselling theories). Most important are the attitudes parents and other emotionally important people show during the child's formative years. A child reared with love and respect will believe himself worthy of this, whereas when love and respect are missing, the child will not feel deserving of either. Love, in its diluted forms of friendliness, team-work, and cheerful cooperation between people is the binding force of a healthy social system.
The world is full of limitations which we must obey if we are to have successful social lives. Chapman (1965) suggests that there are innumerable social rules which human law and social custom place upon us. The capacity of the adult to obey these laws is much dependant on how well parents and teachers imposed the limitations of childhood. The limitations of adulthood are mostly self-imposed, requiring an internalisation of standards and moral codes; Successful social living requires that the developing child/adolescent gradually learns to take upon himself the task of imposing limitations which parents and/or teachers imposed earlier in the adolescents life. Successful imposition of limitations on children should be done against a background of love and respect. Harsh and insensitive imposition may lead to problems of rebelliousness and defiance, while the other extreme - the child upon whom few or no limitations are placed may emerge into adulthood with a defective sense of the limitations of adulthood and have great problems imposing these limitations upon himself. Many studies of child development show that the formation of conscience and moral standards are based to a large extent upon the reasonable limits placed upon the behavior of young adolescents.

Personality development requires the progressive assumption of more and more independence by the child. In adolescence the move towards independence and self-reliance is much accelerated, so that by adulthood, the individual should have reasonable capacities for independent and self-reliant living. Letting a child grow up requires the ability of the child to take over independent roles and of the parent to relinquish control over the child. This is a
delicate process, frequently the child and parents differ about how much independence the child should be allowed at any particular point. Possessiveness or over-dependence are both unhealthy and should be avoided. Children should be allowed not only the privilege of growing up, but should also be encouraged in the development of their own social circles.

Lists and categories of the processes of adolescence include; Identity Development, Ego development, Thinking Processes, Values and Moral Development, Political Thinking, Sexuality Development, The Development of Friendships and Peer-groups.

Recognition and channelling of the desires, needs, abilities and potentials of the adolescent into constructive and positive action is of primary importance. The early and formative years play a vital role in establishing sound approaches to discovering techniques for achieving success in these areas of normal emotional and personal development. The teacher or parent who provides guidelines for the child will help negate the need for the child to look for ways to blot out problems or misunderstandings through maladaptive or harmful behaviour. The individual who is helping the child, trying to fulfill his needs, must attempt to provide insights which will aid in stabilising the child’s personal concepts so that he or she may live a happy productive life within his environment.
METHODOLOGY

This study is attempting to make an evaluation of counselling in schools in Ireland. Having examined the history and development of counselling theory and therapy, the interest is in the present situation in the particular context of educational systems and their operation in Ireland. The aim of this study is to arrive at a thorough understanding of counselling psychology, on a theoretical level, a therapeutic level, and an educational level, and to discover the nature and success of the operation of counselling psychology in Irish schools today.

Definitions of counselling psychology are discussed in depth as part of the review of literature. Essentially, counselling psychology involves that area of helping which attempts to encourage a person to achieve a greater understanding and acceptance of himself, his limitations and potentials, that he might therefore live a more fulfilled and contented life.
The sample used was post-Intermediate Certificate (fifth year level) pupils in various types of schools in Dublin.

Fifth year students were chosen as the sample because it was felt that they would;

1) Have enough experience of secondary school to make representative statements about counselling in schools.

2) Have enough linguistic abilities in order to adequately comprehend the questionnaire.

3) Be more available than the examination year groups.

4) Be a senior school group who would be somewhat concerned with life beyond the school context.

The schools involved were randomly selected from a list of schools in the Dublin area. However, there was an attempt made to involve different types of schools, e.g. comprehensive type schools, single sex schools, vocational schools etc. Cluster sampling was used, fourteen schools involving three hundred and thirty students. Dublin schools were used due to time and cost restrictions. The schools used were both inner-city and suburban schools.
The research is attempting to evaluate counselling services in secondary schools in Ireland. Due to time and cost limitations, a sample was selected which would give a reasonable representation of the situation in Irish schools. The conclusions will take account of the limitations imposed on the sample, but will accept the sample as representative of the population of urban, fifth year level students.

INSTRUMENTS

The area under investigation being the educational guidance service, with particular emphasis on the efficiency of this service in meeting the needs of the school going child.

Due to the fact that the orientation of the investigation is its efficiency for the school going child, this serves to define the subject of the investigation, it is the students opinions on his needs for, and the efficiency of the educational guidance service which makes up the data.

The research has three areas of question,

1) Do students feel that they need certain counselling services?

2) Do they feel that these services are available to them in the fifth year level of school?

3) Do they feel that these services have been available to them throughout their earlier years in school?
The services investigated are in various categories, ranging from the area of therapeutic counselling, to educational guidance and vocational guidance, etc. The data required does not suggest that there is a need for individual interviewing, nor would observation be an effective data-gathering instrument. In terms of the requirements of the research, the most effective data-gathering instrument is a specifically designed questionnaire.

The use of a questionnaire is also suitable in terms of the sample size, which is reasonably large, but can be organised in groups. The school context provides easy and structured access to groups of subjects. The questionnaire can be self-administered to subjects in a classroom situation, which provides the facility for students to resolve any difficulties or to ask any questions which may help them answer the questions.

The questionnaire is concerned with the degrees of need for services and the degrees of past and present availability of these services. The questionnaire was designed using a five point scale answering system, asking

1) To what extent "do you need / would you like," certain services?

2) To what extent "do you now have" certain services?

3) To what extent "in your past years in school have you had" certain services?
The possible responses provided are as follows:

1) Not at all

2) To a very little extent

3) To some extent

4) To a considerable extent

5) To a very great extent

In analysis, these responses were rated from one to five, from the lowest negative response to the highest positive response respectively.

The questionnaire was designed with reference to the recommendations as to the role of the guidance counsellor in schools suggested by the Institute of Guidance Counsellors (I.G.C. Subcommittee report, 1985). In this report the guidance counselling service was divided up into different areas ranging from the area of therapeutic counselling through to educational guidance, vocational guidance, life-skills training, and other areas. This offered a basic structure by which to approach the questionnaire design. Within these various areas of operation, more specific duties were indicated. This provided a secondary structure for the questionnaire design. Certain topics were chosen, and questions were developed using
non-technical, non-psychological language. Each question was asked in the context of its general classification, and within this classification the questions were asked in the three different ways (need, have, had). The danger of repetition existed, but in the pilot study this was particularly checked and presented no apparent problem. On the questionnaire, emphasis was placed on the distinction between the three ways each question was asked, and this was reiterated several times while the student were completing the questionnaire. Completion took about twenty minutes which was acceptable in terms of the concentration span and interest level of the subjects, and in general, the questionnaire generated interest and honesty from the subjects.

DATA GATHERING PLAN

The designed and pilot tested questionnaire was to be self-administered to groups of students in a classroom situation. There was to be no teacher or counsellor present while the questionnaire was being administered, to ensure that students could feel uninhibited and provide honest responses. The questionnaire was to be explained briefly, pointing out the three areas of investigation, requesting the students to give their own honest opinions, answering any questions posed by students and then asking the students to complete the questionnaire. There was no time limit on the amount of time in which to complete the questionnaire, although the average time taken was between fifteen to twenty-five minutes. When the questionnaires were completed and collected a short amount of time was allocated in which questions or opinions were invited from the subjects, yeilding some responses which could be taken into account in the final conclusions of the study.
ASSUMPTIONS AND LIMITATIONS

This study assumes that counselling psychology is an important aspect of education, and that it is recognised by students as being worthwhile and important. It assumes that within the area of educational theory the provision of an effective counselling and guidance service is recognised, and that it is worthwhile investigating this provision in the context of the Irish educational system in order to;

1) Understand the nature of and theory behind the guidance counselling service in schools in Ireland.

2) Evaluate the success or failure of the provision of a guidance counselling service in Irish schools today.

3) Recognise the areas of guidance and counselling which are considered to be important to today's school-going population.

4) Consider in relation to these areas, those aspects of counselling and guidance for which an adequate provision exists, and to recognise those areas of the provision which are most neglected.

5) Suggest the aspect of a guidance counselling service which could be developed in order to better serve the needs of students in the secondary school situation.
The fundamental limitations for this study were cost limitations and time limitations. This implied that the investigation was limited to a Dublin based context, which would not present a truly complete picture of the national situation. The schools investigated all had some degree of counsellor presence, whereas this may not be the case throughout the country. The students were of urban backgrounds, which would affect the problems which they encounter in their life situations, consequently would affect their priorities as regards a guidance counselling service. A further investigation could examine the problems encountered by the guidance counselling service in a rural context, recognising the areas of service which are applicable in both an urban and a rural context ands the particular guidance counselling service which is relevant to a rural situation.

A further limitation which must be taken into account was the availability of subjects. In many schools the area of career guidance would be developed to a greater extent in the final year in school, however, because this is Leaving Certificate year, it is difficult to organise subjects who could take time out from their studies to act as subjects for testing.
DATA ANALYSIS

The data analysis combines descriptive techniques and inferential techniques.

The descriptive techniques are concerned with the responses to each question in the three ways they are posed. On a five point-scale, mean responses which are less than or equal to 2.49 are considered to be negative responses, while mean responses which are equal to or greater than 2.50 are considered to be positive responses. Each variable is considered in this way, thereby recognising the basic implications of each response. These responses are plotted on a bar-chart, showing the mean responses for the three aspects questioned. This gives a visual impression of the results, displaying the differences between the means.

It is the differences between the means which is the concern of the inferential techniques used. A T-test was applied to paired variables, indicating whether there are statistically significant differences between the means. The variables are paired in three ways;

1) The need for services with the present existence of these services.

2) The need for services with the past existence of these services.

3) The present existence of services with the past existence of services.
A significant difference between the means can exist on three levels of significance;

1) The 0.05 level, this indicates the lowest level of significant difference between the means, and is accepted when the value of "t" is equal to or greater than 1.960. This level of significance is indicated in the results tables by a single asterix (*).

2) The 0.01 level, this indicates the next level of significant difference between the means and is accepted when the value of "t" is equal to or greater than 2.576. This level of significance is indicated in the results tables by a double asterix (**).

3) The 0.001 level, this indicates the highest level of significant difference between the means and is accepted when the value of "t" is equal to or greater than 3.291. This level of significance is indicated in the results tables by a triple asterix (***)

It is on the basis of these statistical tests that the data was interpreted. If a certain area of the guidance counselling service shows a positive mean value in terms of the "need for" aspect of a question, it can then be inferred that students feel a need for the presence of this service. The positive mean can be viewed in terms of the degree of positivity involved, if the mean is very close to the 2.50 level, it is not a highly positive response, however, mean scores around the 3.75 - 4.50 level can be considered to be highly positive. Similarly, results in the negative range may have
degrees of negativity ranging from extremely negative (1.00 - 1.75) to a less extremely negative response (1.76 - 2.49). Thus it can be inferred from the mean responses that certain services are/are not needed by school-going students; that certain services are/are not available in schools at the fifth-year level, and that certain services are/are not available throughout earlier school stages.

The difference between the means provides another way of interpreting the results. If the "need for" element in a question gives a positive mean response, while the "availability of" (past, and/or present) indicates a negative response, this difference is then tested by using the T-test to discover if the already apparent difference between the means is statistically significant. Where the test shows a significant difference, the results can be interpreted using the t-test result as validation. This area of analysis shows the areas of a schools-counselling service which are well provided for, those areas which are neglected, and those areas which need development.

The statistical analysis was done using the SPSS statistical computer package.
QUESTIONNAIRE RESULTS

The questionnaires have been analysed using an SPSS Computer Program. This section shows the mean response to each question. Each mean response is considered to be positive, (greater than or equal to 2.5) or negative, (less than or equal to 2.49) according to its placement along the five point scale used in the questionnaire.

The results of a T-Test comparison between the means is indicated, showing the compared means; the value of "t"; whether there is a statistically significant difference between the means; and, where a difference exists, it is shown at what level this difference exists.
SECTION 1: COUNSELLING

INDIVIDUAL COUNSELLING

1) NEED ONE TO ONE COUNSELLING
MEAN VALUE = 3.0212 THEREFORE POSITIVE, (STANDARD DEVIATION = .920)
IMPLICATION: That students feel they need one to one counselling to some extent.

2) HAVE ONE TO ONE COUNSELLING
MEAN VALUE = 2.0667 THEREFORE NEGATIVE, (STANDARD DEVIATION = .943)
IMPLICATION: That students have one to one counselling to a very little extent.

3) HAD ONE TO ONE COUNSELLING
MEAN VALUE = 2.0394 THEREFORE NEGATIVE, (STANDARD DEVIATION = .879)
IMPLICATION: That students have had one to one counselling throughout their school years to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED = 3.0212   (2) NEED = 3.0212   (3) HAVE = 2.0667
HAVE = 2.0667   HAVE = 2.0394
HAD = 2.0394

\[ t = 15.13 \text{ ***} \] (significant at .001 level)
\[ t = 15.32 \text{ ***} \] (significant at .001 level)
\[ t = 0.47 \] (not significant)

IMPLICATIONS:

(1) The implication of this result is that students are not receiving the level of one to one counselling which they feel they need.

(2) The implication from this result is that, throughout their pre-fifth year school life, students have not received the level of one to one counselling which they feel they need.

(3) The implication from this result is that there is no significant difference between the level of one to one counselling available in fifth year compared with previous school years.
1) NEED GROUP COUNSELLING
MEAN VALUE = 2.8364 THEREFORE POSITIVE, (STANDARD DEVIATION=1.059)
IMPLICATION: That students feel they need group counselling to some extent

2) HAVE GROUP COUNSELLING
MEAN VALUE = 2.2061 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.031)
IMPLICATION: That students feel they have group counselling to a very little extent

3) HAD GROUP COUNSELLING
MEAN VALUE = 2.0667 THEREFORE NEGATIVE, (STANDARD DEVIATION=0.962)
IMPLICATION: That students feel that, throughout their school years, they have had group counselling to a very little extent.

BAR CHART INDICATING MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
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<tbody>
<tr>
<td>NEED</td>
<td>NEED</td>
<td>HAVE</td>
</tr>
<tr>
<td>2.8364</td>
<td>2.8364</td>
<td>2.2061</td>
</tr>
<tr>
<td>HAVE</td>
<td>HAD</td>
<td>HAD</td>
</tr>
<tr>
<td>2.2061</td>
<td>-2.067</td>
<td>-2.067</td>
</tr>
</tbody>
</table>
| t=9.28 ***| t=10.93 ***| t=2.51 *
| (significant at .001 level)| (significant at .001 level)| (significant at .05 level)

IMPLICATIONS:

(1) The implication from this result is that students are not recieving the level of group counselling which they feel they need.

(2) The implication from this result is that, throughout their pre-fifth year school years, students have not received the level of group counselling which they feel they need.

(3) The implication from this result is that there is some degree of difference between the level of group counselling available in fifth year compared to previous years in school. Examining the mean responses indicates this difference to be better availability of the service in fifth year.
1) NEED HELP WITH SUBJECT CHOICE  
MEAN VALUE = 3.6515 THEREFORE POSITIVE, (STANDARD DEVIATION=1.044)  
IMPLICATION: That students feel they need help with their subject choice to a considerable extent.

2) HAVE HELP WITH SUBJECT CHOICE  
MEAN VALUE = 2.8121 THEREFORE POSITIVE, (STANDARD DEVIATION=1.100)  
IMPLICATION: That students feel they have help with their subject choice to some extent.

3) HAD HELP WITH SUBJECT CHOICE  
MEAN VALUE = 2.6515 THEREFORE POSITIVE, (STANDARD DEVIATION=1.079)  
IMPLICATION: That students feel that, throughout their school years, they have had help with their subject choice to some extent.

BAR CHART INDICATING THE MEAN RESPONSES

<table>
<thead>
<tr>
<th></th>
<th>MEAN RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEED</td>
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</tr>
<tr>
<td>HAVE</td>
<td>2.8121</td>
</tr>
<tr>
<td>HAD</td>
<td>2.6515</td>
</tr>
</tbody>
</table>

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED=3.6515
(2) NEED=3.6515
(3) HAVE=2.8121

<p>| | |</p>
<table>
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<tr>
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<tr>
<td>t=10.48 ***</td>
<td>t=10.93 ***</td>
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<td></td>
<td>t=2.59 **</td>
</tr>
<tr>
<td>(significant at .001 level)</td>
<td>(significant at .001 level)</td>
</tr>
<tr>
<td></td>
<td>(significant at .01 level)</td>
</tr>
</tbody>
</table>

IMPLICATIONS

(1) The implication from this result is that students are not recieving the level of help with subject choice which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school life have not recieved the level of help with subject choice which they feel they need.

(3) The implication from this result is that there is some degree of difference between the level of help with subject choice available in fifth year compared to previous years in school. Examining the mean responses shows the difference to be better availability of the service in fifth year.
MOTIVATION

1) NEED HELP WITH MOTIVATION
   MEAN VALUE = 3.1848 THEREFORE POSITIVE, (STANDARD DEVIATION=1.094)
   IMPLICATION: That students feel they need help with motivation to some extent.

2) HAVE HELP WITH MOTIVATION
   MEAN VALUE = 2.5697 THEREFORE POSITIVE, (STANDARD DEVIATION=1.084)
   IMPLICATION: That students have help with motivation to some extent.

3) HAD HELP WITH MOTIVATION
   MEAN VALUE = 2.4485 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.069)
   IMPLICATION: That students have had help with motivation throughout their school years to some extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th>(1)</th>
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<tbody>
<tr>
<td>NEED=3.1848</td>
<td>NEED=3.1848</td>
<td>HAVE=2.5697</td>
</tr>
<tr>
<td>HAVE=2.5697</td>
<td>HAD -2.4485</td>
<td>HAD -2.4485</td>
</tr>
<tr>
<td>t=7.56 ***</td>
<td>t=9.17 ***</td>
<td>t=2.07 *</td>
</tr>
<tr>
<td>(significant at .001 level)</td>
<td>(significant at .001 level)</td>
<td>(significant at .05 level)</td>
</tr>
</tbody>
</table>

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help with motivation which they feel they need.

(2) The implication from this result is that, throughout their pre-fifth year school life, students have not received the level of help with motivation which they feel they need.

(3) The implication from this result is that there is some degree of difference between the level of help with motivation available in fifth year compared to previous years in school. Examining the mean responses indicates the difference to be better availability of the service in fifth year.
1) NEED HELP WITH DIRECTION
MEAN VALUE = 3.3939 THEREFORE POSITIVE, (STANDARD DEVIATION=0.987)
IMPLICATION: That students feel they need help with their direction to some extent.

2) HAVE HELP WITH DIRECTION
MEAN VALUE = 2.6333 THEREFORE POSITIVE, (STANDARD DEVIATION=1.059)
IMPLICATION: That students feel they have help with their direction to some extent.

3) HAD HELP WITH DIRECTION
MEAN VALUE = 2.5182 THEREFORE POSITIVE, (STANDARD DEVIATION=1.055)
IMPLICATION: That students feel that, throughout their school years, they have had help with motivation to some extent.

T-TEST COMPARISON BETWEEN THE MEANS

(1) (2) (3)
NEED=3.3939 NEED=3.3939 HAVE=2.6833
HAVE=2.6333 HAD=2.5182 HAD=2.5182
t=10.00 *** t=11.63 *** t=2.18 *
(significant at .001 level) (significant at .001 level) (significant at .05 level)

IMPLICATIONS
(1) The implication from this result is that students are not receiving the level of help with direction which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school life have not had the level of help with direction which they feel they need.

(3) The implication from this result is that there is some degree of difference between the level of help with motivation available in fifth year compared to previous years in school. Examining the mean responses indicates this difference to be better availability of the service in fifth year.
1) NEED HELP FOR COPING WITH STUDYING
MEAN VALUE = 3.4879 THEREFORE POSITIVE, (STANDARD DEVIATION=1.139)
IMPLICATION: That students feel they need help coping with studying to some extent.

2) HAVE HELP FOR COPING WITH STUDYING
MEAN VALUE = 2.4121 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.100)
IMPLICATION: That students feel they have help coping with studying to a very little extent.

3) HAD HELP FOR COPING WITH STUDYING
MEAN VALUE = 2.4424 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.071)
IMPLICATION: That students feel that, throughout their school years, they have had help coping with studying to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
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<th>(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEED</td>
<td>3.4879</td>
<td>3.4879</td>
<td>2.4121</td>
</tr>
<tr>
<td>HAVE</td>
<td>2.4121</td>
<td>2.4424</td>
<td>2.4424</td>
</tr>
<tr>
<td>t</td>
<td>13.93 ***</td>
<td>13.04 ***</td>
<td>-0.55</td>
</tr>
<tr>
<td>(significant at .001 level)</td>
<td>(significant at .001 level)</td>
<td>(not significant)</td>
<td></td>
</tr>
</tbody>
</table>

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help for coping with studying which they feel they need.

(2) The implication from this result is that students, throughout their pre-fifth year school life have not received the level of help for coping with studying which they feel they need.

(3) The implication of this result is that there is no significant difference between the level of help for coping with studying available in fifth year compared to previous years in school.
LEARNING DIFFICULTIES

1) NEED HELP WITH LEARNING DIFFICULTIES
Mean Value = 2.212 Therefore Positive, (Standard Deviation=1.397)
Implication: That students feel they need help with learning difficulties
to a very little extent.

2) HAVE HELP WITH LEARNING DIFFICULTIES
Mean Value = 2.061 Therefore Negative, (Standard Deviation=1.132)
Implication: That students feel they have help with learning difficulties
to a very little extent.

3) HAD HELP WITH LEARNING DIFFICULTIES
Mean Value = 2.1242 Therefore Negative, (Standard Deviation=1.135)
Implication: That students feel that, throughout their school years, they
have help with learning difficulties to a very little extent.

Bar Chart indicating the mean responses

T-Test Comparison Between the Means

<table>
<thead>
<tr>
<th></th>
<th>1)</th>
<th>2)</th>
<th>3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need</td>
<td>2.6212</td>
<td>2.6212</td>
<td>2.1061</td>
</tr>
<tr>
<td>Have</td>
<td>2.1061</td>
<td>2.1242</td>
<td>2.1242</td>
</tr>
<tr>
<td>t</td>
<td>5.81 ***</td>
<td>5.50 ***</td>
<td>-0.33</td>
</tr>
</tbody>
</table>
| (significant at .001 level) | (significant at .001 level) | (not significant)

Implications:
(1) The implication from this result is that students are not receiving the
level of help with learning difficulties which they feel they need.

(2) The implication from this result is that students, in their pre-fifth
year school life, have not received the level of help with learning
difficulties which they feel they need.

(3) The implication from this result is that there is no significant
difference between the level of help with learning difficulties in fifth
year compared to previous years in school.
SECTION 3: VOCATIONAL GUIDANCE

LEARNING ABOUT CAREERS

1) NEED HELP LEARNING ABOUT CAREERS
MEAN = 4.1636 THEREFORE POSITIVE, (STANDARD DEVIATION=0.928)
IMPLICATION: That students feel they need help learning about careers to a considerable extent.

2) HAVE HELP LEARNING ABOUT CAREERS
MEAN = 3.2303 THEREFORE POSITIVE, (STANDARD DEVIATION=0.996)
IMPLICATION: That students feel they have help learning about careers to some extent.

3) HAD HELP LEARNING ABOUT CAREERS
MEAN = 2.6515 THEREFORE POSITIVE, (STANDARD DEVIATION=1.053)
IMPLICATION: That students feel that, throughout their school life, they have had help learning about careers to some extent.

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
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<tbody>
<tr>
<td>NEED</td>
<td>4.1636</td>
<td>4.1636</td>
<td>3.2303</td>
</tr>
<tr>
<td>HAVE</td>
<td>3.2303</td>
<td>2.6515</td>
<td></td>
</tr>
<tr>
<td>HAD</td>
<td></td>
<td></td>
<td>2.6515</td>
</tr>
<tr>
<td>t</td>
<td>13.58 ***</td>
<td>19.78 ***</td>
<td>9.68 ***</td>
</tr>
<tr>
<td>(significant at)</td>
<td>(.001 level)</td>
<td>(significant at)</td>
<td>(.001 level)</td>
</tr>
</tbody>
</table>

IMPLICATIONS:

(1) The implication from this result is that students are not recieving the level of help in learning about careers which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school life, have not recieved the level of help in learning about careers which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of help in learning about careers available in fifth year compared with previous years in school. Examining the mean responses indicates the difference to be better availability of the service in fifth year.
CHOOSING A CAREER

1) NEED HELP CHOOSING A CAREER
MEAN VALUE = 3.8545 THEREFORE POSITIVE, (STANDARD DEVIATION=1.139)
IMPLICATION: That students feel that they need help choosing a career to a considerable extent.

2) HAVE HELP CHOOSING A CAREER
MEAN VALUE = 3.0788 THEREFORE POSITIVE, (STANDARD DEVIATION=1.066)
IMPLICATION: That students feel that they have help choosing a career to some extent.

3) HAD HELP CHOOSING A CAREER
MEAN VALUE = 2.5333 THEREFORE POSITIVE, (STANDARD DEVIATION=1.069)
IMPLICATION: That students feel that, throughout their school years, they have had help choosing a career.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) \( t=9.79 \) *** \( t=15.77 \) *** \( t=9.30 \) ***
(2) (significant at .001 level) (significant at .001 level) (significant at .001 level)
(3) 

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help choosing a career which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school life have not had the level of help choosing a career which they feel they need.

(3) The implication from this result is that the is a significant difference between the level of help in choosing a career available in fifth year compared to previous years in school. Examining the mean responses indicates the difference to be better availability of the service in fifth year.
1) NEED HELP JOB-FINDING
MEAN VALUE = 4.1242 THEREFORE POSITIVE, (STANDARD DEVIATION=0.971)
IMPLICATION: That students feel they need help with jobfinding to a considerable extent.

2) HAVE HELP JOB-FINDING
MEAN VALUE = 2.9636 THEREFORE POSITIVE, (STANDARD DEVIATION=1.156)
IMPLICATION: That students feel they have help with jobfinding to some extent.

3) HAD HELP JOB-FINDING
MEAN VALUE = 2.3636 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.133)
IMPLICATION: That students feel that, throughout their school years, they have had help with jobfinding to a very little extent.

T-TEST COMPARISON OF THE MEANS

(1) (2) (3)
NEED = 4.1242 NEED = 4.1242 HAVE = 2.9636
HAVE = 2.9636 HAD = 2.3636 HAD = 2.3636

\[ t = 14.66 \ *** \] (significant at .001 level)
\[ t = 20.85 \ *** \] (significant at .001 level)
\[ t = 9.94 \ *** \] (significant at .001 level)

IMPLICATIONS:

(1) The implication from this result is that students are not receiving the level of help with jobfinding which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school life have not had the level of help with jobfinding which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of help with jobfinding available in fifth year compared to previous years. Examining the means indicates the difference to be a better availability of the service in fifth year.
1) NEED ADVICE ABOUT WORKING LIFE
MEAN = 3.8788 THEREFORE POSITIVE, (STANDARD DEVIATION=1.107)
IMPLICATION: That students feel they need advice about working life to a considerable extent.

2) HAVE ADVICE ABOUT WORKING LIFE
MEAN = 2.5848 THEREFORE POSITIVE, (STANDARD DEVIATION=1.146)
IMPLICATION: That students feel they have advice about working life to some extent.

3) HAD ADVICE ABOUT WORKING LIFE
MEAN = 2.2091 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.081)
IMPLICATION: That students feel that, throughout their school years, they have had advice about working life to a very little extent.

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th>MEAN RESPONSES</th>
<th>NEED=3.8788</th>
<th>HAVE=2.5848</th>
<th>HAD=2.2091</th>
</tr>
</thead>
<tbody>
<tr>
<td>t=15.16 ***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(significant at .001 level)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of advice about working life which they feel they need.

(2) The implication from this result is that students, throughout their pre-fifth year school years have not had the level of advice about working life which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of advice about working life available in fifth year compared to previous years in school. Examining the mean responses indicates this difference to be better availability of the service in fifth year.
LEARNING ABOUT ONESELF

1) NEED HELP LEARNING ABOUT ONESELF
MEAN = 3.3818 THEREFORE POSITIVE, (STANDARD DEVIATION=1.267)
IMPLICATION: That students feel they need help learning about themselves to a considerable extent.

2) HAVE HELP LEARNING ABOUT ONESELF
MEAN = 2.3818 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.091)
IMPLICATION: That students feel they have help learning about themselves to a very little extent.

3) HAD HELP LEARNING ABOUT ONESELF
MEAN = 2.2303 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.073)
IMPLICATION: That students feel that, throughout their school years, they have had help learning about themselves to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEED=3.3818</td>
<td>NEED=3.3818</td>
<td>HAVE=2.3818</td>
</tr>
<tr>
<td>HAVE=2.3818</td>
<td>HAD=2.3818</td>
<td>HAD=2.2303</td>
</tr>
<tr>
<td>t=11.86 ***</td>
<td>t=13.28 ***</td>
<td>t=2.82 **</td>
</tr>
<tr>
<td>(significant at &lt;.001 level)</td>
<td>(significant at .001 level)</td>
<td>(significant at .01 level)</td>
</tr>
</tbody>
</table>

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help learning about themselves which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school years have not had the level of help learning about themselves which they feel they need.

(3) The implication from this result is that there is some degree of difference between the level of help in learning about oneself available in fifth year compared to previous years in school. Examining the mean responses indicates this difference to be better availability of the service in fifth year.
SECTION 4: DEVELOPMENT PROGRAMMES AND LIFE-SKILLS TRAINING

RELATIONSHIPS AND COMMUNICATIONS

1) NEED HELP LEARNING ABOUT RELATIONSHIPS AND COMMUNICATIONS
   MEAN VALUE = 3.1788 THEREFORE POSITIVE, (STANDARD DEVIATION=1.180)
   IMPLICATION: That students feel they need help learning about
   relationships and communications to some extent.

2) HAVE HELP LEARNING ABOUT RELATIONSHIPS AND COMMUNICATIONS
   MEAN VALUE = 2.3758 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.085)
   IMPLICATION: That students feel they have help learning about
   relationships and communications to a very little extent.

3) HAD HELP LEARNING ABOUT RELATIONSHIPS AND COMMUNICATIONS
   MEAN VALUE = 2.2030 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.054)
   IMPLICATION: That students feel that, throughout their school years, they
   have had help learning about relationships and communications to a very
   little extent.

BAR CHART INDICATING THE MEAN RESPONSES

![Bar Chart]

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
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<tbody>
<tr>
<td>NEED</td>
<td>3.1788</td>
<td>3.1788</td>
<td>2.3758</td>
</tr>
<tr>
<td>HAVE</td>
<td>2.3758</td>
<td>2.030</td>
<td>2.030</td>
</tr>
<tr>
<td>t</td>
<td>10.25 **</td>
<td>11.90 **</td>
<td>3.26 **</td>
</tr>
<tr>
<td>(significant at)</td>
<td>.001 level</td>
<td>.001 level</td>
<td>.001 level</td>
</tr>
</tbody>
</table>

IMPLICATIONS:
(1) The implication from this response is that are not recieving the level
    of help learning about relationships and communications which they feel
    they need.

(2) The implication from this result is that students, throughout their
    pre-fifth year school years, have not had the level of help learning about
    relationships and communications which they feel they need.

(3) The implication from this result is that there is a difference between
    the level of help learning about relationships and communications available
    in fifth year compared with previous years in school. Examining the mean
    responses indicates the difference to be better availability of the service
    in fifth year.
DESCISION MAKING

1) NEED HELP WITH DESCISION MAKING
MEAN VALUE = 3.2727 THEREFORE POSITIVE, (STANDARD DEVIATION=1.205)
IMPLICATION: That students feel they need help with descision making to some extent

2) HAVE HELP WITH DESCISION MAKING
MEAN VALUE = 2.4182 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.086)
IMPLICATION: That students feel they have help with descision making to a very little extent.

3) HAD HELP WITH DESCISION MAKING
MEAN VALUE = 2.2818 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.044)
IMPLICATION: That students feel that, throughout their school years they have had help with descision making to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEED</td>
<td>3.2727</td>
<td>3.2727</td>
<td>HAVE</td>
</tr>
<tr>
<td>HAVE</td>
<td>2.4182</td>
<td>HAD</td>
<td>2.1818</td>
</tr>
<tr>
<td>t</td>
<td>10.36 ***</td>
<td>t=12.09 ***</td>
<td>t=2.77 **</td>
</tr>
<tr>
<td>(significant at .001 level)</td>
<td>(significant at .001 level)</td>
<td>(significant at .01 level)</td>
<td></td>
</tr>
</tbody>
</table>

IMPLICATIONS
(1) The implication from this result is that students are not recieving the level of help with descision making which they feel they need.

(2) The implication from this result is that students, throughout their school years have not recieved the level of help with descision making which they feel they need.

(3) The implication from this result is that there is some degree of difference between the level of help with descision making available in fifth year compared to previous years in school. Examining the mean responses indicates the difference to be better availability of the service in fifth year.
TIM E ORG AN ISATIO N

1) NEED HELP WITH TIME ORGANISATION
MEAN VALUE - 3.2667 THEREFORE POSITIVE, (STANDARD DEVIATION-1.204)
IMPLICATION: That students feel they need help with time organisation to some extent

2) HAVE HELP WITH TIME ORGANISATION
MEAN VALUE - 2.2697 THEREFORE NEGATIVE, (STANDARD DEVIATION-1.036)
IMPLICATION: That students feel they have help with time organisation to a very little extent.

3) HAD HELP WITH TIME ORGANISATION
MEAN VALUE - 2.1636 THEREFORE NEGATIVE, STANDARD DEVIATION-1.006)
IMPLICATION: That students feel that, throughout their school years, they have had help with time organisation to a very little extent.

T-TEST COMPARISON BETWEEN THE MEANS

(1) (2) (3)
NEED - 3.2667 NEED - 3.2667 HAVE - 2.2697
HAVE - 2.2697 HAD - 2.1636 HAD - 2.1636

\( t = 12.43 \) *** \( t = 14.04 \) *** \( t = 2.15 \) *
(significant at .001 level) (significant at .001 level) (significant at .05 level)

IMPLICATIONS:
(1) The implication from this result is that students are not recieving the level of help with time organisation which they feel they need.

(2) The implication from this result is that students, throughout their pre-fifth year school years, have not had the level of help with time organisation which they feel they need.

(3) The implication from this result is that there is some degree of difference between the level of help with time organisation available in fifth year compared to previous years in school. Examining the mean responses, indicates the difference to be better availability of the service in fifth year.
1) NEED HELP LEARNING ABOUT HEALTHY LIVING
MEAN VALUE = 3.0273 THEREFORE POSITIVE, (STANDARD DEVIATION=1.303)
IMPLICATION: That students feel they need to learn about healthy living to some extent.

2) HAVE HELP LEARNING ABOUT HEALTHY LIVING
MEAN VALUE = 2.2818 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.144)
IMPLICATION: That students they have help in learning about healthy living to a very little extent.

3) HAD HELP LEARNING ABOUT HEALTHY LIVING
MEAN VALUE = 2.2424 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.061)
IMPLICATION: That students feel that, throughout their school years, they have had help in learning about healthy living to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED = 3.0273 . (2) NEED = 3.0273 . (3) HAVE = 2.2818
HAVE = 2.2818 . HAD = 2.2424 . HAD = 2.2424

\( t = 9.10 \, ** \) . \( t = 9.50 \, ** \) . \( t = 0.83 \)
(significant at .001 level) . (significant at .001 level) . (not significant)

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help in learning about healthy living which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school years, have not had the level of help in learning about healthy living which they feel they need.

(3) The implication from this result is that there is no significant difference between the level of help in learning about healthy living available in fifth year compared to previous years.
SOCIAL DEVELOPMENT

1) NEED HELP LEARNING ABOUT SOCIAL DEVELOPMENT
MEAN VALUE = 2.9574 THEREFORE POSITIVE, (STANDARD DEVIATION=1.189)
IMPLICATION: That students feel they need help in learning about social development to some extent.

2) HAVE HELP LEARNING ABOUT SOCIAL DEVELOPMENT
MEAN VALUE = 2.2242 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.057)
IMPLICATION: That students feel they have help in learning about social development to a very little extent.

3) HAD HELP LEARNING ABOUT SOCIAL DEVELOPMENT
MEAN VALUE = 2.1303 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.039)
IMPLICATION: That students feel that, throughout their school years, they have had help in learning about social development to a very little extent.

BAR CHART INDICATING THE MEAN RESULTS

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED=2.9576 (2) NEED=2.9576 (3) HAVE=2.2242
HAVE=2.2242 HAD =2.1303 HAD =2.1303
t=9.53 *** t=10.38 *** t=1.94
(significant at .001 level) (significant at .001 level) (not significant)

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help in learning about social development which they feel they need.

(2) The implication from this result is that students, throughout their pre-fifth year school years, have not had the level of help in learning about social development which they feel they need.

(3) The implication from this result is that there is no significant difference between the level of help in learning about social development available in fifth year compared to previous school years.
ONES SOCIAL-SELF

1) NEED HELP LEARNING ABOUT ONES SOCIAL SELF
   MEAN VALUE = 2.9152 THEREFORE POSITIVE, (STANDARD DEVIATION=1.235)
   IMPLICATION: That students feel they need help in learning about their social self to some extent.

2) HAVE HELP LEARNING ABOUT ONES SOCIAL SELF
   MEAN VALUE = 2.1515 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.072)
   IMPLICATION: That students feel they have help in learning about their social self to a very little extent.

3) HAD HELP LEARNING ABOUT ONES SOCIAL SELF
   MEAN VALUE = 2.2061 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.116)
   IMPLICATION: That students feel that, throughout their school years, they have had help learning about their social self to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) (2) (3)
NEED = 2.9152 NEED = 2.9152 HAVE = 2.1515
HAVE = 2.1515 HAD = 2.2061 HAD = 2.2061

\[
t= -10.01 *** \quad t= -9.09 *** \quad t= -1.06
\]

(significant at .001 level) (significant at .001 level) (not significant)

IMPLICATIONS:
(1) The implication from this result is that students are not recieving the level of help in learning about their social self which they feel they need.

(2) The implication from this result is that students, throughout their pre-fifth year school years have not had the level of help in learning about their social self which they feel they need.

(3) The implication from this result is that there is no significant difference between the level of help in learning about one's social self available in fifth year compared to previous school years.
EDUCATION FOR LEISURE

1) NEED EDUCATION FOR LEISURE
Mean Value = 2.6939 Therefore Positive, (Standard Deviation=1.295)
Implication: That students feel they need education for leisure to some extent.

2) HAVE EDUCATION FOR LEISURE
Mean Value = 1.9485 Therefore Negative, (Standard Deviation=1.008)
Implication: That students feel they have education for leisure to a very little extent.

3) HAD EDUCATION FOR LEISURE
Mean Value 1.9576 - Therefore Negative, (Standard Deviation=1.007)
Implication: That students feel that, throughout their school years, they have had education for leisure to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) (2) (3)
NEED=2.6939 NEED=2.6939 HAVE=1.9485
HAVE=1.9485 HAD=1.9576 HAD=1.9576

\[ t = 9.37 \quad *** \quad t = 9.56 \quad *** \quad t = -0.21 \]

(significant at .001 level) (significant at .001 level) (not significant)

Implications:
(1) The implication from this result is that students are not receiving the level of education for leisure which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school years, have not had the level of education for leisure which they feel they need.

(3) The implication from this result is that there is no significant difference between the level of education for leisure available in fifth year compared to previous years in school.
EDUCATION FOR UNEMPLOYMENT

1) NEED EDUCATION FOR UNEMPLOYMENT
MEAN VALUE = 3.0636 THEREFORE POSITIVE, (STANDARD DEVIATION=1.467)
IMPLICATION: That students feel they need education for unemployment to some extent.

2) HAVE EDUCATION FOR UNEMPLOYMENT
MEAN VALUE = 1.7333 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.008)
IMPLICATION: That students feel that they have education for unemployment to a very little extent.

3) HAD EDUCATION FOR UNEMPLOYMENT
MEAN VALUE = 1.6515 THEREFORE NEGATIVE, (STANDARD DEVIATION=0.981)
IMPLICATION: That students feel that, throughout their school years, that they have had education for unemployment to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) (2) (3)
NEED-3.0636 NEED-3.0636 HAVE-1.7333
HAVE-1.7333 HAVE-1.6515 HAD-1.6515
\( t = 14.72 \) *** \( t = 15.37 \) *** \( t = 1.89 \)
(significant at .001 level) (significant at .001 level) (not significant)

IMPLICATIONS:
(1) The implication from this result is that students are not recieving the level of education for unemployment which they feel they need.

(2) The implication from this result is that students, throughout their pre-fifth year school years, have not had the level of education for unemployment which they feel they need.

(3) The implication from this result is that there is no significant difference between the level of education for unemployment available in fifth year compared to previous school years.
SECTION 5: TEST ADMINISTRATION

PSYCHOLOGICAL TESTS

1) NEED PSYCHOLOGICAL TESTS
MEAN VALUE = 3.1061 THEREFORE POSITIVE, (STANDARD DEVIATION=1.254)
IMPLICATIONS: That students feel they need psychological tests to some extent.

2) HAVE PSYCHOLOGICAL TESTS
MEAN VALUE = 2.0273 THEREFORE NEGATIVE, (STANDARD DEVIATION=0.950)
IMPLICATIONS: That students feel they have psychological tests to a very little extent.

3) HAD PSYCHOLOGICAL TESTS
MEAN VALUE = 2.0636 THEREFORE NEGATIVE, (STANDARD DEVIATION=0.902)
IMPLICATIONS: That students feel that, throughout their school years, they have had psychological tests to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED=3.1061 HAVE=2.0273 HAD=2.0636
   t=12.98 ***
   (significant at .001 level)

(2) NEED=3.1061 HAD=2.0636
   t=12.09 ***
   (significant at .001 level)

(3) HAVE=2.0273
   t=-0.68
   (not significant)

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of psychological testing which they feel they need.

(2) The implication from this response is that students, throughout their school years, have not received the level of psychological tests which they feel they need.

(3) The implication from this response is that there is no significant difference between the level of psychological testing available in fifth year compared to previous years in school.
SECTION 6: RELATIONSHIPS WITH OUTSIDE AGENCIES

CONTACTING WORK RELATED AGENCIES

1) NEED HELP CONTACTING WORK RELATED AGENCIES
MEAN VALUE = 3.6576 THEREFORE POSITIVE, (STANDARD DEVIATION=1.188)
IMPLICATION: That student feel they need help in contacting work related agencies to a considerable extent.

2) HAVE HELP CONTACTING WORK RELATED AGENCIES
MEAN VALUE = 2.9667 THEREFORE POSITIVE, (STANDARD DEVIATION=1.104)
IMPLICATION: That students feel they have help contacting work related agencies to some extent.

3) HAD HELP CONTACTING WORK RELATED AGENCIES
MEAN VALUE = 2.3758 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.129)
IMPLICATION: That students feel that, throughout their school years, they have had help contacting work related agencies to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
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<tbody>
<tr>
<td>NEED=3.6576</td>
<td>NEED=3.6576</td>
<td>HAVE=2.9667</td>
</tr>
<tr>
<td>HAVE=2.9667</td>
<td>HAD=2.3758</td>
<td>HAD=2.3758</td>
</tr>
<tr>
<td>t=8.87 ***</td>
<td>t=14.78 ***</td>
<td>t=9.24 ***</td>
</tr>
<tr>
<td>(significant at .001 level)</td>
<td>(significant at .001 level)</td>
<td>(significant at .001 level)</td>
</tr>
</tbody>
</table>

IMPLICATIONS:
(1) The implication from this result is that students feel they are not receiving the level of help contacting work related agencies which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school years have not had the level of help contacting work related agencies which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of help contacting work related agencies available in fifth year compared to previous years in school. Examining the mean responses indicates this difference to be better availability of the service in fifth year.
CONTACTING HELPING AGENCIES

1) NEED HELP CONTACTING HELPING AGENCIES
MEAN VALUE = 3.2000 THEREFORE POSITIVE, (STANDARD DEVIATION=1.277)
IMPLICATION: That students feel they need help contacting helping agencies to some extent.

2) HAVE HELP CONTACTING HELPING AGENCIES
MEAN VALUE = 2.7182 THEREFORE POSITIVE, (STANDARD DEVIATION=1.144)
IMPLICATION: That students feel that they have help contacting helping agencies to some extent.

3) HAD HELP CONTACTING HELPING AGENCIES
MEAN VALUE = 2.2515 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.127)
IMPLICATION: That students feel that, throughout their school years, they have had help contacting helping agencies to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

<table>
<thead>
<tr>
<th></th>
<th>NEED</th>
<th>HAVE</th>
<th>HAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN</td>
<td>3.20</td>
<td>2.72</td>
<td>2.25</td>
</tr>
<tr>
<td>SD</td>
<td>1.28</td>
<td>1.14</td>
<td>1.13</td>
</tr>
</tbody>
</table>

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED 3.2000  NEED 3.2000  HAVE 2.7182
(2) HAVE 2.7182  HAVE 2.2515  HAD 2.2515

\[ t_{5.55}^{***} \quad t_{10.35}^{***} \quad t_{7.97}^{***} \]
(significant at .001 level)

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help contacting helping agencies which they feel they need.

(2) The implication from this result is that students, throughout their school years have not had the level of help contacting helping agencies which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of help contacting helping agencies available in fifth year compared to previous years in school. Examining the means indicates this difference to be better availability of the service in fifth year.
CONTACTING HELPING AGENCIES

1) NEED HELP CONTACTING HELPING AGENCIES
MEAN VALUE = 3.2000 THEREFORE POSITIVE, (STANDARD DEVIATION=1.277)
IMPLICATION: That students feel they need help contacting helping agencies to some extent.

2) HAVE HELP CONTACTING HELPING AGENCIES
MEAN VALUE = 2.7182 THEREFORE POSITIVE, (STANDARD DEVIATION=1.144)
IMPLICATION: That students feel that they have help contacting helping agencies to some extent.

3) HAD HELP CONTACTING HELPING AGENCIES
MEAN VALUE = 2.2515 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.127)
IMPLICATION: That students feel that, throughout their school years, they have had help contacting helping agencies to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED=3.2000   (2) NEED=3.2000   (3) HAVE=2.7182
(2) HAVE=2.7182   (3) HAVE=2.2515   (3) HAD =2.2515

 t=5.55 ***   t=10.35 ***   t=7.97 ***
(significant at .001 level)   (significant at .001 level)   (significant at .001 level)

IMPLICATIONS:
(1) The implication from this result is that students are not recieving the level of help contacting helping agencies which they feel they need.

(2) The implication from this result is that students, throughout their school years have not had the level of help contacting helping agencies which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of help contacting helping agencies available in fifth year compared to previous years in school. Examining the means indicates this difference to be better availability of the service in fifth year.
1) NEED HELP CONTACTING THIRD LEVEL EDUCATION ESTABLISHMENTS
MEAN VALUE = 3.7848 THEREFORE POSITIVE, (STANDARD DEVIATION=1.197)
IMPLICATION: That students feel they need help contacting third level education establishments to a considerable extent.

2) HAVE HELP CONTACTING THIRD LEVEL EDUCATION ESTABLISHMENTS
MEAN VALUE = 3.0212 THEREFORE POSITIVE, (STANDARD DEVIATION=1.1444)
IMPLICATION: That students feel they have help contacting third level education establishments to some extent.

3) HAD HELP CONTACTING THIRD LEVEL EDUCATION ESTABLISHMENTS
MEAN VALUE = 2.4545 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.119)
IMPLICATION: That students feel that, throughout their school years, they have had help contacting third level education establishments to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) (2) (3)
NEED-3.7848 NEED-3.7848 HAVE-3.0212
HAVE-3.0212 HAD -2.4545 HAD -2.4545

** t=10.03 *** t=15.17 *** t=9.08 ***
(significant at .001 level) (significant at .001 level) (significant at .001 level)

IMPLICATIONS:

(1) The implication from this result is that students are not receiving the level of help contacting third level education establishments which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school life, have not had the level of help contacting education establishments which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of help contacting education establishments in fifth year compared to previous years in school. Examining the mean responses, indicates this difference to be better availability of the service in fifth year.
SECTION 7: INFORMATION DISSEMINATION

ORGANISING WORK PLACE VISITS

1) NEED HELP ORGANISING WORK PLACE VISITS
MEAN VALUE = 3.4091 THEREFORE POSITIVE, (STANDARD DEVIATION=1.169)
IMPLICATION: That students feel they need help organising work place visits to some extent.

2) HAVE HELP ORGANISING WORK PLACE VISITS
MEAN VALUE = 2.5333 THEREFORE POSITIVE, (STANDARD DEVIATION=1.226)
IMPLICATION: That students feel they have help organising work place visits to some extent.

3) HAD HELP ORGANISING WORK PLACE VISITS
MEAN VALUE = 2.1485 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.051)
IMPLICATION: That students feel that, throughout their school years, they have had help organising work place visits to some extent.

BAR CHART INDICATING THE MEAN RESPONSES

<table>
<thead>
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T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED-3.4091  (2) NEED-3.4091  (3) HAVE-2.5333
HAVE-2.1485  HAD-2.1485

t=10.25 ***  t=15.05 ***  t=6.39 ***
(significant at .001 level)  (significant at .001 level)  (significant at .001 level)

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help organising work place visits which they feel they need.

(2) The implication from this result is that, in their pre-fifth year school life, students have not had the level of help organising work place visits which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of help organising work place visits in fifth year compared to previous years in school. Examining the mean responses indicates the difference to be better availability of the service in fifth year.
SECTION 7: INFORMATION DISSEMINATION

ORGANISING WORK PLACE VISITS

1) NEED HELP ORGANISING WORK PLACE VISITS
MEAN VALUE = 3.4091 THEREFORE POSITIVE, (STANDARD DEVIATION=1.169)
IMPLICATION: That students feel they need help organising work place visits to some extent.

2) HAVE HELP ORGANISING WORK PLACE VISITS
MEAN VALUE = 2.5333 THEREFORE POSITIVE, (STANDARD DEVIATION=1.226)
IMPLICATION: That students feel they have help organising work place visits to some extent.

3) HAD HELP ORGANISING WORK PLACE VISITS
MEAN VALUE = 2.1485 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.051)
IMPLICATION: That students feel that, throughout their school years, they have had help organising work place visits to some extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED=3.4091
(2) NEED=3.4091
(3) HAVE=2.5333
HADE=2.1485
HAD =2.1485

\[ t = 10.25 \quad *** \]
\[ t = 15.05 \quad *** \]
\[ t = 6.39 \quad *** \]
(significant at .001 level)
(significant at .001 level)
(significant at .001 level)

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help organising work place visits which they feel they need.

(2) The implication from this result is that, in their pre-fifth year school life, students have not had the level of help organising work place visits which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of help organising work place visits in fifth year compared to previous years in school. Examining the mean responses indicates the difference to be better availability of the service in fifth year.
ORGANISING INCOMING SPEAKERS

1) NEED HELP ORGANISING INCOMING SPEAKERS
MEAN VALUE = 3.7848 THEREFORE POSITIVE, (STANDARD DEVIATION=1.088)
IMPLICATION: That students feel they need help organising incoming
speakers to a considerable extent.

2) HAVE HELP ORGANISING INCOMING SPEAKERS
MEAN VALUE = 3.0697 THEREFORE POSITIVE, (STANDARD DEVIATION=1.202)
IMPLICATIONS: That students feel they have help organising incoming
speakers to some extent.

3) HAD HELP ORGANISING INCOMING SPEAKERS
MEAN VALUE = 2.5636 THEREFORE POSITIVE, (STANDARD DEVIATION=1.174)
IMPLICATIONS: That students feel that, throughout their school years,
they have had help organising incoming speakers to some extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED=3.7848
(2) NEED=3.7848
(3) HAVE=3.0697

(1) HAVE=3.0697
(2) HAD =2.5636
(3) HAD =2.5636

(t=9.16 ***
(significant at .001 level)

(t=14.86 ***
(significant at .001 level)

(t=7.72 ***
(significant at .001 level)

IMPLICATIONS:
(1) The implication from this result is that students are not receiving
the level of help organising incoming speakers which they feel they need.

(2) The implication from this result is that students, in their pre-fifth
year school years, have not had the level of help organising incoming
speakers which they feel they need.

(3) The implication from this result is that there is a significant
difference between the level of help organising incoming speakers
available in fifth year compared to previous years in school. Examining
the mean responses indicates the difference to be better availability of
the service in fifth year.
VISITS TO OUTSIDE EVENTS

1) NEED HELP ORGANISING VISITS TO OUTSIDE EVENTS
   MEAN VALUE - 3.5091 THEREFORE POSITIVE, (STANDARD DEVIATION=1.147)
   IMPLICATION: That students feel they need help organising visits to outside events to a considerable extent.

2) HAVE HELP ORGANISING VISITS TO OUTSIDE EVENTS
   MEAN VALUE - 2.5970 THEREFORE POSITIVE, (STANDARD DEVIATION=1.142)
   IMPLICATION: That students have help organising visits to outside events to some extent.

3) HAD HELP ORGANISING VISITS TO OUTSIDE EVENTS
   MEAN VALUE - 2.3273 THEREFORE NEGATIVE, (STANDARD DEVIATION=1.026)
   IMPLICATION: That students feel that, throughout their school years, they have had help organising visits to outside events to a very little extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

(1) NEED=3.5091          (2) NEED=3.5091          (3) HAVE=2.5970
(4) HAVE=2.5970          (5) HAD=-2.3273        (6) HAD=-2.3273

** t=11.54 ***            ** t=14.67 ***            ** t=4.53 ***
(significant at .001 level) (significant at .001 level) (significant at .001 level)

IMPLICATIONS:
(1) The implication from this result is that students are not receiving the level of help organising visits to outside events which they feel they need.

(2) The implication from this result is that students, in their pre-fifth year school years, have not had the level of help organising visits to outside events which they feel they need.

(3) The implication from this result is that there is a significant difference between the level of help organising visits to outside events available in fifth year compared to previous years in school. Examining the mean responses indicates the difference to be better availability of the service in fifth year.
SECTION 8: RELATIONSHIPS WITH PARENTS

STAFF-MEMBER AVAILABLE TO MEET WITH PARENTS

1) NEED STAFF-MEMBER TO MEET WITH PARENTS
MEAN VALUE = 3.2667 THEREFORE POSITIVE, (STANDARD DEVIATION=1.251)
IMPLICATION: That students feel they need a staff-member to meet with their parents to some extent.

2) HAVE STAFF-MEMBER TO MEET WITH PARENTS
MEAN VALUE = 2.7727 THEREFORE POSITIVE, (STANDARD DEVIATION=1.141)
IMPLICATION: That students feel they have a staff-member to meet with their parents to some extent.

3) HAD STAFF-MEMBER TO MEET WITH PARENTS
MEAN VALUE = 2.6606 THEREFORE POSITIVE, (STANDARD DEVIATION=1.190)
IMPLICATION: That students feel that, throughout their years in school, they have had a staff-member to meet with their parents to some extent.

BAR CHART INDICATING THE MEAN RESPONSES

T-TEST COMPARISON BETWEEN THE MEANS

<table>
<thead>
<tr>
<th>(1)</th>
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<th>(3)</th>
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<tr>
<td>NEED = 3.2667</td>
<td>NEED = 3.2667</td>
<td>HAVE = 2.7727</td>
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<tr>
<td>HAVE = 2.7727</td>
<td>HAD = 2.6606</td>
<td>HAD = 2.6606</td>
</tr>
<tr>
<td>t = 5.57 ***</td>
<td>t = 6.41 ***</td>
<td>t = 2.12 *</td>
</tr>
<tr>
<td>(significant at .001 level)</td>
<td>(significant at .001 level)</td>
<td>(significant at .05 level)</td>
</tr>
</tbody>
</table>

IMPLICATIONS:
(1) The implication from this result is that staff-members are not available to meet with the parents of students to the extent which students feel they need.

(2) The implication from this result is that throughout pre-fifth year school years, staff-members have not been available to meet with the parents of students to the extent which students feel they need.

(3) The implication from this response is that there is some degree of difference between the availability of staff-members to meet with parents in fifth year compared to previous school years. Examining the mean responses indicates the difference to be better availability of the service in fifth year.
This study involved fourteen Dublin schools, with three-hundred and thirty fifth year students as subjects. The findings give an indication of the status of the counselling service in these schools, and by inference, in Ireland. Several general findings result from the study.

The first general finding is the indication that students have some understanding of the nature of the counselling services investigated, and with the exception of only one area, (Learning difficulties), students felt that they needed help and guidance in all of the areas questioned. This is the most important finding of the study. From this basis, it can be suggested that the function of counselling is recognised in the school context not only as being "good for" students, as prescribed by educationalists, teachers and helpers, but that the counselling service is a vital element in the education of students, which they themselves feel as being necessary.

In the chapter entitled "The needs of the school going child", reference was made to the fact that adolescents are aware of the fact that they are "becoming", but that the question remains, "becoming what?" In the context of this study, this question is reinforced as a genuine area of concern for todays adolescents. It is the area of self definition, of projecting ones life into the future, worries about careers and educational prospects which are indicated by this study to be uppermost in the minds of the student subjects. From the same chapter, the idea that young people may not
personal problems or developmental questions (Hemming 1967), can also be reinforced in terms of the research. Here there is evidence that students are of the attitude that within a school context, they need the facility to work out difficulties and to arrive at decisions, using the school counselling service to this end. The study indicates that all of the areas suggested by educationalists and guidance counselling theorists are understood and considered necessary by the people for whom they were designed.

Given that all the elements of the counselling and guidance provision are considered necessary by school students, certain areas emerge as being of particular importance. The areas which had the highest mean rating were:

1) Subject choice.
2) Learning about careers.
3) Choosing a career.
4) Jobfinding.
5) Advice about working life.
6) Contacting work related agencies and third level education establishments
7) Organising incoming speakers and visits to outside events.

Generally these can be classified as being career oriented. This indicates the type of pressure which school going students are under in Ireland at the moment. Ever conscious of the problems of employment, this emerges as their overriding worry. Although other areas of the counselling service remain necessary, students are more concerned with career guidance, assuming, perhaps, that social development and life skills training are areas which can be personally developed.
The dominance of interest in career and work oriented services presents serious questions in terms of the Irish Employment situation and the direction of education. As indicated in the introduction to this study, employment prospects are decreasing in Ireland every year; even if the school guidance service fully prepared and equipped students for careers and the work-force, this cannot guarantee employment. Interestingly, the questions about education for leisure and education for unemployment were not responded to with the same positive emphasis. In fact, during the short discussion time following the completion of the questionnaires, these were the areas which were most questioned, the basic response being that education for unemployment was potentially bad as it would encourage people to assume the prospect of unemployment. The implication from this is that students, while understanding that it is increasingly difficult in an Irish context to find work, nevertheless maintain the belief that further career training and higher levels of educational achievements will provide a means to this end.

The results of the study point to the fact that, in Dublin schools at least, there is evidence that a counselling service exists on a certain level. As previously discussed, the counselling service to schools has suffered severe cutbacks in the last three years. It is reassuring, therefore, to realise that despite this, counsellors are working within limited confines to maintain the counselling service. Within the profession, the voices of many counsellors have been raised in protest at the decreasing facilities and resources which have been available to them.
In a survey conducted in 1982, even before the 1983 cutbacks, the Institute of Guidance Counsellors questioned its members on the difficulties involved in being a school counsellor. The primary findings of this survey can be classified in three categories;

1) Problems involved with school staffing, staff attitudes, the emphasis on academic achievement, having extra duties beyond the counsellor role, and finding difficulties in obtaining time for guidance and counselling among others.

2) Criticism with regard to the contribution made by the Department of Education to the counsellors work, lack of government interest, inadequacy of the department's psychological service, unrealistic student/counsellor ratios, lack of money, excessive class contact etc.

3) Lack of material resources, inadequate general resources, poor library facilities, inadequate career information and other related problems.

(I.G.C. Journal, Spring 1982)

This particular survey indicates basic problems which indicate that guidance and counselling was not then, and may not be even now, incorporated into our schools as an important dimension of the education process. Counsellors at the time of the survey were unhappy with their basic training, with contact with backup services, and most importantly, with the degree of contact with students themselves. It is unlikely that these difficulties have been resolved on any real level. In each of the fourteen schools involved in this present study, the counsellors emphasised the real difficulties presented to them in the operation and maintenance of an efficient and effective counselling service.
These difficulties are the basis of another finding of the study, that while some degree of service is available, in no case investigated, does this service meet the requirements of the students. The responses on the availability of the service at both fifth year level and earlier school years, range from "To a very little extent" only as far as "To some extent". In every case there is a statistically significant difference between the responses regarding students need for services and the availability of the service. On the basis of this evidence, it can be stated that, despite the good intentions and hard work of school counsellors, the counselling service is not adequately meeting the needs of school-going students.

The study found that in most of the areas of the counselling service investigated, there is a difference between the level of service available to students in fifth year as compared to earlier years in school. Where this difference exists, it shows a slightly higher level of the service existent in the fifth year level. This suggests the possibility that counselling and guidance service is directed toward the senior school classes, while it is also possible that the level of service would be somewhat higher again for the final year students. Given that this may be the case, it is likely that this idea has as its basis the area of career guidance, the reasoning being that it is senior school students who must consider and learn about their post-school possibilities and options.
Although this is a reasonable orientation for career counselling and guidance, especially in what is a limited facility, there are many decisions made by students, (for example decisions about subject choice), which are made long before senior years. There is a necessity for an evolving and suitably developing counselling and guidance service throughout the students school life. On the evidence of this study no such service exists.

This study indicates severe and difficult problems in the area of the school guidance service. Students indicated their needs for a comprehensive counselling service and the existing service proved under this examination to be seriously lacking.
CONCLUSIONS

This study demonstrates the ways in which counselling theory could be developed to become an integral part of a genuine education for life. The potential of counselling theory in education has not been adequately tested in Ireland. As evidenced by the results of this study, counsellors and students believe that counselling and guidance have something important and useful to offer to the educational system. Further research could investigate this potential, perhaps by introducing an unlimited and comprehensive counselling service into a test school over a period of years and examining the effects of this when compared to a school with the present restrictions. Life-skills training programmes could be introduced into schools, perhaps initially testing the effects in schools operating transition year programmes and then evaluating the benefits for more general application. Teacher training could incorporate life-skills programmes and counselling skills training in order to see if this provided for better general education and communication in schools between teachers and pupils and among staff members. Equally importantly, this could serve to clarify in the minds of subject teachers the nature of and reasons for the provision of a schools counselling service, earning for the service the respect and trust of the school staff.

The counselling profession in Ireland is a relatively young profession. Yet counselling has already established itself as potentially one of the most useful of the helping professions in Ireland. Economic and social difficulties in Ireland coupled with better general knowledge of health and health matters suggests that the time is ripe for a coherent and well structured counselling
profession in Ireland. Communication between organisations and therapists is of vital importance in the development of the profession. By presenting clear and coherent information about the nature of counselling, and by establishing a better understanding of the ways of helping offered by counselling theory and therapy it is possible to encourage the general public to use counselling therapies in an educated and useful way. This would be of benefit to Irish people in living more fulfilled and contented lives in what is a confusing and difficult age.

It is of vital importance in at this time to maintain a strong commitment to the young people in the country. The Irish system of education could be reconsidered in order to establish education which is less an academic and examination based system, but broadened out to make a genuine attempt to offer students an education for life. Rather than allowing short-sighted economic measures drain the education system, more resources should be put into education with an eye to the future of Ireland and its education system.

Out of the benefits of better education for all, some losses would appear to have been made. Introducing a genuine and comprehensive counselling system into Irish schools may provide the means by which these losses can be recuperated. On the evidence of this study it is an area which deserves further investigation.
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APPENDIX
QUESTIONNAIRE

Please tick ☑ to indicate your answer to each question.

Example: In Section 1, part (a), the question is asked:
To what extent do you need:
(i) One-to-one meetings or talks with your school counsellor?
You are then given a set of possible responses:

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

If you feel you sometimes need to talk to your counsellor, but not very often, you should tick the third response: To some extent; if however, you feel you need to talk to your counsellor very often, then tick the response: To a very great extent; and so on.

Please remember that each question has three different parts, (a), (b) and (c). It is very important to read each part of the questions carefully, and try to answer the questions as accurately and honestly as you can. Do not linger too long on any question, find the answer which is right for you and move on to the next question. Thank you for your help.
SECTION 1

(a) To what extent do you need:

(i) One-to-one meetings or talks with your school counsellor?

☐ Not at all  ☐ To a very little extent  ☐ To some extent  ☐ To a considerable extent  ☐ To a very great extent

(ii) Discussions or meetings between a group of students and your school counsellor? (Perhaps a small group who share a particular problem or a larger class group to discuss more general difficulties?)

☐ Not at all  ☐ To a very little extent  ☐ To some extent  ☐ To a considerable extent  ☐ To a very great extent

(b) To what extent do you now have:

(i) One-to-one meetings or talks with your school counsellor?

☐ Not at all  ☐ To a very little extent  ☐ To some extent  ☐ To a considerable extent  ☐ To a very great extent

(ii) Discussions or meetings between a group of students and your counsellor?

☐ Not at all  ☐ To a very little extent  ☐ To some extent  ☐ To a considerable extent  ☐ To a very great extent
SECTION 1 (Cont’d)

(c) To what extent in your past years in school have you had:

(i) One-to-one meetings or talks with your school counsellor?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Discussions on meetings between a group of students and your counsellor?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 2

(a) To what extent would you like someone on the staff of your school to talk to in relation to:

(i) Your choice of subjects?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Your interest in and willingness to work at your school work?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Your direction in your school work?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iv) Coping with learning and studying?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(v) Any ‘learning-related’ problems? (Problems which make learning more difficult, eg. reading or writing difficulties)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 2 (Cont'd)

(b) To what extent do you now have someone on the staff of your school to talk to in relation to:

(i) Your choice of subjects?
   □ Not at all
   □ To a very little extent
   □ To some extent
   □ To a considerable extent
   □ To a very great extent

(ii) Your interests in and willingness to work at your school work?
   □ Not at all
   □ To a very little extent
   □ To some extent
   □ To a considerable extent
   □ To a very great extent

(iii) Your direction in your school work?
   □ Not at all
   □ To a very little extent
   □ To some extent
   □ To a considerable extent
   □ To a very great extent

(iv) Coping with learning and studying?
   □ Not at all
   □ To a very little extent
   □ To some extent
   □ To a considerable extent
   □ To a very great extent

(v) Any 'learning-related' problems?
   □ Not at all
   □ To a very little extent
   □ To some extent
   □ To a considerable extent
   □ To a very great extent

(v)
SECTION 2 (Cont’d)

(c) To what extent in your past years in school has there been someone on the staff of the school to talk to in relation to:

(i) Your choice of subjects?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Your interest in and willingness to work at your school work?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Your direction in your school work?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iv) Coping with learning and studying?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(v) Any 'learning-related' problems?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(vi)
SECTION 3

(a) To what extent do you need someone on the staff of your school to talk to in relation to:

(i) Learning about careers (types of careers, unusual careers, making your own career, training for careers, etc)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Choosing your own career?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Learning how and where to get a job?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iv) Learning about working-life? (What is expected of you, how to do well in a job and how to keep a job!)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(v) Learning about yourself? (Having discussions about your interests and abilities, perhaps doing some aptitude tests or ability tests, etc)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 3 (Cont’d)

(b) To what extent do you have someone on the staff of your school in relation to:

(i) Learning about careers?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Choosing your own career?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Learning how and where to get a job?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iv) Learning about working-life?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(v) Learning about yourself?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(vi)
SECTION 3 (Cont’d)

(c) To what extent in your past years in school has there been someone on the staff of your school to talk to in relation to:

(i) Learning about careers?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Choosing your own career?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Learning how and where to get a job?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iv) Learning about working-life?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(v) Learning about yourself?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(viv)
SECTION 4

(a) To what extent do you need someone on the staff of your school to talk to in relation to:

(i) Learning about relationships and communications with people?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Learning about making decisions? (Getting to know the responsibilities involved in decisions etc)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Learning how to organise yourself to use your time effectively and efficiently?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iv) Learning about healthy living? (What good diet means, learning about hygiene, about your physical development and how to cope with it, etc)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 4 (Cont’d)

(a) (v) Learning about social development? (What is meant by the social structure and where you fit into it — how to cope with social situations, who you are in the social scene).

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(vi) Learning about yourself, understanding changes that are happening to you, getting to like yourself as you are?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(vii) Learning about using your free time well and enjoying your leisure-time?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(viii) Learning how to maintain a happy and productive lifestyle while unemployed?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 4 (Cont’d)

(b) To what extent do you have someone on the staff of your school to talk to in relation to:

(i) Learning about relationships and communications with people?
   - Not at all
   - To a very little extent
   - To some extent
   - To a considerable extent
   - To a very great extent

(ii) Learning about making decisions?
   - Not at all
   - To a very little extent
   - To some extent
   - To a considerable extent
   - To a very great extent

(iii) Learning how to organise yourself to use your time effectively and efficiently?
   - Not at all
   - To a very little extent
   - To some extent
   - To a considerable extent
   - To a very great extent

(iv) Learning about healthy living?
   - Not at all
   - To a very little extent
   - To some extent
   - To a considerable extent
   - To a very great extent

(v) Learning about social development?
   - Not at all
   - To a very little extent
   - To some extent
   - To a considerable extent
   - To a very great extent

\((xii)\)
SECTION 4 (Cont'd)

(b) (vi) Learning about yourself, understanding changes that are happening to you, getting to like yourself as you are?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(vii) Learning about using your free time well and enjoying your leisure-time?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(viii) Learning how to maintain a happy and productive lifestyle while unemployed?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(c) To what extent in your past years in school has there been someone on the staff of your school to talk in relation to:

(i) Learning about relationships and communications with people?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 4 (Cont'd)

(c) (ii) Learning about making decisions?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Learning how to organise yourself to use your time effectively and efficiently?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iv) Learning about healthy living?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(v) Learning about social development?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(vi) Learning about yourself, understanding changes that are happening to you, getting to like yourself as you are?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
(c) (vii) Learning about using your free time well and enjoying your leisure-time?

☐ Not at all  
☐ To a very little extent  
☐ To some extent  
☐ To a considerable extent  
☐ To a very great extent

(viii) Learning how to maintain a happy and productive lifestyle while unemployed?

☐ Not at all  
☐ To a very little extent  
☐ To some extent  
☐ To a considerable extent  
☐ To a very great extent
SECTION 5

(a) To what extent do you need:

(i) Psychological tests? (Intelligence tests, aptitude and interest tests etc which help you get to know yourself better)

□ Not at all
□ To a very little extent
□ To some extent
□ To a considerable extent
□ To a very great extent

(b) To what extent do you get:

(i) Psychological tests?

□ Not at all
□ To a very little extent
□ To some extent
□ To a considerable extent
□ To a very great extent

(c) To what extent in your past years in school have you had:

(i) Psychological tests?

□ Not at all
□ To a very little extent
□ To some extent
□ To a considerable extent
□ To a very great extent
SECTION 6

(a) To what extent do you need someone on the staff of your school to help you in relation to:

(i) Making contact with, and learning about work-related agencies? (eg AnCO, the Youth Employment Agency, Social Welfare Officers, the Dept of Labour, Trade Unions etc)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Making contact with other helping-agencies? (eg Social Workers, Medical Agencies, Child Guidance Clinics etc)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Making contact with and learning about third-level colleges and institutions?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(b) To what extent do you have someone on the staff of your school to help you in relation to:

(i) Making contact with, and learning about work-related agencies?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 6 (Cont'd)

(b) (ii) Making contact with and learning about third-level colleges and institutions?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Making contact with other helping-agencies?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(c) To what extent in your past years in school have you had someone on the staff of your school to help you in relation to:

(i) Making contact with, and learning about work-related agencies?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Making contact with and learning about third-level colleges and institutions?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 6 (Cont'd)

(c) (iii) Making contact with other helping agencies?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 7

(a) To what extent do you need someone on the staff of your school to help in relation to:

(i) Visiting work-places, colleges or other such places?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(ii) Having visiting speakers to your school to talk about various things? (eg Employment, careers, drugs and social problems, colleges etc)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(iii) Hearing about and organising visits to occasions outside of the school situations? (eg Careers exhibitions, talks, inter-school talks etc)

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent

(b) To what extent do you have someone on the staff of your school to help in relation to:

(i) Visiting work-places, colleges or other such places?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 7 (Cont'd)

(b) (ii) Having visiting speakers to your school to talk about various things?

☐ Not at all  ☐ To a very little extent  ☐ To some extent  ☐ To a considerable extent  ☐ To a very great extent

(iii) Hearing about and organising visits to occasions outside of the school situations?

☐ Not at all  ☐ To a very little extent  ☐ To some extent  ☐ To a considerable extent  ☐ To a very great extent

(c) To what extent in your past years in school have you had someone on the staff of your school to help in relation to:

(i) Visiting work-places, colleges and other such places?

☐ Not at all  ☐ To a very little extent  ☐ To some extent  ☐ To a considerable extent  ☐ To a very great extent

(ii) Having visiting speakers to your school to talk about various things?

☐ Not at all  ☐ To a very little extent  ☐ To some extent  ☐ To a considerable extent  ☐ To a very great extent
SECTION 7 (Cont'd)

(c) (iii) Hearing about and organising visits to occasions outside of the school situations?

☐ Not at all
☐ To a very little extent
☐ To some extent
☐ To a considerable extent
☐ To a very great extent
SECTION 8

(a) To what extent do you need someone on the staff of your school who is available to meet with, or have discussions with your parents? (This is not in relation to someone ‘reporting’ to your parents, more like someone who can for example, explain the pressures and difficulties which can exist during your school-life)

□ Not at all
□ To a very little extent
□ To some extent
□ To a considerable extent
□ To a very great extent

(b) To what extent do you have someone on the staff of your school who is available to meet with, or have discussions with your parents?

□ Not at all
□ To a very little extent
□ To some extent
□ To a considerable extent
□ To a very great extent

(c) To what extent, in your past years in school have you had someone on the staff of your school who is available to meet with, or have discussions with your parents?

□ Not at all
□ To a very little extent
□ To some extent
□ To a considerable extent
□ To a very great extent