

D.T.1.4.2. Student feedback report regarding counselling activities

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I. Introduction

Within the IPA - RORS 406 “e-Support services for career and vocational counselling of youth entering the labour market” - e-SSVCV project, Contract no: 39321 / 29.03.2021, in October-December 2021 the **A.T.1.4 - Implementation of the activities for vocational and career counselling activity** was carried out. This consisted of carrying out vocational counselling and career guidance activities in the project partner schools, supported by 40 teachers participating in the training course “Vocational counselling for career guidance”: 20 teachers from the Banat National College in Timisoara, 10 teachers from „Borislav Petrov Braca” Highschool, Vrsac and 10 teachers from Školski Centar “Nikola Tesla” Vrsac, Serbia.

The target group consisted of 400 high school students between the ages of 16 and 19, as follows:

- 200 students from the Banat National College in Timisoara
- 100 students from the "Borislav Petrov Braca" Highschool in Vrsac
- 100 students from the Školski Centar “Nikola Tesla” Vrsac

The students were divided into groups of 10, each teacher carrying out group and individual counselling and guidance activities with a group.

The activities carried out in October-December covered the topics of three chapters from the Career Counselling Guide prepared by the expert counsellors, as planned:

Chapter	Contents	Topic	Period
Self-knowledge and personal development	Initial test	Who am I?	October S1
	The need for self-knowledge		
	Personality traits		
	Self-confidence, self-esteem		
	Personal achievements	Self-confidence	October W2
	How we develop self-confidence		
	Transferable skills and abilities	What I know and what I can do	October W3
	Professional interests (Hexagon of interests - Holland's theory)	What interests me	October W4
The labour market and its dynamics	Personal and professional values	What is important in my career	November W1
	Characteristics of the professions (work environment, schedule, salary, studies, skills required) - COR consultation		
	Labour market (demand and supply, what jobs are on demand, AJOFM statistics)		
	Future trades		
		The ideal profession	November W2
		The professions of the future	November W3
	Educational and professional alternatives	Which path should I choose?	November W4
	The educational or professional route		

Career planning	Short, medium and long term goals Decision making	Decisions... decisions	December W1
	Career plan (centralizing information about oneself, professions, etc. and outlining a career plan)	Career plan	December W2
	Egomarketing - CV, letter of intent, interview	My first CV How do I behave in an interview?	December W3 (2 hours)

II. Collecting teachers and student feedback

In order to collect and analyse the feedback of the teachers, a self-administered questionnaire with 15 closed questions and 2 open questions was used (see ANNEX). For the 15 closed questions, i.e., opinion questions, a Likert scale was used to formulate the answers (with 5 answer options). The questionnaire was applied online through the Google Forms application. The responses were collected at the end of each month for the implementation of vocational counselling and career guidance activities.

The processing of the results for the closed questions was also done by using the Google Forms application, respectively the graphical representations of the distribution of the answers to each question.

To process the answers to the open-ended questions, qualitative content analysis was used, performing a thematic and comparative analysis of the answers.

The questionnaires were bilingual (Romanian and Serbian) and anonymous. The answers to the open-ended questions were written in both Romanian and Serbian, the latter being translated later so that they could be analysed.

In order to collect and analyse the feedback of the students from the partner schools regarding the counselling and career guidance activities, a questionnaire was developed which aimed to capture information on the quality of activities, their attractiveness,

usefulness and relevance. The information will be used to increase the quality of future work and to include suggestions in the Career Counselling Guide.

A feedback questionnaire (ANNEX) with 12 closed-ended questions was developed and used, for which a Likert scale for answers (with 5 answer options) was used. The questionnaire was applied online through the Google Forms application. The questionnaires were developed bilingually (Romanian and Serbian) and distributed to the students in the target group from the partner institutions in the project. The answers were collected at the end of December.

The processing of the results was also done by using the facilities of the Google Forms application, respectively the graphical representations of the distribution of the answers to each question.

III. Presentation of results

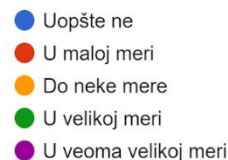
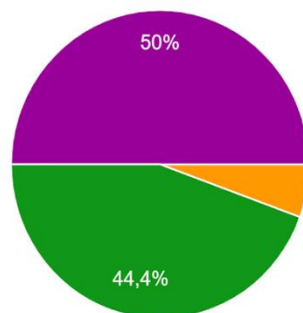
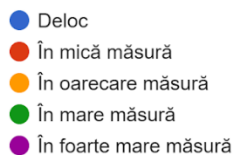
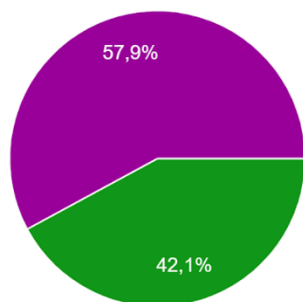
III.A. Feedback of teachers

The first question focused on teachers' views on the usefulness of the topics covered each month of the project for counselling and career guidance of students.

Teachers' responses show that all the teachers considered the topics covered in the individual and group counselling activities to be useful and very useful for the career counselling and vocational guidance of the students involved. The percentage of teachers who considered the discussed topics as very useful increased from one month to another, reaching a percentage of over 65% in the third month of the project.

1. Cât de utile considerați că au fost temele abordate în această lună pentru orientarea vocațională a elevilor?

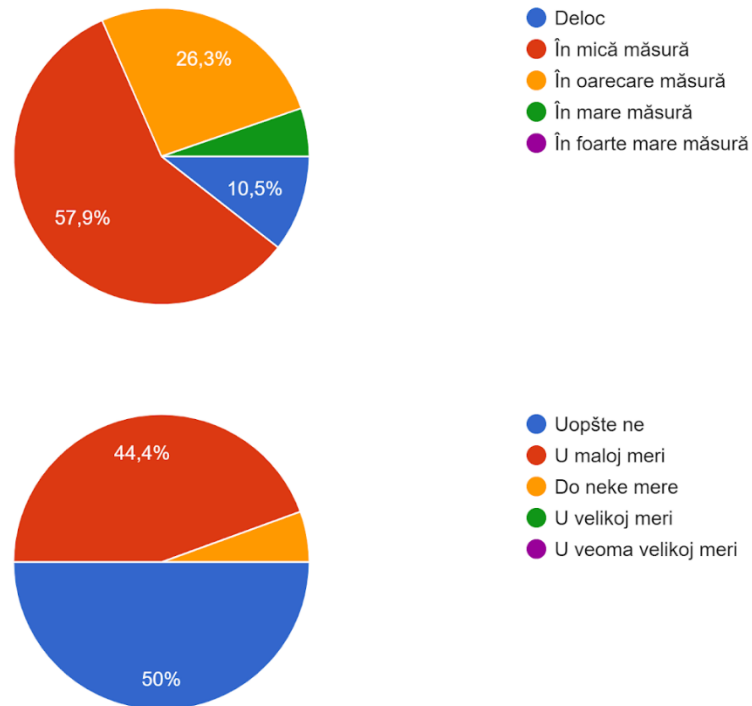
19 răspunsuri



The second question aimed at assessing the degree of difficulty of transposing the topic in the counselling activity plans. Within this question there were differences between the answers of teachers from Romania and Serbia. In general, teachers from Serbia considered the transposition of the topic in the counselling plans to be much easier than teachers from Romania. One explanation for this difference in perception would be that teachers in Serbia receive several models of activity plans, while teachers in Romania had to develop each activity plan themselves.

2. Cât de dificilă apreciați că a fost transpunerea acestei tematici în planurile de activitate de consiliere?

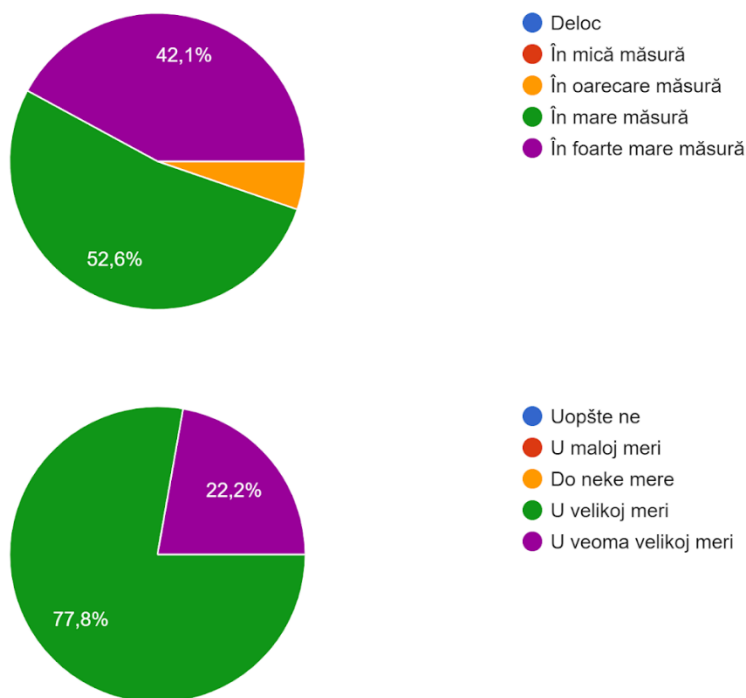
19 răspunsuri



The third question was to evaluate the usefulness of the support materials received during the training for the design of counselling activities. Support materials included worksheets for counselling activities, model activity plans, and theoretical support for each chapter. All the teachers appreciated that the support materials received were really helpful.

3. În ce măsură ați folosit materialele suport primite în cadrul trainingului pentru a proiecta activitățile de consiliere din această lună?

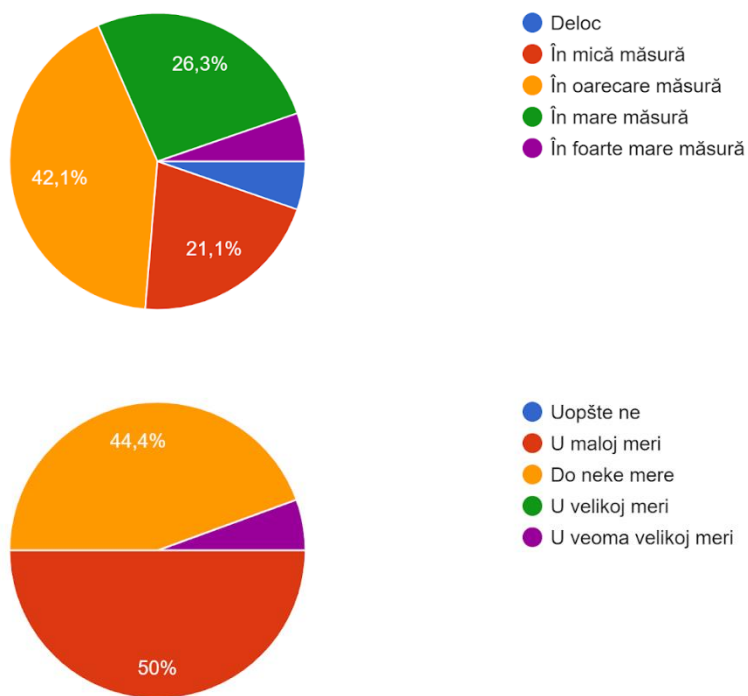
19 răspunsuri



Next, the teachers were asked to what extent they requested the support of other colleagues in the preparation of individual and group counselling activities. During the project, the teachers were supported by a team of expert counsellors, who supervised them in the process of developing individual and group counselling activity plans and offered them guidance. Teachers' responses show that teachers in Romania have asked for the help of fellow counsellors more often than teachers in Serbia.

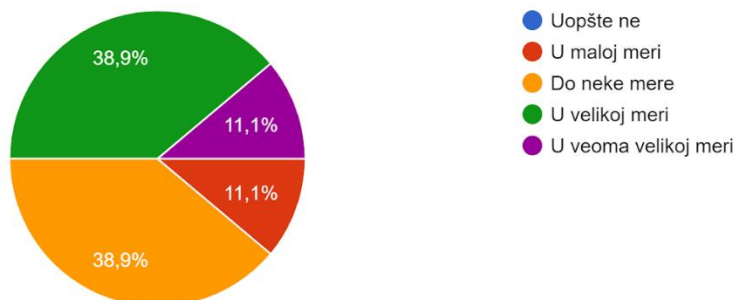
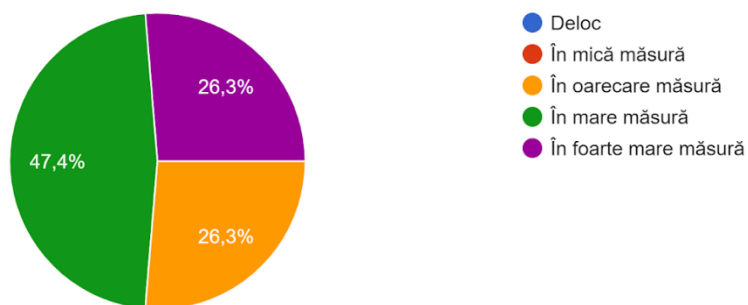
4. În ce măsură ați solicitat sprijinul din partea altor cadre didactice (consilieri experți, colegi, ș.a.) în realizarea planurilor activităților de consiliere cu elevii?

19 răspunsuri



Also, being asked to evaluate the usefulness of the help received by teachers from colleagues or advisers, almost half of the teachers from Romania and a little more than a third of the Serbian colleagues appreciated that the support received was very helpful in designing the counselling activities.

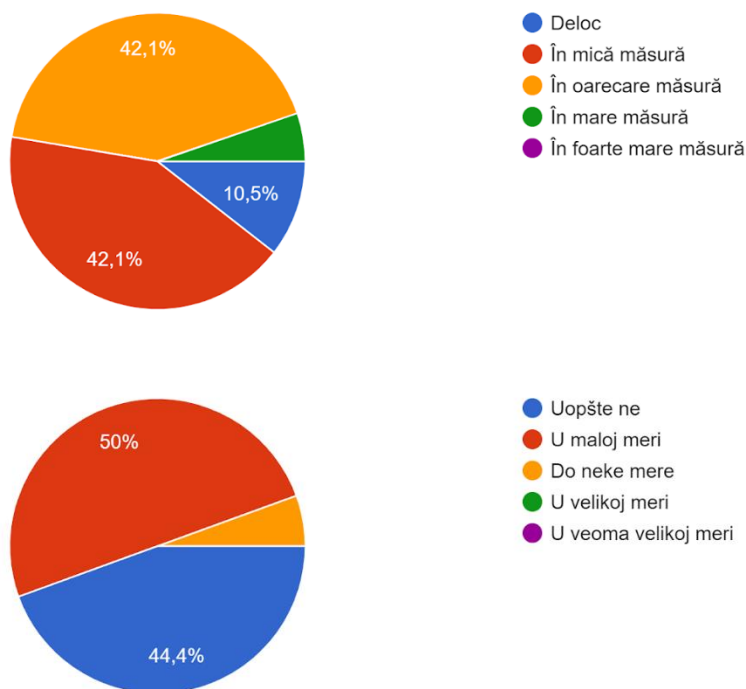
5. În ce măsură considerați că sprijinul primit din partea altor cadre didactice (consilieri experți, colegi, ș.a.) v-a fost de ajutor în proiectarea și realizarea activităților de consiliere cu elevii?
19 răspunsuri



The next question was to assess the level of difficulty perceived by teachers in the implementation of group counselling activity plans. The design of the group counselling activity plans was considered by the Romanian teachers as somewhat difficult or a little difficult, while to the Serbian colleagues this activity seemed a little or not at all difficult.

6. Cât de dificilă vi s-a părut conceperea planurilor de activitare de consiliere de grup în această lună?

19 răspunsuri

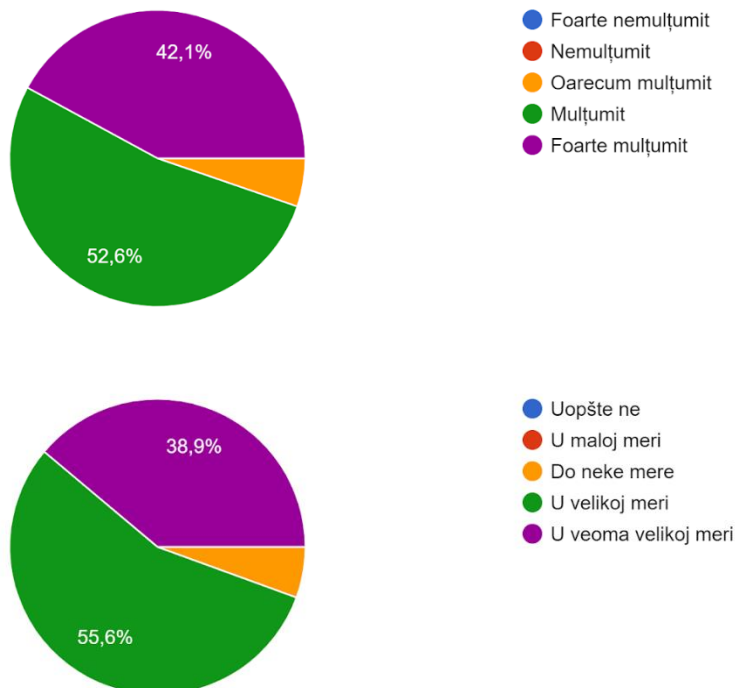


Also, the design of individual activity plans was considered by almost half of the Romanian teachers to be to a small extent difficult and by a third of them to a somewhat difficult extent. For teachers in Serbia, this activity was little or not at all difficult.

Asked to what extent they were satisfied with the way the group counselling activities were conducted, the vast majority of teachers said they were satisfied and very satisfied with the way these activities were implemented. There is an increase in teacher satisfaction as they gained experience in carrying out these activities.

8. Cât de mulțumit(ă) sunteți de modul în care s-au desfășurat activitățile de consiliere de grup din această lună?

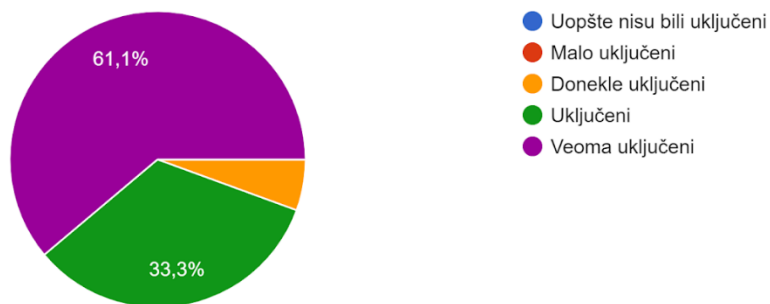
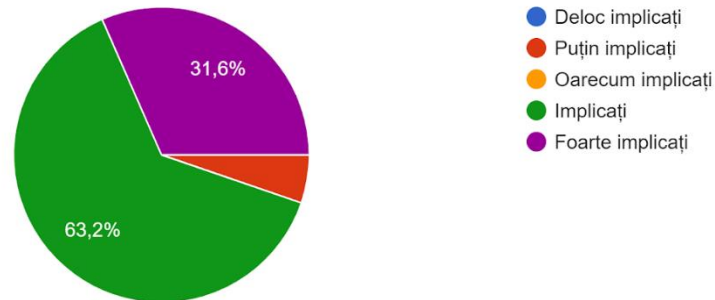
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Regarding the degree of involvement of students in group counselling activities, it has been observed that students were involved in activities each month, the answers of Romanian teachers showing a similar level of involvement in the first and third month, while in the second month a smaller number of students (just under a third) were considered to have been very involved.

9. Cum apreciați gradul de implicare a elevilor la activitățile de consiliere de grup?

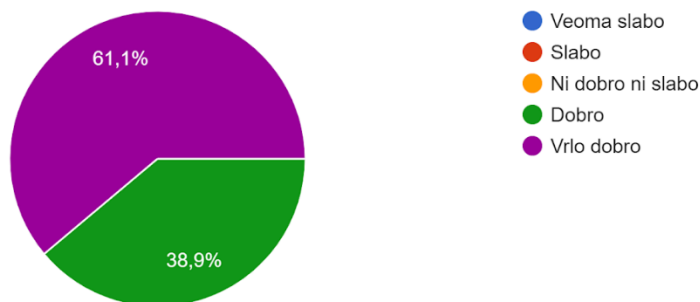
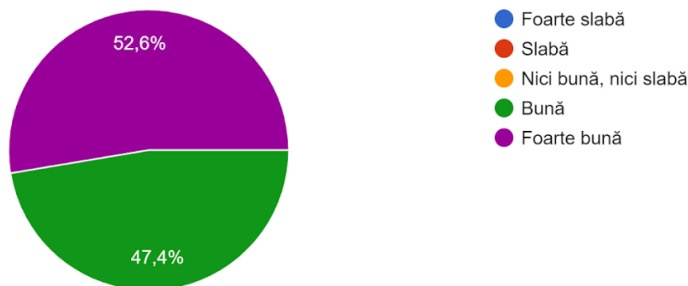
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Communication with students was also appreciated as good or very good, both by teachers in Romania and by those in Serbia, throughout the group counselling activities.

10. Cum evaluați comunicarea dintre dumneavoastră și elevi în timpul activităților de consiliere de grup?

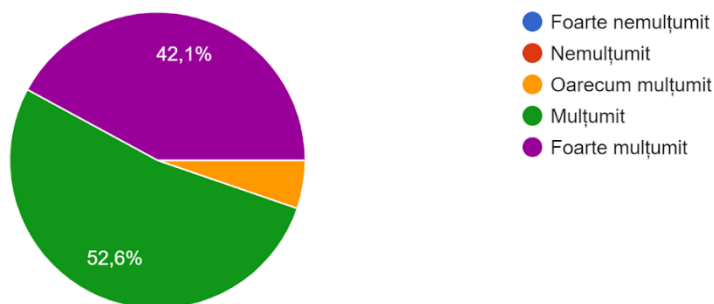
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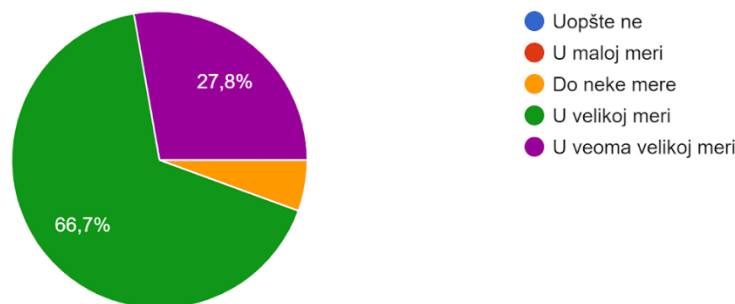


The teachers were satisfied and very satisfied with the way the students solved the individual and group tasks.

11. Cât de mulțumit(ă) sunteți de felul în care elevii au realizat sarcinile practice din cadrul activităților de consiliere de grup?

19 răspunsuri





Among the most successful group counselling activities in the opinion of teachers were:

- for the chapter "Self-knowledge and personal development" - students' personal skills, self-esteem, SWOT analysis, personal characteristics, etc.
- for the chapter "The labour market and its dynamics" - personal and professional values, the ideal profession, the career plan.
- for the chapter "Career planning" - writing the CV, the letter of intent, the career plan.

Here are some of the teachers' comments and arguments brought by them in favour of some of the most successful group counselling activities:

„ The group activity "Who am I" seems to me to have been very successful, because the students managed to discover themselves in unexpected ways.

"Self-presentation" - students were able to develop a self-image as close to the truth as possible at the end of the class and communicated well with the group."

"The professions of the future. The students were interested because we talked about the predictions regarding the professions on demand in the future, they tried to find out what facts they have to take into account when choosing a job, as well as the fact that they must always be able to reorient if, due to some factors, they come to the conclusion that they did not find what they were really looking for."

"Characteristics of the professions (work environment, schedule, salary, education, skills required -In this activity, the students understood better what the work environment is, the salary

conditions, so they weighed the effort made for a certain profession and the remuneration for that job and whether an increased effort is worth for a higher salary.”

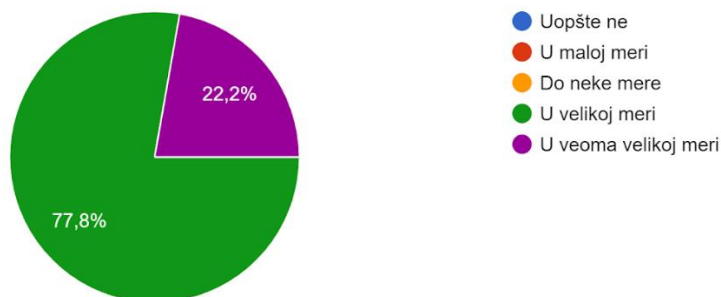
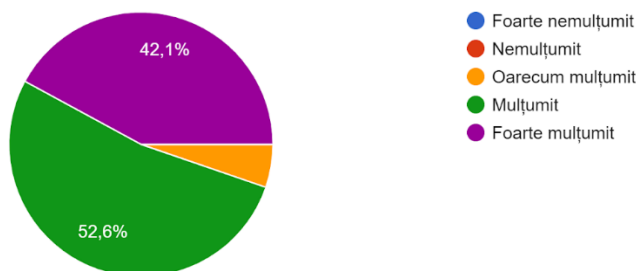
“The students reacted very well when they were asked to write their CV. In addition to the fact that they were involved, they liked the idea of writing the CV both from the current perspective, as students, and from a perspective of future employees or employers, thus managing to more clearly define their career path.”

“What I know about myself - the activity was very successful because the students identified their work-related values and were able to investigate the subjective perception of strengths and weaknesses, personal interests and abilities.”

As in the case of group counselling activities, the teachers were satisfied and very satisfied with the way the individual counselling activities were carried out.

13. Cât de mulțumit(ă) sunteți de modul în care s-au desfășurat activitățile de consiliere individuală din această lună?

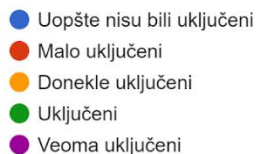
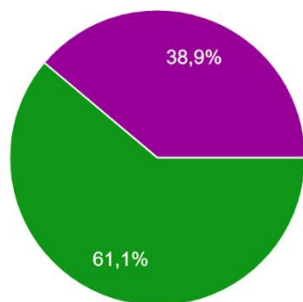
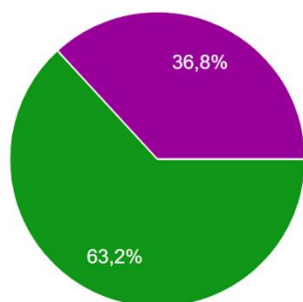
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One third of the teachers from Romania and Serbia considered that the students were very involved in the individual counselling activities, the rest of the teachers appreciating that the students were involved.

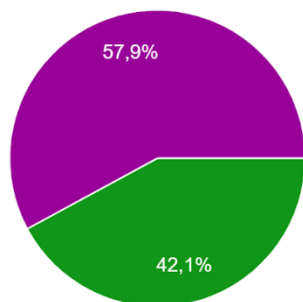
14. Cum apreciați gradul de implicare a elevilor la activitățile de consiliere individuală?

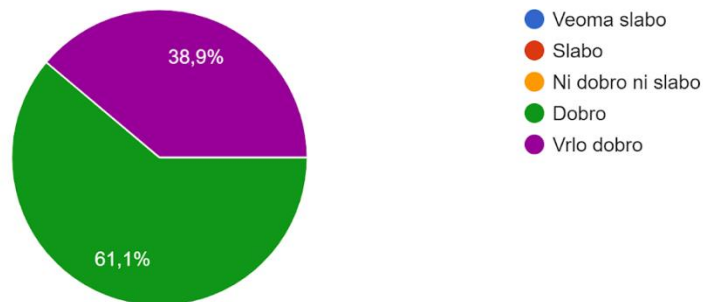
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15. Cum evaluați comunicarea dintre dumneavoastră și elevi în timpul activităților de consiliere individuală?

19 răspunsuri

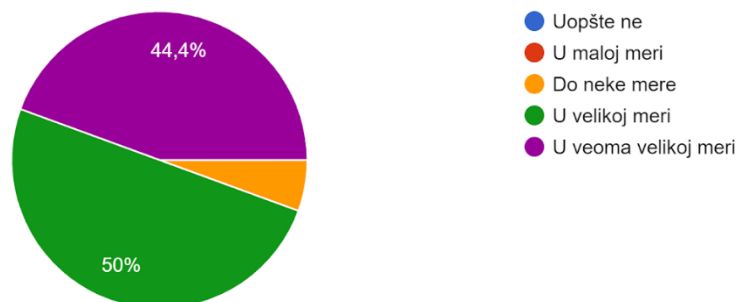
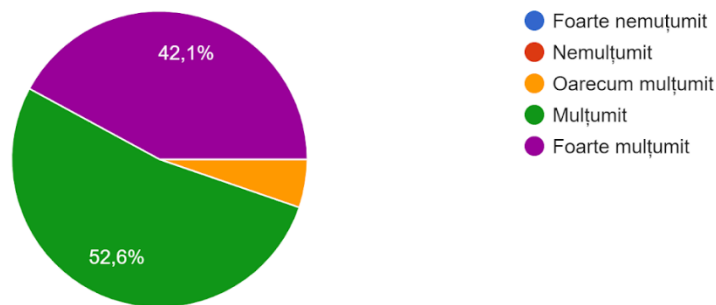




Communication with students in individual counselling activities was rated as very good by 57% of teachers from Romania and by 38% of teachers from Serbia.

16. Cât de mulțumit(ă) sunteți de felul în care elevii au realizat sarcinile practice din cadrul activităților de consiliere individuală?

19 răspunsuri



Both teachers from Romania and those from Serbia were satisfied with the way the students performed their individual tasks.

Among the individual counselling activities that were considered the most successful, the teachers listed:

- the first month: self-presentation, self-esteem, professional interests
- the second month: the profile of the desired profession, the professional values, the genealogical tree of the family professions, the Holland test.
- the third month: CV, preparation for the job interview, career plan.

Here are some comments from teachers regarding individual counselling activities:

„Self-knowledge - self-esteem - because they had the opportunity to discover and self-assess their self-esteem. By getting to know themselves better, they understood how to increase their self-esteem.”

"From my point of view, 'Who am I?' and 'Self-confidence' worked very well for me because the students really need to know themselves better, to trust themselves and to be optimistic. "

"The construction of the family tree by students - they discovered with amazement that certain trades were repeated in their family, that some of their decisions on choosing a high school profile or choosing a future job were influenced by family members who practice similar trades. The students found it a very useful activity regarding their degree of autonomy in decision making.

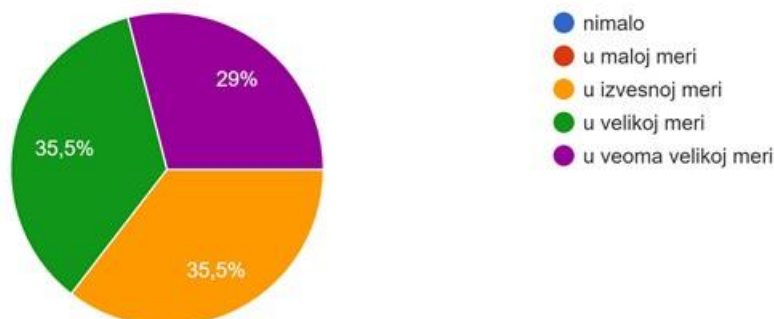
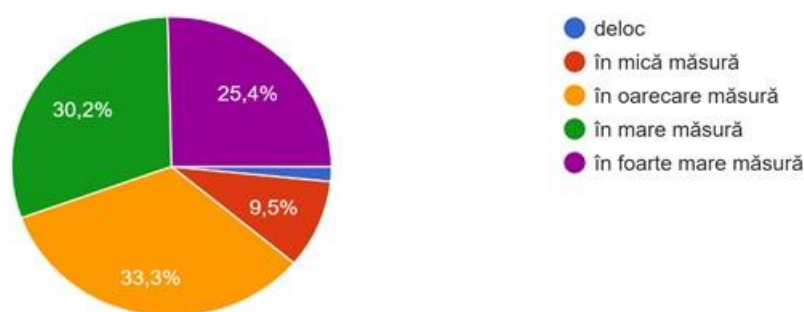
"The level of interest of students has been increased compared to other topics. We asked them to identify 2-3-4 professions that would suit them, so that, by differentiation, they would notice what the requirements are for a certain profession and to what extent it suits them. The participating students responded and discussed this topic with interest, which made them more mindful of the labour market."

"Which way should I go? "Students have become aware of the demands of the job market and have managed to come up with a plan for their future."

III.A. Feedback of students

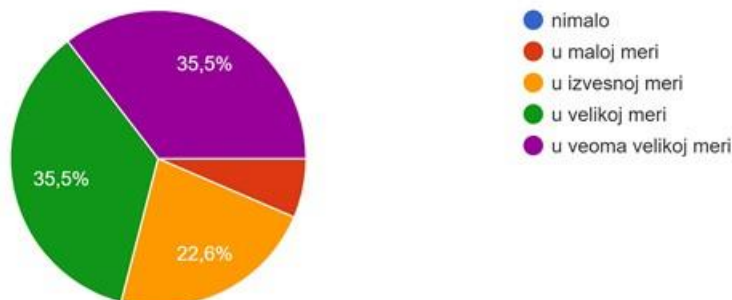
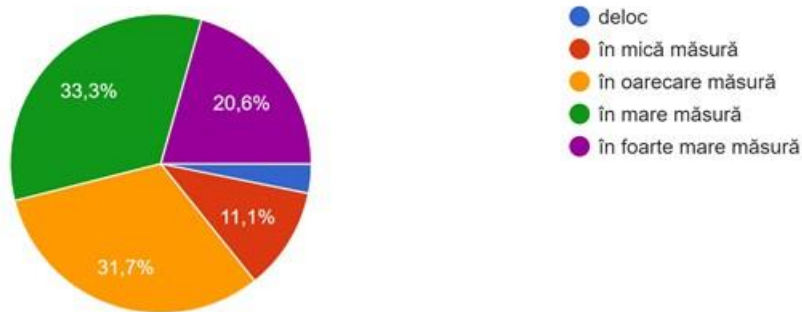
The answers of the students from Romania and Serbia will be shown comparatively.

1. Apreciază în ce măsură consideri că activitățile de autocunoaștere și dezvoltare personală desfășurate în cadrul proiectului au fost utile pentru orientarea ta în carieră.



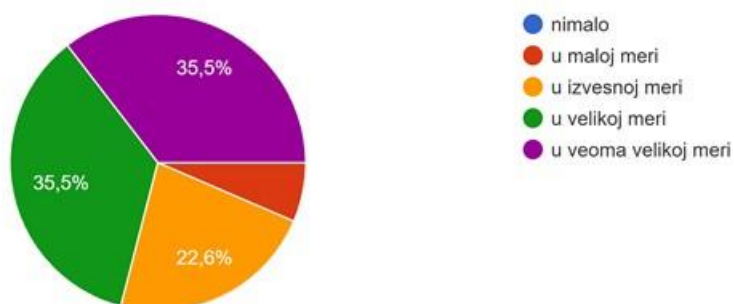
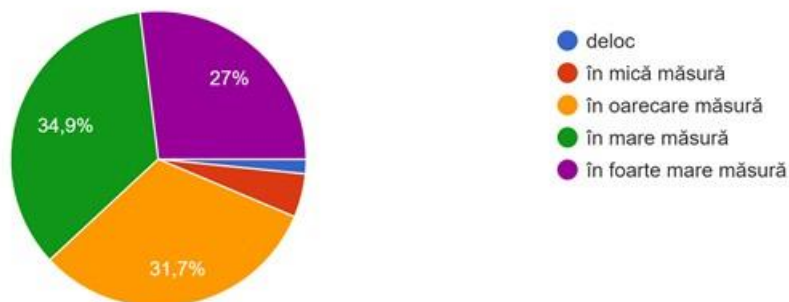
The activities of self-knowledge and personal development, identification of one's abilities, interests, values, personality traits, weaknesses and strengths were part of the chapter **Self-knowledge and personal development** in the *Career Counselling Guide* and were carried out in October 2021. They were considered useful to a large and very large extent by 55% of Romanian students and 65% of Serbian students, while about a third of them considered them to have been to some extent useful for career guidance. A percentage of 10% of Romanian students considered that these activities were of little use to them.

2. Apreciază în ce măsură consideri că activitățile despre ocupații și piața muncii desfășurate în cadrul proiectului au fost utile pentru orientarea ta în carieră?



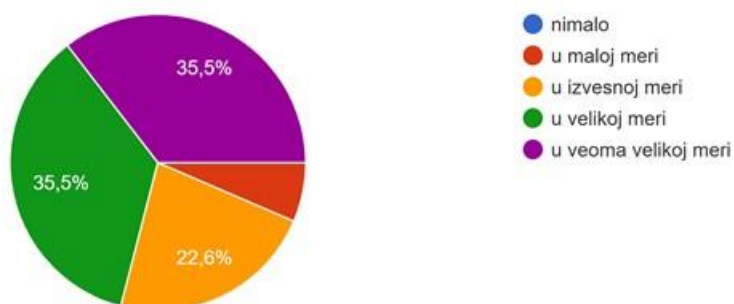
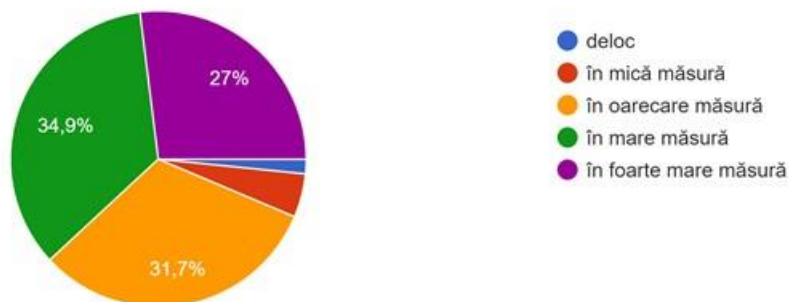
The activities regarding the characteristics of the professions, occupations and the labour market, regarding supply and demand, alternatives and educational and professional paths were part of the chapter **Labour Market and its dynamics** in the *Career Counselling Guide* and were carried out in November 2021. These were considered useful by most students, to a large and very large extent by 54% of Romanian students and 70% of Serbian students. A percentage of 10% of students, both from Romania and from Serbia, appreciated that this information was useful to a small extent..

3. Apreciază în ce măsură consideri că activitățile având ca temă stabilirea obiectivelor, luarea deciziei și schițarea planului de carieră desfășurate...ctului au fost utile pentru orientarea ta în carieră?



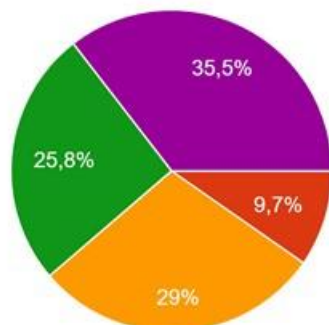
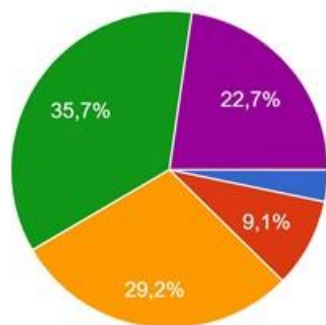
Activities related to setting short, medium and long term goals, making decisions, outlining a career plan, developing a CV and letter of intent, behaviour at the job interview were part of the chapter **Career Planning** in the *Career Counselling Guide*, and it took place in December 2021. These were considered useful for career guidance to a large and very large extent by 60% of Romanian students and 70% of Serbian students. Less than 10% of students in both countries found them to be of little use to them.

3. Apreciază în ce măsură consideri că activitățile având ca temă stabilirea obiectivelor, luarea deciziei și schițarea planului de carieră desfășurate...ctului au fost utile pentru orientarea ta în carieră?



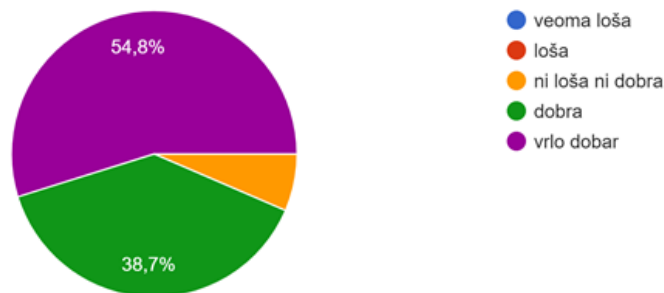
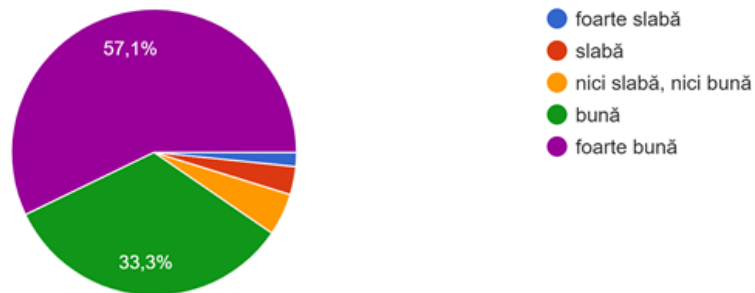
The materials used in the counselling activities, the exercises, the applications, the worksheets used by the teachers were selected by them from the worksheets found in the Career Counselling Guide. These were considered relevant and very relevant to the topic of activities by most Romanian (60%) and Serbian (70%) students.

5. Apreciază în ce măsură consideri că informațiile din cadrul activităților au fost prezentate într-o manieră atractivă, care să trezească interesul?



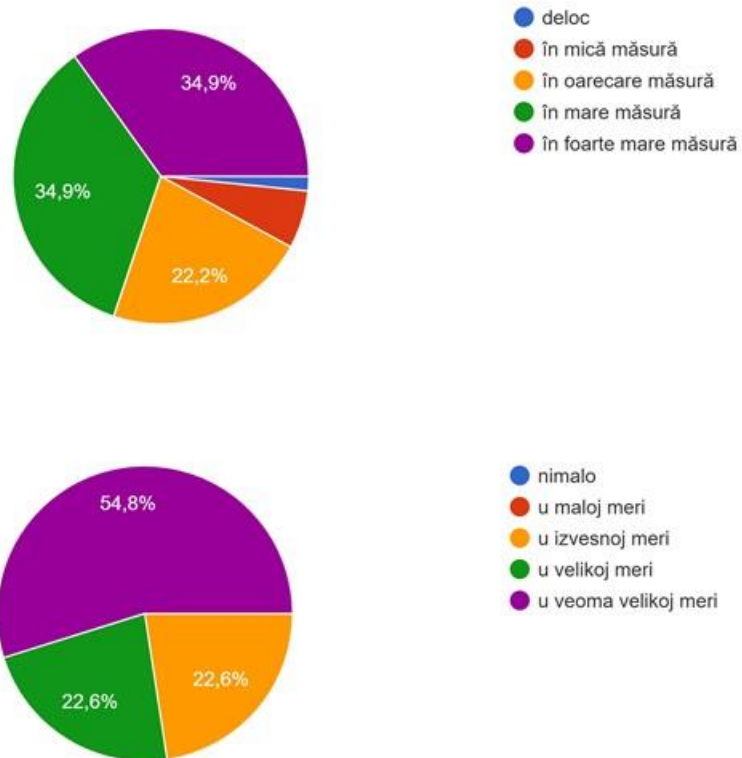
The information was presented in an attractive way, which would stimulate the interest to a large and very large extent for about 60% of the students in both countries. One third of them considered that the information was presented in an attractive way to some extent and about 10% were slightly attracted by the way it was presented.

6. Apreciază cum a fost comunicarea dintre elevi și profesor în timpul activităților de consiliere de grup?



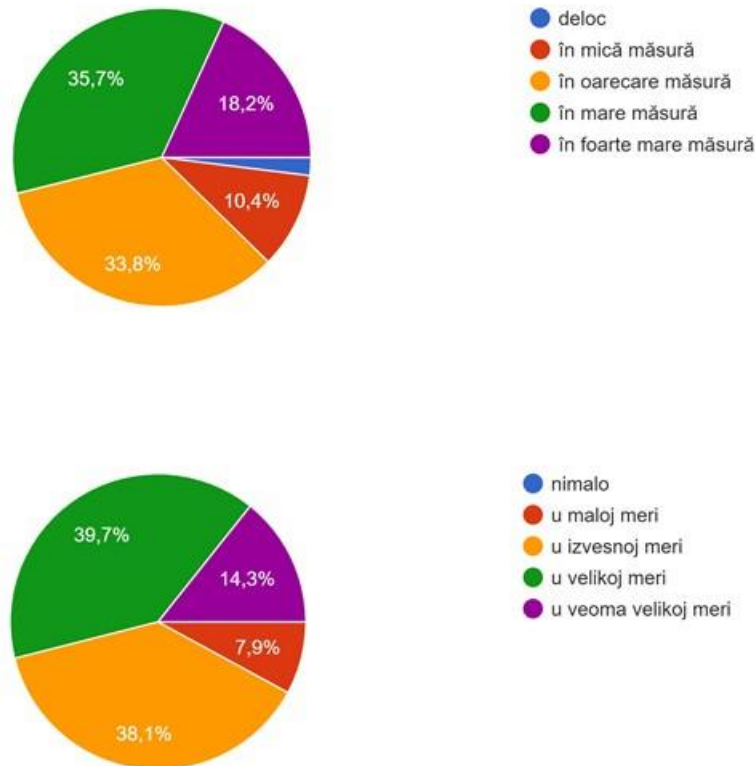
During the group counselling activities, the communication between teachers and students was considered to be good and very good by 90% of Romanian students and 93% of Serbian students.

7. Apreciază în ce măsură atmosfera în care s-a desfășurat activitatea a fost destinsă și a facilitat colaborarea.



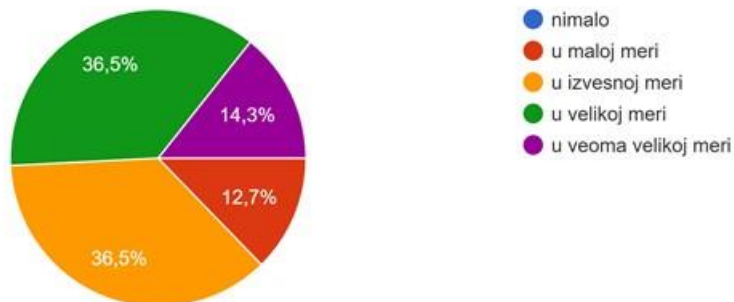
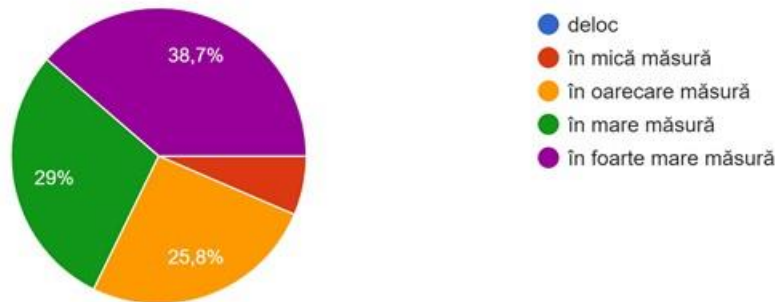
70% of Romanian students and 75% of Serbian students considered that the atmosphere in which the activities took place was relaxed and that it facilitated the collaboration to a large and very large extent.

8. Apreciază în ce măsură temele de discuție din cadrul consilierii individuale au prezentat interes pentru tine?



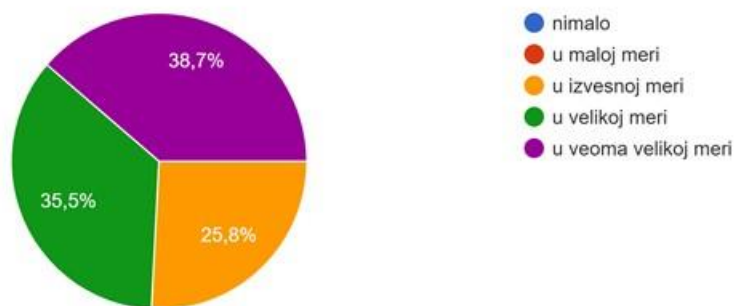
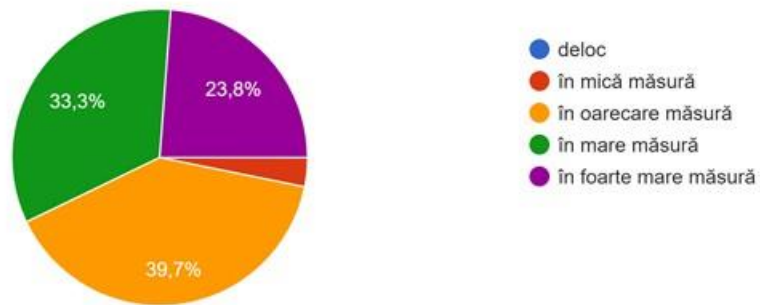
The topics of discussion addressed in the individual counselling activities were interesting to some extent for 85% of Romanian students and for 90% of Serbian students, over half of them being largely and very interested in what has been discussed.

9. Apreciază în ce măsură discuțiile din cadrul consilierii individuale ti-au fost utile pentru orientarea în carieră.



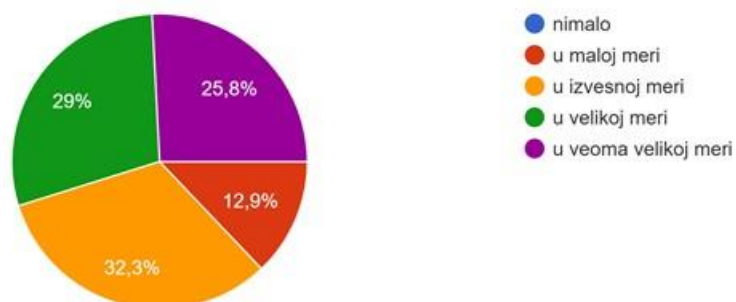
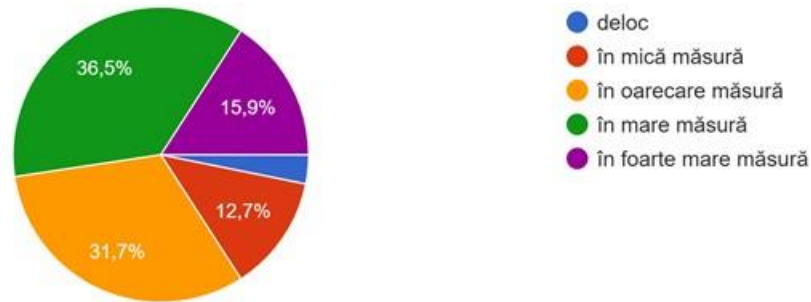
Regarding the usefulness of the discussions addressed in the individual counselling activities for career guidance, 67% of Romanian students and 50% of Serbian students found them useful to a large and very large extent and 25% of Romanian students and 36% of Serbian students found them to be useful to some extent. About 10% of students thought that the discussions were useful to a small extent.

10. Apreciază în ce măsură consideri că temele discutate în cadrul activităților proiectului îți sunt de ajutor pe viitor



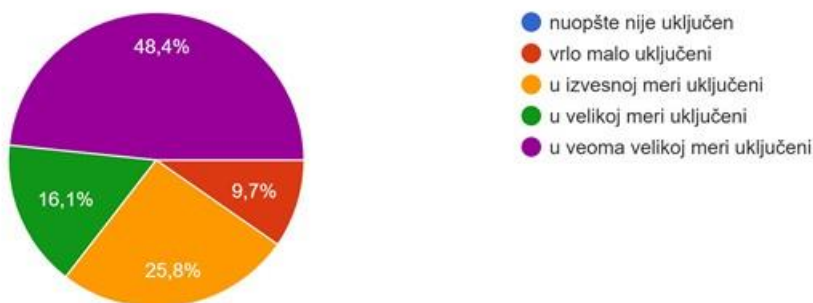
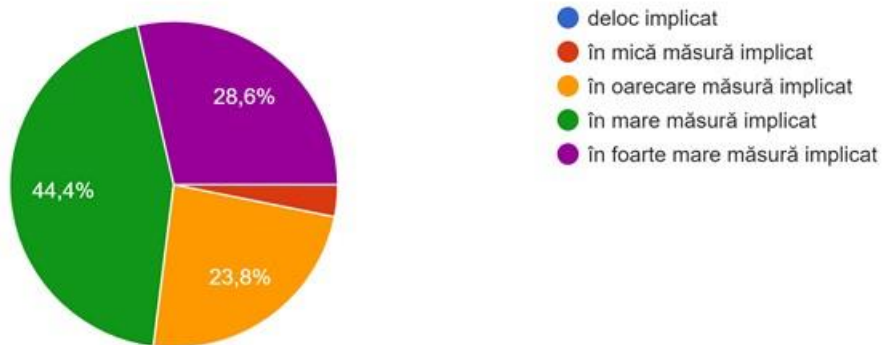
57% of Romanian students consider that the topics discussed so far in the project activities will be helpful to a large and very large extent and 39% to some extent. 74% of Serbian students believe that the topics covered will be of great help to them in the future, and 25% to some extent.

11. Apreciază în ce măsură activitățile desfășurate în cadrul proiectului au corespuns așteptărilor tale.



The activities of the project met the expectations to a large and very large extent for 52% of Romanian students and 55% of Serbian students and to some extent for a third of students, both in Romania and in Serbia. Approximately 13% of students in both countries found that their activities met their expectations to a small extent.

12. Apreciază propriul tău grad de implicare în activitățile desfășurate.



The students were involved in the project activities to a large and very large extent in the proportion of 73% (Romanian students), respectively 65% (Serbian students), about a quarter of them were involved to some extent and less than 10% of students consider that they have been involved to a small extent.

IV. Conclusions

The first months of implementation of group and individual counselling activities had positive feedback from teachers. The teachers appreciated the usefulness of the topics covered and mentioned each month, topics that were very successful in the counselling activities. The design of the activity plans was not considered a very easy task, but the support from the expert advisors as well as the supporting materials received were really helpful in this regard.

The communication with the students was maintained at a very good level every month, and their degree of involvement was high. At the end of the first three months of counselling, teachers noted the progress of students in both self-knowledge and personal development, as well as in the development of job search skills, identifying the right professions and skills regarding egomarketing.

The group counselling and vocational guidance activities conducted in October-December 2021, which included topics from the chapters **Self-Knowledge and Personal Development**, **The Labour Market and its Dynamics**, and **Career Planning** from the *Career Counselling Guide*, were considered useful by the vast majority of students, both Romanian and Serbian, to a large and very large extent by about 60% of Romanian students and 70% of Serbian students, and to some extent 25% -30% of them. The most useful were the activities from the chapter **Career Planning**, and for students in Serbia the chapter about the **Labor Market and its Dynamics** was also considered useful.

Individual counselling and vocational guidance activities were also considered useful for career guidance by the vast majority of students; most useful and very much so by more than 60% of students, considering that the topics of discussion were of interest to a certain extent for 85% of the Romanian students and for 90% of the Serbian students, over half of them being mostly and very interested in what was discussed.

Most of the students appreciated that all the activities carried out within the project and the topics addressed will be helpful in the future, to a large and very large extent for 75% of Serbian students and 60% for Romanian ones.

The materials used in the counselling activities, the exercises, the applications, the worksheets used by the teachers were considered mostly and very relevant for the topic of the activities by most Romanian and Serbian students and they also considered that all these have been presented in an attractive way to stimulate students' interest.

During the counselling and vocational guidance activities, the communication between teachers and students was considered to be good and very good by 90% of Romanian students and 93% of Serbian students, the atmosphere in which the activities took place being relaxed and facilitating collaboration.

The students were involved in the project activities to a large and very large extent in the proportion of 73% (Romanian students), respectively 65% (Serbian students), about a quarter of them being involved to some extent.

It is recommended that in future activities, teachers maintain an attitude that encourages communication and collaboration, facilitating a relaxed and non-critical atmosphere, to stimulate students' involvement, by selecting the most useful and relevant applications, exercises and worksheets for the studied topics, to stimulate their interest by presenting the information in an attractive and captivating manner.

ANNEX

Feedback form Students

To allow us to analyse the development of vocational counselling activities within the IPA project - RORS 406 - “E-Support Services for Career and Vocational Counselling”, please spare a few minutes to complete this feedback form related to the counselling activities carried out in October-December 2021.

1. To what extent do you consider that the **self-knowledge and personal development** activities carried out within the project were useful for your career orientation?

- a. Not at all
- b. To a small extent
- c. To some extent
- d. To a large extent
- e. To a very large extent

2. To what extent do you consider that the activities related to the **occupations and the labour market** carried out within the project were useful for your career orientation?

- a. Not at all
- b. To a small extent
- c. To some extent
- d. To a large extent
- e. To a very large extent

3. To what extent do you consider that the activities related **to setting goals, making decisions and outlining the career plan** carried out within the project were useful for your career orientation?

- a. Not at all

- b. To a small extent
- c. To some extent
- d. To a large extent
- e. To a very large extent

4. To what extent do you consider that the exercises, worksheets, and materials used were relevant to the topic of the activities?

- a. Not at all
- b. To a small extent
- c. To some extent
- d. To a large extent
- e. To a very large extent

5. To what extent do you consider the information in the activities to have been presented in an attractive way that would stimulate interest?

- a. Not at all
- b. To a small extent
- c. To some extent
- d. To a large extent
- e. To a very large extent

6. What was the communication like between the students and the teacher during the group counselling activities?

- a. Very poor
- b. poor
- c. Neither poor, nor good
- d. Good
- e. Very good

7. To what extent the atmosphere in which the activity took place was relaxed and facilitated the collaboration?
- a. Not at all
 - b. To a small extent
 - c. To some extent
 - d. To a large extent
 - e. To a very large extent
8. To what extent have the topics of discussion in the individual counselling been of interest to you?
- a. Not at all
 - b. To a small extent
 - c. To some extent
 - d. To a large extent
 - e. To a very large extent
9. To what extent the discussions within the individual counsellor were useful for your career guidance.
- a. Not at all
 - b. To a small extent
 - c. To some extent
 - d. To a large extent
 - e. To a very large extent
10. To what extent do you consider the topics discussed in the project activities to be helpful in the future?
- a. Not at all
 - b. To a small extent
 - c. To some extent

- d. To a large extent
- e. To a very large extent

11. To what extent did the activities carried out within the project meet your expectations?

- a. Not at all
- b. To a small extent
- c. To some extent
- d. To a large extent
- e. To a very large extent

12. To what extent did you get involved in the activities carried out?

- a. not at all involved
- b. very little involved
- c. to some extent involved
- d. quite involved
- e. very involved

Feedback form

Teachers

In order for us to analyse the development of vocational counselling activities with students within the IPA project - RORS 406 - E-Support Services for Career and Vocational Counselling”, please complete this feedback form related to counselling activities held in

Section 1. Design of counselling activities

1. How useful were the topics covered this month for vocational guidance for students?

1. Not at all
2. To a small extent
3. To some extent
4. To a large extent
5. To a very large extent.

2. How difficult do you think it has been to translate this issue into counselling plans?

1. Not at all
2. To a small extent
3. To some extent
4. To a large extent
5. To a very large extent.

3. To what extent did you use the support materials received during the training to design this month's counselling activities?

1. Not at all
2. To a small extent
3. To some extent
4. To a large extent
5. To a very large extent.

4. To what extent have you requested the support of other teachers (expert counsellors, colleagues, etc.) in carrying out plans for counselling activities with students?

1. Not at all
2. To a small extent
3. To some extent
4. To a large extent
5. To a very large extent.

5. To what extent do you think that the support received from other teachers (expert counsellors, colleagues, etc.) helped you in designing and carrying out counselling activities with students?

1. Not at all
2. To a small extent
3. To some extent
4. To a large extent
5. To a very large extent.

6. How difficult was it for you to design group counselling activity plans this month?

1. Not at all
2. To a small extent
3. To some extent
4. To a large extent
5. To a very large extent.

7. How difficult was it for you to design individual counselling activity plans this month?

1. Not at all
2. To a small extent
3. To some extent
4. To a large extent

5. To a very large extent.

Section 2. Conducting group counselling activities

8. How satisfied are you with the way the group counselling activities have been carried out this month?

1. Very dissatisfied
2. Dissatisfied
3. Somewhat satisfied
4. Satisfied
5. Very satisfied.

9. How do you assess the degree of involvement of students in group counselling activities?

1. Not involved at all.
2. A little involved.
3. Somewhat involved.
4. Involved.
5. Very involved.

10. How do you evaluate the communication between you and the students during group counselling activities?

1. Very poor
2. Poor
3. Neither good nor bad
4. Good
5. Very good

11. How satisfied are you with the way the students have completed the practical tasks in the group counselling activities?

1. Very dissatisfied
2. Dissatisfied
3. Somewhat satisfied
4. Satisfied
5. Very satisfied

12. Please name a group counselling activity organized this month that you think has been very successful, arguing this choice:

.....

Section 2. Conducting individual counselling activities

13. How satisfied are you with the way the individual counselling activities have been conducted this month?

1. Very dissatisfied
2. Dissatisfied
3. Somewhat satisfied
4. Satisfied
5. Very satisfied.

14. How do you assess the degree of involvement of students in individual counselling activities?

1. Not involved at all.
2. A little involved.
3. Somewhat involved.
4. Involved.
5. Very involved.

15. How do you evaluate the communication between you and the students during the individual counselling activities?

1. Very poor
2. Poor
3. Neither good nor bad
4. Good
5. Very good

16. How satisfied are you with the way the students have completed the practical tasks in the individual counselling activities?

1. Very dissatisfied
2. Dissatisfied
3. Somewhat satisfied
4. Satisfied
5. Very satisfied

17. Please name one individual counselling activity this month that you think has been very successful, arguing this choice:

.....