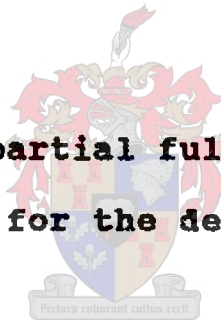


**An assessment of the psychological needs
and problems of standard six pupils**

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the requirements for the degree of**



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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and has not previously in its entirety or in part been submitted to any university for a degree.

DATE:

P. ABRAHAMSE

... THAT BLISSFUL TIME WHEN CHILDHOOD
IS JUST COMING TO AN END, AND OUT
OF THAT VAST CIRCLE, HAPPY AND GAY,
A PATH TAKES SHAPE.

TOLSTOY, ANNA KARENINA

SUMMARY

The aim of this investigation was to determine the needs and problems of Standard Six pupils in schools controlled by the Department of Education and Culture (Administration: House of Representatives) and the extent to which these are being addressed by existing educational structures.

The investigation consists of two parts, a literature study and an empirical investigation.

The literature study consists of an examination of South African and international research relevant to the investigation. An analysis of South African and international school guidance programmes aimed at meeting the needs and solving possible problems is included and an overview is given of the role that the school, both nationally and internationally, can, is and should be playing to meet these needs and help solve these problems.

The empirical investigation examined Standard Six pupils' problems and needs concerning extra-mural activities, relationships with peers and older pupils, teachers and parents and personal adjustment.

A questionnaire to determine these needs and problems was administered to a representative random sample of secondary school pupils in the Cape Peninsula.

To determine what is being done to address these needs and problems, a second questionnaire was sent to the 58 dual-medium state controlled schools in the Cape Peninsula for Standard Six guidance teachers.

A third questionnaire was sent to the Department of Education and Culture (Administration: House of Representatives) to determine whether the Department agreed that the school guidance programme for Standard Six pupils had been adequately applied by the school guidance teachers.

Both South African and international research indicates that many adolescents experience adjustment problems on entering secondary school. Education authorities worldwide address these problems in various ways. In South Africa, guidance and counselling services are available through all the education departments, but their effectiveness and implementation need to be clarified because uniform control is not being exercised. The present research showed that most of the secondary schools in the survey do not have an orientation programme to assist pupils to bridge the gap between the primary and the secondary schools.

Although this research does not offer conclusive evidence that Standard Six pupils are adversely affected by their present circumstances, the following needs were established:

- pupils' need to belong, supported by their opinion that extra-mural activities should be compulsory
- pupils' need for parents to be more involved in school activities

- pupils' need for satisfactory relationships with teachers
- pupils' need for satisfactory peer relationships.

Based on these findings, a number of recommendations have been made. These include:

- a sound orientation programme and the careful selection of teachers who are sensitive to the needs of Standard Six pupils
- an extra-mural programme where teachers and senior pupils can play a significant role to enhance the formation of constructive social groups and engender a sense of belonging
- a guidance programme incorporating group work and which teaches coping and problem-solving skills
- one non-racial education department with equal financing for all pupils and a uniform system of examination and certification
- the establishment of "mini-schools" or "middle schools" and the adoption of extended support for pupils to reduce adjustment problems.

OPSOMMING

Die doel van hierdie ondersoek was om die behoeftes en probleme van Standaard Ses-leerlinge in skole onder die Departement van Onderwys en Kultuur (Administrasie: Huis van Verteenwoordigers) te bepaal asook die mate waarin hierdie behoeftes en probleme deur bestaande onderwysstrukture aangespreek word.

Die ondersoek bestaan uit twee dele, 'n literatuurstudie en empiriese ondersoek.

Die literatuurstudie bestaan uit 'n ondersoek van relevante Suid-Afrikaanse en internasionale navorsing. Dit sluit ook in 'n ontleding van beide Suid-Afrikaanse en internasionale skoolvoorligtingsprogramme wat op behoeftebevrediging asook probleemoplossing gemik is. 'n Oorsig word ook gegee van die rol wat die skool, op nasionale asook internasionale vlak, kan, moet en reeds speel om behoeftebevrediging teweeg te bring.

Die empiriese ondersoek het Standaard Ses-leerlinge se behoeftes en probleme met betrekking tot hul houding jeens die skool, akademiese prestasie, buitemuurse aktiwiteite, verhouding met die portuurgroep en ouer leerlinge, onderwysers en ouers, en persoonlike aanpassing ondersoek.

'n Vraelys om hierdie behoeftes en probleme vas te stel is deur 'n verteenwoordigende ewekansige monster van sekondêre skoolleerlinge in die Kaapse Skiereiland ingevul.

Om vas te stel wat reeds gedoen word om hierdie behoeftes en probleme aan te spreek, is vraelyste aan Standaard Ses-voorligtingonderwysers van die 58 dubbelmedium staatsbeheerde skole in die Kaapse Skiereiland gestuur.

'n Derde vraelys is aan die Departement van Onderwys (Administrasie: Huis van Verteenwoordigers) gestuur met die doel om vas te stel of die skoolvoorligtingsprogram vir standaard ses-leerlinge doeltreffend aangewend is deur die skoolvoorligtingsonderwysers.

Beide Suid-Afrikaanse en internasionale navorsing toon dat baie adolessente aanpassingsprobleme ondervind by toetrede tot die sekondêre skool. Onderwysowerhede wêreldwyd spreek hierdie probleme verskillend aan. In Suid-Afrika is voorligtings- en raadgevende dienste deur middel van al die onderwysdepartemente beskikbaar, maar hul effektiwiteit en implementering moet ondersoek word aangesien eenvormige kontrole nie uitgeoefen word nie. Die onderhawige navorsing het getoon dat die meeste sekondêre skole in die opname nie oor 'n oriënteringsprogram beskik om leerlinge te help om die gaping tussen die primêre en die sekondêre skool te oorbrug nie.

Alhoewel hierdie ondersoek nie afdoende bewys lewer dat Standaard Ses-leerlinge deur hul huidige omstandighede benadeel word nie, is die volgende behoeftes vasgestel:

- leerlinge se behoefte om in te skakel, wat ondersteun word deur hul mening dat buitemuurse aktiwiteite verpligtend behoort te wees

- leerlinge se behoefte dat ouers meer betrokke moet wees by skoolaktiwiteite
- leerlinge se behoefte aan bevredigende verhoudings met hul onderwysers
- leerlinge se behoefte aan 'n bevredigende verhouding met hul portuurgroep.

'n Aantal aanbevelings is op grond van hierdie bevindinge gedoen.

Dit sluit in:

- 'n goeie oriënteringsprogram en die omsigtige seleksie van onderwysers wat sensitief is vir die behoeftes van Standaard Ses-leerlinge
- 'n buitemuurseprogram waar onderwysers en senior leerlinge 'n doeltreffende rol kan speel om konstruktiewe sosiale groepe te bevorder sowel as 'n gevoel van samehorigheid
- 'n voorligtingsprogram wat groepwerk insluit en wat lewens- en probleemoplossingsvaardighede onderrig
- een nie-rassige onderwysdepartement met gelyke finansiering vir alle leerlinge asook 'n uniforme eksamen- en sertifiseringstelsel
- die oprig van "miniskole" of "middelskole" en die daarstel van aanvullende ondersteuning vir leerlinge om aanpassingsprobleme te verminder.

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TABLE OF CONTENTS

**CHAPTER ONE: STATEMENT OF THE PROBLEM, AIM, METHOD
AND SCOPE OF THE RESEARCH**

		Page
1	Introductory orientation	1
2	Research problems	2
3	Research aim	3
4	Research method	4
4.1	Study of the relevant literature	4
4.2	Empirical investigation	4
5	Definitions of key concepts	5
5.1	Assessment	5
5.2	Needs	6
5.3	Problems	6
5.4	Standard Six pupil	7
6	Structure of the thesis	7
7	Reference List	8

CHAPTER TWO: LITERATURE STUDY

		Page
1	A brief profile of the research target group with special reference to needs and possible problems	9
1.1	General introduction	9
1.2	International perspective	10
1.3	South African perspective	12
2	An analysis of school guidance programmes aimed at addressing the needs and possible problems of Standard Six pupils	14
2.1	International perspective	14
2.2	South African perspective	18
3	The role that the school can, should and is playing to address the needs and to help solve the problems of Standard Six pupils	21
3.1	Introduction	21
3.2	International perspective	21
3.3	South African perspective	25
4	Summary and conclusion	29

**CHAPTER THREE: DESCRIPTION OF EMPIRICAL INVESTIGATION
AND RESEARCH GROUP**

		Page
1	Introduction	32
2	Aim of the empirical investigation	32
3	Selection of and rationale for the research group	33
4	Method of the empirical investigation	36

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS

		Page
1	Introduction	40
2	Analysis of the results of the questionnaire of Standard Six pupils (Questionnaire No. 1)	42
2.1	Biographical data of Standard Six pupils	42
2.2	Probable transport problems that Standard Six pupils may experience	44
2.3	Primary school attended, type of school (co-ed or single sex) and pupil preference	46
2.4	Standard Six pupils' relationship with senior pupils and peers	47
2.5	Standard Six pupils' attitude to school	48
2.6	Number of female and male teachers teaching Standard Six pupils	49
2.7	Standard Six pupils' attitude to punishment	50
2.8	Standard Six pupils' relationship with teachers	51
2.9	Standard Six pupils' relationship with parents	54
2.10	Standard Six pupils' relationship with friends	57
2.11	Participation of Standard Six pupils in extra-mural activities	60

	Page	
3	Analysis of the results of the research questionnaire for Standard Six guidance teachers (Questionnaire No. 2)	64
4	Analysis of the results of the research questionnaire for the Department of Education and Culture (Administration: House of Representatives) (Questionnaire No. 3)	76

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

	Page
1 Introduction	79
2 Comparison of the main findings of the literature and empirical study	80
3 Conclusions	86
4 Recommendations	88
4.1 Orientation programme	88
4.2 Extra-mural programme	90
4.3 The guidance programme	90
4.4 Education Department	91
5 Shortcomings of the research and suggestions for further research	92
REFERENCE LIST	94
APPENDICES (A - D)	99

TABLES

		Page
Table 1	Randomly selected schools from the four regions in the Cape Peninsula and number of Standard Six pupils enrolled at these schools in the third term	34
Table 2	Number of Afrikaans and English Standard Six pupils in the sample	34
Table 3	Distribution of the dual-medium schools in the four regions	35
Table 4	Distribution of schools involved in the research	36
Table 5	Biographical data of Standard Six pupils	42
Table 6	Probable transport problems that Standard Six pupils may experience	44
Table 7	Primary school attended, type of school (co-ed or single sex) and pupil preference	46
Table 8	Standard Six pupils' relationship with senior pupils	47
Table 9	Standard Six pupils' relationship with peers	47
Table 10	Standard Six pupils' attitude to school	48
Table 11	Special orientation programme for Standard Six pupils at school	48
Table 12	Standard Six pupils' reaction to having different teachers teach different subjects	48

		Page
Table 13	Number of female and male teachers teaching Standard Six pupils	49
Table 14	Form of punishment Standard Six pupils dislike most	50
Table 15	Form of punishment given at present school	50
Table 16	Form of punishment mostly given at primary school	50
Table 17	Relationship with present teachers	51
Table 18	Interest of teachers in Standard Six pupils	52
Table 19	Teacher qualities that Standard Six pupils rate highest	52
Table 20	Standard Six pupils' preference for either male or female teachers	52
Table 21	Teachers Standard Six pupils turn to for help	53
Table 22	Attitude of parents/guardians to Standard Six pupils' school work	54
Table 23	Attitude of parents/guardians towards Standard Six pupils	54
Table 24	Parents' interest in Standard Six pupils' studies	54
Table 25	Parental/guardian interest in Standard Six pupils' problems	54

		Page
Table 26	Parental interest at certain stages of Standard Six pupils' school career	55
Table 27	Parents' discussion with teachers of the pupils' progress	55
Table 28	Frequency of parent/teacher meetings at the school of Standard Six pupils	55
Table 29	Presence of Standard Six pupils at teacher and parent or guardian meetings	55
Table 30	Pupils' attitude towards the relationship between the parents, guardians or teachers.	56
Table 31	Conflicting values between home and school	56
Table 32	Standard Six pupils' discussion of problems or joys with someone they can trust	57
Table 33	Standard Six pupils' main reason for having friends	57
Table 34	The importance of friendship at primary school and at secondary school	58
Table 35	The friendships of Standard Six pupils	58
Table 36	Standard Six pupils' need for making friends at secondary school	58
Table 37	Standard Six pupils' relationship with peers	59
Table 38	Parental approval of friendships	59
Table 39	Parental influence in choice of friends	59

		Page
Table 40	Parental/guardian interference with the free time of Standard Six pupils	59
Table 41	Participation of Standard Six pupils' in extra-mural or sports activities	60
Table 42	Standard six pupils' opinions of compulsory extra-mural activities	61
Table 43	Standard Six pupils' reasons for participation in sport	61
Table 44	Standard Six pupils' participation in sports teams at primary school	61
Table 45	Standard Six pupils' participation in extra-mural activities	61
Table 46	Standard Six pupils' participation in sports teams at secondary school	62
Table 47	Participation of Standard Six pupils in any cultural activities at secondary school	62
Table 48	Presence of prefects at primary school	62
Table 49	Nomination of pupils as prefects at primary school	62
Table 50	Nominated as a prefect at your present school	62
Table 51	Presence of prefects at present school	63

		Page
Table 52	Standard Six guidance teachers: number of years' teaching experience and number of years' teaching Standard Six	64
Table 53	Highest training of Standard Six guidance teachers	65
Table 54	Responses of Standard Six guidance teachers regarding the division of classes	65
Table 55	Availability of classrooms for Standard Six guidance teachers	65
Table 56	Standard Six guidance teachers' responses to the provision and necessity of an orientation programme	65
Table 57	Inclusion of holistic approach in training of Standard Six guidance teachers	66
Table 58	Consultation and the availability of ed-lab cards for Standard Six guidance teachers	66
Table 59	Standard Six guidance teachers' views of the maturity of new pupils in Standard Six	66
Table 60	Standard Six guidance teachers' views of Standard Six pupils' adjustment to secondary school	66
Table 61	Important criteria for Standard Six pupils according to their guidance teachers	67
Table 62	The role of the school in terms of the needs of the gifted Standard Six pupil	67

		Page
Table 63	The role of the school in terms of the needs of the underachiever	67
Table 64	Standard Six guidance teachers' view of contact between school and home and the importance of home-school relations for Standard Six pupils	67
Table 65	Standard Six guidance teachers' views of the role of the parents	68
Table 66	Standard Six guidance teachers' views regarding Standard Six parents' awareness of their responsibilities	68
Table 67	Standard Six guidance teachers' attitude to parental participation and interest in the school	68
Table 68	Standard Six guidance teachers' views regarding parental attitude which influences Standard Six pupils	68
Table 69	Standard Six guidance teachers' experiences regarding the role of parents whose children are experiencing difficulty at school	69
Table 70	Motivation from parents as experienced by Standard Six guidance teachers	69
Table 71	Individual contact of pupils with Standard Six guidance teachers	69

		Page
Table 72	Form of punishment preferred by Standard Six guidance teachers	69
Table 73	Standard Six guidance teachers' views of what is important for class relationships	70
Table 74	Standard Six guidance teachers' views of pupils' involvement in extra-curricular activities	70
Table 75	Standard Six guidance teachers' views of the importance of pupils' self-activity in the classroom	70

CHAPTER ONE

STATEMENT OF THE PROBLEM, AIM, METHOD AND SCOPE OF THE RESEARCH

1 INTRODUCTORY ORIENTATION

From the moment of birth, human beings experience problems associated with making changes, altering behaviour and adjusting and adapting their lives to new situations (Pollock, 1988:1). Each phase of development brings its own unique needs and problems.

When, at the beginning of each academic year, thousands of young adolescents enter secondary schools as the most junior students and begin a new chapter in their educational experience, they not only have to adapt to a new school, but also to changes in physical structure, physiological functions, in social roles and in psychological characteristics (Wilke, 1990:3, Pollock, 1988:1, Bornman, 1988:11, Van Loggerenberg, 1982:2, Cotterell, 1979:21).

Research has shown that adolescents most commonly report four types of problems that they experience, namely problems with the school itself and problems with parents, friends and boy/girlfriend (Spirito, Stark, Grace & Stamoulis, 1991:533, Wilke, 1990:5). They are involved in a search for self-determination, self-expression, independent thought and action and have a new awareness of themselves as individuals among other individuals of the same age.

It is possible that many adolescents will try different adjustment mechanisms to have their needs met and the question that arises is whether the transition from primary to secondary school will be smooth or traumatic.

Educational guidance and counselling seem to be necessary in all secondary schools so that pupils can achieve greater awareness not only of who they are but of who they can become. The aim of the guidance as set out in the Manual For School Guidance (1991:2) is "to accompany the pupil in the total educational experience by means of individual and group guidance in a systematic and organized manner". The school is therefore charged with the task of developing the potential of every child.

This research attempts to identify the needs and problems of standard six pupils in schools controlled by the Department of Education and Culture (Administration: House of Representatives) and to evaluate the extent to which these needs are being met and these problems resolved.

2 RESEARCH PROBLEMS

Adolescence is a critical period when boys and girls are faced with special needs which they have never had before, and problems that are somewhat different from those they encountered in childhood or

are likely to encounter as adults. For most early adolescents, the move from primary to secondary school coincides with the beginning of puberty. Adolescents also have to face the transition to the secondary school environment with its accompanying traumas, uncertainties and challenges and later, the transition to adulthood. Adolescents are involved in a search for physical maturation, cultural maturation and individual inspiration. They need to clarify their goals and values, strengthen their interests and aspirations, appreciate their philosophies and cognition and adjust to the norms of society (Spirito et al, 1991:536;537, Miller, 1991:450, Wilke, 1990:4;5). Unless acceptable guidance is given to adolescents when their needs arise, they may become frustrated and unwilling to co-operate. The problem is that the modern secondary school often neglects its task in this regard. The above realities are the problems explored in this research.

3 RESEARCH AIM

The aim of the study is to assess the needs and problems of Standard Six pupils in schools controlled by the Department of Education and Culture (Administration: House of Representatives) and then to determine the extent to which these are being addressed by existing educational structures.

4 RESEARCH METHOD

The research method used is a literature study and an empirical investigation.

4.1 STUDY OF THE RELEVANT LITERATURE

An assessment of the needs and problems of Standard Six pupils is the theoretical focus of the present investigation (*vide:pp.9-31*). For this purpose international and local research will be examined.

An analysis of school guidance programmes aimed at meeting the needs and solving possible problems from international and South African perspectives will be included in order to obtain a view of existing attempts in this regard (*vide:pp.14-21*). Finally, an overview is given of the role that the school can, is and should be playing at present to meet these needs and help solve these problems both locally and abroad (*vide:pp.21-31*).

4.2 EMPIRICAL INVESTIGATION

The aim of the empirical investigation (*vide:p.32*) is to examine the Standard Six pupil's problems and needs concerning their attitudes towards school, academic achievement, teachers, extra-mural activities, peer relations,

relationships with older pupils, teachers and parents, and personal adjustment. The aim is to identify certain phenomena relevant to the transition from primary school to secondary school.

5 DEFINITIONS OF KEY CONCEPTS

5.1 ASSESSMENT

Assessment is "the set of processes used by a person for developing impressions and images, making decisions and checking hypotheses about another person's pattern of characteristics which determines his or her behaviour in interaction with the environment" (Sundberg, 1977:21).

The formation of an image of another person has two major aspects. "One of these involves the assessor as he or she becomes acquainted with the person and collects assessment information, so that they may develop appropriate impressions of the subject or client", and the other "involves the transmission of that image to others so that they may develop appropriate impressions of the subject or client" (Sundberg, 1977:30).

Assessment is, therefore, an attempt to understand the behaviour of particular people as they reveal themselves.

5.2 NEEDS

Needs can be defined as "circumstances in which something is lacking, or necessary, or requiring some course of action" (Oxford Paperback Dictionary, 1991:544).

When considering the growth of the individual, one needs to look at the full spectrum of development. This natural course of development can go wrong when there is insufficient gratification of needs at any given level. The ideal physical, emotional, cognitive, moral and social environment is therefore one that makes possible the gratification of each level of need as it arises.

Needs therefore, occur at every level of human development. However, for the purpose of this research, only those needs that occur at the onset of puberty and adolescence are of significance.

5.3 PROBLEMS

The Oxford Dictionary (1991:642) defines a problem as "something, especially something difficult, to be solved or decided".

In this context, problems of Standard Six pupils imply that all adolescents have mood swings and ambivalent feelings about themselves. However, although some adolescents may feel great

storm and stress, others find adolescence a fairly smooth transition to adulthood. Usually, physical and psychological pressures seem to be more intense and the adolescent's feelings of self-doubt and unhappiness acute during the early part of adolescence (Clarke - Stewart, Perlmutter & Friedman, 1988:410;436).

5.4 STANDARD SIX PUPIL

The Standard Six pupil is in the junior secondary school phase, that is, standards five to seven. During this phase, of which standard five is the initial year, the age range of pupils is approximately 12 to 14 years. It is important to note that although standard five is the first year of the junior secondary phase, pupils in this standard remain physically in the primary school and only move to the secondary school in standard six. For the purpose of this research the Standard Six pupil, therefore, is one who is at present in the secondary school.

6 STRUCTURE OF THE THESIS

In CHAPTER ONE the problem and aim of the research is briefly outlined (*vide:pp.1-8*).

In CHAPTER TWO a concise exposition of relevant literature is given (*vide:pp.9-31*).

In CHAPTER THREE the empirical research design is outlined (*vide:pp.32-39*).

In CHAPTER FOUR the empirical data of the research is analysed and evaluated statistically (*vide:pp.40-78*).

In CHAPTER FIVE a summary is made of conclusions and recommendations for future educational structures that would meet the needs and problems of Standard Six pupils (*vide:pp.79-93*).

7 REFERENCE LIST

The sources that have been consulted are given at the end of the research as a reference list. The sources are arranged in alphabetical order but are not classified into separate categories such as books, theses and journals.

CHAPTER TWO

LITERATURE STUDY

1 A BRIEF PROFILE OF THE RESEARCH TARGET GROUP WITH SPECIAL REFERENCE TO NEEDS AND POSSIBLE PROBLEMS

1.1 GENERAL INTRODUCTION

Adolescence is a developmental period beginning with pre-pubescence and puberty and lasting until physical, mental, social and emotional maturity have been reached.

The child who leaves the primary school environment for the unknown world of the secondary school is not only an adolescent, but is also faced with a number of forces which will help shape his or her life-world.

A meaningful life-world is formed when the adolescent, by assigning meaning, forms relationships with objects, people, ideas, values, the self and God (Vrey, 1984:186).

Adolescence is a critical period when boys and girls develop special needs and are confronted with problems that are somewhat different from those they had in childhood or are likely to encounter as adults.

Not only do adolescents have to make the transition from the primary school to the secondary school environment and face the accompanying traumas, uncertainties and challenges, but

this transition often coincides with the beginning of puberty. Although the target group in this survey is referred to as adolescents, definitions of adolescence vary and emphasize different aspects and approaches. The literature does not clearly distinguish between puberty and adolescence. Since the transition period from primary to secondary education occurs during early adolescence, this stage is of particular relevance to this study.

1.2 INTERNATIONAL PERSPECTIVE

Some international researchers see adolescence as a biological process, while for others it is a period that is influenced by cultural or environmental considerations (Wilke, 1990:14). Clarke-Stewart et al (1988:386) describe adolescence as a time of growth. A period of transition from the dependency of childhood to the self-sufficiency of adulthood.

Schmiedeck (in Wilke, 1990:17) believes that the years of adolescence are the most critical in the development of the self-concept. The adolescents' self-concept will thus be influenced by problems which occur in their school or home environment. It takes time to find the necessary roles, attitudes and social connectedness to be able to make mature decisions. The adolescents' full potential can be realised only if they understand and orientate themselves, if they

experience personal adequacy and if they belong to and are accepted by the people they value (Vrey, 1984:166).

In this respect, current research and theory in China suggest that the relational domains of family and school experiences are important to pupil's development (Lau & Leung, 1992:1993).

According to Du Preez and Basson (1987:61) the emergence of new, more mature needs in the pupil does not follow automatically from having his or her needs gratified. The adult must help the pupil cope with these needs.

Better relationships at school are associated with higher academic performance while poor relationships with parents and school are found to be associated with more self-reported delinquency as well as more school records of misconduct (Lau & Leung, 1992:193;200). It would seem then that adolescents who have a stable relationship with their parents generally perform better academically, are better socialized and have a better self-concept than those who do not.

Cotterell, who conducted research at Australian schools (1982:296) has stated that there is a degree of uncertainty and anxiety in the first few days of secondary school, and that the level of anxiety concerning school work usually increases because of personal adjustment to the secondary

school within the first terms of the new Standard Six pupils' secondary school life.

Gillies (1989:69;78) who conducted a longitudinal study of the hopes and worries of adolescents in Nottingham, England, reveals that most young people are concerned in early adolescence about the nuclear threat, unemployment, their own mortality, lack of money and AIDS. Researchers have speculated that these concerns may adversely affect the psychological development, mental health and well-being of children.

Miner, who conducted research into homeless adolescents in Australia (1990:546;558) has stated that radical changes in the self-image occur as a result of physiological change, psychological development and social experiences.

1.3 SOUTH AFRICAN PERSPECTIVE

In the South African school system as well as internationally many pupils are faced with the inevitable task of transferring from one school to another. The pupils face an abrupt switch from being the oldest, biggest, most sophisticated pupils in the primary school to being the youngest, smallest, least knowledgeable pupils in the secondary school.

According to Pollock (1988:19) little has been done to deal with the fears and anxieties of the many pupils who annually make the transition from primary to secondary school. He has also indicated that insecurity is created by the inherent characteristics of this change, as well as the change from childhood to adolescence.

The years of adolescence are the most critical in the development of the self-concept. Adolescence is a normative crisis which may find its resolution in a new, integrated and stable identity. However, if this resolution fails to come about, the adolescent may end up in a state of role confusion, isolation and alienation. South African researchers such as Kok, Kotze, Krige, Van Loggerenberg, Pollock and Ham, as quoted in Wilke (1990:5;28) have identified that many Standard Six pupils experience adjustment problems on entering secondary school. Although the school provides the basis for the primary developmental task of adolescent socialisation as well as the opportunity to mix with one's peers, the adjustment to secondary school does not take place automatically.

Over and above these general needs and problems which most adolescents have in common, the target group, which is constituted from the underprivileged sector of South African society, has to cope with needs and problems resulting from

their special circumstances (South African Institute of Race Relations, 1993:575, Gouws, 1990:109).

Given the inequalities caused by the apartheid regime in South Africa, there is a predominance of needs within the target group. However, Donald (1990:38) states that 77% of the school going population has only one educational psychologist available for every 30 000 pupils. This indicates that the needs cannot be adequately met.

Brennan, as cited in Donald (1990:39;40) states that a special educational need exists when any disability, be it physical, sensory, intellectual, emotional, social or a combination of these affect learning to the extent that any or all of special access to curriculum , special or modified curriculum or specially adopted conditions of learning are necessary if the pupil is to be appropriately and effectively educated.

2 AN ANALYSIS OF SCHOOL GUIDANCE PROGRAMMES AIMED AT ADDRESSING THE NEEDS AND POSSIBLE PROBLEMS OF STANDARD SIX PUPILS

2.1 INTERNATIONAL PERSPECTIVE

Understanding the biological, psychological, sociological and philosophical nature of adolescence suggests a need to focus on the problems that the stage often brings and to attempt to

find solutions to them through the methods of guidance and counselling. According to Makinde, (1984:11) educational guidance and counselling are necessary in all high schools and colleges where most adolescents congregate.

Ohlson, as cited in Lazarus (1989:13) states:

The role of the secondary school counselor --- [is] counselling pupils concerning the problems for which they seek help; helping them to know themselves; helping them to obtain and evaluate information concerning the opportunities open to them; helping them discover ways of opening up new opportunities for themselves and helping them to learn to make decisions and act on them.

Miller, Fruehling and Lewis, as cited in Lazarus (1989: 14) state that the role of the secondary school guidance teacher is to assist pupils by identifying and meeting their needs in the educational, vocational, and personal social domains. Guidance teachers must help pupils to understand themselves by focusing attention on their interests, abilities and needs in relation to their home, school and environment.

Shertzer and Stone (1976:466) states:

In America, the constant need for talented labour power led to the acceptance of counsellors in the schools and because choices are so difficult in a fluid, changing world, American guidance is committed to a school counselling service. School counselling as it is known in the United States is focused on a 'youth-orientated' society who live in a democracy. Counselling has developed and matured as counsellors have become part of a full blown education system.

Shertzer and Stone, as cited in Lazarus (1989:15) states:

That the four main roles/functions of the guidance teacher is: counselling pupils; consulting with staff and parents; studying changes (research) in the character of the pupil population; and performing a liaison function (between different groups in the education institution).

The main purpose of counselling in the United States of America is, therefore, to assist pupils to understand themselves so that they can become self-directing individuals (Shertzer & Stone, 1976:165). Counselling, then, focuses on the individual problems and needs of pupils and helps them learn how to solve these problems. In the American system, a stepping stone has been provided for the early adolescent in the form of the middle high school which aims to provide a smooth passage from the secure child-centred elementary situation to the more subject-centred world of the high school.

In the United States of America, according to De Jong and Lazarus (1992:23) there has been a move towards integrating guidance in the general curriculum.

Previously, the guidance system in the USA was more decentralized, with control of the guidance and counselling services at district and school levels. The criticisms against decentralization is that there is evidence of inequalities related to socio-economic conditions.

In Australia, guidance is also integrated in the general curriculum. The main service providers in the schools are the teachers. The development of "mini-schools" within secondary schools in Australia provide support for pupils. Research has shown that there has been a reduction in student adjustment problems.

Guidance programmes in Australia also focus on deliberate curriculum approaches to assist students in their relationships with the school, their family and their peers (De Jong & Lazarus, 1992:23;24, Cotterell, 1982:301;302).

The guidance and counselling service in the United Kingdom follows a systemic approach. This approach is being used "in response to concern expressed for over-dependence on professionalised care" (De Jong & Lazarus, 1992:24). Therefore, non-professionals as well as specialists are employed to facilitate student development and school-community development.

The guidance and counselling programme in Sweden tries to move away from gender and other forms of discrimination by providing guidance that will allow vocational choice and opportunities for all pupils (De Jong & Lazarus, 1992:24).

2.2 SOUTH AFRICAN PERSPECTIVE

In reviewing the selected literature on school guidance programmes aimed at addressing the needs and possible problems of Standard Six pupils, it is evident that both nationally and internationally guidance programmes are aimed at helping individuals to understand themselves and their world.

The task of the school, through educative teaching, is to create favourable opportunities for guiding each individual pupil so that he or she may develop optimally. Children have to be educated for adulthood so that they can make a meaningful contribution to society, in their careers and in other aspects of their lives (Dobie, 1981:45).

The guidance and counselling programme of the secondary school should aid pupils in understanding the variety, depth, and breadth of personal experiences, the opportunities available, and the choices open to them by helping them recognize, interpret, and act upon their personal strengths and resources (Wilke, 1990:54, Bornman 1988:11, Pollock, 1988:74 and Van Loggerenberg, 1982:5).

According to Wilke (1990:10) the school in South Africa has to ensure that the new Standard Six pupil has adjusted to the demands of the secondary school and that he or she can realize

his or her potential at this level.

Dobie (1981:5) has defined guidance from a South African perspective as...

a practice and process which brings children into contact with the real world in such a way that they are taught life-skills and survival techniques which enable them to direct themselves competently within the educational, personal and social spheres, and in the world of work.

In all the education departments in South Africa, the content of the guidance curriculum reflects this dual vocational/general guidance approach very clearly, the main areas being vocational/careers, educational, social, and personal guidance. More recently, family guidance has been included in some instances. In all education departments in South Africa, therefore, guidance appears to be conceptualized as an auxiliary service (separate from the mainstream) as well as an integrated component of the curriculum (Vries, 1992:4, Manual and Programme for School Guidance in Std 5 to Std 10, 1991:2 Gouws, 1990:22;23 and Dobie, 1981:5,6).

Guidance for the Standard Six pupil is aimed at assisting the pupil to gain insight regarding personal potential and opportunities for self-actualization through:

- educational guidance
- personality, social and general guidance
- family guidance
- vocational guidance and occupational orientation.

(Manual and programme for School Guidance in Std 5 to Std 10,

1991: 6;38;39;40).

Although guidance and counselling services are available through all departments, their effectiveness and implementation need to be clarified because uniform control is not being exercised over all departments.

There are at present (August 1992) fifteen executive education departments (Black, White, Coloured, Indian, self-governing Bantustans and the TBVC states) all of which are ultimately responsible to Parliament. The system is characterized by an uneconomical overlap, unequal distribution of resources and unequal training of its personnel (De Jong & Lazarus, 1992:7, Gous, 1990:111;112, Dovey & Mason, 1984:23).

The National Education Policy Act of South Africa (Act 39 of 1967 as qualified by Act 73 of 1969) determines that pupils must receive adequate guidance with regard to their abilities, interests and aptitudes. The so-called 'Indian' and 'Coloured' schools introduced guidance formally only in 1973 and it was only in 1981 that guidance became a focus within the so-called 'Black' departments.

The Department of National Education, however, introduced the Education Renewal Strategy (June, 1991); (November, 1992) and the Curriculum Model for Education (November, 1991). In

regard to guidance, De Jong *et al* (1992:7) state that little attention is given to the content other than specifying that it should include personal and family counselling, human relationships, and vocational orientation. There is no clear indication as to how guidance should be structured or managed (De Jong & Lazarus, 1992:7; O'Dowd, 1992:6, Lazarus, 1989:10).

If, according to De Jong and Lazarus (1992:25) guidance can be used in South Africa to repair the harm inflicted by previous discriminatory practices, then future policy options in a new South Africa need to ensure that all youth of school-going age have access to quality preventative services. Victims of historical imbalances need to be given priority in this regard.

3 THE ROLE THAT THE SCHOOL CAN, SHOULD AND IS PLAYING TO ADDRESS THE NEEDS AND HELP SOLVE THE PROBLEMS OF STANDARD SIX PUPILS

3.1 INTRODUCTION

Educationists who deal with Standard Six pupils should be aware of the needs and problems they experience. Some needs stem primarily from the maturation process and necessitate continuous personal, social and environmental adjustments.

Other needs are attributable to complex social, psychological and economic forces and pressures.

Pupils entering secondary school for the first time experience many problems of orientation and adjustment.

3.2 INTERNATIONAL PERSPECTIVE

It would seem that the American schools are addressing the needs of pupils since the American high school curriculum offers extensive courses. To increase individual choice, flexibility is provided by a credit system which also permits the rectification of misinformed choices made earlier in a pupil's career. Teachers are facilitators of the self-directed and controlled learning of children. "Worthwhile knowledge in America is defined as that which is of most use to the individual's perceived needs, and because knowing 'how' is preferred to knowing 'that'" (Nicholas, 1983:120;121).

Schools in France equip pupils with a broad general education from primary to first cycle secondary education. Courses in the second cycle are more diverse and lead to specific types of certification. However, despite the more orthodox academic, technical or commercial orientation in the second cycle of secondary education, teachers are involved in holiday and leisure activities at elementary level so that getting to

know the pupils and getting themselves known as people is a priority (Nicholas, 1983:26;27;28). Children who are unable to pass the "yearly tests of attainment" do not repeat a year but are given additional assistance (Nicholas, 1983: 130; 132; 133).

Research conducted by Gillies (1989:69;75) in England suggests that schools should encourage academic endeavour from the start, whilst simultaneously developing life skills which enable young people to cope successfully with adulthood.

Teachers in England have autonomy "in loco parentis" and thus also have the official right to administer corporal punishment. Secondary schools are run according to the "comprehensive" principle, which provides an education that meets the individual needs, interests, aptitudes and potentialities of the pupils. Yet there is an absence of a common curriculum in both primary and secondary schools as well as a lack of vocational direction at secondary schools (Nicholas, 1983:36;39;44;76).

Dowling's research in England confirms that the transfer from primary to secondary school is a difficult stage in a child's development and that life events other than the transfer can affect some of the children's behaviour (Dowling, 1980:26;30).

Carr and Kurtz (1990:204) conducted research at a German school to determine the teachers' perceptions of their pupils and the pupils' responses regarding their self-concept, metacognition and attribution. The study suggests that teachers do not attend to individual differences in pupils' self-concepts and attributional beliefs but tend to overgeneralise their evaluations of pupils on the basis of achievement. They should thus focus more on the needs of the individual and the family-school interface.

Systematic misconceptions on the part of teachers are not trivial since children's belief systems are heavily influenced by their teachers' attitudes and teaching practices. Therefore, teachers may find that efforts to improve a pupil's performance are facilitated by attending to the pupil's unique motivational and affective characteristics.

In Australia, studies have shown that accurate knowledge of conditions at secondary schools improve student attitudes. Teachers play a very important role in this process as they provide information and design the learning activities that are necessary for growth. Australia has reduced the size of the secondary schools into smaller units called "mini-schools" and has also adjusted the curriculum to assist pupils to adjust to the new circumstances (De Jong & Lazarus, 1992:24; 25, Cotterell, 1982:301;302).

3.3 SOUTH AFRICAN PERSPECTIVE

Researchers such as Wilke (1990:23), Bornman (1988:11), Pollock (1988:54) and Van Loggerenberg (1982:6) are of the opinion that many pupils are unable to achieve optimum performance because they are unable to cope and adjust to changes caused by the transition from primary to secondary school. This transition therefore needs to be made as smooth and painless as possible. Ideally, it should be a gradual moving from one phase to another. The junior secondary phase is there to relate the developmental stages of the pupil's life to the education programme in such a way that both benefit.

During this phase (Std Five to Seven), a pupil is confronted with important decisions. However, since these decisions coincide with the years of puberty, the advice and assistance of the guidance teacher are indispensable.

Guidance should guide young people in terms of their responsibilities in adult life. A basic programme that recognises the social reality and deals with it in a manner that is class and culture sensitive, and is flexible and adaptable to the needs of each particular society, should be adopted. Guidance should attempt to fulfil a conciliatory function between the individual, the school and the community

(Vries, 1992:13;14). Research evidence suggests that the school can play a significant role in providing a greater emphasis on vocational choice (De Jong & Lazarus, 1992:25).

Smit (1990:364) suggests that an ecological-systemic approach can provide a positive educational and therapeutic climate in which child, family and school can flourish. This systemic approach supports the view that the problematic interaction is maintained by the social context that is the family and the school. Following this approach, the school becomes an additional and enriching educational setting which is supported by the family. The child now integrates the family and school into a meaningful whole. However, the present financial constraints are hampering this approach.

Barker (1992:16) feels that education should become more orientated towards the world of work. Pupils should acquire strong literacy, numeracy and problem-solving skills.

According to De Jong and Lazarus (1992:8), De Jong (1990:7) and Dovey and Mason (1984:23), the present models of guidance and counselling in South Africa are generally inadequate, irrelevant and in many instances morally unsound because guidance service for Whites stresses group identity and conformity to the cultural norms of the ruling group, while the Black guidance service emphasises behavioural norms and

conformity to the demands of the workplace. Researchers are of the opinion that guidance and counselling can play a vital role in the developing South African educational context, particularly in contributing to a non-racial, just and democratic South Africa and could thus play a role in the lives of the Standard Six pupil.

According to Donaldson (1992:3;4;5) township and rural schools are characterized by an absence of competition, and constraints on choices facing students. Educational renewal should "reduce state subsidisation of suburban schooling, renew township and rural schooling and reform training, vocational education and adult basic education."

The Education Renewal Strategy that was developed for South Africa (Education Renewal Strategy, 1992:15;16;17) is an attempt to improve existing deficiencies, make education more affordable and create equal education and training opportunities for all learners. The Education Renewal Strategy document proposes that there be three types of schools, namely public, private and state-aided, and that there be nine years of compulsory education, with parents paying an average of 5% of education costs for these nine years and 25% a year for the last three years of schooling (Gordon-Brown, Hamilton, Murphy & Sidiropoulas, 1993:6).

Although this proposal for schooling has encompassed broad categories it has not addressed specific services such as support services. This is a pity since the National Education Policy Investigation Support Services (1992:7) found that the support services that are being utilized at present are "not proportionally distributed among all South African children."

The National Education Policy Investigation Support Services project has proposed short-, medium- and long-term strategic planning which includes (National Education Policy Investigation, 1992:41):

A systemic-preventative or individualistic-curative approach;
a broad versus a narrowly focused approach to support services;
combined auxiliary and integrated curriculum approach.

The recommendations for a future educational system in South Africa are therefore to ensure "that all youth of school-going age have access to quality preventative services, as well as specialized curative mental health care where needed" (De Jong & Lazarus, 1992:44).

These recommendations are realistic regarding the role that the school can and should play and will, if and when implemented, greatly enhance and expand education and training opportunities.

The process of learning will be more profound and meaningful when responsibility is given to the pupil, when self-awareness and self-evaluation is encouraged, when respect for individuality of a person is present, in short, when choice of direction exists in the new South Africa for all pupils (De Jong, 1990:5).

4 SUMMARY AND CONCLUSION

When examining the target group, special attention was paid to their needs and possible problems from an international and a South African perspective. According to these perspectives, adolescents world wide seem to experience basically the same developmental and school adjustment stress.

However, the Standard Six pupils in the target group are experiencing special problems such as inequality of opportunity and inequality of school finances as a result of belonging to an under-privileged sector of society (South African Institute of Race Relations, 1993:575, Gous, 1990:109).

International and South African school guidance programmes aimed at meeting the needs and solving possible problems were examined. Guidance and counselling programmes have been integrated into the school curriculum in the United States of America and Australia.

In the United Kingdom guidance is based on a systemic approach. The role of the guidance counsellor is thus to assist pupils by meeting their needs in the educational, vocational, personal and social environment.

In South Africa, guidance and counselling services are available through all education departments, but there is concern about the competence of many who are having to provide services as there are not enough qualified guidance counsellors to see to the needs of all pupils. This is a result of the present unequal education system.

An overview was given of the role that the school can, is and should be playing to meet these needs and help solve these problems both locally and abroad. The guidance teacher's role internationally is that of counsellor to pupils and consultant to parents, teachers and administrators. To address the needs of pupils in the United States of America not only are a multitude of courses offered to increase choice but changes of direction at a later stage are permitted.

In France, primary and secondary schooling are broad and general and specialized assistance is provided for children who need it. Schools in England are providing for the individual needs and interests of pupils despite not having a common curriculum. Australia has introduced "mini-schools" to assist pupils to deal

successfully with the transition from primary to secondary school.

In examining the role of the school in the research target group, it was found that guidance and counselling services are virtually non-existent, mainly because of the lack of resources and trained personnel. Also schools seem to be institutions designed by the state to perpetuate existing inequalities.

Research evidence states that the school can play a role in improving existing deficiencies. Researchers are of the opinion that education support services should be accessible to all South African children of school-going age and that the nature of the services provided should reflect equality of provision.

CHAPTER THREE

DESCRIPTION OF EMPIRICAL INVESTIGATION AND RESEARCH GROUP

1 INTRODUCTION

This chapter contains an exposition of the aim of the empirical investigation. The selection of and rationale for the research group is outlined as well as the method used in conducting the empirical investigation.

2 AIM OF THE EMPIRICAL INVESTIGATION

The aim of the empirical investigation was to examine the Standard Six pupil's problems and needs concerning:

- attitude towards scholastic achievements;
- attitude towards teachers;
- attitude towards extra-mural activities;
- attitude towards peer relationships;
- relationships with older pupils;
- relationships with teachers and parents, and
- personal adjustment.

The above seven categories were selected because they reflect the major developmental needs of the adolescent, namely the need to:

- belong;
- be understood;

- be loved;
- be accepted (Vrey, 1984:77;78).

3 SELECTION OF AND RATIONALE FOR THE RESEARCH GROUP

In line with the aim of the empirical investigation, the ideal research group would have been the universum, that is, all the Standard Six pupils at the 91 secondary schools in the Cape Peninsula controlled by the Department of Education and Culture (Administration: House of Representatives) .

Owing to practical and financial limitations, 58 schools of the 91 were selected according to the following criteria:

- fully state-controlled;
- dual-medium.

(Acknowledgement: Dr De Wet Schutte, HSRC, 1993).

These schools are distributed throughout the four regional branches of the Department of Education and Culture. The four regional branches are Athlone, Bellville, Mitchell's Plain and Wynberg.

One school was then selected at random from each of these regions using the method as described by Beyer (1968:480;481). This school was representative of all the schools in that particular region.

In Table 1 the four randomly selected schools from the four regions in the Cape Peninsula are numbered 1 to 4 and the number of pupils enrolled during the third term of 1992 is given.

Table 1: Randomly selected schools from the four regions in the Cape Peninsula and number of Standard Six pupils enrolled at these schools in the third term

REGIONAL OFFICE	SCHOOL NUMBER	ENROLMENT NUMBER
Athlone	1	306
Bellville	2	151
Mitchells Plain	3	333
Wynberg	4	147
Total	4 schools	937

The research questionnaire for Standard Six pupils (Questionnaire No. 1) was administered to all the Standard Six pupils at these four randomly selected schools in the four regions. As the research was conducted at state controlled dual-medium schools the numbers of Afrikaans and English medium Standard Six pupils are given separately in Table 2.

Table 2: Number of Afrikaans and English standard six pupils in the sample

REGION	SCHOOL NUMBER	AFRIKAANS	ENGLISH	TOTAL
Athlone	1	189	117	306
Bellville	2	90	61	151
Mitchells Plain	3	301	32	333
Wynberg	4	116	31	147
Total	4	696	241	937

The research questionnaire for Standard Six guidance teachers (Questionnaire No. 2) was administered to the guidance teachers at the 58 schools described earlier (*vide:p.33*) so that more detailed and reliable information could be obtained regarding the needs and problems of Standard Six pupils.

The distribution of the dual-medium schools in the four regions is set out in Table 3.

Table 3: Distribution of the dual-medium schools in the four regions

REGION	STATE CONTROLLED DUAL-MEDIUM SCHOOL
Athlone	14
Bellville	10
Mitchell Plain	14
Hynberg	20
Total	58

A research questionnaire for the Department of Education and Culture (Administration: House of Representatives) (Questionnaire No. 3) was also administered to determine the views held by the department. This questionnaire was completed by the Senior School Psychologist, Psychological Services, Department of Education and Culture (Administration: House of Representatives).

Table 4: Distribution of schools involved in the research

PROVINCE	AREA	REGION	NAME OF SCHOOL
Cape	Cape Peninsula	Athlone	Elsies River Secondary School
		Bellville	Sarepta Secondary School
		Mitchell's Plain	Iafelsig Secondary School
		Wynberg	Zeekoeivlei Secondary School

4 METHOD OF THE EMPIRICAL INVESTIGATION

The empirical research was conducted during the third quarter of 1992 as follows:

Before drawing up a draft questionnaire, the questionnaires of a number of researchers in this field were examined to ascertain which would be the most suitable questions to use to determine the needs of the pupils and the problems they were experiencing:

- Wilke (1990:33) used open-ended questions in a test-retest situation.
- Bornman (1988:69) used biographical and relationship questionnaires to establish which factors influenced the adjustment of Standard Six pupils in the secondary school.
- Pollock (1988:88;90;91) used a set of statements with a selection of 'yes', 'no' or 'sometimes' responses to ascertain whether pupils were experiencing problems when transferring from primary to secondary school.
- Van Loggerenberg (1982:130) designed a structured set of questionnaires to determine the problems encountered during the transition from primary to secondary school.

Using this information, a draft questionnaire was then drawn up.

In an attempt to yield more detailed and reliable information, to elicit certain verbal responses as well as to facilitate some degree of in-depth probing, a pilot study was conducted during 1991 using 63 Standard Six pupils: one Standard Six class from each of two state-controlled, dual-medium secondary schools in the Cape Peninsula.

The questionnaire used in this pilot study consisted of semi-structured questions allowing for open, self-report and unstructured responses. These questions related to the Standard Six pupils' desires and ideals, attitude to school, problems which they might experience at school and with whom they were able to discuss their problems.

After the pilot study, the draft Questionnaire was re-evaluated and refined by rephrasing or eliminating certain questions.

A final, structured questionnaire consisting of 58 questions was then drawn up. A copy of the final English and Afrikaans questionnaires, namely:

- Questionnaire for Standard Six pupils (Questionnaire No. 1)
- Vraelys vir Standerd Ses Leerlinge (Vraelys Nr. 1) is included as Appendix A.

A structured questionnaire for guidance teachers was compiled from the pupils' responses obtained from the pilot study. A copy of this questionnaire, namely:

- Research Questionnaire for Standard Six Guidance Teachers

(Questionnaire No. 2) is included as Appendix C.

Drawing from both the Standard Six pupils' and the guidance teachers' questionnaire, a structured questionnaire for the Department of Education and Culture (Administration: House of Representatives) was compiled to ascertain the Departmental response to the needs and problems of Standard Six pupils.

A copy of this questionnaire, namely:

- Research Questionnaire for the Department of Education and Culture (Administration: House of Representatives) (Questionnaire No. 3) is included as Appendix D.

As the research involves an educational psychological assessment of the needs and problems of standard six pupils in schools controlled by the Department of Education and Culture (Administration: House of Representatives) and an evaluation of the measure to which these are being addressed, permission to do research had to be obtained from the aforementioned Department.

Copies of the three questionnaires to be used in the research were submitted to the Department for approval (A copy of this communication is included as Appendix B). All the conditions as set out in the letter from the Department were carried out. After the principals of the four schools had been consulted and written consent obtained from the parents of the Standard Six pupils, the questionnaire was administered to the research target group (Questionnaire No. 1). The completion of the question-

naire took place in the presence of and under the guidance of the researcher herself. The questionnaire was completed by all the Standard Six pupils present on the day of the survey.

The research questionnaires for Standard Six guidance teachers (Questionnaire No. 2) were posted to the 58 dual-medium state controlled schools in the Cape Peninsula and a stamped, addressed envelope was included as well as information about and permission for the research.

The research questionnaire for the Department of Education and Culture (Administration; House of Representatives) (Questionnaire No. 3) was posted and a stamped, addressed envelope was included.

The empirical data was finally collected, analyzed and interpreted. The purpose of the analysis was to reduce the data to an interpretable form so that the particulars of the research problems could be studied and tested. The data analysis to establish what the needs and problems of Standard Six pupils are was done by computer.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

1 INTRODUCTION

In this chapter the analysis and interpretation of the empirical results is presented. The analysis is in tabular form. First, the research questionnaire for Standard Six pupils was analysed and interpreted (Questionnaire No. 1). The questionnaire consists of 58 questions. Analysis of question 58 was not done because of the difficulty of recording the individual responses of the total number of candidates who completed the questionnaire. Many Standard Six pupils did not answer the question because the response required writing out a few lines instead of making a cross 'X', in the applicable square. In some cases pupils omitted to answer certain questions or gave multiple responses where a question required only one answer. The tables that are included therefore contain only the responses of those Standard Six pupils who completed all the questions.

An analysis of the questionnaire for guidance teachers is also included (Questionnaire No. 2). Of the 58 schools in the research sample, only 27 respondents returned the questionnaires.

Although telephonic contact with all the schools in the sample was

made to try to retrieve a greater number of questionnaires, only 27 questionnaires were finally received.

Finally, the response to the questionnaire submitted to the Department of Education and Culture (Administration: House of Representatives) (Questionnaire No. 3) was analyzed and interpreted.

2 ANALYSIS OF THE RESULTS OF THE QUESTIONNAIRE FOR STANDARD SIX PUPILS (QUESTIONNAIRE NO. 1)

2.1 BIOGRAPHICAL DATA OF STANDARD SIX PUPILS

Table 5: Biographical data of Standard Six pupils

	ATHLONE	BELLVILLE	M/PLAIN	WYNBERG	TOTAL	DISTRIBUTION AS PERCENTAGE
Age Group Category						
11 - 12	1	1	2	2	6	0.8%
13 - 14	214	106	177	62	559	74.9%
15 - 16	38	22	77	35	172	23.1%
Older	2	1	4	2	9	1.2%
Total	255	130	260	101	746	100.0%
Boy/Girl Distribution						
Boy	125	64	124	55	368	48.8%
Girl	136	67	136	48	386	51.2%
Total	260	131	260	103	754	100.0%
Family Size						
Only child	9	5	11	5	30	4.0%
2 children	55	34	23	13	125	16.6%
3 children	73	51	61	24	209	27.7%
4 children	57	28	69	24	178	23.6%
5 children	35	5	45	17	102	13.5%
6 children	17	5	32	8	62	8.2%
7 children	8	1	16	6	31	4.1%
More than 7	7	2	5	3	17	2.3%
Total	261	131	262	100	754	100.0%

	ATHLONE	BELLVILLE	M/PLAIN	WYNEBERG	TOTAL	DISTRIBUTION IN %
Position in the Family						
Eldest	99	51	80	28	258	39.1%
Second	64	38	86	23	211	32.0%
Third	35	11	26	17	89	13.5%
Fourth	17	6	14	7	44	6.7%
Fifth	13	4	10	5	32	4.8%
Sixth	8	2	5	2	17	2.6%
Seventh	1	1	3	1	6	0.9%
Eighth	1	0	0	1	2	0.3%
More than eighth	1	0	0	0	1	0.2%
Total	239	113	224	84	660	100.0%
With whom do you live?						
Own parents	193	99	158	66	516	68.2%
Mother only	35	17	55	17	124	16.5%
Father only	4	0	5	3	12	1.6%
Stepfather only	0	0	3	0	3	0.4%
Stepmother only	1	1	1	0	3	0.4%
Foster parents	0	3	10	2	15	2.0%
Married brother or sister	1	2	3	0	6	0.8%
Grandparents	16	7	15	6	44	5.8%
Combination	9	2	11	8	30	4.0%
Total	259	131	261	102	753	100.0%

Significant features of the aforementioned results are:

- The majority of pupils (74,9%) in the survey fall within the 13 - 14 year age category.
- The boy/girl distribution of pupils is more or less equal (48,8% and 51,2%).

- Most pupils (79,4%) come from families with three or more children.
- The majority of pupils (71,1%) are the eldest or second eldest in the family.
- The majority of pupils (68,2%) live with their own parents.

2.2 PROBABLE TRANSPORT PROBLEMS THAT STANDARD SIX PUPILS MAY EXPERIENCE

Table 6: Probable transport problems that Standard Six pupils may experience

	ATHLONE	BELLVILLE	M/PLAIN	WYNBERG	TOTAL	DISTRIBUTION IN PERCENTAGE
<u>Means of transport to secondary school</u>						
Walk or cycle	100	29	86	59	274	37.1%
Other means of transport	154	101	166	42	463	62.7%
Total	254	130	252	101	737	100.0%
<u>Means of transport to primary school</u>						
Walk or cycle	188	57	216	86	547	72.7%
Other means of transport	71	73	46	15	205	27.2%
Total	259	130	262	101	752	100.0%
<u>More problems in standard six</u>						
Yes	41	10	38	24	113	15.1%
No	220	118	222	75	635	84.9%
Total	261	128	260	99	748	100.0%

Table 6 clearly shows that while at primary school, significantly more pupils (72,7%) walked or cycled to school than used other means of transport (27,2%). However, once pupils are at secondary school, this trend is reversed, in that only 37,1% of pupils walk

or cycle to school while 62,7% use other means of transport.

A significantly small number of pupils in Bellville (5,8%) and Wynberg (10,7%) and a significantly large number in Mitchell's Plain (28,3%) walk or cycle ($\chi^2_3 = 33.34$ $p < 0.001$).

Overall it appears that the majority of Standard Six pupils live closer to the primary school than the secondary school since they walk or cycle to school.

However, most pupils (84,9%) indicated that they do not have more problems in getting to secondary school.

2.3 PRIMARY SCHOOL ATTENDED, TYPE OF SCHOOL (CO-ED OR SINGLE SEX) AND PUPIL PREFERENCE

Table 7: Primary school attended, type of school (co-ed or single sex) and pupil preference

	ATHLONE	BELLVILLE	M/PLAIN	WYNBERG	TOTAL	DISTRIBUTION AS PERCENTAGE
Primary school attended						
Boys	0	0	6	0	6	0.8%
Girls	1	0	5	0	6	0.8%
Mixed	262	131	253	103	749	98.4%
Total	263	131	264	103	761	100.0%
$\chi^2 = 18,06573$ 6 Degrees of freedom. Significance = 0061.						
Present class						
Boys	0	0	9	0	9	1.2%
Girls	0	0	5	0	5	0.7%
Mixed	261	128	249	103	741	98.1%
Total	261	128	263	103	755	100.0%
Type of class that standard six pupils prefer						
Boys	22	10	63	17	112	15.1%
Girls	16	12	71	16	115	15.4%
Mixed	219	106	127	70	522	69.7%
Total	257	128	261	103	749	100.0%

Of the 761 pupils in the survey, 749 (98,4%) indicated that the primary school that they attended was mixed.

However, six boys and six girls indicated that they attended boys-only or girls-only schools. A probable explanation is that these pupils may have filled in the questionnaire incorrectly, or may have attended private single sex schools since schools controlled by the Department of Education and Culture (House of Representatives) do not have single-sex schools at primary school level.

2.4 STANDARD SIX PUPILS' RELATIONSHIP WITH SENIOR PUPILS AND PEERS

Table 8: Standard Six pupils' relationship with senior pupils

RELATIONSHIP WITH SENIOR PUPILS	ATHLONE	BELLVILLE	M/PLAIN	WYNBERG	NUMBER	PERCENTAGE
Get on very well	99	26	90	48	263	34.9%
Get on reasonably well	140	83	126	35	382	50.4%
Don't get on well at all	19	21	49	20	109	14.5%
TOTAL	258	130	263	103	754	100.0%

Table 9: Standard Six pupils' relationship with peers

THE STANDARD SIX PUPILS' RESPONSE TO ONLY HAVING JUNIOR SECONDARY PUPILS AT SCHOOL	A	B	M	W	TOTAL	PERCENTAGE
Happy	26	13	99	29	167	22.1%
Does not matter	115	72	83	43	313	41.5%
Unhappy	119	43	81	31	274	36.3%
TOTAL	260	128	263	103	754	100.0%
$\chi^2 = 79,21279$ 6 Degrees of freedom. Significance = ,000						

From the above responses, it appears that 85.3% of Standard Six pupils get on reasonably or very well with the senior pupils at school. The results also indicate that 36.3% would be unhappy if the school they attended had only Standard Six, Seven and Eight pupils.

Although not significant, the results indicate that there is a difference between schools. In the Athlone region, 119 pupils (45,8%) indicated that they would be unhappy if there were only junior secondary pupils at the school and only 26 (10,0%) indicated they would be happy, yet at Mitchell's Plain 99 (37,6%) indicated that they would be happy, 81 (30,8%) were unhappy and 83 (31,6%) of

pupils had no preference.

These results reflect a difference between the regions regarding the pupils' response to only having junior secondary pupils at school .

2.5 STANDARD SIX PUPILS' ATTITUDE TO SCHOOL

Table 10: Standard Six pupils' attitude to school

HOW PUPILS FEEL ABOUT SCHOOL	A	B	H	W	NUMBER	PERCENTAGE
It's most enjoyable	119	55	179	64	417	55.2%
It's all right	133	71	71	30	305	40.3%
Unhappy	9	4	15	6	34	4.5%
TOTAL	261	130	265	100	756	100.0%

Table 11: Special orientation programme for Standard Six pupils at school

WAS SOMETHING SPECIAL DONE AT SCHOOL	A	B	H	W	NUMBER	PERCENTAGE
Yes	181	56	162	60	459	61.4%
No	75	70	102	41	288	38.6%
TOTAL	256	126	264	101	747	100.0%

Table 12: Standard Six pupils' reaction to having different teachers teach different subjects

DIFFERENT TEACHERS TEACHING DIFFERENT SUBJECTS	A	B	H	W	NUMBER	PERCENTAGE
Like it	198	87	198	82	565	75.4%
Makes no difference	43	36	22	11	112	15.0%
Prefer primary school	16	7	40	9	7	9.6%
TOTAL	257	130	260	102	749	100.0%

2.6 NUMBER OF FEMALE AND MALE TEACHERS TEACHING STANDARD SIX PUPILS

Table 13: Number of female and male teachers teaching Standard Six pupils

NUMBER OF TEACHERS	NUMBER INDICATING FEMALE	PERCENTAGE	NUMBER INDICATING MALE	PERCENTAGE
1	20	2.8%	2	0.3%
2	78	11.0%	5	0.7%
3	116	16.3%	36	5.0%
4	153	21.5%	82	11.4%
5	167	23.5%	177	24.5%
6	107	15.1%	132	18.3%
7	44	6.2%	172	23.8%
8	24	3.4%	58	8.0%
9	1	0.1%	58	8.0%
TOTAL	710	100.0%	722	100.0%

From the above, it appears that 55% of pupils find school enjoyable, 40% find it acceptable while only 5% are unhappy at school. In the Athlone region, 70,7% of pupils felt that something special was done at their school to make them feel at home while only 44,4% of pupils at schools in the Bellville area felt this way. The majority (74,5%) of pupils indicated that they enjoyed having different teachers teaching different subjects. For Questions 17 and 18 the pupils had to indicate how many male and female teachers were teaching them at present. From the analysis of the results it would appear that pupils misunderstood the questions as pupils from the same class, at the same school, gave different responses to the same questions. Therefore, a definite male/female teacher ratio cannot be established.

2.7 STANDARD SIX PUPILS' ATTITUDE TO PUNISHMENT

Table 14: Form of punishment Standard Six pupils dislike most

FORM OF PUNISHMENT YOU DISLIKE MOST	A	B	H	W	TOTAL NUMBER	PERCENTAGE
Corporal punishment	173	82	133	44	432	58.1%
Extra homework	38	10	69	26	143	19.2%
Writing out lines	7	5	7	2	21	2.8%
Detention	29	24	36	26	115	15.5%
Reprimands	9	3	12	1	25	3.4%
Different kinds of punishment	4	2	2	0	8	1.1%
TOTAL	260	126	259	99	744	100.0%

Table 15: Form of punishment given at present school

FORM OF PUNISHMENT AT PRESENT SCHOOL	A	B	H	W	TOTAL NUMBER	PERCENTAGE
Corporal punishment	197	34	193	46	470	63.5%
Extra homework	23	5	45	15	88	11.9%
Writing out lines	6	3	10	2	21	2.8%
Detention	24	81	6	33	144	19.5%
Reprimands	3	3	4	0	10	1.4%
Different kinds of punishment	1	0	2	4	7	0.9%
TOTAL	254	126	260	100	740	100.0%

Table 16: Form of punishment mostly given at primary school

FORM OF PUNISHMENT MOSTLY GIVEN AT PRIMARY SCHOOL	A	B	H	W	TOTAL NUMBER	PERCENTAGE
Corporal punishment	181	113	115	48	457	60.6%
Extra homework	37	8	68	31	144	19.0%
Writing out lines	20	1	17	9	47	6.2%
Detention	9	3	53	9	74	9.8%
Reprimands	10	3	2	0	15	2.0%
Different kinds of punishment	3	2	9	6	20	2.6%
TOTAL	260	130	264	103	757	100.0%

The above results indicate that 58,1% of Standard Six pupils dislike corporal punishment the most. Yet, the overall results show that corporal punishment is the preferred mode of punishment of the secondary schools in the survey.

Only in the Bellville region does it seem as if another form of punishment is more prevalent, since 64,3% of pupils indicated that detention was the mode of punishment generally used. This is contrary to the fact that in the same region, 86,9% of pupils indicated that corporal punishment was the preferred form of punishment of the primary school, whereas only 46,6% of pupils in the Mitchell's Plain region indicated that corporal punishment was used at primary school.

2.8 STANDARD SIX PUPILS' RELATIONSHIP WITH TEACHERS

Table 17: Relationship with present teachers

PRESENT TEACHERS	A	B	H	W	NUMBER	PERCENTAGE
Know you very well	84	26	93	36	239	31.6%
Know you reasonably well	158	92	147	58	455	60.2%
Don't know you at all	20	11	24	7	62	8.2%
TOTAL	262	129	264	101	756	100.0%

Table 18: Interest of teachers in Standard Six pupils

INTEREST	A	B	M	W	NUMBER	PERCENTAGE
Teachers have interest in you	226	96	224	88	634	85.1%
No interest in you	31	28	38	14	111	14.9%
TOTAL	257	124	262	102	745	100.0%

Table 19: Teacher qualities that Standard Six pupils rate highest

THE QUALITY THAT THEY RATE THE HIGHEST IN A TEACHER	A	B	M	W	NUMBER	PERCENTAGE
Strict but fair	161	74	143	67	445	60.1%
Not strict	19	18	49	14	100	13.5%
Always approachable	70	38	63	18	189	25.5%
Others	3	0	3	1	7	0.9%
TOTAL	253	130	258	100	741	100.0%

Table 20: Standard Six pupils' preference for either male or female teachers

TEACHER SEX PREFERENCE	A	B	M	W	NUMBER	PERCENTAGE
Female	46	10	74	31	161	21.3%
Male	64	36	86	35	221	29.2%
No preference	150	84	104	37	375	49.5%
TOTAL	260	130	264	103	757	100.0%

Table 21: Teachers Standard Six pupils turn to for help

TEACHERS STANDARD SIX PUPILS TURN TO FOR HELP	A	B	H	W	NUMBER	PERCENTAGE
Class teacher	70	28	109	36	243	32.2%
Subject teacher	17	6	10	11	44	5.8%
Guidance teacher	106	49	28	36	219	29.0%
Principal	1	3	16	3	23	3.0%
Deputy principal	0	1	5	1	7	0.9%
Sports teacher	11	4	64	2	81	10.7%
Other teachers at school	3	5	2	3	13	1.7%
Other person	50	35	29	11	125	16.6%
TOTAL	258	131	263	103	755	100.0%

The above results indicate that teachers know the Standard Six pupils reasonably well and 85,1% of pupils indicated that teachers show interest in them. Most Standard Six pupils, i.e. 60,1%, value a strict but fair teacher. Pupils seem to have no significant preference regarding the sex of their teachers. Help is sought from guidance teachers at schools in the Athlone, Bellville and Wynberg region, but only 28 pupils (10,6%) seek help at Mitchell's Plain. The other 109 pupils (41,4%) at Mitchell's plain, do, however seek help from their class teachers.

The rest of the pupils (126) (48%) at Mitchell's Plain seek help from subject, sports and other teachers at school.

At the school in the Wynberg region, 36 pupils (35,0%) also seek help from the class teacher.

2.9 STANDARD SIX PUPILS' RELATIONSHIP WITH PARENTS

Table 22: Attitude of parents/guardians to Standard Six pupils' school work

ATTITUDE OF PARENTS/GUARDIANS	A	B	M	W	NUMBER	PERCENTAGE
Expect too much	73	31	99	33	236	31.2%
Right amount of interest	63	43	42	23	171	22.6%
Expect too little	125	57	122	46	350	46.2%
TOTAL	261	131	263	102	757	100.0%

Table 23: Attitude of parents/guardians towards Standard Six pupils

ATTITUDE OF PARENTS/GUARDIANS	A	B	M	W	NUMBER	PERCENTAGE
Favour you	67	15	65	34	161	21.7%
Favour your brother or sister	67	37	75	20	199	26.9%
No favourites	145	75	116	45	381	51.4%
TOTAL	259	127	256	99	741	100.0%

Table 24: Parents' interest in Standard Six pupils' studies

INTEREST IN STUDYING	A	B	M	W	NUMBER	PERCENTAGE
Show interest	179	84	181	62	506	66.7%
Show some interest	75	40	67	31	213	28.1%
Show no interest	9	6	16	9	40	5.3%
TOTAL	263	130	264	102	759	100.0%

Table 25: Parental/guardian interest in Standard Six pupils' problems

PARENTAL/GUARDIAN INTEREST WHEN PROBLEMS OCCUR	A	B	M	W	NUMBER	PERCENTAGE
Take your part	17	6	29	11	63	8.3%
Take the school's part	24	13	48	15	100	13.2%
Show little interest	5	5	14	3	27	3.6%
Listen to both sides	215	106	172	73	566	74.9%
TOTAL	261	130	263	102	756	100.0%

Table 26: Parental interest at certain stages of Standard Six pupils' school career

PARENTAL INTEREST	A	B	M	W	NUMBER	PERCENTAGE
Primary School	27	13	46	17	103	13.6%
High School	60	35	77	24	196	25.9%
Same interest	176	83	140	60	459	60.6%
TOTAL	263	131	263	101	758	100.0%

Table 27: Parents' discussion with teachers of the pupils' progress

IS THE PROGRESS OF STANDARD SIX PUPILS DISCUSSED	A	B	M	W	NUMBER	PERCENTAGE
Regularly	77	52	134	37	300	39.6%
Irregularly	145	55	97	46	343	45.3%
Never	38	23	34	19	114	15.1%
TOTAL	260	130	265	102	757	100.0%

Table 28: Frequency of parent/teacher meetings at the school of Standard Six pupils

THE FREQUENCY OF PARENT/TEACHER MEETINGS AT SCHOOL	A	B	M	W	NUMBER	PERCENTAGE
Very regularly	134	89	168	59	450	59.7%
Could be more often	125	40	96	43	304	40.3%
TOTAL	259	129	264	102	754	100.0%

Table 29: Presence of Standard Six pupils at teacher and parent or guardian meetings

PRESENT WHEN TEACHERS AND PARENTS OR GUARDIANS MEET	A	B	M	W	NUMBER	PERCENTAGE
Yes	163	64	151	65	443	58.9%
No	97	67	109	36	309	41.1%
TOTAL	260	131	260	101	752	100.0%

Table 30: Pupils' attitude towards the relationship between the parents, guardians or teachers

PUPILS' ATTITUDE TOWARDS THE RELATIONSHIP BETWEEN THE PARENTS, GUARDIANS OR TEACHERS	A	B	M	W	NUMBER	PERCENTAGE
Showed no interest	15	5	26	6	52	6.9%
Actively worked for school	188	99	217	71	575	76.6%
Little interest	58	22	20	24	124	16.5%
TOTAL	261	126	263	101	751	100.0%

Table 31: Conflicting values between home and school

ARE THE VALUES TAUGHT AT HOME IN CONFLICT WITH SCHOOL VALUES	A	B	M	W	NUMBER	PERCENTAGE
Yes	144	62	173	50	429	58.8%
No	106	67	77	50	300	41.2%
TOTAL	250	129	250	100	729	100.0%

In response to the section on relationship with parents, 46,2% of the pupils indicated that their parents expected too little from them. The majority (51.4%) of pupils indicated that their parents did not favour one of their children above the others. Only 66,7% of pupils stated that their parents/guardians showed interest in their studies. When Standard Sixes experience problems at school, their parents listen to both sides. This is evident from the results where 74.9% of pupils indicated that parents responded in this way to problems at school. However, 60,6% of pupils indicated that the parental interest remained the same as in primary school. Only 45,3% of pupils complained that discussions between teachers and parents on academic progress were irregular. Yet 59,7% said there was regular contact between the school and parents. The majority of pupils would like to be present when teachers and parents or guardians meet. As for the pupils' attitude towards

the relationship between the parents, guardians or teachers, results show that they would be pleased if parents or guardians actively worked for the school.

2.10 STANDARD SIX PUPILS' RELATIONSHIP WITH FRIENDS

Table 32: Standard Six pupils' discussion of problems or joys with someone they can trust

CAN THE PUPILS DISCUSS PROBLEMS OR JOYS WITH SOMEONE THEY CAN TRUST	A	B	M	W	NUMBER	PERCENTAGE
Yes	69	31	80	28	208	27.8%
No	185	98	184	73	540	72.2%
TOTAL	254	129	264	101	748	100.0%

Table 33: Standard Six pupils' main reason for having friends

MAIN REASON FOR HAVING FRIENDS	A	B	M	W	NUMBER	PERCENTAGE
They listen	73	25	74	29	201	26.6%
Same interests	92	52	106	31	281	37.2%
They like you	43	19	52	22	136	18.0%
Not lonely	41	28	24	15	108	14.3%
None of the above	11	7	6	5	29	3.8%
TOTAL	260	131	262	102	755	100.0%

Table 34: The importance of friendship at primary school and secondary school

THE IMPORTANCE OF FRIENDSHIP AT PRIMARY SCHOOL AND SECONDARY SCHOOL	A	B	M	W	NUMBER	PERCENTAGE
No friends worth mentioning	14	12	28	8	62	8.2%
One or two close friends	88	47	95	32	262	34.6%
Many close friends	159	72	141	62	434	57.3%
TOTAL	261	131	264	102	758	100.0%

Table 35: The friendships of Standard Six pupils

THE FRIENDSHIPS OF STANDARD SIX PUPILS	A	B	M	W	NUMBER	PERCENTAGE
No friends worth mentioning	25	7	26	8	66	8.8%
One or two close friends	99	50	108	49	306	40.7%
Many close friends	135	74	128	43	380	50.5%
TOTAL	259	131	262	100	752	100.0%

Table 36: Standard Six pupils' need for making friends at secondary school

MAKING FRIENDS AT SECONDARY SCHOOL	A	B	M	W	NUMBER	PERCENTAGE
More difficult than at primary school	37	25	59	15	136	17.9%
No different than at primary school	95	53	94	44	286	37.7%
Easy	128	53	112	43	336	44.3%
TOTAL	260	131	265	102	758	100.0%

Table 37: Standard Six pupils' relationship with peers

STANDARD SIX PUPILS' RELATIONSHIP WITH PEERS	A	B	M	W	NUMBER	PERCENTAGE
Equal to them	178	92	191	74	535	72.0%
Inferior to them	73	37	71	27	208	28.0%
TOTAL	251	129	262	101	743	100.0%

Table 38: Parental approval of friendships

PARENTAL APPROVAL OF FRIENDSHIPS	A	B	M	W	NUMBER	PERCENTAGE
Often interfere	32	19	47	18	116	15.6%
Let you make own choices	78	48	91	48	265	35.7%
Give advice	140	64	123	35	362	48.7%
TOTAL	250	131	261	101	743	100.0%

Table 39: Parental influence in choice of friends

PARENTAL INFLUENCE IN CHOICE OF FRIENDS	A	B	M	W	NUMBER	PERCENTAGE
Leave you alone	58	47	76	43	224	30.2%
Give advice	189	83	186	59	517	69.8%
TOTAL	247	130	262	102	741	100.0%

Table 40: Parental/guardian interference with the free time of Standard Six pupils

DO PARENTS/GUARDIANS INTERFERE WITH YOUR FREE TIME	A	B	M	W	NUMBER	PERCENTAGE
Often interfere	124	53	126	53	356	48.8%
Leave you alone	121	75	132	46	374	51.2%
TOTAL	245	128	258	99	730	100.0%

The results of the survey show that 72,2% of pupils experience great difficulty in discussing any problems or joys that they are experiencing with someone they can trust.

The aforementioned responses indicate that the main reason for having friends is because of shared interests and active listening. At primary school, 57,3% of pupils had many close friends. At secondary school, 50,5% of Standard Six pupils have many close friends and 40,7% have only one or two close friends. Only 44.3% of pupils found it easy to make friends at high school. However, 72,0% of Standard Six pupils feel equal to their peer group. In response to the question whether parents interfere with the friendships they have, pupils indicated that parents give advice more often than allowing them to make their own choices. However, 69,8% Standard Six pupils prefer parents to give them advice about friends. Regarding the use of free time, the result indicates that 51,2% are left alone and the parents of 48,8% of pupils often interfere.

2.11 PARTICIPATION OF STANDARD SIX PUPILS' IN EXTRA-MURAL ACTIVITIES

Table 41: Participation of Standard Six pupils in extra-mural or sports activities

IS IT EASIER TO PARTICIPATE IN EXTRA-MURAL OR SPORT ACTIVITIES	A	B	M	W	NUMBER	PERCENTAGE
Easier	31	18	70	19	138	18.7%
No difference	135	67	112	45	369	49.9%
More difficult	81	45	70	36	232	31.4%
TOTAL	247	130	262	100	739	100.0%

Table 42: Standard six pupils' opinions of compulsory extra-mural activities

SHOULD EXTRA-MURAL ACTIVITIES BE COMPULSORY OR NOT	A	B	M	W	NUMBER	PERCENTAGE
Yes	160	79	168	79	486	65.7%
No	86	51	95	22	254	34.3%
TOTAL	246	130	263	101	740	100.0%

Table 43: Standard Six pupils' reasons for participation in sport

WHEN YOU PARTICIPATE IN SPORT, IS IT BECAUSE	A	B	M	W	NUMBER	PERCENTAGE
You want to improve your own skill	134	75	108	38	355	48.2%
Do it for the school	57	28	94	37	216	29.3%
Can make more friends	44	15	38	16	113	15.3%
Are forced to do it	10	12	23	8	53	7.2%
TOTAL	245	130	263	99	737	100.0%

Table 44: Standard Six pupils' participation in sports teams at primary school

DID YOU PLAY IN SPORTS TEAMS AT PRIMARY SCHOOL	A	B	M	W	NUMBER	PERCENTAGE
Yes	163	70	185	75	493	66.7%
No	83	61	78	24	246	33.3%
TOTAL	246	131	263	99	739	100.0%

Table 45: Standard Six pupils' participation in extra-mural activities

PUPIL PARTICIPATION IN EXTRA-MURAL ACTIVITIES	A	B	M	W	NUMBER	PERCENTAGE
Yes	92	47	105	41	285	38.7%
No	152	83	158	59	452	61.3%
TOTAL	244	130	263	100	737	100.0%

Table 46: Standard Six pupils' participation in sports teams at secondary school

SPORTS TEAM AT SECONDARY SCHOOL	A	B	M	W	NUMBER	PERCENTAGE
Yes	41	16	12	31	130	17.7%
No	202	115	221	67	605	82.3%
TOTAL	243	131	263	98	735	100.0%

Table 47: Participation of Standard Six pupils in any cultural activities at secondary school

PARTICIPATION IN ANY CULTURAL ACTIVITIES AT SECONDARY SCHOOL	A	B	M	W	NUMBER	PERCENTAGE
Yes	41	40	46	15	142	19.3%
No	199	91	217	85	592	80.7%
TOTAL	240	131	263	100	734	100.0%

Table 48: Presence of prefects at primary school

PREFECTS AT PRIMARY SCHOOL	A	B	M	W	NUMBER	PERCENTAGE
Yes	173	102	234	71	580	78.9%
No	67	29	28	31	155	21.1%
TOTAL	240	131	262	102	735	100.0%

Table 49: Nomination of pupils as prefects at primary school

WERE YOU A PREFECT AT PRIMARY SCHOOL	A	B	M	W	NUMBER	PERCENTAGE
Yes	89	53	149	46	337	45.9%
No	150	78	114	56	398	54.1%
TOTAL	239	131	263	102	735	100.0%

Table 50: Nominated as a prefect at your present school

ARE YOU A PREFECT AT YOUR PRESENT SCHOOL	A	B	M	W	NUMBER	PERCENTAGE
Yes	22	13	32	8	75	10.2%
No	216	118	230	93	657	89.8%
TOTAL	238	131	262	101	732	100.0%

Table 51: Presence of prefects at present school

ARE THERE PREFECTS AT YOUR PRESENT SCHOOL	A	B	H	W	NUMBER	PERCENTAGE
Yes	92	51	37	17	197	27.2%
No	141	78	224	84	527	72.8%
TOTAL	233	129	261	101	724	100.0%

Results of the survey indicate that 65,7% of pupils feel that extra-mural activities should be compulsory. Only 48,2% of pupils want to improve their sports skills, therefore they participate in sporting activities. While at primary school, 66,7% of pupils were part of a sports team, yet 61,3% of pupils do not play for outside teams, i.e. private or club sport.

Results also indicate that 82,3% of Standard Six pupils were not chosen to play in sports teams at secondary school. In response to the question on pupil participation in cultural activities at secondary school, 80.7% of pupils indicated that they did not participate. The majority (78,9%) of pupils indicated that they had prefects, class captains and monitors while at primary school. Yet, 54.1% of pupils were not elected as prefects at primary school and a large proportion, i.e. 89,8%, of Standard Six pupils are not prefects, class captains or monitors at their present school. From the results in this survey, it appears that there are no prefects chosen from the Standard Six classes in secondary schools at present, as prefects are chosen from the senior ranks.

3 ANALYSIS OF THE RESULTS OF THE RESEARCH QUESTIONNAIRE FOR STANDARD SIX GUIDANCE TEACHERS (QUESTIONNAIRE NO. 2)

An exposition of the responses is again given in tabular form. Twenty-seven questionnaires for Standard Six guidance teachers were received from a total of 58 state-controlled dual-medium schools in the Cape Peninsula.

Table 52: Standard Six guidance teachers: number of years' teaching experience and number of years' teaching Standard Six

NUMBER OF YEARS' TEACHING EXPERIENCE	NUMBER OF TEACHERS	PERCENTAGE	NUMBER OF YEARS' TEACHING STANDARD SIX	NUMBER OF TEACHERS	PERCENTAGE
2	3	11.5%	1	4	14.8%
3	2	7.7%	2	6	22.2%
4	2	7.7%	3	2	7.4%
5	5	19.2%	4	1	3.7%
6	2	7.7%	5	1	3.7%
7	1	3.8%	6	3	11.1%
8	2	7.7%	8	5	18.5%
9	1	3.8%	10	2	7.4%
10	3	11.5%	13	1	3.7%
11	2	7.7%	30	1	3.7%
13	1	3.8%	0	1	3.7%
20	1	3.8%			
32	1	3.8%			
TOTAL	26	100.0%		27	100.0%

Table 53: Highest training of Standard Six guidance teachers

HIGHEST TRAINING	NUMBER OF TEACHERS	PERCENTAGE
College diploma	2	7.4%
University degree	18	66.7%
Hons. or higher degree	7	25.9%
TOTAL	27	100.0%

Table 54: Responses of Standard Six guidance teachers regarding the division of classes

CLASSES DIVIDED ACCORDING TO ABILITY	NUMBER OF TEACHERS	PERCENTAGE
Yes	8	29.6%
No	19	70.4%
TOTAL	27	100.0%

Table 55: Availability of classrooms for Standard Six guidance teachers

DO TEACHERS SHARE A CLASSROOM	NUMBER OF TEACHERS	PERCENTAGE	DO TEACHERS HAVE THEIR OWN CLASSROOMS	NUMBER OF TEACHERS	PERCENTAGE
Yes	24	88.9%	Yes	8	29.6%
No	3	11.1%	No	19	70.4%
TOTAL	27	100.0%		27	100.0%

Table 56: Standard Six guidance teachers' responses to the provision and necessity of an orientation programme

DOES THE SCHOOL PROVIDE ORIENTATION	NUMBER OF TEACHERS	PERCENTAGE	NECESSITY OF AN ORIENTATION PROGRAMME	NUMBER OF TEACHERS	PERCENTAGE
Yes	7	25.9%	Very necessary	26	96.3%
No	20	74.1%	Sometimes necessary	1	3.7%
TOTAL	27	100.0%		27	100.0%

Table 57: Inclusion of holistic approach in training of Standard Six guidance teachers

TEACHER TRAINING TO INCLUDE KNOWLEDGE OF THE WHOLE BEING OF THE CHILD	NUMBER OF TEACHERS	PERCENTAGE
Satisfactorily covered	4	15.4%
In need of more attention	13	50.0%
inadequately covered	9	34.6%
TOTAL	26	100.0%

Table 58: Consultation and availability of ed-lab cards for Standard Six guidance teachers

CONSULTATION OF ED-LAB CARDS	NUMBER OF TEACHERS	PERCENTAGE	AVAILABILITY OF ED-LAB CARDS	NUMBER OF TEACHERS	PERCENTAGE
When necessary	13	48.1%	Great value	10	38.5%
Never	14	51.9%	Some value	12	46.2%
			No value	4	15.4%
TOTAL	27	100.0%		26	100.0%

Table 59: Standard Six guidance teachers' views of the maturity of new pupils in Standard Six

NEW PUPILS IN STANDARD SIX	NUMBER OF TEACHERS	PERCENTAGE
All seem immature	3	11.5%
Some seem immature	12	46.2%
Some are mature	11	42.3%
TOTAL	26	100.0%

Table 60: Standard Six guidance teachers' views of Standard Six pupils' adjustment to secondary school

STANDARD SIX ADJUSTMENT TO SECONDARY SCHOOL	NUMBER OF TEACHERS	PERCENTAGE
A marked difference compared to other pupils	16	59.3%
A slight difference compared to other pupils	11	40.7%
TOTAL	27	100.0%

Table 61: Important criteria for Standard Six pupils according to their guidance teachers

WHAT IS IMPORTANT FOR STANDARD SIX PUPILS	NUMBER OF TEACHER RESPONSES	PERCENTAGE OF CASES
Acceptance by peers	27	100.0%
Attention to opposite sex	17	44.4%
Someone who conforms	10	37.0%
Someone who is punished	8	29.6%
Someone who disobeys	15	55.6%
Someone who excels academically	9	33.3%
Someone who completes homework	2	7.4%
Someone who excels in sport	11	40.7%

Table 62: The role of the school in terms of the needs of the gifted Standard Six pupil

WITH REGARD TO THE GIFTED STANDARD SIX PUPIL	NUMBER OF TEACHERS	PERCENTAGE
Need for improvement at school	10	37.0%
Need not addressed at school	17	63.0%
TOTAL	27	100.0%

Table 63: The role of the school in terms of the needs of the underachiever

WITH REGARD TO UNDERACHIEVERS	NUMBER OF TEACHERS	PERCENTAGE
Adequate provision made	1	3.7%
need for improvement	15	55.6%
Need is not addressed	11	40.7%
TOTAL	27	100.0%

Table 64: Standard Six guidance teachers' view of contact between school and home and the importance of home-school relations for Standard Six pupils

CONTACT BETWEEN SCHOOL AND HOME	NUMBER OF TEACHERS	PERCENTAGE	IMPORTANCE OF HOME-SCHOOL RELATIONS	NUMBER OF TEACHERS	PERCENTAGE
Yes	22	81.5%	Very important	25	92.6%
No	5	18.5%	Reasonably important	2	7.4%
TOTAL	27	100.0%		27	100.0%

Table 65: Standard Six guidance teachers' views of the role of the parents

ROLE OF THE PARENTS	NUMBER OF TEACHERS	PERCENTAGE
Full responsibility	1	3.7%
Some responsibility	21	77.8%
No responsibility	5	18.5%
TOTAL	27	100.0%

Table 66: Standard Six guidance teachers' views regarding Standard Six parents' awareness of their responsibilities

RESPONSIBILITY OF STANDARD SIX PARENTS	NUMBER OF TEACHERS	PERCENTAGE
Know just enough	19	73.1%
Completely ignorant	7	26.9%
TOTAL	26	100.0%

Table 67: Standard Six guidance teachers' attitude toward parental participation and interest in the school

PARENTAL PARTICIPATION	NUMBER OF TEACHERS	PERCENTAGE
Positive influence	23	85.2%
No marked influence	2	7.4%
A negative influence	2	7.4%
TOTAL	27	100.0%

Table 68: Standard Six guidance teachers' views regarding parental attitude which influences Standard Six pupils

PARENTAL ATTITUDE WHICH INFLUENCES PUPILS	NUMBER OF TEACHER RESPONSES	PERCENTAGE OF CASES
Homework	24	88.9%
Choice of friends	20	74.1%
Relationship with opposite sex	14	51.9%
Extra-mural activities	14	51.9%
Leisure activities	11	40.7%
Others	3	11.1%

Table 69: Standard Six guidance teachers' experiences regarding the role of parents whose children are experiencing difficulty at school

SCHOOL DIFFICULTY AND PARENTAL ROLE	NUMBER OF TEACHERS	PERCENTAGE
Willing to assist	20	76.9%
Unwilling to assist	6	23.1%
TOTAL	26	100.0%

Table 70: Motivation from parents as experienced by Standard Six guidance teachers

MOTIVATION FROM PARENTS	NUMBER OF TEACHERS	PERCENTAGE
Yes	2	7.7%
No	24	92.3%
TOTAL	26	100.0%

Table 71: Individual contact of pupils with Standard Six guidance teachers

INDIVIDUAL CONTACT WITH PUPILS	NUMBER OF TEACHERS	PERCENTAGE
Needs improvement	13	48.1%
Not satisfactory	14	51.9%
TOTAL	27	100.0%

Table 72: Form of punishment preferred by Standard Six guidance teachers

FORM OF PUNISHMENT	NUMBER OF TEACHER RESPONSES	PERCENTAGE OF CASES
Detention	14	53.8%
Writing out lines	2	7.7%
Extra homework	4	15.4%
Corporal punishment	6	23.1%
Reprimand	20	76.9%
Other	2	7.7%

Table 73: Standard Six guidance teachers' views of what is important for class relationships

IMPORTANT FOR CLASS	NUMBER OF TEACHER RESPONSES	PERCENTAGE OF CASES
Strictness	3	11.1%
Consistency	10	37.0%
Approachability	18	66.7%

Table 74: Standard Six guidance teachers' views of pupils' involvement in extra-curricular activities

PUPILS' INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES	NUMBER OF TEACHERS	PERCENTAGE
Very important	14	51.9%
Reasonably important	12	44.4%
Not important at all	1	3.7%
TOTAL	27	100.0%

Table 75: Standard Six guidance teachers' views of the importance of pupils' self-activity in the classroom

IMPORTANCE OF SELF-ACTIVITY	NUMBER OF TEACHERS	PERCENTAGE
Very important	22	81.5%
Reasonably important	5	18.5%
TOTAL	27	100.0%

From the aforementioned responses, the following can be deduced: The guidance teachers involved with Standard Six pupils have been teaching from one to thirty years with general teaching experience ranging from two years to thirty-two years. The highest training that Standard Six guidance teachers have is a university degree, and the majority of the teachers (i.e. 66.7%) have this qualification. A little more than a quarter (25,9%) of these have a post-graduate qualification and only 7.4% have a college diploma. The responses to Question 4 suggest that the majority (70.4%) of

guidance teachers maintain that classes are not divided according to pupil ability. The majority, i.e. 70.4% of guidance teachers in the survey indicated that they do not have their own classroom and 51.9% indicated that they have to share a classroom with other teachers.

From the results of the survey, the majority (96,3%) of guidance teachers find an orientation programme for the new Standard Six pupils very necessary, yet from the response to the question, it seems that most of the schools do not provide an orientation programme for new Standard Six pupils. Only 25,9% of teachers indicated that they did have an orientation programme at their schools.

The responses to Question 11 suggest that 50% of Standard Six guidance teachers are of the opinion that teacher training should include knowledge "of the whole being of the child" as this is a prerequisite for practical teaching.

In response to Question 12, 46,2% of Standard Six guidance teachers indicated that if Ed-Lab cards were available at the commencement of the year they would be of value. For Question 13, more than half the teachers (51.9%) indicated that they never consulted Ed-lab cards in contrast to the 48.1% of teachers who indicated that they did. Less than half of the teachers consult Ed-lab cards which makes it seem as if most teachers do not have a composite

image of the Standard Six pupils.

From the results of Question 14, it would appear that 46,2% of teachers view Standard Six pupils as seemingly immature and 42,3% view Standard Six pupils as mature. This indicates that pupils mature at their own pace.

In answer to Question 15, 59,3% of Standard Six guidance teachers indicated that there was a marked difference in the adjustment to the high school and 40,7% indicated a slight difference as a result of the transition from Standard Five to Standard Six. In response to Question 16, all the Standard Six guidance teachers indicated that teachers should assist Standard Six pupils to make a smooth transition from Standard Five to Standard Six.

The responses to Question 17 indicate that all (100,0%) guidance teachers believe that acceptance by peers is very important to adolescents. More than half (55,6%) of Standard Six guidance teachers indicated in Question 17 that what pupils thought of someone who disobeyed his or her teachers or parents was important to them.

Only 40,7% of Standard Six guidance teachers believe that pupils attach any importance to what others think of people who excel in sport and/or extra-mural activities as indicated in Question 17. Only 44,4% of guidance teachers indicated that giving attention to

the members of the opposite sex was generally important for Standard Six pupils.

In response to Question 18, 63,0% of Standard Six guidance teachers indicated that the needs of the gifted Standard Six pupil were not addressed at school.

The majority (55,6%) of Standard Six guidance teachers responded to Question 19 by indicating that the teaching of pupils classified as under-achievers needed to be improved at their schools. Of these teachers, 40,7% responded that this need was not addressed at all at the schools.

In response to Question 20, the majority (92,6%) of Standard Six guidance teachers indicated that home-school relations were very important for the wellbeing of pupils.

The responses of guidance teachers to Question 21 indicate that the majority (81,5%) of schools do maintain contact with parents through meetings and/or newsletters.

The results obtained from responses to Question 22 (77,8%), indicate that teachers believe that parents assume some responsibility for their children.

The majority (73,1%) of teachers believe that parents know just

enough about their children who are at present in Standard Six.

Most (85,2%) of the guidance teachers responded to Question 24 positively by indicating that parental participation and interest in the school had a positive influence on the growth and activities of the school.

The majority (88,9%) of teachers believe that parental attitude does influence homework, choice of friends (74,1%) and (51,9%) the relationship with the opposite sex and 51,9% believe in the effect of parental influence on extra-mural activities.

The majority (76.9%) of Standard Six guidance teachers believe that parents are generally willing to assist when approached whenever their children experience difficulties with their school work.

In response to Question 27, 92.3% of Standard Six guidance teachers indicated that they believe that parents do not motivate their children.

The responses to Question 29, which examines forms of punishment, indicate that 76,9% of Standard Six guidance teachers generally reprimand. Also, 53,8% of teachers use detention as a form of punishment in contrast to 23.1% of guidance teachers who practise corporal punishment.

Approachability, (Question 30) is considered by 66,7% of Standard Six guidance teachers to be important for building the pupils' confidence to participate in class.

From the responses to Question 32, it would seem that the majority of Standard Six guidance teachers (81,5%) view self-activity as very important in the classroom.

4 ANALYSIS OF THE RESULTS OF THE RESEARCH QUESTIONNAIRE FOR THE DEPARTMENT OF EDUCATION AND CULTURE (ADMINISTRATION: HOUSE OF REPRESENTATIVES) (QUESTIONNAIRE NO. 3)

The purpose of the questionnaire for the Department was to determine whether the Department felt that the school guidance programme for Standard Six (as set out in the Manual and Programme for School Guidance in Standard 5 to Standard 10, January, 1991) had been adequately applied by school guidance teachers. The following can be deduced from the results of this questionnaire.

A needs assessment involving Standard Six pupils was not undertaken as the Department did not consult the Standard Six pupils directly when the document was compiled.

In response to the question dealing with the amount of individual guidance that Standard Six pupils may be receiving, the Department indicated that because of the nature of guidance there can never be sufficient time for individual counselling.

The annual report of guidance teachers indicates that individual as well as group guidance is provided in schools for Standard Six pupils.

According to the Department, the guidance programme makes adequate provision for the individual needs and uniqueness of the Standard

Six pupil.

In response to the question on who should take the responsibility for the completion of the Ed-lab cards, the Department indicated that the guidance teachers were responsible for the completion of Section 4, that is, the psychometric parts, and the class teachers were responsible for the completion of the rest of the data. The guidance teachers were also responsible for the monitoring of the academic progress of the Standard Six pupil.

The Department also indicated that group counselling was employed in an effort to deal with the physical and psychological changes facing the Standard Six pupil.

According to the Department, all guidance teachers are supposed to liaise with the parents of Standard Six pupils, so that co-operation between the school and the home can be enhanced.

The Department also affirmed the need for all guidance teachers to make use of self-evaluation scales, interest questionnaires, aptitude test results, scholastic achievements and profiles to aid the Standard Six pupil's self-knowledge.

The Department indicated that the adjustment of Standard Six pupils to their new situation took place through naturalistic observation, self-reports and academic results which are monitored by the

guidance teachers.

According to the Department, the guidance programme makes adequate provision for co-operation between the guidance teacher and the subject teachers.

CHAPTER FIVE

CONCLUSIONS AND RECOMMEN/ATIONS

1 INTRODUCTION

As stated in Chapter I (p.3) the primary objective of the present study is to identify the needs and problems of Standard Six pupils in schools controlled by the Department of Education and Culture (Administration: House of Representatives) and to evaluate the extent to which these needs are being met and these problems resolved.

In this final chapter an attempt is made first to compare the questionnaire responses of the Standard Six pupils, the Standard Six guidance teachers and the responses of the Department so as to establish whether there is any congruity among them. Secondly, the responses are scrutinised to establish what guidance teachers and the Department are doing to assist the Standard Six pupils in making the transition from primary school to secondary school successfully.

Drawing on the above data, the main conclusions are discussed and recommendations concerning psychological support for the Standard Six pupils who are experiencing adjustment difficulties, are made.

2 COMPARISON OF THE MAIN FINDINGS OF THE LITERATURE AND EMPIRICAL STUDY

- When comparing the main findings of the literature and empirical study, **adolescents world wide seem to experience basically the same development and school adjustment stress.** However, on the whole the Standard Six pupils in the present survey view school as a positive experience, as the majority of pupils find school enjoyable.
 - The majority of pupils enjoyed having different teachers teaching different subjects.
 - The pupils at schools in the Athlone region reported that something special was done at their school to assist pupils to adjust to the demands of the secondary school .
- Both international (*vide:p.10*) and South African researchers (*vide:p.12*) believe that **the adolescent period is a critical one in the development of the self-concept.**
 - In the present survey findings it was evident that guidance teachers on the whole feel that schools are not adequately meeting the needs and solving the problems of Standard Six pupils.
 - In this respect it is interesting to note that the guidance teachers in the survey focus on the here and now and do not attach much value to the past history of pupils.

- Although the Ed-lab card gives an excellent resumé of the child's whole school history, both from an administrative and from the child's personal history, more than half of the guidance teachers indicated that they never consult the Ed-Lab cards of the new Standard Six pupils.

- South African researchers are of the opinion that all children of school going age should have **access to preventative services** (*vide:p.28*).

 - Yet the empirical results of this survey indicate that guidance is not being practised by the guidance teachers as set out in the Manual for School Guidance as proposed by the Department of Education and Culture (Administration: House of Representatives) (*vide:p.71;77*).
 - Despite the negative responses of the guidance teachers in this survey, pupils indicated that their relationship with their present teachers are enriching (*vide:p.51*). The majority of pupils indicated that teachers know them well and show interest in them (*vide:p.53*).
 - Relationships with teachers are important to the Standard Six pupils during this period of transition and the results of this survey confirm this.

- International researchers support the view that **the role of the family and school experiences are important to**

- children's development** (*vide:p.11*). This is also confirmed by the results of this survey.
- For instance, guidance teachers indicated that parental participation and interest in school had a positive influence on pupils' growth (*vide:p.74*).
 - Many parents discuss the progress of their Standard Six children with the respective teachers (*vide:p.57*), although not on a regular basis.
 - The majority of parents are also actively involved in parent-teacher activities (*vide:p.57*).
 - Standard Six pupils indicated that parental interest remained the same as in primary school and that they would be pleased if parents or guardians actively worked for the school.
- According to South African researchers, **better relationships at school** will ensure that the new Standard Six pupils adjust to the demands of the secondary school and that he or she can realize his or her potential (*vide:p.18;19*).
- The majority of guidance teachers in this survey confirm that parental participation and interest in the school had a positive influence on the growth and activities of the school (*vide:p.74*).
 - It is evident from the survey that most parents or guardians appear to give their children the necessary support during the transition period.

- **Schools neglect to bridge the gap between primary and secondary school in providing a formal orientation programme . This is evident from the literature study (vide:p.13) and confirmed by the results obtained by guidance teachers in the discussed survey (vide:p.71).**

South African researchers in the literature study have found that little has been done to deal with Standard Six pupils' fears and anxieties during the transition period (vide:p.13).

- Despite the absence of a formal programme, results of this survey show that Standard Six pupils generally enjoy school and that teachers are interested in their well-being.
 - Although 55% of pupils find school enjoyable, guidance teachers indicated that an orientation programme would be beneficial to the new Standard Six pupils (vide:p.71).
 - Yet only 25,9% of guidance teachers indicated that they had an orientation programme at their school.
-
- According to South African research findings **many Standard Six pupils experience adjustment problems on entering secondary school**, while international researchers (vide:p.11;12;13) are of the opinion that adaptation to new and unfamiliar environments takes time and that primary school children have unrealistic expectations of the secondary school.

- Results of this survey also indicate that peer relations are important in satisfying the special needs which are experienced during this period of development.
- The majority of Standard Six pupils have one or more close friends who share their interests and activities (*vide:p.58*).
- Parental influence regarding the choice of friends is also important for Standard Six pupils.
- This was confirmed by the guidance teachers (*vide:p.72*).

- When comparing international and national guidance programmes aimed at assisting pupils, one finds that in the United States of America, Australia and the United Kingdom the guidance service are integrated with the general school curricula. Also, to assist pupils in making the transition from primary to secondary school, "middle schools" and "mini-schools" were established and a systemic approach was adopted (*vide:p.16;17*). However, in South Africa such schools do not exist under the Department of Education and Culture (Administration: House of Representatives). Guidance is an auxiliary service as well as an integrated component of the curriculum (*vide:p.19*).
- Empirical evidence confirms that despite prescribed guidance programmes being available, the guidance teachers in the survey indicated that most of the schools do not provide an orientation programme for

new Standard Six pupils (*vide:p.71*).

- Nevertheless, the survey indicates that Standard Six pupils mostly seek help from guidance teachers (*vide:p.53*) when experiencing difficulties.

At schools internationally, more emphasis is placed on choices available, on developing the life skills of the new pupils, yet pupils' adjustment is still measured on the basis of achievement (*vide:p.24*).

- In assessing the role that the school can, is and should be playing to meet the needs of the Standard Six pupils, the following becomes clear.
 - That pupils entering secondary school find that teachers in general show an interest in them.
 - That pupils seek help from class teachers as well as help from principals (*vide:p.53*).

Extra-mural activities may facilitate informal interaction among teachers and pupils.

Unfortunately, extra-mural activities at schools in the survey are not compulsory (*vide:p.61*) and the majority of pupils would prefer a compulsory extra-mural programme (*vide:p.61*).

- South African schools, because of the unequal provision of funds and unequal training of teachers, are not able to supply a just and equitable guidance programme to all its pupils (*vide:p.29*).

- This is confirmed by the survey results of the guidance teachers (*vide:p.71*) which show that there is no uniform programme to assist pupils to bridge the gap between primary and secondary school.
 - Despite these discriminatory practices, Standard Six pupils are being assisted by different teachers to meet the demands that this transition brings about.
 - Teachers are concerned about meeting the needs and solving the problems of Standard Six pupils .
- There is some inconsistency regarding the form of punishment meted out to new Standard Six pupils at the schools in the survey.
- Pupils stated that corporal punishment was the prevalent mode of punishment at schools.
 - However, the guidance teachers indicated that they reprimand the pupils rather than use corporal punishment (*vide:p.51,74*).

3 CONCLUSIONS

The main conclusion of this empirical survey is that on the whole Standard Six pupils' needs are being met and problems are being addressed by the existing educational structures .

The other major conclusions include the following :

- The self-concept of the adolescent is critical as he

or she is faced with the transition from childhood to the self-sufficiency of adulthood.

- **The role of the family and school are thus very important for the adolescent's successful transition from primary to secondary school.**
- **Nationally and internationally, adolescents seem to experience the same developmental and school adjustment difficulties.**
- Pupils are sensitive to change and therefore **adjustment problems** experienced after transfer to the first year of secondary school need to be addressed.
- The literature study, nationally and internationally, **shows that school guidance programmes are aimed at helping individuals** to understand themselves and to develop skills so that pupils in transition from junior to secondary school can satisfy their needs and solve their problems. However, it would seem that in South Africa, in schools controlled by the Department of Education and Culture (Administration : House of Representatives) these guidance programmes are not implemented consistently in all schools.
- **Strategies for coping** cannot be established prior to the period of change. Pupils must therefore undergo changes in their situation before they can fully develop the necessary coping skills.
- **The difficulty of new pupils to penetrate large and complex organisational structures such as those existing in many secondary schools, and to gain access to support, whether in the form of guidance,**

acceptance or information, is widely recognized in educational reports and among teachers.

- Many pupils are experiencing difficulties in **achieving optimum performance** because they are unable to cope and adjust to changes caused by the transition from primary to secondary level. This transition often coincides with the beginning of adolescence which in itself is a period of adjustment. The personal adjustment of Standard Six pupils is thus important but conclusive evidence that pupils are adversely affected by their present circumstances are not forthcoming in this research .

With the above in mind, the following recommendations for the pupil in transition and during the adjustment period at secondary school are made.

4 RECOMMENDATIONS

4.1 Orientation programme

One way of facilitating Standard Six pupils' adaptation to secondary school would be a sound orientation programme. Such a programme could be implemented during the first two weeks of the first term of the school year. It should be designed in stages, using increasingly more specific information and working with larger groups at first, and smaller groups later. The facilitators of the orientation programme should start with

orientation "tours", that is, where broad aspects of school such as buildings, organization and classroom facilities are introduced and shown to the new Standard Six pupils. Each pupil's attitude towards school is influenced by his/her perception.

The facilitators of the orientation programme should then progress to curriculum and subject choice. Even though new Standard Six pupils have been exposed to subject teaching in the primary school, a number of them are still confused by the vast number of different teachers, each with his or her own particular teaching method, classroom techniques, homework demands and personality.

In this respect it should be mentioned that teachers of Standard Six classes should be carefully selected, attention being given to their commitment to teaching young adolescents, and their willingness to devote time and effort to working with them. Teachers also have a very important role in the adaptation process in providing information, guiding and encouraging pupils as well as having a responsibility to design meaningful learning activities. A "subject" work-shop where requirements and student behaviour are outlined, as well as a "getting to know you" programme, is essential to identify and to establish rapport with the large number of different teachers.

A workshop for parents, teachers and pupils to outline the different subject levels and choices available and the career

directions which could be followed in taking a particular subject direction would be of great value. Pupils who have not been correctly placed for the various levels of differentiated education may feel out of their depth and develop anti-school feelings as a defence mechanism against their inability to cope.

4.2 Extra-mural programme

Serious consideration should be given to a well-planned extra-mural programme as part of the school-day. Involvement in extra-mural activities where teachers and senior pupils play a significant role would enhance the formation of constructive social groups and engender a sense of belonging which would facilitate the transition period.

Approaches to encourage optimal involvement, with less emphasis on serious competition, will assist pupils in their relations with the school, their family and peers. A child's progress and integration at school can be facilitated by parents' adopting a positive attitude to the school at all times. Parents can be involved in planning and facilitating extra-mural activities, fund-raising and in the social activities of the school.

4.3 The guidance programme

The guidance programme should include coping skills to assist pupils' successful transition from primary school to secondary

school.

Problem-solving skills, stress reduction, interpersonal skills, time management and effective study techniques can be included in the guidance programme.

Guidance teachers could assist pupils in coping by initiating group work where adolescents can learn to communicate with their peers, can benefit from the modelling provided by the leader, and can safely experiment with reality and test their limits.

The value of group counselling for adolescents is that it offers them a chance to be instrumental in one another's growth. Because of the interaction available in the group situation, pupils can express their concerns and can help one another on the road toward self-understanding and self-acceptance.

However, there are other aspects of coping which require pupils to become aware of their own needs in the adaptation process. In this case, the focus should be on individual problems and needs and on helping them to discover what is needed to solve these problems.

4.4. Education Department

The National Education Department should introduce a reform programme which aims at removing the stigma of apartheid from education and eliminate the highly fragmented and race-based

system of educational provision and allocation of educational resources.

One non-racial education department was proposed by the Education Renewal Strategy Report (1992:16) which was made public on 25 January 1993. This report envisages an education system with a central education authority and regional education authorities which have their own power and decision-making autonomy.

Such a central authority would have to underpin the non-racial character of education and ensure equal education opportunities for all children. This would also mean the abolition of all racially segregated education facilities, equal financing per student and a uniform system of examination and certification.

Perhaps South Africa could follow the example of Australia's "mini-schools" (Cotterell, 1982:301, Cotterell, 1979:30) and America's "middle school" (Shertzer & Stone, 1976:165) between primary and secondary schools which were instituted to meet the needs of early adolescents. The establishment of such mini-schools or middle schools, together with the adoption of extended support for pupils, will reduce pupil adjustment problems.

5 SHORTCOMINGS OF THE RESEARCH AND SUGGESTIONS FOR FURTHER RESEARCH

This research has been of limited scope and the findings cannot

be generalised to all Standard Six pupils transferring to the secondary school for the first time.

A possible shortcoming of the investigation is the omission of the opinions of Standard Five guidance teachers at primary schools. It might have been useful to have gained their opinions on the needs and problems that were assessed.

Although Standard Five is part of the junior secondary phase, pupils at this level remain physically in the primary school and only transfer to the secondary school at the beginning of their Standard Six year. This could contribute to the problems experienced by Standard Six pupils. Further research could be done on whether Standard Five should not possibly be pupils' first year of the secondary school and Standard Four the last year of primary school.

Further research to establish whether a target group, which is constituted from the underprivileged sector of South African society, has to cope with added needs and problems resulting from their special circumstances, could also be undertaken.

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APPENDIX A

QUESTIONNAIRE FOR STANDARD SIX PUPILS (QUESTIONNAIRE NO.1)

Note : The purpose of this questionnaire is to determine how Standard Six pupils feel about situations at school which affect them or can affect them.

You will find the questions interesting!

You must please answer the questions set out below honestly and to the best of your ability.

By doing this you not only help yourself but also pupils who come after you.

Think about every question set and then answer exactly according to your own opinion.

There are no 'right' or 'wrong' answers and your answers will be treated as strictly confidential.

Don't answer questions as you think others would expect you to answer; answer exactly according to how you feel about the question or statement.

If you are unable to answer a statement on the grounds of your own experience, answer it according to how you probably would have felt should you have experienced it.

You must please answer all questions. Questions are answered by making a cross 'X', in the applicable block. Should you wish to change your answer, clearly cancel the answer which no longer applies.

If something is not clear to you , please feel free to ask questions .

1. Make a cross 'x' next to the appropriate age group category into which you fall

11 - 12 yrs	{	}
13 - 14 yrs	[]
15 - 16 yrs	{	}
older	[]

2. Are you a ;
- boy.....[]
 - girl.....[]
3. Give the number of children in your family1..[]
- 2..[]
 - 3..[]
 - 4..[]
 - 5..[]
 - 6..[]
 - 7..[]
 - more..[]
4. What is your position in the family in relation to your brothers and/or sisters ?
- If the eldest , write 1; if second write 2 and so on.[]
5. With whom do you live at present ?
- own parents.....[]
 - mother only.....[]
 - father only.....[]
 - step-father only.....[]
 - step-mother only.....[]
 - foster parents.....[]
 - married brother and or sister.....[]
 - Grandparents or grandparent.....[]
 - combination/s of above.....[]
6. How do you travel to school now ?
- bus.....[]
 - car/truck.....[]
 - bicycle.....[]
 - bus and walk.....[]
 - train.....[]
 - train and bus/walk.....[]
 - motorbike/scooter.....[]
 - others (please specify and mark with an x).....[]
-
-

7. How did you get to school when you were at primary school ?
- bus.....[]
 - car/truck.....[]
 - bicycle.....[]
 - walk.....[]
 - bus and walk.....[]
 - train.....[]
 - train and bus/walk.....[]
 - motorbike/scooter.....[]
 - others (please specify and mark with an x).....[]
-
8. Does getting to school cause you more problems this year than it did last year ?
- yes.....[]
 - no.....[]
9. Was the primary school that you attended
- for boys only.....[]
 - for girls only.....[]
 - mixed (boys and girls).....[]
10. Is your present class
- a boys' class.....[]
 - a girls' class.....[]
 - a mixed class.....[]
11. In which class would you be the happiest ?
- a class of only boys[]
 - a class of only girls[]
 - a mixed class.....[]
12. How is your relationship with senior pupils at your present school ?
- get on very well with them.....[]
 - get on reasonably well with them.....[]
 - don't get on well with them at all.....[]
13. How would you feel if your present school only had Standards 6,7 and 8 pupils ?
- happy.....[]
 - does not matter.....[]
 - unhappy.....[]

14. How do you feel about school ?

- it's most enjoyable.....[]
- it's all right.....[]
- unhappy.....[]

15. Was something special done at the beginning of this year to make you feel at home at school ?

- yes.....[]
- no.....[]

16. You now have different teachers teaching different subjects . Do you

- like it.....[]
- feel it makes no difference.....[]
- prefer the way it was at primary school ?.....[]

17. How many male teachers teach you at present ?.....[]

18. How many female teachers teach you at present ?....[]

19. Mark only one answer with an 'x' .
What form of punishment do you dislike the most ?

- corporal punishment (caning etc).....[]
 - extra homework.....[]
 - writing out lines.....[]
 - detention.....[]
 - reprimands.....[]
 - if none of the above, (specify which other kind and mark with an x)[]
-

20. Mark only one answer with an 'x' .
What form of punishment does your present school most frequently use ?

- corporal punishment.....[]
 - extra homework.....[]
 - writing out lines.....[]
 - detention.....[]
 - reprimands.....[]
 - if none of the above, (specify which other kind and mark with an x)[]
-

21. What form of punishment was mostly given when you were at primary school ?

- corporal punishment.....[]
 - extra homework.....[]
 - writing out lines.....[]
 - detention.....[]
 - reprimands.....[]
 - if none of the above, (specify which other kind and mark with an x)[]
-

22. Do your present teachers ,

- know you very well ?.....[]
- know you reasonably well ?.....[]
- not know you at all ?.....[]

23. Do your teachers show interest in you ?

- yes.....[]
- no.....[]

24. Which quality do you rate the highest in a teacher ? He/She should ,

- be strict but fair.....[]
 - not be strict.....[]
 - always be approachable.....[]
 - if none of the above, (specify which other and mark with an x)[]
-

25. In general do you ?

- prefer female teachers ?.....[]
- prefer male teachers ?.....[]
- have no preference regarding the sex of your teacher?[]

26. Which teacher would you turn to if you needed help of any sort (mark only one)

- class teacher.....[]
- subject teacher.....[]
- guidance teacher.....[]
- principal.....[]
- deputy principal.....[]
- sports teacher.....[]
- other teacher at school[]
- other person not a teacher[]

27. Think of the subjects you do not like or do well in .
Is the reason for dislike ,
- because you do not study hard for this subject ? ..[]
 - because you are too shy to ask questions in class?[]
 - because you do not understand the subject ?.....[]
 - because the teacher does not allow interruptions ?.[]
 - other (specify briefly)[]
28. Do you feel that your parents / guardians ,
- expect too much from you ?.....[]
 - show the right amount of interest ?[]
 - expect too little from you ?.....[]
29. Do you feel that your parents / guardians ,
- favour you ?.....[]
 - favour your brothers / sisters ?.....[]
 - have no favourites ?.....[]
30. When you study , do your parents / guardians ,
- show interest[]
 - show some interest.....[]
 - show no interest[]
31. When problems occur at school, do your parents /guardians mostly ,
- take your part against the school ?.....[]
 - take the school's part ?.....[]
 - show little interest ?.....[]
 - listen to both sides ?.....[]
32. At which time did your parents /guardians show the greatest interest in your work ?
- at primary school.....[]
 - at high school.....[]
 - showed the same interest at both primary and high school[]
33. Do your parents / guardians discuss your progress at school with your teachers ?
- regularly.....[]
 - irregularly.....[]
 - never[]
34. How do you feel about parent/teacher meetings held at your school ?
- at present it is very regular.....[]
 - it should take place more often than at present....[]

35. Would you mostly like to be present when your parents / guardians and teachers meet ?

- yes.....[]
- no.....[]

36. Would you be happiest if your parents / guardians ,

- showed no interest in the school?.....[]
- actively worked for the school ?.....[]
- showed little interest ?.....[]

37. Do you feel that the values that you are taught at home clash with those taught at school ?

- yes.....[]
- no.....[]

38. Does your present school make it possible for you to discuss your problems \ joys with someone you can trust ?

- no.....[]
- yes.....[]

39. What is your main reason for having friends ?

- because they listen to you.....[]
 - because they have the same interests as you.....[]
 - because they show they like you.....[]
 - because having no friends means loneliness[]
 - if none of the above reasons, (specify your reasons and mark with an x)[]
-

40. When you were at primary school, did you have ,

- no friends worth mentioning ?.....[]
- one or two close friend(s) ?.....[]
- many close friends ?.....[]

41. At your present school do you have ,

- no friends worth mentioning ?.....[]
- one or two close friend(s) ?.....[]
- many close friends ?.....[]

42. Did you find making friends at high school ?

- difficult ?.....[]
- no different from primary school ?.....[]
- easy ?.....[]

43. When you compare yourself with others do you feel,

- equal to them ?.....[]
- inferior to them ?.....[]

44. With regard to friends , do your parents / guardians ,
- often interfere ?.....[]
 - mostly leave you to make your own choices ?.....[]
 - often give advice ?.....[]
45. With regard to friends, do you wish your parents / guardians to ,
- leave you alone ?.....[]
 - give regular advice ?.....[]
46. With regard to free time, do your parents / guardians ,
- often interfere ?.....[]
 - often leave you alone ?.....[]
47. Now that you are at high school, is it easier or more difficult to participate in extra-mural activities ?
- easier.....[]
 - no difference.....[]
 - more difficult[]
48. With regard to extra-mural / sport activities would you ,
- like it to be compulsory ?.....[]
 - not like it to be compulsory ?.....[]
49. When you participate in sport/extra-mural activities, is it because you,
- want to improve your own skill ?.....[]
 - do it for the school ?.....[]
 - can make more friends ?.....[]
 - are forced to do it ?.....[]
50. Did you play in any sports teams at primary school ?
- yes.....[]
 - no.....[]
51. Do you participate in any extra-mural activities not organised by your school ?
- yes.....[]
 - no.....[]
52. Do you play in any sports teams at high school ?
- yes.....[]
 - no.....[]

53. Do you participate in any cultural activities at high school ?

- yes.....[]
- no.....[]

54. Were there prefects and class captains / monitors at primary school ?

- yes.....[]
- no.....[]

55. Were you ever a prefect or class captain / monitor at primary school ?

- no.....[]
- yes.....[]

56. Are you a prefect or class captain / monitor at your present school ?

- yes[]
- no.....[]

57. Are there prefects at your present school ?

- yes.....[]
- no.....[]

58. If you had to describe your high school in a paragraph, what would you write ?

Thank you for your honest answers and valuable time .

Hand in your completed questionnaire personally to the researcher to ensure that nobody can read your answers .

APPENDIX A

VRAELYS VIR STANDERD SES LEERLINGE (VRAELYS NR.1)

LET WEL : Die doel van die vraelys is om vas te stel hoe leerlinge oor situasies by die skool voel wat hulle affekteer of kan affekteer .

JULLE SAL DIE VRAE INTERESSANT VIND .

Beantwoord die onderstaande vrae eerlik en tot die beste van jou vermoë .

Hierdeur help jy nie net jouself nie, maar ook ander leerlinge wat na jou kom .

Dink na oor elke vraag en beantwoord dit na jou eie mening .

Daar is geen regte of verkeerde antwoord nie en jou antwoord sal met die hoogste vertroulikheid hanteer word .

Moenie die vrae beantwoord soos mense sou wou hê dat jy dit moet beantwoord nie ; antwoord net soos jy voel oor die stelling of vraag .

As jy nie 'n vraag na aanleiding van jou eie ervaring kan beantwoord nie, beantwoord dit soos jy dink jy sou voel indien jy dit ervaar het.

Jy moet asseblief al die vrae beantwoord. Die vrae word beantwoord deur 'n kruisie 'x' in die regte blokkie te maak . Indien jy jou antwoord wil verander, kanselleer die antwoord wat nie meer van toepassing is nie , duidelik.

AS IETS NIE VIR JOU DUIDELIK IS NIE , VRAE ASSEBLIEF .

1. Maak 'n kruisie langs die regte ouderdomsgroep waarin jy val.

.....	11 - 12 jr	[]
	13 - 14 jr	[]
	15 - 16 jr	[]
	ouer	[]

2. Is jy 'n :
 - Seun[]
 - Meisie[]
3. Skryf neer die aantal kinders in jou gesin ?
 -1 []
 2 []
 3 []
 4 []
 5 []
 6 []
 7 []
 meer []
4. Wat is jou posisie in relasie met jou broers en susters ?
 - As jy die oudste is skryf dan 1; as jy die tweede oudste
 is skryf dan 2 ens.[]
5. By wie bly jy huidiglik ?
 - ouers[]
 - slegs by moeder[]
 - slegs by vader[]
 - slegs by stiefpa[]
 - slegs by stiefma[]
 - by aangenome ouers[]
 - getroude broer of suster[]
 - Groot ouers[]
 - kombinasie van bogenoemde[]
6. Hoe kom jy soggens skool toe ?
 - per bus[]
 - motor /trok[]
 - fiets[]
 - bus en loop[]
 - trein[]
 - trein en bus\loop[]
 - motorfiets[]
 - ander, merk asseblief met 'n kruisie 'x' en spesifiseer
 []
-
7. Hoe het jy skool toe gegaan toe jy op primêre skool was ?
 - per bus[]
 - motor /trok[]
 - fiets[]
 - loop[]
 - bus en loop[]
 - trein[]
 - trein en bus\loop[]
 - motorfiets[]
 - ander, merk asseblief met 'n kruisie 'x' en spesifiseer
 []
-

8. Het jy hierdie jaar meer probleme om by die skool uit te kom as verlede jaar ?
- ja[]
 - nee[]
9. Was die primêreskool wat jy bygewoon het :
- net vir seuns[]
 - net vir meisies[]
 - gemeng (seuns en meisies)[]
10. Is jou huidige klas :
- 'n seuns klas[]
 - 'n meisies klas[]
 - 'n gemengde klas[]
11. In watter klas sal jy die gelukkigste wees ?
- 'n seuns klas[]
 - 'n meisies klas[]
 - 'n gemengde klas[]
12. Hoe kom jy met die senior leerlinge by die skool oor die weg ?
- baie goed[]
 - redelik goed[]
 - kom glad nie met hulle oor die weg nie[]
13. Hoe sou jy voel as jou huidige skool slegs standerd 6,7,8 leerlinge gehad het ?
- gelukkig[]
 - gee nie om nie[]
 - ongelukkig[]
14. Hoe voel jy oor skool gaan ?
- geniet dit baie[]
 - dit is redelik[]
 - ongelukkig[]
15. Was daar enigiets gedoen in die begin van die jaar om jou tuis te laat voel by die skool ?
- ja[]
 - nee[]
16. Jy het nou verskillende onderwysers wat verskillende vakke onderrig :
- Hou daar van[]
 - voel dit is onbelangrik[]
 - verkies die primêreskool[]
17. Hoeveel mans onderwysers onderrig jou tans ?[]
18. Hoeveel onderwyseresse onderrig jou tans ?.....[]

19. Merk slegs een antwoord met 'n kruisie 'x'
 Watter straf jou jy die minste van ?
- lyfstraf (met rottang)[]
 - ekstra tuiswerk[]
 - reëls uit te skryf[]
 - detensie[]
 - teregwysing[]
 - indien geeneen van bogenoemde (merk met 'n kruisie 'x' en spesifiseer watter ander soort).....[]
-
-

20. Merk slegs een en dui met 'n ' x' aan .
 Watter soort straf word meestal deur jou huidige skool toegepas ?
- lyfstraf (met rottang)[]
 - ekstra huis werk[]
 - reëls uitskryf[]
 - detensie[]
 - teregwysing[]
 - indien geeneen van bogenoemde (merk met 'n kruisie 'x' en spesifiseer watter ander soort).....[]
-
-

21. Watter soort straf het jy meestal op primêr skool gekry?
- lyfstraf (met rottang)[]
 - ekstra tuiswerk[]
 - reëls uitskryf[]
 - detensie[]
 - teregwysing[]
 - indien geeneen van bogenoemde (merk met 'n kruisie 'x' en spesifiseer watter ander soort).....[]
-
-

22. Ken jou huidige onderwysers jou :
- baie goed[]
 - redelik goed[]
 - glad nie[]

23. Toon jou onderwysers belangstelling in jou ?
- ja[]
 - nee[]

24. Watter kenmerk ag jy die hoogste in 'n onderwyser ?
- ferm maar regverdig[]
 - nie ferm wees nie[]
 - altyd toeganklik wees[]
 - indien geeneen van die bogenoemde (merk met 'n kruisie 'x' en spesifiseer watter ander).....[]
-
-

25. In die algemeen verkies jy :
- onderwysers[]
 - onderwyseresse[]
 - geen voorkeur ten opsigte van geslag van onderwyser/res nie ?.....[]
26. Merk slegs een van die volgende :
- Watter onderwyser sal jy nader vir enige soort hulp ?
- klasonderwyser/res[]
 - vakonderwyser/res[]
 - voorligting onderwyser/res[]
 - prinsipaal[]
 - onderhoof[]
 - liggaamsopvoeding onderwyser/res[]
 - ander onderwyser/resse op skool[]
 - ander persoon, nie 'n onderwyser/res nie[]
27. Die vak waarvan jy nie hou nie, of nie so goed in vaar nie is, omdat ,
- jy nie hierdie vak goed studeer nie[]
 - jy is te skaam om vrae in die klas te vrae[]
 - jy verstaan nie die vak nie[]
 - die onderwyser duld nie onderbrekings nie[]
 - ander (spesifiseer kortliks)[]
28. Voel jy dat jou ouers \voog ,
- verwag te veel van jou ?.....[]
 - verwag te min van jou ?.....[]
 - toon genoeg belangstelling ?.....[]
29. Voel jy dat jou ouers \voog ,
- trek jou voor[]
 - trek jou broers of susters voor[]
 - het geen witbroodjies nie[]
30. Wanneer jy studeer, toon jou ouers \voog ,
- belangstelling[]
 - somtyds belangstelling[]
 - geen belangstelling nie[]
31. As daar probleme by die skool is, neem jou ouers \voog meestal ,
- Jou kant teen die skool ?.....[]
 - die skool se kant ?.....[]
 - toon geen belangstelling ?.....[]
 - luister na beide kante ?.....[]
32. Op watter stadium het jou ouers \voog die meeste belangstelling in jou werk getoon ?
- op primêreskool[]
 - op hoërskool[]
 - het dieselfde belangstelling getoon op primêre en op hoërskool[]

33. Bespreek jou ouers \voog jou vordering op skool met jou onderwysers ?
- gereeld[]
 - ongereeld.....[]
 - nooit[]
34. Hoe voel jy oor die getal ouer \onderwyser/res vergaderings wat by jou skool gehou word ?
- deesdae baie gereeld[]
 - behoort meer gereeld gehou te word as huidiglik ...[]
35. Sou jy graag teenwoordig wou wees as jou ouers \voog en onderwysers ontmoet ?
- ja.....[]
 - nee[]
36. Sou jy die gelukkigste wees as jou ouers \voog ,
- geen belangstelling toon in die skool[]
 - aktief werk vir die skool[]
 - min belangstelling toon[]
37. Voel jy dat die waardes wat jy tuis geleer word in konflik is met die van die skool ?
- ja[]
 - nee.....[]
38. Stel jou huidige skool jou in staat om jou probleme\geluk te bespreek met iemand wat jy kan vertrou ?
- ja[]
 - nee[]
39. Wat is jou belangrikste rede waarom jy vriende het :
- omdat hulle na jou luister[]
 - omdat hulle jou belangstellings deel[]
 - omdat hulle wys hulle hou van jou[]
 - omdat geen vriende lei tot eensaamheid[]
 - indien geeneen van die bogenoemde redes, (merk met 'n kruisie 'x' en spesifiseer jou redes).....[]
-
40. Toe jy op primêreskool was, het jy ,
- geen ware vriende gehad nie ?.....[]
 - een of twee ware vriende gehad ?.....[]
 - baie goeie \ ware vriende gehad ?.....[]
41. By jou huidige skool het jy ,
- geen ware vriende ?.....[]
 - een of twee ware vriende ?.....[]
 - baie goeie \ ware vriende ?.....[]
42. Hoe het jy dit gevind om vriende op hoërskool te maak ?
- moeilik ?[]
 - dieselfde as op primêreskool ?[]
 - maklik ?[]

43. As jy jouself met ander vergelyk, voel jy ,
 - hulle is jou gelyke ?.....[]
 - minderwaardig aan hulle ?.....[]
44. Met verwysing na vriende ,sal jou ouers \voog ,
 - baie inmeng ?.....[]
 - jou meestal toelaat om jou eie vriende te maak ?...[]
 - dikwels advies gee ?[]
45. Met verwysing na vriende wil jy hê dat jou ouers \voog moet,
 - jou alleen laat ?.....[]
 - gereeld advies gee ?.....[]
46. Met verwysing na jou vrye tyd, jou ouers \voog ,
 - meng gereeld in ?.....[]
 - laat jou dikwels alleen ?.....[]
47. Aangesien jy nou op hoërskool is, is dit makliker of moeiliker om deel te neem aan buitemuurse aktiwiteite ?
 - makliker[]
 - geen verskil[]
 - moeiliker[]
48. Met verwysing tot buitemuurse bedrywighede / sport ,sal jy,
 - wil hê dit moet verpligtend wees ?.....[]
 - nie wil hê dit moet verpligtend wees nie ?.....[]
49. As jy aan sport \ buitemuurse bedrywighede deel neem, is dit omdat ,
 - jy jou eie behendigheid wil verbeter ?.....[]
 - doen dit vir die skool ?.....[]
 - jy meer vriende kan maak ?.....[]
 - gedwing word om dit te doen ?.....[]
50. Het jy op enige sport spanne op primêreskool gespeel ?
 - ja[]
 - nee[]
51. Neem jy deel aan enige buitemuurse bedrywighede wat nie deur jou skool georganiseer word nie ?
 - ja.....[]
 - nee.....[]
52. Speel jy in enige sport span op hoërskool ?
 - ja[]
 - nee[]
53. Neem jy deel aan enige kulturele bedrywighede op hoërskool ?
 - ja[]
 - nee[]

54. Was daar prefekte en klas kapteine /monitore op primêreskool ,
- ja.....[]
- nee[]
55. Was jy ooit 'n prefek of klaskaptein \ monitor op primêreskool ?
- ja[]
- nee[]
56. Is jy 'n prefek of klaskaptein \ monitor by jou huidige skool ?
- ja[]
- nee[]
57. Is daar prefekte by jou huidige skool ?
- ja[]
- nee[]
58. As jy jou hoërskool in een paragraaf moet beskrywe , wat sou jy skrywe ?

Dankie vir jou eerlike antwoorde en kosbare tyd .

Handig jou volledige antwoordstel persoonlik in by die navorser , om te verseker dat geeneen jou antwoorde kan lees nie .

**ADMINISTRASIE: RAAD VAN VERTEENWOORDIGERS
ADMINISTRATION: HOUSE OF REPRESENTATIVES**



DEPARTEMENT VAN ONDERWYS EN KULTUUR
DEPARTMENT OF EDUCATION AND CULTURE

Adresseer alle briewe aan die
HOOF UITVOERENDE DIREKTEUR
All communications to be
addressed to the
CHIEF EXECUTIVE DIRECTOR

Nevree
Enquiries **D.D. LOUW**

Verwysingsno.
Reference No. **10/2/9/30**

Republiek van Suid-Afrika
Republic of South Africa

LIBERTY LIFE TOWERS
ROELANDSTRAAT 37 ROELAND STREET
PRIVAATSAK/PRIVATE BAG 9005
KAAPSTAD/CAPE TOWN
6000

Mrs. P. Abrahamse
11 Elfin Avenue
ELFINDALE
7945

Dear Mrs. Abrahamse


REQUEST FOR PERMISSION TO DO RESEARCH

With reference to your letter dated 2 June 1992, I have to inform you that approval has been granted that you may conduct your research at schools under the control of this Department on condition that:

- (a) the principals concerned decide whether their schools will participate;
- (b) visits to schools be arranged beforehand with the principals concerned;
- (c) visits be limited to a minimum;
- (d) written consent be obtained from the parents of the pupils concerned;
- (e) the pupils consent to answer the questionnaire;
- (f) the information obtained be regarded as confidential; and
- (g) the results of the research be made known to the Department.

This letter or a certified copy thereof must be shown to principals as proof that the Department has granted the necessary approval.

Yours faithfully


CHIEF EXECUTIVE DIRECTOR : EDUCATION AND CULTURE

RESEARCH QUESTIONNAIRE FOR STANDARD SIX GUIDANCE TEACHERS (QUESTIONNAIRE NO. 2)

Aim : The purpose of this questionnaire is to determine how Guidance Teachers feel about matters relating to the Standard Six School Guidance Programme, with specific reference to the needs and problems of Standard Six pupils in schools under the control of the Department of Education and Culture (Administration: House of Representatives).

It is most important for education in general as well as for the planning, implementation and organisation of guidance programmes in particular, to know exactly how teachers feel about certain related matters.

Do not write your name or your school's name on this questionnaire .

Once you have completed the questionnaire, please seal it in the envelope provided . This will ensure that your identity remains anonymous. It will be impossible to make a personal identification out of the few personal particulars required in the questionnaire.

PLEASE ANSWER ALL THE QUESTIONS

All questions are answered by making a cross ' x ' in the applicable block. Should you change your mind about an answer, clearly cancel the cross which you do not want to apply to the question.

1. How many years have you taught Standard Six pupils (this year included) ?..... []
2. How many years teaching experience do you have in general (this year included) ? []
3. What is the highest training you have in the subject you mostly teach in Standard Six ?
 - less than Standard Ten..... []
 - Standard Ten..... []
 - College Diploma..... []
 - University degree..... []
 - Honours degree or higher qualification..... []

4. Are the classes that you teach divided according to scholastic ability ?
- yes.....[]
 - no[]
5. Do you have your own classroom ?
- yes.....[]
 - no.....[]
6. Do you share a classroom ?
- yes.....[]
 - no.....[]
7. Are the Standard Six classes you teach,
- mostly too large ?.....[]
 - varied in size ?.....[]
 - quite satisfactory in number ?.....[]
8. Should in your opinion, the classes be,
- separate classes for boys and girls ?.....[]
 - mixed ?.....[]
9. How necessary do you regard an orientation programme for new Standard Six pupils ?
- very necessary.....[]
 - sometimes necessary.....[]
 - not necessary at all[]
10. Does your school provide for such an orientation programme?
- Yes.....[]
 - No.....[]
11. Do you think that during teacher training knowledge "of the whole being of the child" as a prerequisite for practical teaching, is rather ,
- over-emphasised.....[]
 - satisfactorily covered.....[]
 - in need of more attention.....[]
 - is inadequately covered[]
12. If all Ed-lab cards were readily available to you at the commencement of a year, what value would it have ?
- a great deal.....[]
 - some value.....[]
 - no value at all.....[]

13. How often do you consult your Ed-lab cards (particularly regarding Standard Six pupils)?
- regularly.....[]
 - when necessary.....[]
 - never.....[]
14. Do you find that new pupils in Standard Six ,
- all seem immature ?.....[]
 - some seem immature ?.....[]
 - some are mature ?.....[]
 - are all quite mature ?.....[]
15. With regard to adjustment to the high school do Standard Six pupils show ,
- a marked difference ?.....[]
 - a slight difference ?.....[]
 - no difference ?.....[]
16. With regard to Standard Six pupils with emotional difficulties do you think teachers should ,
- wait for parents to request aid ?.....[]
 - remain dissociated ?.....[]
 - get involved ?.....[]
17. Which of the following do you think are generally important for Standard Six pupils (more than one answer could be marked with an 'x') ,
- appearance in the peer group.....[]
 - giving attention to members of the opposite sex....[]
 - what others think of someone who conforms.....[]
 - what others think if someone gets punished.....[]
 - what others think of someone who disobeys his/her teachers or parents.....[]
 - what others think of someone who obtains high marks[]
 - to be the only person who has completed homework...[]
 - what others think of someone who excels in sport / extra-mural activities[]
 - others (please specify and mark with an x).....[]
18. With regard to the gifted Standard Six child, is ,
- adequate provision made in your school ?.....[]
 - there a need for improvement in your school ?.....[]
 - the need not addressed at all in your school ?.....[]
19. With regard to the poor Standard Six achiever, is ,
- adequate provision made in your school ?.....[]
 - there a need for improvement in your school ?.....[]
 - the need not addressed at all in your school ?.....[]

20. How important do you think are home/school relations in the school life of a Standard Six pupil ?

- very important.....[]
- reasonably important.....[]
- not important at all.....[]

21. Does your school hold special meetings with Standard Six parents or send newsletters to them ?

- yes.....[]
- no.....[]

22. With regard to their responsibilities toward their children, do you experience that Standard Six parents generally ,

- assume full responsibility ?.....[]
- assume some responsibility ?.....[]
- assume no responsibility at all ?.....[]

23. With regard to their responsibilities toward their children, do you experience that Standard Six parents generally are ,

- well-informed?.....[]
- know just enough ?.....[]
- completely ignorant ?.....[]

24. Does your experience show that parental participation and interest in the school has,

- a positive influence on the pupil?.....[]
- no marked influence on the pupil ?.....[]
- a negative influence on the pupil ?.....[]

25. Mark the appropriate answer/s with an 'x' .
Parental attitude in Standard Six influences ,

- homework[]
 - choice of friends.....[]
 - relationships with opposite sex.....[]
 - extra-mural activities.....[]
 - utilising leisure activities.....[]
 - others (please specify and mark with an x).....[]
-

26. With regard to Standard Six pupils who have difficulty with school work, are their parents generally ,

- willing to assist when approached ?.....[]
- unwilling to assist when approached ?.....[]

27. Do you think that Standard Six pupils generally receive enough motivation for school work from their parents ?

- yes.....[]
- no.....[]

28. How do you feel about the allowance made in the existing system for every pupil to make individual contact with their teachers ?

- it is satisfactory[]
- it needs improvement[]
- it is not satisfactory.....[]

29. What form of punishment do you mostly impose in Standard Six (more than one answer could be marked with an 'x')

- detention[]
 - writing out lines[]
 - extra homework[]
 - corporal punishment[]
 - reprimand[]
 - If none of these, (specify and mark with an x)....[]
-
-

30. To gain the confidence of your class, which do you regard as the most important ?

- strictness[]
- consistency[]
- approachability[]

31. How important is the involvement of Standard Six pupils in extra - curricular activities ?

- very important[]
- reasonably important[]
- not important at all[]

32. How important is Standard Six pupils' self-activity in the classroom setting ?

- very important[]
- reasonably important[]
- not important at all.....[]

Thank you for your valuable time .

RESEARCH QUESTIONNAIRE FOR THE DEPARTMENT OF EDUCATION AND CULTURE (ADMINISTRATION : HOUSE OF REPRESENTATIVES) (QUESTIONNAIRE NO.3)

Aim: The purpose of this questionnaire is to determine whether the department feels that the School Guidance Programme for Standard Six (as set out in the Manual and Programme for School Guidance in Standard 5 to Standard 10 , January 1991) has been adequately applied by School Guidance Teachers .

PLEASE ANSWER ALL QUESTIONS.

All questions must please be answered by making a cross 'x' in the applicable block.

1. In your opinion has sufficient guidance been given to the schools to implement the Revised Manual and Programme for School Guidance in Standard Six, January 1991 ?

- yes.....[]
- no.....[]

2. Prior to this manual being completed , was a Needs Assessment, involving amongst others Standard Six pupils ever undertaken ?

- yes.....[]
- no.....[]

3. Does this School Guidance programme make adequate provision for the needs and problems experienced by Standard Six pupils ?

- yes.....[]
- no.....[]

4. In your opinion, do schools under your control provide sufficient counselling and guidance for all Standard Six pupils ?

- yes.....[]
- no.....[]

5. Does the normal school programme allow sufficient time for Guidance Teachers to do individual counselling with Standard Six pupils ?
- yes.....[]
- to a certain extent.....[]
- no.....[]
6. Does the "annual report of Guidance Teachers" reflect individual interviews with Standard Six pupils ?
- yes.....[]
- no.....[]
7. Does the "annual report of Guidance Teachers" reflect group counselling with Standard Six pupils ?
- yes.....[]
- no.....[]
8. Does the Guidance programme in your opinion make provision for the individual needs and uniqueness of the Standard Six pupil?
- yes.....[]
- no.....[]
9. Are all Guidance Teachers supposed to complete the Ed-Lab cards for all pupils in Standard Six ?
- yes.....[]
- no.....[]
10. Are all Guidance Teachers supposed to monitor the school progress and analyze the Subject Achievement Profile for the Standard Six pupils on a regular basis ?
- yes.....[]
- no.....[]
11. Are Guidance Teachers supposed to focus on group counselling so that the Standard Six pupils can come to terms with physical and psychological changes ?
- yes.....[]
- no.....[]
12. Are all Guidance Teachers supposed to liaise with the parents of Standard Six pupils to enhance co-operation between home and school?
- yes.....[]
- no.....[]

13. Are all Guidance Teachers supposed to make use of self-evaluation scales, interest questionnaires aptitude test results, scholastic achievements and profiles to aid the Standard Six pupil's self-knowledge ?

- yes.....[]
- no.....[]

14. What methods are presently being used by Guidance Teachers to establish whether Standard Six pupils have successfully adjusted to the high school ? (More than one answer could be marked with an 'x')

- Naturalistic observation.....[]
- self-reports[]
- reports from others[]
- academic results[]
- others (please specify and mark with an x).....[]
- _____.....[]
- _____.....[]

15. Does the Standard Six school guidance programme make adequate provision for co-operation between the Guidance Teacher and Subject Teacher ?

- yes[]
- no.....[]

16. Do you agree that Guidance is concerned with all pupils and not only with those who experience problems?

- yes[]
- no[]

17. With regard to question 16, is this the present focus in schools under your control ?

- yes[]
- no[]

18. Any general Comments ?

Thank you for your valuable time .