

AN INVESTIGATION INTO THE PRESENT SYSTEM OF ORIENTATION  
FOR PUPILS ENTERING HIGH SCHOOLS UNDER THE  
JURISDICTION OF THE CAPE EDUCATION DEPARTMENT,  
LEADING TO AN ORIENTATION PROGRAMME

THESIS

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THE USE OF FOOTNOTES, ETC.

1. Footnotes will appear at the end of each chapter. They will be indicated in the text by the use of a number which in some cases is followed by a letter of the alphabet, e.g (3d).
2. Respondents to the school questionnaire are referred to in the text by the letter E (English) or A (Afrikaans) followed by a number.
3. Teachers interviewed are referred to in the text by the letter I followed by a number.

## GLOSSARY

**BANDING:** A method of assigning pupils to classes on some assessment of ability. Instead of being placed in streamed classes (see Streaming) pupils of similar ability are placed in one of a group of two or more classes that form a band of similar abilities.

**CAPE EDUCATION DEPARTMENT:** The education authority that has jurisdiction over nearly all state schools for white pupils in the Cape Province, South Africa. Also called The Department.

**CIRCUIT INSPECTOR:** Senior official of the Cape Education Department responsible for control over a number of schools in a particular area or circuit. Now called a Superintendent of Education.

**CLASS TEACHER:** Also known as a form teacher, is a teacher responsible for the pastoral care of a class of pupils. He or she may not necessarily teach the particular class.

**DEPUTY HEAD:** The second highest position, directly below principal, among the teaching staff in a school.

**HEAD OF DEPARTMENT:** A teaching post directly below the Deputy Head and not necessarily the head of any department.

**MIXED ABILITY CLASSES:** A term used to refer to teaching groups which include pupils of widely ranging academic abilities.

**ORDINARY HIGH SCHOOL:** This is the type of high school attended by most high school pupils in the Cape Province. This means it does not have a commercial, agricultural or technical bias and has pupils of a fairly wide range of academic ability.

**SETTING:** This is the regrouping of pupils according to ability in a specific subject. Pupils with the highest ability in a subject will be in the top set in that subject.

STANDARD: This is a year group at school. In most Cape Education Department Schools pupils move to high school in standard six.

STANDARD HEAD: A teacher in charge of the pastoral and administrative duties connected with a particular standard.

STREAMING: This is a method of assigning pupils to classes on some overall assessment of academic ability. The most able pupils are in one class, the next most able in the next and so on. Pupils tend to be in these classes for all or nearly all subjects.

TRANSITION: In this study the term is used to refer to the process in which pupils are involved when they move from feeder to high schools.

YOUTH PREPAREDNESS: A non-examination subject at high schools which involves civic education in its widest sense. Its intention is to prepare pupils to be useful and loyal citizens of South Africa.

## PREFACE

"Send him to school by train. Do not bring him yourself. He must learn to fend for himself." This was the gist of the instructions given to my parents by a headmaster who was one of the leading headmasters of a South African private school from the 1930's to 1950's. Thanks to the frequency of South African trains, the only suitable train reached my destination one and a half days before it was necessary to arrive. Fortunately a newcomer from South-West Africa had arrived a day earlier and the two of us spent over a day getting lost in our new environment. My trunk with nearly all my school clothing had been sent by a railway's clerk to a destination over 1000 kilometres away for no better reason than that it had the same first and last letters to its name as my destination had. It arrived only hours before the first cricket trial which all new boys had to attend fully kitted or else.... Such was my introduction to high school.

My orientation to high school consisted of being somewhere at a certain time or else .... and having to know the names of various senior pupils in the hostel (or house). In addition, as part of a complex series of fagging duties, I had to carry messages to senior pupils in other hostels and on arrival had to know the names of a horde of hostel prefects. This did not differ much from the "orientation" of pupils in Tom Brown's Schooldays or of the pupils at Eton whose introduction to school is described in G.F. Lamb's book, ironically entitled, The Happiest Days (1959). The traumas of a new boy at a South African boys' school are also vividly portrayed in Laurens van der Post's short story entitled The Initiation (Booyesen, 1978).

My first two teaching posts were at boys' schools which had hostels attached. Orientation of pupils continued in a similar fashion to that mentioned above. The belief seemed to be (and still is at a few boys' schools in the Cape) that it was "character building" and "helping them to find their feet" if nothing were done to assist the pupils in their transition to high school. Ironically these same boys, some five or six years later, would need a full orientation week to settle in at University or Technikon.

In my ignorance I subscribed to these views on "orientation" until I was appointed vice-principal at a co-educational school. I became the first standard six standard head when standard heads became fashionable and together with the teacher-psychologist devised a programme to help the pupils settle in at high school. This developed from year to year and my interest in standard six orientation was aroused.

I took up a post as deputy-principal at another co-educational school. During my second year I once again became standard head of standard six pupils and over the next four years developed a much more refined orientation programme. At the same time other schools were developing similar programmes whilst others were still "throwing standard sixes in at the deep end."

I felt that those schools which were developing programmes might either be going along diverging lines or be trying out techniques which had already been tested at other schools. I decided to try to find out what was being done at various schools and to use this information and my own knowledge to draw up guidelines to assist those who were interested in making the transition to high school as easy as possible for the pupils involved. In addition I hoped to influence those who insisted on "throwing standard sixes in at the deep end." After all, "one of the things that a good school should teach is how to offer a civilised reception to those that are ill at ease" (Lamb, 1959).

## CHAPTER ONE

### INTRODUCTION

- 1.1 Background and Transition
- 1.2 Adolescence and Transition
- 1.3 The Case for an Orientation Programme
- 1.4 Arguments against Orientation
- 1.5 Orientation in the Literature
- 1.6 Focus of this Study.

### 1.1 BACKGROUND AND TRANSITION

If we were to meet a group of young children on a weekday during term time and ask them where they have been, the reply is quite likely to be, "At school." Similarly if two acquaintances meet after a number of years and are discussing their families, one may say, "My children are still at school." In some ways the connotations of these words may differ as the pupils may be referring to the physical place and the parent to his or her child's age or stage of development. What is common to both of them is that the word "school" is unlikely to be preceded by words like pre-primary, primary or high unless these are specifically asked for. To both children and adults the word "school" is thought of as a unit or as a continuous process with which a child is associated for about twelve years of his or her life, depending on the child.

This idea of the school as a unit or of schooling as one continuous process may still apply today in rural or small communities. It almost certainly applied before this century when most people who received an education received an elementary education in one school. Since the turn of the century the provision of popular education throughout the world has developed considerably. According to World Book Encyclopedia fewer than ten percent of children over the age of fourteen attended school in the United States in 1890 and over ninety percent do so today. This increase in the number of pupils attending school has made it necessary for pupils to move from teacher to teacher and from school to school. The disruption caused by changing schools seems to be a necessary evil in our education system and is probably inherent in most school systems. Thus, at a certain stage of their lives most pupils are forced to make a change of school. This may happen more than once in the lives of some of them but in this study we are looking particularly at the move pupils make from what is termed primary to what is termed secondary education. In Cape Provincial schools this usually means a move from standard five to standard six.

It is generally agreed that most people experience problems with making changes, altering behaviour and adapting to new situations.

Pupils are no exception as they move from primary to secondary schools and as they move from the confidence and certainty of primary school socialization. They have usually "mastered" this stage of their lives and have probably received recognition as leaders, sportsmen, academics or participators in cultural activities. They may have developed positive self concepts and have probably developed some sort of relationship with their teacher or teachers. Suddenly they are moved to a new environment. The anxiety about the change may upset the pupil and the mere size of a secondary school is often enough to overawe the pupil.

With this move pupils have to face a status change and become the "small fish in the big pond" physically, academically and socially. Like Sisyphus each pupil must begin his or her climb to the top all over again. If they move from their primary schools with friends, the move is more likely to be bearable than for those who move alone from primary school. It is unlikely to be easy for those who are big or small for their age, for those with physical handicaps, for those with low self-concepts, for those who are much younger or older than their classmates and for those who have a high anxiety level (Silbergeld and Manderscheid, 1976; Youngman, 1978; Nielsen and Moos, 1978). At some schools they arrive, are "thrown" into class units, given a battery of tests and then streamed and given a timetable that looks like a computer printout compared to their standard five timetable (Mack, 1982). They are then confronted by an array of teachers, each of whom teaches them a fragment of their subject matter. Pupils may feel there is no one person they can turn to for help.

At the same time various competing and unco-ordinated demands are sometimes made on standard six pupils. Besides the subject fragmentation resulting from having up to fifteen teachers,<sup>(1)</sup> the pupil has to cope with different methods of control, of discipline, in the standards applied to pupils' efforts, in the kind of behaviour insisted on and even in the modes of address from child to teacher. These can be bewildering. One teacher may be aloof, sarcastic and exacting, another just but stern, a third repressive and a further friendly and permissive and another weak and vacillating (Wall, 1977; Mack, 1982; Blackburn, 1983). In next to no time the pupils are expected to know a horde of new rules presented to them during the first days at school and these can be quite overwhelming.

It is hardly surprising that an investigation by Murdoch in 1966 quoted by Metcalfe (1981) and Jennings and Hargreaves (1981) found that only ten percent of his sample of 552 pupils enjoyed the transition experience and that over sixty percent experienced identifiable problems.

## 1.2 ADOLESCENCE AND TRANSITION

At the time of their transition to high school, most pupils are just starting on a stage of their lives known as adolescence. Even the Ancient Greeks recognised the influence of adolescence on education. It is not my intention to enter into a detailed discussion of adolescence but just to touch briefly on certain aspects that may be connected with transition to high school.

What does seem to appear, however, is that the start of adolescence and entry to high school more or less correspond with the start of a new stage in the child's development according to the theories of the major stage development theorists. Most white South African pupils transfer to standard six at the age of twelve or thirteen which is a year or two after the alleged onset of adolescence. The age of twelve also marks the start of a new stage in Freud's psychosexual development and Erikson's psychosocial development theories. Piaget suggested a new stage in cognitive development a little earlier, at the age of eleven. Perhaps the position is summed up best by Yelon and Weinstein (1977) who state that overall, despite occasional time lags, physical, emotional and mental growth are related and there is a positive correlation among physical, emotional, social and mental development. This combination of changes may help to contribute to the "storm and stress" phenomena associated with adolescence and referred to in some of the literature although Burns (1982) and others feel these are over-emphasised. Although there is no agreement on the "storm and stress" phenomena there are other aspects of adolescence which are important.

It is clear that adolescence is accompanied by changes in body image, peer and parent relations and in cognitive skills. All these changes may constitute complex and often difficult problems in addition to the problems of having to change schools. These occur

because the maturing process generates significant coping tasks. Body proportions change markedly and as the concept of one's body is central to the concept of oneself, this can affect the pupil socially and emotionally (McCandless, 1970; Yelon and Weinstein, 1977). Furthermore, the adolescent is impressed by the values of his peer culture but is also pressured to embrace the traditional values of adult society. Schools end up competing for the allegiance of pupils with the adolescent or youth culture and this can result in a pro-school and anti-school culture. The pro-school culture is characterised by the values approved of by the school like diligence, involvement and acceptance of the school and all it represents. The anti-school culture is characterised by activities not controlled by the school and associated with teenage music and activities at the one end of the scale and abuse of alcohol and drugs and even violence at the other end.

The adolescence period, however, is not only characterised by negative traits. Possibly because of the connection between adolescence and the start of new stages in development suggested by stage development theorists, adolescence does seem to produce a new drive, and as McCandless (1970) points out, the potential for an upsurge of curiosity is ever present. This is an asset which should be exploited by teachers, parents and others concerned with youth. It is also clear that marked changes in the quality of thinking and intellectual behaviour occur during adolescence.

So adolescence is a period when the pupil may have problems about his personal appearance, self-concept and his social position but it is also a period of potential development. What is significant is that these possible problems and this potential for progress are both present at the time of a pupil's transition to high school.

### 1.3 THE CASE FOR AN ORIENTATION PROGRAMME:

In the earlier sections of this chapter I have suggested that pupils have problems related to their move from a primary to a secondary school. I have also mentioned certain physical, social, mental and emotional changes that the pupil experiences at the time of the move. It is unlikely that the problems related to adolescence and

the move to high school can be eliminated but there should be some way to reduce the number of problems or to make the problems smaller. It would seem that some programme to assist the pupil in his or her adjustment to high school is needed.

For the purposes of this study, some form of definition was required and I decided on the following:

Orientation is the process which is associated with all aspects of settling the standard six pupil into high school, involving him or her in school life and fostering in him or her the general spirit and expectations of the school.

This broad definition involves the overt aspects of academic adjustment, involvement in extra-mural activities as a means to assist in adjustment, the reduction of the emotional problems of adjustment and the administrative arrangements that assist the pupil to adjust. It thus involves welcoming programmes, class allocations, talks on school history and traditions and certain of the statements made at assemblies by the headmaster and in class and on the sportsfield by teachers and other pupils, to mention a few. But the definition also involves the covert aspects of orientation - the fostering of the spirit and expectations. The ethos of the school will be important in these covert aspects and, although they are more difficult to identify and evaluate, they include the behaviour, the comments, the attitudes and the relationships of which the pupil becomes aware and which he associates with the school.

Although there appears to be a need for some type of action, Warchol (1979) found little information in journals after a computer search had been carried out for information on orientation. Kavinsky and Kauffman (1980) agree that little has been done to assist with the adjustment to high school and Dougherty (1978) feels that what school orientation does take place is more accidental than planned. Cornille et al. (1983) on the other hand feel that orientation programmes that are planned usually focus on functional requirements and not on easing the integration of the child. Baker (1981) concurs with these sentiments and states that provision for the needs of pupils moving to a secondary school is sometimes overlooked and is often relegated to a low priority position in the thoughts of school

personnel. A similar sentiment is found in the Cape Education Department's Handbook for Principals where it is stated that orientation programmes should last no longer than one week at the commencement of the year and should not be repeated later during the year. Before these shortcomings are discussed, an explanation of what orientation is and what it involves as far as this study is concerned should be given.

An orientation programme should attempt to assist the pupil not only to adapt to but to identify with or gain a sense of belonging to a new institution. The processes whereby this occurs have been well documented in studies of social institutions with perhaps Goffman's Asylums and Ken Kesey's One Flew over the Cuckoo's Nest as archetypes of processes operating within total institutions. As far as schools are concerned the degree of control and institutionalisation will obviously vary from school to school, but the areas of school life to which pupils will have to adapt will probably show similarities in the different schools. Furthermore, orientation goes further than just adapting to a new situation because, while they are adapting, the pupils undergo a process whereby they learn the behaviour values and expectations of others.

An orientation programme can be categorized as either an event or a process. When it is treated as an event it is a short term occurrence - a 'one-off' effort to orient pupils in a high school. A common event type described a quick tour of the school, a lunch at the school and the distribution of information about the school after talks by senior teachers. This is carried out a month or two before the transfer of the pupil to the new school and is followed up by helping the child to decide on the academic courses to be followed. The advantages of the event are that it is organizationally efficient, economical in the use of time and energy and basic necessary information is imparted. The disadvantages are that frequently too much information is given at once and the pupils do not necessarily assimilate it. There is little time to deal with individual needs and there is no follow up. The one-week orientation suggested by the Cape Education Department may have similar disadvantages. In addition the "event" does not cater for the wide type of orientation mentioned earlier.

Orientation as a process, on the other hand, is a series of co-ordinated events taking place over a substantial period of time. This includes events planned for the year prior to transfer to the high school and includes academic adjustment during the first high school year. There is time to work at individual problems as well as group problems. In addition, necessary information can be given over a period of time in smaller doses and so it can be understood better. Teachers are able to check that pupils are being drawn into the school community and are becoming involved. Well-planned activities over a period of time are less likely to cause students to feel anxiety. The disadvantages are that the amount of time and energy spent may be prohibitive and that such a programme is difficult to orchestrate because of its longer duration. Its implementation is a challenge to school personnel.

Baker (1981) feels that the advantages of the "event" are administrative and those of the "process" are person-centered. He feels that there should be a change towards the process type of orientation and is supported in this suggestion by Bent (1976), Havelka (1978) and Warchol (1979). He also feels that as long as there are only event-type orientation programmes, orientation will remain a low priority function in most schools and that "this unfortunate situation will not change unless alternatives are suggested". This study is intended to provide such an alternative.

In spite of the possible advantages of such a course, we must not be so naive as to expect pupils to identify totally with and be completely committed to schools. Closer identification with the school, however, may produce gains. For example, Nesbit and Entwistle (1969) found that better attitudes towards the school led to higher academic attainment. Commitment to the school can also have a bearing on the pupil's association with aspects of the pro-school rather than the anti-school subculture.

At the same time the power of an orientation programme should not be underestimated. In post-revolutionary Russia it was left to the schools to play an important part in destroying the old bourgeois values and creating values appropriate to a socialistic society. In addition, Guskin and Guskin (1970) describe a successful campaign in

Thai schools to change Chinese children to Thai children as far as their ways of walking, their ways of talking and even their general natures were concerned. One headmaster concerned attributed this successful change to the "atmosphere" at the school - probably a good example of the combined overt and covert sides of an orientation programme. This shows that the school can be a very powerful socialising agent and a successful programme may assist pupils to undergo a process whereby they learn the behaviour values and expectations which they will take out of school with them and which will enable them to take on particular roles in society (Guskin and Guskin, 1970; McCandless, 1970; Gammage, 1982).

The last word on the need for and importance of an orientation programme comes from a Natal educationist. "A school system which makes no provision for a transitional stage does not take a basic psychological principle into account and can consequently not expect effective results from the educational programme" (van der Westhuizen, 1982).

#### 1.4 ARGUMENTS AGAINST ORIENTATION

The views certain people hold about what education (or in some cases schooling) is may result in their disapproval of what is taken in this study as orientation. The socialising aspect is criticised on political grounds by people like Apple (1982) and Illich and Reimer who are quoted by Dore (1976). They see schools as perpetrators of what they regard as bad in society and disapprove of the so-called middle-class values the schools try to impress upon the pupils and the attempts to sort the young into social slots. These critics and Casement (1983) see the "image" of the school as a front to cover indoctrination. As the purpose of this study is not connected with political and social issues of this nature, these issues will not be discussed, although it is not to deny that orientation is bound up with the inculcation of values.

Others criticise the orientation programme because they feel that ours is a competitive world and an orientation programme does not help to prepare pupils for a world where only the fittest survive. This attitude does not take into account the fact that recent moves

towards international, labour-management and even inter-racial co-operation show that the world is not necessarily so competitive. Perhaps these critics need to be informed that the purpose of the orientation programme is not to molly-coddle the pupils but to help to reduce unnecessary anxiety and to develop coping skills.

Finally there are those whose ideas on what should occur at schools do not necessarily coincide with the idea of educating the "whole man". These include those who feel schools are purely academic institutions to provide pupils with certificates of academic achievement, those who feel education is a preparation for employment, those that feel education is for the selection of an elite and all those who hold similar rather narrow ideas on education. As this study is based on a philosophy which involves the education of the "whole man" and his preparation for life in its widest sense, these views will not influence the study.

#### 1.5 ORIENTATION IN THE LITERATURE

A major area of research on the orientation of pupils to high school has emphasised the academic side of orientation and has tended to be more concerned with the actual problems of transition, only touching lightly on the actual adjustment to high school. Most of this research has been in England and Scotland and has been promoted by various university and state research councils (Nisbet and Entwistle (1966 and 1969); Youngman and Lunzer (1977); Sumner and Bradley (1977); Galton and Willcocks (1983)). In addition the Plowden Report (1963) referred to a number of issues relating to academic adjustment to high school although the purpose of the Plowden Committee was to investigate all aspects of primary education in England.

In South Africa the subject of transition and orientation has received fairly scant attention. In 1961 a Jubilee Conference of the Faculty of Education at Cape Town University had as its theme Transitional Problems in the South African Educational System. As was the case in Britain, the emphasis in the published articles was on transition with only a few references to actual orientation. In 1982 the Natal Education Department published the talks given at a

seminar entitled Bridging the Gap - 5 to 6. Here some talks dealt mainly with transition but some did place more emphasis on the orientation of pupils at the high school. In an unpublished thesis at Natal University, Couperthwaite (1981) looked more at orientation in his assessment of the effect adjusting to high school had on the self- concept of pupils. Earlier, in 1965, the Human Sciences Research Council commenced an extensive investigation on the effect extra- mural involvement had on the academic attainment of standard six boys in South Africa.

The major research thus has been concerned with academic aspects of transition and, to a lesser extent, orientation. Aspects like liaison, extra mural involvement and effect on self-concept have also received attention. Recent journal articles, however, have shown a concern for some of the more practical and pastoral aspects of orientation. This is borne out by titles such as Establishing a Student Committee to Welcome Incoming Students (1984); Schools and Newcomers (1983); Student Experiences Following Entry into Secondary School (1982); Little Fish in a Large Pond (1981) and Children's Attitudes to Secondary School Transfer (1981).

The authors who tend to give the most comprehensive information about orientation are those who have produced books on pastoral care, guidance or counselling. They tend to concentrate on the reduction of anxiety and on easing the move to high school but they do include orientation programmes and certain aspects of academic adjustment. Hamblin (1978), Baker (1981) and Blackburn (1983) are typical examples of authors of this type.

From the above it can be seen that most aspects of orientation to the high school as defined earlier in this chapter have been handled in the literature and research, but these aspects have, however, been handled separately or in two's and three's and there appears to be no comprehensive work on the subject. There is no single study on the process in Cape Education Department schools.

#### 1.6 FOCUS OF THIS STUDY

An explanation of what is understood by orientation and a definition

have been given. The definition, however, covers a wide area and the focus of this study will be on what the high school in the Cape Province can do to help the child to settle down. Although it is impossible to avoid touching on certain aspects that relate to the primary school and to the transition process, an attempt will be made to keep these to a minimum. The focus will tend to be on the overt rather than the covert as the latter depends very much on the ethos of a particular school. As the focus is on what can be done at schools in the Cape, it relates to the administrative system as it exists.

There will be no discussion on ages or stages of transfer; no discussion about curriculum changes; no discussion about the introduction of junior high schools or any other changes to the organisation of the standard six year as it exists in the majority of schools. In addition, I do not intend to become involved in gifted child or remedial or similar programmes as they are a subject on their own.

The intention is to survey the field to assess what is being done and how orientation is perceived, and to produce a programme that can be introduced with the minimum disruption to the present routine at schools under the jurisdiction of the Cape Education Department. This will involve academic adjustment, gaining a sense of belonging and trying to minimise those problems that are associated with a first year at a high school.

#### FOOTNOTES

1. According to the regulations for the Junior Secondary Course a pupil could have teachers for:  
First language; Second language; Mathematics; Physical Science; Biology; History; Geography; Woodwork or Housecraft; a third language or a Commercial subject; Bible Education; Book Education; Class Music; Guidance; Physical Education and Youth Preparedness. This is a total of 15 different teachers.

## CHAPTER TWO

### METHODOLOGY

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## 2.1 INTRODUCTION

Stubbs and Delamont (1976) assert that any research develops from certain premises, suppositions and interests held by the researcher. Nisbet and Entwistle (1970) express a similar view that "ideas take shape against the background of one's knowledge".

In the preface I explained how my interest in the subject of orientation arose. This interest was based on the supposition that pupils experienced various problems when they moved from primary to high schools and that high schools were not doing as much as they could to help the pupils overcome these problems.

The main objective of this research was to attempt to discover what problems existed and what attempts, if any, were being made to overcome any of these problems.

The first step was to determine what sources of information might possibly be tapped. The previous chapter explained that the study focused on the schools under the jurisdiction of the Cape Education Department. These schools could provide the main source of information. The teachers in these schools, especially those in charge of standard six pupils, might be able to give opinions on orientation problems and possible solutions to these problems.

Stubbs and Delamont (1976) further point out that "education research often disregards how pupils see school" and I realised no study of this kind would be of value without pupils' opinions. Other often neglected sources of information are the parents and an attempt was made to try to find out what they felt about orientation.

The intention was to supplement the information gathered from teachers, pupils and parents with information provided in the literature on transition to high school and on all aspects of adjustment to high school, not only in South Africa but in foreign countries as well.

The next step was to determine what research methods should be used. A fundamental principle in all research is that the nature of

the research problem should determine the choice of method and a wide range of methods needed to be explored. As the purpose of this research was to describe the nature of existing conditions as far as orientation was concerned, and to reach certain conclusions which could result in the drawing up of recommendations on orientation, it was decided to make use of descriptive rather than statistical research methods. Essentially this was a case of "observation of a situation as it is without setting up experimental conditions or allocating groups to different treatments" (Nisbet and Entwistle, 1970). Statistical methods were not used as a "lack of reliable and valid measurement tools is one of the major shortcomings in the sphere of socialization within education" (Kelly, 1979).

As mentioned above the focus would be on schools, on pupils and on parents, and different research methods and sampling procedures might have to be applied to each population. These are mentioned in detail later in this chapter.

## 2.2 TIMING OF THE RESEARCH

Although my ideas on orientation had been forming since I first became a standard head of standard six pupils eight years ago, the actual field work for this research started in October 1984 with the observation of meetings for standard five pupils due to enter high school in 1985. The fieldwork continued until October 1985 when the final parent meeting was observed. This limited period also influenced the research methods used.

## 2.3 THE SURVEY (Appendices (i) to (iii))

The main population on which the research focussed was provided by the Cape Education Department schools. To survey the situation at these schools it was decided the most appropriate research method would be to use questionnaires and to supplement those findings through a series of interviews.

The geographical size of the survey area, the Cape Province, necessitated the use of a postal questionnaire. Cohen and Manion (1980) regard the postal questionnaire as the most commonly used

descriptive method in educational research usually because it is often the only viable means of carrying through the enquiry. They also mention the suitability for sampling a large number of schools over a large area. The postal questionnaire also has other advantages. Provided it is reasonably short, it can be completed relatively quickly especially when compared to interviews and observation. It also enables the subject to be treated fairly objectively and it allows the respondent time to make a considered response as well as allowing him a feeling of anonymity so that he can be frank.

There are also certain disadvantages. Psacharopoulos (1980) warns that "mail questionnaires are famous for their non-response rate". In addition, the respondent can not ask questions if there is confusion. As there is no personal contact between researcher and respondent, the respondent can give the answers he feels he is expected to give. All the above can affect the findings. Most can be avoided by using interviews but then most advantages of the questionnaire fall away. In this case it was decided that the practical considerations favoured the postal questionnaire (Appendix iii), and it was decided to emphasise anonymity in the preamble in an endeavour to generate a higher and better quality response (Psacharopoulos, 1980).

### 2.3.1 The focus of the questions:

The first section of the questionnaire aimed at finding out the type of school, the number of pupils at the school and the professional background of the parents of the pupils. The second section was intended to discover something about orientation programmes in existence at the schools. The next section dealt with academic and organisational aspects relating to standard six pupils, including class and teacher allocations, school reports and meetings with parents on academic matters. The fourth section aimed at finding out about the provision of and involvement in the extra mural programmes of the schools. The fifth section was intended to find out what pastoral programmes were provided for standard six pupils. Finally the intention in the last set of questions was to elicit the respondents' perceptions of, and feelings about, the usefulness of various aspects of an orientation programme.

### 2.3.2 Types of questions used

The questions in the postal questionnaire were set out in such a way as to enable respondents to complete the questionnaires in as little time as possible. Most answers involved entering a tick or a number in a given box.

Fixed alternative questions were used to find out details of the type of school, language medium and similar general information. In addition there were a large number of dichotomous items which required a "yes" or "no" response.

Check-list questions were used where the respondents had to indicate which items applied to the questions provided.

Numerical rating scale items were used where the respondent was asked to score items on a scale of one to five depending on the importance he placed on a certain aspect of the topic being investigated. These questions were all subjective. Similar questions were used on a scale of one to three to assess the socio-economic background of the pupils at the various schools.

Open-ended questions as such were not used but respondents were given the opportunity to provide further information if they so desired after certain questions.

Questions requiring specific numerical answers, such as numbers of pupils, were also included.

Certain steps were taken when sending out the questionnaires to encourage maximum return. In addition to the layout which was planned so that most questions in the questionnaire could easily be answered by inserting a tick or number in a block provided, an attempt was made to include questions which would arouse the interest of those not yet involved with orientation programmes. Attitudinal-type questions were interspersed throughout the schedule to allow respondents to air their views rather than merely describe their behaviour for, as Cohen and Manion (1980) suggest, "such, questions relieve boredom and frustration as well as providing valuable information in the process".

### 2.3.3 Sampling:

A number of authors (Nisbet and Entwistle, 1970; Cohen and Manion, 1980; Psacharopoulos, 1980; Olejnik, 1984) warn about bias in educational research because of poor sampling. At the same time Olejnik (1984) suggests one should avoid using too many subjects. For this survey it was decided to send questionnaires to the majority of schools under the jurisdiction of the Cape Education Department in the hope that in so doing as wide a range of viewpoints as possible could be tapped<sup>(1)</sup>.

Only in the case of schools which are a combined primary and secondary school was it felt that the problems of transition to high school would be greatly reduced. This applied particularly to pupils in small country schools where, in addition to knowing the school environment, the pupils tend to know most of the teachers and other pupils personally. For this reason it was decided not to send questionnaires to all combined primary and secondary schools. This decision was later justified in correspondence with three of these types of schools which raised these very points. (See section 2.3.5).

### 2.3.4 Despatch of Questionnaires

Before the questionnaires could be sent out permission had to be obtained from the Cape Education Department<sup>(2)</sup>. Once this was obtained, the questionnaires and accompanying letters (Appendices (i) and (ii)) were sent out<sup>(3)</sup>.

To encourage a substantial return, addressed, stamped, return envelopes were sent with each questionnaire. In addition the names of principals were used in the salutation of accompanying letters when the names of the principals were known. Respondents were given sufficient time to complete the questionnaires<sup>(4)</sup> and a reminder note (Appendix iv) was sent out three weeks after the questionnaire.

### 2.3.5 Responses to the postal questionnaire:

A total of 175 questionnaires was sent out and 116 (66,2%) were

returned. As three were incomplete, they were not used. Thus 64,6% of the questionnaires sent out could be used. Although this fell a bit short of the 70% that Nisbet and Entwistle (1970) regard as the required response rate, it did represent 47% of the total population of high schools under the jurisdiction of the Cape Education Department.

One principal telephoned to say that he would not return the questionnaire as he had a very small school from Sub A to Standard 10. He stated that the pupils were all members of a closely-knit community and the pupils were slowly introduced to subject specialists from Standard 4. A letter expressing similar sentiments was also received from a large rural school in the Eastern Cape. A third Eastern Cape principal telephoned to express similar reasons for not returning the questionnaire.

Two principals from large urban high schools informed the researcher, one verbally and the other by letter, that the completion of the questionnaire would be too time consuming.

Other than the above, the reaction was most encouraging. One questionnaire was accompanied by a letter from a teacher psychologist at a rural technical school. The school had a standard six intake of 128 pupils from sixty-four feeder schools in 1985. He asked for details of findings to be sent to him "aangesien ek 'n groot aantal nuwe idees vanuit u vraelys gekry het". (A1)

Another questionnaire ended with the following: "I find your questionnaire very refreshing and many new ideas have come to me - the outcome of this will be that we are definitely going to make an effort to build an orientation programme for our children. Thank you for the insight which came through your questionnaire". (E1)

Other comments were : "Op hierdie stadium van u navorsing kon hierdie stuk al vir ons baie beteken". (A2) "U gaan beslis baanbrekerswerk doen waaroor baie mense nog baie dankbaar gaan wees". (A3)

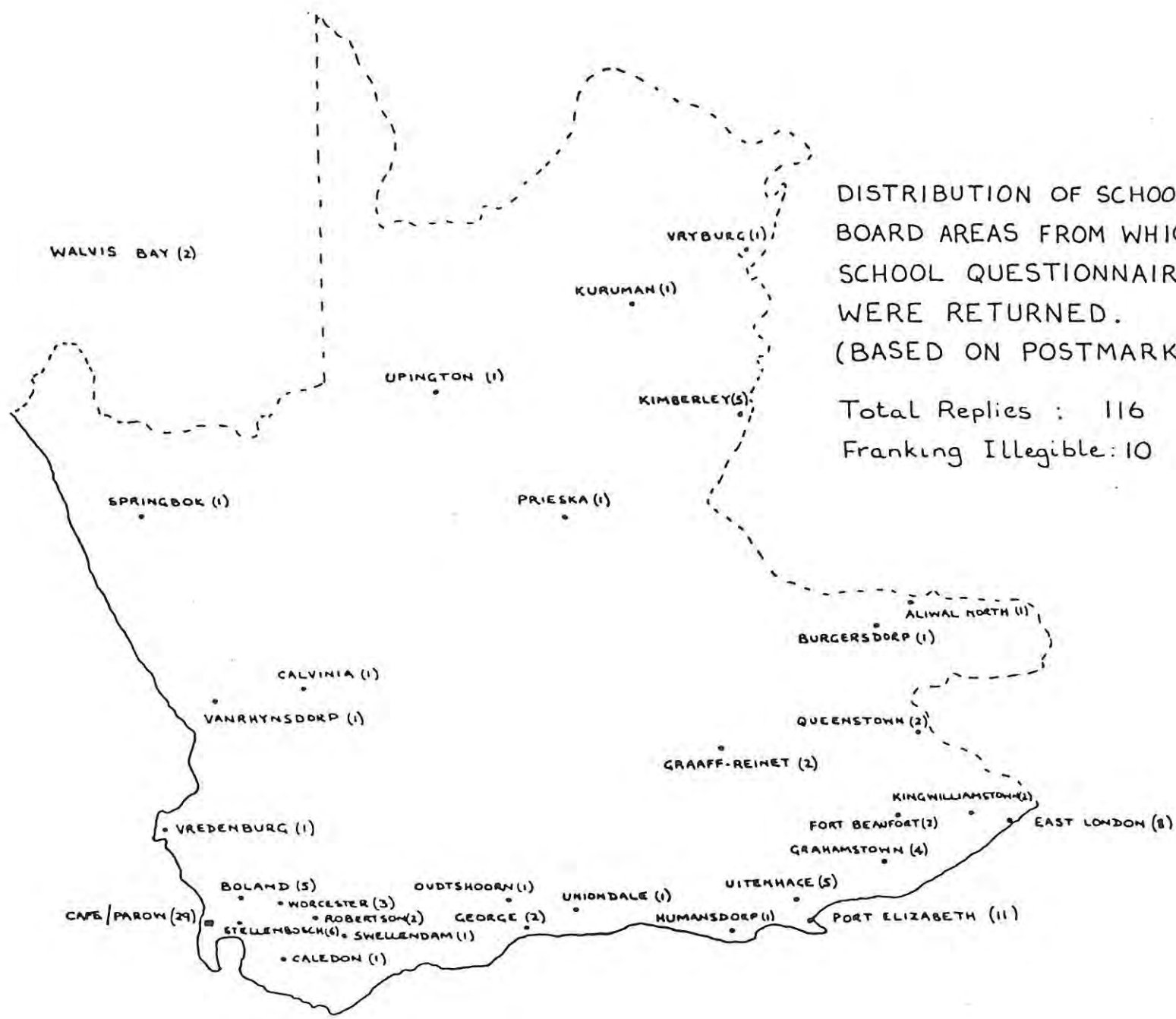
Numerous questionnaires ended with "good luck" wishes in both languages.

A further indication of a positive attitude was shown by the fact that no fewer than twenty-two schools included copies of prospectuses, orientation programmes, standard six report forms, copies of letters to parents of new pupils and a considerable amount of other information. Eight others included details about their programmes and what they had found useful. A further indication of this positive response was the number of comments in the space left at the end of the questions.

Although questionnaires were meant to be anonymous, most schools seemed happy to include their names on the information sent and others had "with compliments from the Principal" slips attached.

The accompanying map indicates the geographical distribution of the replies and, as expected, follows fairly closely the population density of the Cape Province.

Table 2.1 gives a breakdown of the types of schools which responded to the questionnaire. There were no statistics available of the breakdown of types of schools over the whole of the Cape Province. From the address list it could be calculated that 62% of the mixed schools, 68% of boys' schools, 75% of girls' schools and 72,7% of Agricultural schools returned completed questionnaires. This indicates that a cross section of different types of schools is probably represented in the survey.



DISTRIBUTION OF SCHOOL BOARD AREAS FROM WHICH SCHOOL QUESTIONNAIRES WERE RETURNED. (BASED ON POSTMARKS)

Total Replies : 116  
 Franking Illegible: 10

TABLE 2.1

<u>BREAKDOWN OF TYPES OF SCHOOLS.</u> Total schools involved = 113			
a.	<u>LANGUAGE MEDIUM</u> English 40(35,3%), Dual/Parallel 38(33,6%); Afrikaans 35(31,0%)		
b.	<u>SEX</u> Co-educational 81(71,7%); Boys only 20(17,7%), Girls only 12(10,6%)		
c.	<u>COURSE OF STUDY</u> Ordinary 94(83,2%); Technical 8(7,1%); Commercial 7(6,1%); Agricultural 4(3,5%)		
d.	<u>LEVEL OF STUDY</u> High school only 96(84,9%); Combined high/primary school 17(15,0%)*		
e.	<u>DAY/BOARDING SCHOOL</u> Day school only 43(38,1%); Combined day/boarding school 70(61,9%)**		
f.	<u>NUMBER OF FEEDER SCHOOLS</u> Schools receiving at least 75% of pupils from one feeder: 41(36,2%) Schools with 10 or more feeder schools : 14(12,3%)		
g.	<u>TOTAL ENROLMENT</u> Mean = 525	Maximum = 1180	Minimum = 50
h.	<u>STD 6 ENROLMENT</u> Mean = 115	Maximum = 263	Minimum = 7
* An average of 89% of pupils in standard 6 attended the same school in Std 5.			
** Average % of boarders at combined schools = 20,3%			

#### 2.3.5.1 Socio-economic Background of Pupils at Schools used in the Survey.

As much of the literature, especially from England, referred to socio-economic background, it was decided to try to assess the socio-economic background of pupils in the schools surveyed.

Social class in English literature is usually given according to the father's occupation on the Registrar General's Scale. In this survey the occupation groups as listed by the Receiver of Revenue were used as a basis for the divisions.

Respondents were asked to indicate the percentage of their pupils whose parents were involved in each of the occupation groups. The percentages were divided into four sections - less than 5%; 5% to 20%; 20% to 40%; over 40%. It is acknowledged that these are very general but they do give an indication of the socio-economic backgrounds of the pupils (Table 2.2).

TABLE 2.2

OCCUPATIONS OF PARENTS OF PUPILS AT SCHOOLS WHICH RESPONDED TO THE QUESTIONNAIRE			
The number of schools in each category is given. (Total number of schools = 113)			
OCCUPATION	Percentage of parents involved in the occupation		
	5% - 20%	20% - 40%	Over 40%
PROFESSIONAL	50 (44,2%)	18 (15,9%)	11 (9,8%)
WORKER RELATED TO PROFESSIONS	55 (48,6%)	18 (15,9%)	1 (0,9%)
ADMINISTRATIVE, EXECUTIVE & MANAGERIAL	56 (49,6%)	34 (30,1%)	3 (2,6%)
CLERICAL	55 (48,6%)	23 (20,4%)	2 (1,8%)
OWNERS OF SMALL BUSINESSES	52 (46,0%)	5 (4,4%)	1 (0,9%)
SALES WORKER	51 (45,1%)	10 (8,8%)	1 (0,9%)
FARMER, FISHERMAN, LUMBERMAN, ETC.	25 (22,1%)	17 (15,0%)	13 (11,5%)
MINER, QUARRYMAN ETC	14 (12,3%)	2 (1,8%)	2 (1,8%)
TRANSPORT & COMMUNICATION WORKER	33 (29,2%)	13 (11,5%)	5 (4,4%)
CRAFTSMAN & PRODUCTION WORKER	44 (38,9%)	21 (18,5%)	4 (3,5%)
SERVICE, SPORTS & RECREATION WORKER	39 (34,5%)	4 (3,5%)	2 (1,8%)
UNEMPLOYED/NOT ECONOMICALLY ACTIVE	20 (17,7%)	2 (1,8%)	0 (0%)

It appears that very few schools have over 40% of their parents from one occupation group. The only exceptions are in the professional group where 11 schools have over 40% of their parents in this category and the 13 schools where over 40% of parents are farmers, fishermen or lumbermen. Most schools appear to have a small percentage (5% to 20%) of their parents involved in any particular occupation group. Overall, therefore, there appears to be a general spread of occupations in the schools that replied to the questionnaire.

#### 2.3.6 Conclusion

An attempt was made through the question groupings to look at all aspects of school life - academic, extra-mural and pastoral - which can effect school orientation. In addition respondents were asked to add any views they had on any aspects of orientation not included in the questionnaire. In this way most aspects of the topic might receive attention.

There was a widespread geographical distribution of replies. Further, the socio-economic background of pupils covered all the occupation categories classified by the Receiver of Revenue. In addition the breakdown of types of schools showed that a cross section of types of school was obtained. This cross section and distribution of replies probably suggests that there is unlikely to be bias caused by a return "only by those who hold strong views on a topic" (Nisbet and Entwistle, 1970).

The external validity of the findings asks "to what populations or settings they can be generalised" (Cohen and Manion, 1980). The cross section of replies indicates that the findings can probably be extended to cover all white Cape Education Department high schools. They can possibly relate to other white schools in South Africa, especially the government schools in the other provinces as these are administered along similar lines. The findings are less likely to apply to schools of other population groups in South Africa and to schools in other countries.

## 2.4 THE CASE STUDIES

### 2.4.1 Introduction:

The school survey was aimed at producing descriptive information about what orientation programmes existed at the Cape Education Department Schools and what the teacher respondents regarded as important. This survey, however, neglected the two other parties in the teaching-learning situation, the pupils and the parents.

The nature of the research problem pointed towards some type of methodology close to the type of observation associated with the so-called "anthropological tradition within sociology" (Lacey, 1977) which makes use of direct observation and interview. The reason for choosing this type of methodology was that "the anthropologist accepts as given the complex scene he encounters and takes this totality as his data-base. He makes no attempt to manipulate, control or eliminate variables. He reduces the breadth of enquiry systematically to give more concentrated attention to the emerging issues" (Stubbs and Delamont, 1976). With this anthropological observation the researcher is not limited to observing school life. He may conduct interviews with the participants and ask them to complete questionnaires. He can compile field notes or obtain field recordings. The data obtained is open-ended.

This form of observation seemed ideal for this type of research. It seemed preferable to the interaction analysis form of observation because, as Stubbs and Delamont (1976) point out, interaction analysis systems are concerned with what can be categorized or measured in pre-specified categories. Further, as Cohen and Manion (1980) indicate, the most convincing point in favour of observation study for this type of research is that "observation studies are superior to experiments and surveys when data are being collected on non-verbal behaviour". This method seemed most suitable for gleaning details of parent and pupil perceptions of school and the orientation process in particular.

This is not to suggest that the strategies associated with this

research paradigm are not without their weaknesses. In particular, anthropological studies are criticised because their results can not be generalized to other settings but, despite their diversity, schools do share many similar characteristics, especially those schools in the Cape Education Department. For this reason it is possible to identify common phenomena from which generalisations can be formulated which apply to a variety of schools.

The disadvantage of any observation study is that it is impossible to look at a large number of subjects, so I had to decide how many schools could be involved. The most suitable plan seemed to be to make use of a case study where the researcher "typically observes the characteristics of an individual unit - a child, a clique, a class, a school or a community" (Cohen and Manion, 1980).

In this research it was decided to use two schools. Information was collected from one school, Blue High School during 1984 and 1985 and from another, Green High School, during 1985. The information collected during 1984 was from a school where work had been carried out on orientation and some form of assessment had been made at the end of the year. The schools investigated during 1985 were only investigated during the first six months, however, and so a complete year's picture could not be obtained.

The two schools were chosen because I was involved in running the orientation course at one and was invited by the school personnel to look at the orientation of pupils at the other. In this way Rogers' (1982) injunction, that the researcher should come to work with the school, its staff and pupils rather than on them, was met. (Cameos of the two schools appear in Appendix (ix)).

By using these two schools, I hoped to be able to add to the information obtained from the postal questionnaire. In addition I could look more closely at aspects of orientation that could not be provided by a questionnaire. The most important reason was that I could find out how parents and pupils perceived an orientation course and what their expectations were.

As was mentioned earlier, this observation includes conducting interviews with participants, asking them to complete questionnaires, compiling field notes or obtaining field recordings. It was decided to make use of all these methods and give questionnaires to parents, collect responses from pupils, interview teachers and make notes of assemblies, meetings and similar events connected with orientation.

#### 2.4.2 The Parent Questionnaire (Appendix (v))

In order to assess parental expectations of the schools a parent questionnaire was drawn up. In particular the following aspects were inquired into: information required about the school; knowledge of the role and function of school staff and contact with teachers; reasons for the choice of the school; what parents wanted their children to get out of high school; factors that helped pupils settle down.

As with the school survey, the layout was planned so that the questionnaire could easily be answered. Most answers involved placing a tick or a number in a block provided. Questionnaires were placed in self-addressed, stamped envelopes together with a letter to the parents.

Fixed alternative questions and numerical rating scale questions similar to the type used in the school questionnaire were used.

Open ended questions were included so that parents could express their views on certain aspects of orientation. In addition they could expand on answers given to some fixed alternative and rating scale questions.

One hundred questionnaires were taken to a meeting for parents of new pupils at Green High School early in February 1985. During the course of the meeting I addressed the parents and explained the purpose of the research and requested their co-operation. It was suggested that only those interested in completing the questionnaire should take a copy as they left the hall. All the copies were taken!

Sixty questionnaires were requested by the standard six standard head at Blue High School. These were given to pupils in two of the seven standard six classes. One class was the top streamed class and the other a mixed ability class - one of four classes made up of pupils not in the top three streamed classes. Each contained thirty pupils.

A further twenty-five copies were given to acquaintances whose sons were in standard six at a nearby boys' high school, Red High School. Twenty-three of these went to parents of boys who had attended the primary school associated with the high school.

It was stressed that nobody was under any obligation to complete the questionnaire.

#### 2.4.2.1 Responses to Parent Questionnaire:

Although the responses to the questionnaire were anonymous, I was able to ascertain the school from which each questionnaire came because of differences in the self-addressed envelopes. This was partly done because two of the schools involved required feedback.

A total of 111 out of 185 questionnaires (60%) were returned. These consisted of; 61 out of 100 (61%) from the Green High School; 39 out of 60 (65%) from Blue High School and 11 out of 25 (44%) from Red High School.

#### 2.4.2.2 Conclusion:

Although there was a 60% response, the sampling process does not make these replies representative of all white schools under the jurisdiction of the Cape Education Department.

### 2.4.3 The Pupil Response Sheets:

#### 2.4.3.1 Introduction:

In order to assess pupil opinions on certain aspects of their adjustment to high school, two classes of pupils

at Green High School were chosen to assist in the research.

The school uses a system of "gently streaming" the standard six intake. This means that the streaming is not very strictly carried out. One class, referred to as 6(i), was an average to below average class (mean aggregate percentage in May 1985 examinations = 46,8%). The other class, 6(ii), was the "top" streamed class (mean aggregate percentage in May 1985 = 72%).

The response sheets were completed on three occasions: when the pupils had been at high school for two and a half weeks; five weeks later; on the last day of the second quarter.

On each occasion the pupils were encouraged to be open in their responses; not to worry about responses of others; not to respond in ways they considered the school would approve, if they felt differently. It was also pointed out that replies were anonymous.

#### 2.4.3.2 Response Sheet Number 1 (See Appendix (vi))

The purpose of the first response sheet was to try to determine their fears about attending high school and the sources of these fears and to find out what problems they were encountering in settling down.

Although Cohen and Manion (1980) suggest that open-ended questions should be avoided, it was decided to use them in this response sheet so that there were not too many restrictions placed on the pupils. Questions were asked on their fears in connection with senior pupils, teachers, getting lost, etc. These categories covered problems I had encountered in the literature.

The timing was crucial for it was anticipated that they would still be in a state of what Woods (1980) refers to

as "optimistic compliance". Hence it was felt that their approach would not be light-hearted and valid answers would be given.

In addition to their fears and problems they were asked to consider certain aspects of the orientation which they had already experienced.

#### 2.4.3.3 Response Sheet Number 2 (Appendix (vii))

As a result of some of the findings from the first response sheet and because of extensive mention in the literature of teacher attitudes to and expectations of pupils, it was decided to investigate these further by asking them to indicate certain aspects of their relationship with teachers.

#### 2.4.3.4 Response Sheet Number 3 (Appendix (viii))

One of the features mentioned in literature on adjustment to school was the extent of extra-mural involvement. This response sheet was drafted to find out to what extent the pupils in the two classes were involved extra-murally.

The first section dealt with the pupils' interest, involvement and ambitions in sport. In addition, opinion questions on compulsion and team sports were also asked.

The second section dealt similarly with their involvement, interest and ambitions in cultural activities.

The third section dealt with friends and how friendships started.

The final section consisted of two open-ended questions about what they had enjoyed most and least about high school.

#### 2.4.3.5 Completion of Response Sheets

The following procedure was carried out with each of the response sheets.

##### Response Sheet 1

To prevent any embarrassment about admitting that they had fears about coming to high school, the researcher spoke to the pupils, prior to their completing the response sheets, about the tendency of most people, no matter what their position, to have fears when facing a new or unusual situation. Pupils were encouraged to be open in their answers.

They were given half an hour to complete the response sheet and all pupils finished before the end of the allotted time.

Pupils were asked to indicate the primary school they had attended. The aim was to see if any particular fears or problems were associated with particular feeder schools. The breakdown of numbers from each feeder school was very small and so unsuitable for any worthwhile analysis to be made.

##### Response Sheet 2

A response sheet (Appendix (vii)) was drawn up on which aspects to be investigated were listed. The academic subjects were not entered on the sheet but blank spaces were left for them. A list of all subjects studied by the pupils<sup>(5)</sup> was then put on the chalkboard. This was not in any particular order. The pupils were asked to copy the list from the chalkboard onto their sheets in the same order as those on the chalkboard. The list was then erased from the chalkboard. [The pupils were instructed at the end of the test to tear off the list of subjects from their response sheets. This was to prevent the researcher from finding out which subject and thereby which teacher was involved.]

Each aspect to be investigated was taken in turn, for example, Amount of Homework Set. The rating scale (0 to 3) for this aspect was displayed on an overhead projector (see Table 2.3). The pupils then went through their list of subjects and next to each entered the numerical rating for the amount of homework that was set in each subject. The rating for only one aspect was on the overhead projector at a time. This meant pupils could compare the amount of homework in each subject without thinking of other aspects of the subject. In this way it was felt the responses would be relevant. Each pupil answered independently and there was no discussion other than clarification by the researcher if the pupils were not sure about anything. Only when one aspect had been completed by all the pupils, was the next started and the new rating scale put on the overhead projector. This continued until all aspects had been completed.

The ratings on each were as indicated in Table 3.3. Before pupils started answering on each new aspect, the researcher gave further details on the ratings for that particular aspect.

TABLE 2.3

VARIOUS RATINGS:

1. AMOUNT OF HOMEWORK SET:

- 3 - Too much / work at it far more than in other subjects
- 2 - Sufficient / can manage
- 1 - Little
- 0 - None

2. HOMEWORK CHECKED:

- 3 - Always
- 2 - Most times
- 1 - Occasionally
- 0 - Never

3. DIFFICULTY OF SUBJECT:

- 3 - Difficult / Struggle to understand
- 2 - Can manage / have to work / pay attention
- 1 - Easy

4. TEACHER'S EXPLANATIONS:  
 3 - Very clear / able to understand everything  
 2 - Able to understand most of the time  
 1 - Have difficulty in understanding  
 0 - Do not understand a lot
5. TEACHER'S DISCIPLINE:  
 3 - Very strict  
 2 - Strict but fair  
 1 - Easy going / Can get away with a bit  
 0 - You can more or less do what you like
6. ENJOYMENT OF SUBJECT:  
 3 - Enjoy it very much  
 2 - Enjoy it  
 1 - Do not particularly like or dislike it  
 0 - Do not like it at all
7. TEACHERS'S ATTITUDE TO YOU:  
 3 - Teacher appears to like you  
 2 - Teacher seems to have same feeling towards you as to others in the class  
 1 - Teacher appears unfriendly towards you / picks on you occasionally  
 0 - Teacher appears to dislike you / picks on you regularly
8. DOES THE TEACHER COACH YOU IN A SCHOOL SPORT?
9. HAS THE TEACHER PUNISHED YOU?
10. IS THE SUBJECT WORTHWHILE?  
 3 - Very much so  
 2 - Yes - a fair amount  
 1 - A little  
 0 - Not at all
11. YOUR FEELING TOWARDS THE TEACHER:  
 3 - Like the teacher a lot  
 2 - Like the teacher  
 1 - Neutral feelings - do not like or dislike  
 0 - Do not get on well with the teacher / Do not like
12. TEACHER EXPECTATIONS:  
 3 - Teacher expects too much of you  
 2 - Teacher expects a lot but not the impossible  
 1 - Teacher does not expect much of you  
 0 - Teacher expects no effort / no good results, etc.
- 8 + 9 Put in to see if contact on sports field or punishment by teacher affected relationships or attitude to subject. Answer was yes or no.

Response Sheet 3 (Appendix (viii))

This was completed at the end of the second quarter because by this time the pupils had experienced one quarter of summer and one quarter of winter sport. In

addition they would have had sufficient time to have become involved in some cultural activity.

The technique used in the last two questions in which they had to state what they liked and disliked about high school compared to primary school was a technique used by Youngman and Lunzer (1977) in their research in Nottingham. This was general information required and was not related to extra-curricular involvement.

The section on friends was included because of the importance of friends in the socialization process referred to in the literature (Guskin and Guskin, 1970; Wall, 1977; Kelly, 1978; Hallinan and Turner, 1978; Rutter et al., 1978; Galton and Willcocks, 1983; Reohr, 1984).

#### 2.4.3.6 Replies to Response Sheets.

The number of replies was dependent on the number of pupils at school on the days concerned. 30 pupils from each class completed Response Sheet 1. 32 pupils from 6(i) and 29 from 6(ii) completed Response Sheet 2. 25 pupils from each class completed Response Sheet 3.

As replies were anonymous, it could not be determined who completed all the sheets.

#### 2.4.4 PUPIL ESSAYS

Another strategy which was used was pupil essays. It was felt that this approach would be most appropriate in gathering more personal views on the success of the orientation programme at Blue High School. All English teachers of standard six classes were asked to set an essay on My Year in Standard Six and were asked to stress that the essay aimed at sincerity. This was taken as an English essay and pupils did not know they were giving an assessment of the orientation programme, nor did they know whether the essay would be marked and the marks included in that cumulative year mark. It can therefore be assumed that they approached the essay in a serious and sincere manner. A total of

fifty-one essays from the top streamed class and a mixed ability class (selected after the two top classes had been streamed) were kept to provide information for this research. This is a useful strategy and Metcalfe (1981) and Sumner and Bradley (1977) quote extensively from research done at Aberdeen University by Murdoch (1966) where he placed a great deal of emphasis on what he found out from pupils' essays.

#### 2.4.5 PUPIL DIARIES

A further source of information came from pupil "diaries". The standard six standard head at Green High School wanted to discover what most interested his pupils. As part of their orientation programme during Youth Preparedness classes he asked them to write a diary covering the week from 28 February to 7 March 1985. They were to include events both inside and outside school.

In addition they were asked to state what they had achieved at primary school and what their ambitions for high school were.

Eighty of these were handed to the researcher for general information.

#### 2.4.6 THE INTERVIEWS

Another source of information for this research came from interviews with teachers. The school survey provided some information about allocation of pupils to classes and the allocation of teachers to classes. The responses indicated that schools tended to stream pupils and to allocate a large number of teachers to each class. This was found to be in contrast to the ideas expressed in the literature (Taylor, 1961; Guskin and Guskin, 1970; Lacey, 1970; Wall, 1977; Kelly, 1978; Woods, 1979; Van der Westhuizen, 1982). For this reason it was decided to find out more about these allocations of pupils and teachers to classes.

The best way would be to consult the teachers involved with teaching standard six pupils. There was no opportunity at this stage to go back to all the schools so it was decided to consult teachers at the case study schools. It was also decided to consult

the standard head of standard six pupils at Red High School as this was the only school in the vicinity where classes were purely mixed ability classes.

As only two schools were being used (excluding the third where only the standard head was interviewed) contact was easily established with the teachers. Two major issues needed to be investigated, namely the allocation of first, teachers and then, pupils to classes in standard six, and because of their nature informal interviews which would enable me to "listen rather than talk" and which would give me a wide range of views were decided upon. In addition I was able to consult teachers on minor issues if I wanted some clarification on an item.

The interviews were held during August and September 1985 and were all short, of about ten minutes' duration. Concerning the first issue, I tried to speak to as many teachers of History and Geography, Science and Biology as possible. The idea was to find out how they felt about teaching a combination of subjects. Twelve of these teachers were interviewed. One of these was the standard head. I also interviewed the teacher in charge of allocations of pupils to classes (the teacher psychologist at Green High School and the standard head at Blue High School). In addition I interviewed eight other teachers, chosen at random because they had non-teaching periods while I was at the schools concerned. I wanted to find out what they felt about the system of streaming at their schools. Together with the standard head at Red High School, a total of twenty-three teachers was consulted.

Allocation of pupils to classes in the three schools differed. At Green High School a system of "gentle streaming" is used. The pupils are streamed but not very strictly. Blue High School streamed three classes on their standard five September results and had a band of four mixed ability classes for the other pupils. Red High School divided their pupils alphabetically.

The interviews were all recorded with the exception of six where notes were made of the responses. The recording did not seem to affect those interviewed especially as at the time of the

interview they knew the researcher fairly well. Also the questions were asked in such a way that there was no particular answer expected by the researcher and so bias caused by an attempt to give the expected answer was avoided.

#### 2.4.7 OBSERVATION

The final source of information for this research came from direct observation. Because of my interest in and involvement with standard six pupils, I was obviously aware of certain situations as I was observing them from first hand experience. I was aware, as Nisbet and Entwistle (1970) point out, that "contact with schools and with children is a necessary part of the work of research in education; but also a certain remoteness from the day to day work of schools may be necessary if we are to see the pattern behind the events or to see the pattern in a new light". During my year of research I was able to obtain the "certain remoteness" to be able to see the orientation process in a new light.

As has been explained in the introduction to the case studies, the interviews, parent questionnaire and pupils' response sheets, essays and diaries are all involved in the anthropological observation method.

The problems involved with observing in a school have been mentioned in the introduction to the case studies. However, I did find that engaging in this exercise gave me a chance to look at the orientation process from many different viewpoints. I was able to observe a number of events between October 1984 and October 1985 specifically for use in this research. These were observed with the purpose of supporting or adding to the information gathered from other sources, especially the school questionnaire. Notes were made or tape recordings taken at all the meetings and events.

The first was a meeting at Blue Primary School in October 1984 for all parents of standard five pupils. They were addressed by representatives of ordinary, technical and commercial high schools with the purpose of informing the parents of the different types of schools and their advantages.

The next meeting attended was at Blue High School in November 1984 for all the pupils due to enter standard six in 1985. Pupils and at least one parent were expected to attend the meeting so that basic information about the school could be given.

On the day before the official start of the school year I attended an assembly at Green High School. After this I observed the procedure followed by the prefects and the new pupils.

On three occasions I attended Youth Preparedness classes which had been set aside for orientation at Green High School and which were attended by all standard six pupils. These were taken by the standard heads and were used mainly to give an historical background of the school.

A number of assemblies were attended. The purpose of attending assemblies was to be able to observe the major corporate meeting of the school community. At these the general policy of the school and the emphasis placed on various activities at the school could be assessed. A certain amount of the school's ethos could be ascertained at assemblies. Moreover it was felt that as standard six pupils were new to the school, the general feeling of the assembly would probably have an impact on them. They would see and hear what types of behaviour, involvement and activities received approval and which were rejected.

A total of three standard six assemblies at Green High School and twelve full assemblies were attended. These included the first and last assemblies of the first and second terms.

During February 1985 a meeting for all the parents of new pupils to Green High School was held. The purpose of this meeting was to provide information about the school, to try to assess parent attitudes to the school and to solve any problems the parents might have encountered. I attended this meeting to get additional information on parent feelings about transition and adjustment and to hand out the parent questionnaires.

In addition, to gain another perspective, I attended meetings for standard five parents and their sons who were to be going to Red High School the following year. These meetings were attended in October 1984 and 1985.

My intention was to try to use information gathered from all these meetings and events to support any other findings obtained during the course of the research.

#### 2.4.8 CONCLUSION

The methods of research were first, a survey by means of a postal questionnaire and second, an observation study which involved two case study schools with additional information gathered from a third. This observation study included a parent questionnaire, three pupil response sheets, teacher interviews and pupil essays and diaries in addition to direct observation.

The reason why so many methods were used was that I felt that in a complex area of education like orientation, the single method approach might yield only limited and misleading data. In addition, Cohen and Manion (1980) advocate the use of two or more methods of data collection in a study of human behaviour and point out that one of the advantages of this technique is that if the outcomes of two different methods of collecting data of the same phenomena agree, the researcher can feel more confident.

Nevertheless, although some confidence can be placed in the findings because information was gathered from various sources, it must be remembered that the methods used are often regarded by critics as being "subjective", and so care should be taken in interpreting the findings.

First, the findings from the case study are not necessarily applicable to all Cape Education Department schools because the schools involved are not necessarily typical of Cape Education Department schools. Second, in the schools questionnaire there is a danger that the respondent will say what he feels he is expected to say. His emotional state can affect what he answers. His attitude to or opinions about orientation or the

aspect of orientation under investigation may also colour his response. He may also feel that his acknowledgement or rejection of a fact indicates failure on his part.

The researcher and the reader must be aware that this subjectivity may mean that the research will only go a little way towards "narrowing the gap between fact and fiction, between truth and falsehood in educational knowledge" (Rochford, 1983).

#### FOOTNOTES

1. Questionnaires were sent to: (i) All Commercial (11), Technical (11) and Agricultural (6) High Schools
  - (ii) All ordinary high schools in the following school board areas: Boland, Cape, East London, Fort Beaufort, George, Grahamstown, Kimberley, Kingwilliamstown, Parow, Port Elizabeth, Queenstown, Stellenbosch, Uitenhage and Walvis Bay.
  - (iii) At least one in three schools in each of the remaining school board areas.
  
2. Approval of Cape Education Department.

Copies of the questionnaire in English and Afrikaans were sent on 31 January 1985 to the Education Bureau of the Cape Education Department for approval. The standing instruction of the Cape Education Department is that questionnaires should be sent out in the third quarter of the year. Special permission was requested to send the questionnaire out before the end of the first quarter while orientation arrangements were still fresh in the minds of respondents.

The request was granted in a letter dated 19 February on condition that:

- No principal, teacher, school psychologist or school might be identified in any way;
- No principal, teacher or school psychologist was under any obligation to co-operate in any way.

These conditions had to be included in the letters sent to principals together with the questionnaire. These letters were drafted and sent to the Education Bureau - one in English and one in Afrikaans - for approval.

A list of all high schools together with their addresses was sent by the Education Bureau.

English questionnaires were sent to all schools known to be English medium and Afrikaans questionnaires to Afrikaans medium schools. Questionnaires in both languages were sent to dual and parallel medium schools and those whose language medium was unknown.

3. Accompanying letters were included in the same language(s) as the questionnaire(s). One letter was addressed to the principal (Appendix (i)) requesting his permission and the second to the person involved with orientation at the school or to the teacher psychologist (Appendix (ii)).
4. Questionnaires and letters were sent out on 1 March 1985 and respondents were requested to return them by the end of the month. This was after the end of the term to enable those with busy programmes to complete questionnaires after the rush of first term reports, etc.
5. At Green High School all standard six pupils study: English, Afrikaans, Mathematics, General Science (Physical Science and Biology), History and Geography. All girls study Housecraft (Home Economics and Needlework) and all boys study Woodwork. Pupils in 6(i) and 6(ii) also study either Xhosa or Accounting.

## CHAPTER THREE

### ORIENTATION DURING TRANSITION

- 3.1 Introduction
- 3.2 Transition Problems Elaborated:
  - 3.2.1 Pupil Fears and Anxieties
    - 3.2.1.1 Sources of Pupil Fears
  - 3.2.2 Parent Apprehensions and Needs
- 3.3 Possible Solutions to Transition Problems and Requirements:
  - 3.3.1 Pupil Fears and Anxieties
  - 3.3.2 Parent Apprehensions
  - 3.3.3 Provision of Information
- 3.4 Name tabs
- 3.5 Conclusions

### 3.1 INTRODUCTION

This Chapter and Chapter six have been written in rather broad terms. The intention is to provide ideas about orientation as a "process". It is inevitable that each school will have its own ideas on orientation depending on such aspects as its ethos, size and other characteristics. Each school needs to identify the requirements of its new intake of pupils, establish broad goals, analyse its resources and create procedures that address the common problems and serve the student needs. What applies to the small rural co-educational parallel medium school does not necessarily apply to the large boys only urban single medium school. Hence this chapter will consider certain transition problems, as they emerged from the research, possible solutions and directions worth considering.

### 3.2 TRANSITION PROBLEMS ELABORATED

#### 3.2.1 Pupil fears and anxieties

Nearly all the literature on orientation concurs that pupils have fears and anxieties about their move from the primary school. The Oracle Project researchers (Galton and Willcocks, 1983) found that the anxiety of these pupils reached its peak just before transition to high school. These researchers classify the fears and anxieties into four main groups - these are problems concerned with:

- the new environment;
- new subjects and school work;
- new teachers;
- new pupils, both peers and seniors.

The existence of these as shown from the pupils' response sheets and the parent questionnaires will be discussed in this chapter.

As far as the first of these is concerned, the mere size of the building is daunting and its size is sufficient to disorientate pupils. They are afraid of getting lost, not knowing where the cloakrooms or toilets are and of arriving late at a class and they are also afraid of losing their property (Nisbet and Entwistle, 1969; Youngman and Lunzer, 1977; Warchol, 1979; Mahoney, 1981; Couperthwaite, 1981; Cotterell, 1982; Blackburn, 1983). Hamblin (1978) feels these fears can be such that they lead to acute fear of loss of identity. Sumner and Bradley (1977) refer to an Australian investigation by Miles (1976) in which he rated the fears of transition pupils and fears of the buildings were the fourth most common types of fear. In this survey no attempt was made to rate the fears he has rated but it was found that they did exist in the case study classes.

On their first response sheets, the pupils in the two case study classes (see Chapter 2.4.3.5) were asked about their fears prior to transition (Appendix (vi)) and their fears about the school building were expressed as shown in Table 3.1. (The figure in brackets in this and the ensuing tables indicates the number who still had a particular fear after two and a half weeks.)

TABLE 3.1

FEARS ABOUT FINDING WAY AROUND THE SCHOOL.			
	Class Total Number	6(i) 30	6(ii) 30
a. Worried by size and layout of school		13(0)	-
b. Getting lost alone		2(0)	6(0)
c. Being late for class		2(0)	3(1)
d. Being late and punished		2(0)	4(2)
e. Getting lost and making a fool of oneself		1(0)	3(0)

These fears were obviously very quickly allayed but their existence

is supported by the responses to the parent questionnaire (see 2.4.2). Parents were asked what their children's biggest fears were about the move to high school. Twenty-nine (26,1%) of parents replied that getting lost or not knowing where to go was the biggest fear their children had. Comments in the pupils' essays (see 2.4.4) show that some still remember this fear ten months after transition<sup>(1f, 1j)</sup>.

The second category involves worries about the academic work in the new school. Fears about the work being too difficult, fears about not being able to cope and worries about the timetable are frequently mentioned in the literature (Nisbet and Entwistle, 1969; Young and Lunzer, 1977; Warchol, 1979; Cotterell, 1982). In the Australian research mentioned earlier fears connected with school work were found to be the most common. The replies to the response sheet in the case study classes shows an interesting aspect of this concerning the amount of homework at high school (Table 3.2). A number of these fears were still in existence after two and a half weeks.

TABLE 3.2

FEARS ABOUT SCHOOLWORK.			
	Class Total Number	6(i) 30	6(ii) 30
a. Would not be able to cope with/ understand the work		12 (7)	13 (8)
b. Quantity of homework		10 (2)	8 (4)
c. More difficult work		6 (2)	4 (0)

The question of schoolwork as a problem did not appear all that important to the parents as only 9,9% mentioned it as one of their children's biggest fears. Further, in only two of the essays did pupils comment on fears about schoolwork<sup>(1a, 1o)</sup>. On the other hand it should be remembered that they were writing generally about their first year at high school and not specifically about their fears.

The third group of fears consisted of those concerned with the new teachers. In particular these reflect a fear about teacher expectations, being afraid to ask teachers for help, having to cope with a number of teachers and whether the teachers would be pleasant and approachable (Youngman and Lunzer, 1977; Regan, 1980; Mahoney, 1981; Blackburn, 1983). Hamblin (1978) refers to one child who confessed to being worried for weeks about who her teachers would be. Fears connected with teachers were rated as the third most common in the Australian research by Miles and quoted by Youngman and Lunzer (1977). The fears expressed by the pupils in the case study classes are again similar to those that were mentioned in the literature and, as with those connected with school work, a number of these still existed after two and a half weeks into the new term (Table 3.3).

TABLE 3.3

FEARS ABOUT TEACHERS.			
	Class Total Number	6(i) 30	6(ii) 30
a. Teachers much stricter		9 (2)	6 (3)
b. Attitude of teachers to pupils		6 (3)	5 (3)
c. Different demands by different teachers		-	3 (2)
d. Did not know what to expect		-	2 (0)

Although pupils had fears which still existed after two and a half weeks, their parents did not think they had problems with their teachers as only 4,5% mentioned them. Once again, only two pupils in their essays remembered worrying about their teachers before they moved to the high school (1a, 1q).

The fourth group of fears concerned the wide area of friendships on the one hand and bullying on the other. There are accounts in the literature of worries about friends going to different schools, about not being in a class with friends and about not being able to make new friends (Nesbit and Entwistle, 1969; Reohr, 1984). Wall (1977) feels that even a move to a

neighbourhood school with no friends is not an easy task. Miles found that in Australia a fear of not being liked was the second most common fear. Fears connected with friendships were fairly common among the pupils in the case study classes (Table 3.4) but most of these were fears that had disappeared after two and a half weeks.

TABLE 3.4

FEARS ABOUT FRIENDS.			
	Class Total Number	6(i) 30	6(ii) 30
a. Would pupil be in a class with friends?		12 (1)	13 (0)
b. Would pupil be able to make new friends?		8 (1)	3 (0)
c. Would pupil lose friends?		2 (0)	3 (0)
d. Would pupil know anyone in the class?		-	5 (0)
e. How would pupils react if pupil tried to make friends?		1 (0)	1 (0)
f. Would pupil have no friends?		1 (0)	1 (0)

Only eleven (9,9%) of the parents felt that friendships were related to their child's biggest worry about high school and four pupils mentioned apprehensions about friends in their essays (1a, 1c, 1i, 1n).

As far as the new senior pupils are concerned, the fears mentioned in the literature are concerned with bullying or initiation and examples are given of fears about what the seniors would do, about the size of the senior boys, about actually being beaten up, or pushed down the stairs and about being involved in fights (Nisbet and Entwistle, 1969; Young and Lunzer, 1977; Hamblin, 1978; Warchol, 1978; Couperthwaite, 1981; Mahoney, 1981; Blackburn, 1983). In addition Young and Lunzer (1977) refer to fears which pupils had about suddenly having to confront a large number of new pupils. Fears, especially about initiation, are common in the replies of the case study pupils to the question about their fears about senior pupils (Table 3.5).

TABLE 3.5

FEARS ABOUT SENIOR PUPILS.		
Class Total Number	6(i) 30	6(ii) 30
a. Initiation	15 (2)	9 (0)
b. Being teased or made a fool of	8 (0)	4 (0)
c. Being bullied	4 (2)	5 (0)
d. Scared of seniors	2 (0)	-
e. Being pushed around	2 (0)	3 (0)
f. Did not know what they might do	1 (0)	2 (0)

The replies to the parent questionnaire showed that 16,2% of parents regarded fears about bullying or initiation as their child's major worry. Fears about initiation and bullying were also mentioned in three of the essays (1e, 1m, 1o).

Although the Oracle Project researchers (Galton and Willcocks, 1983) only had four categories of fears there may be a fifth category which Mahoney (1981) refers to as "a fear of the unknown" or which one parent in a response to a question in the parent questionnaire referred to as "general apprehension". This category appears to include all the fears that can not be specified or that do not fit into one of the four categories. Some of these may be quite serious such as the inexplicable fear that made pupils want to run away when reaching the school gates (Nisbet and Entwistle, 1969; Couperthwaite, 1981) or may merely be related to confusion of the "I did not know if I was coming or going" type.

The additional fears expressed by pupils of the case study classes appeared to be small and concerned with trivial matters and only three were mentioned by more than one pupil (Table 3.6).

TABLE 3.6

OTHER FEARS/WORRIES.			
	Class Total Number	6(i) 30	6(ii) 30
a. Embarrassed by large uniform		3 (0)	-
b. Not able to become sufficiently involved		2 (0)	-
c. New rules		1 (0)	2 (0)

These general problems seemed of little concern to parents and were not mentioned but a number appeared in the pupil essays (1b, 1d, 1g, 1h, 1k, 1p). Most of these are unspecified fears.

#### 3.2.1.1 Sources of Pupil Fears

Before any attempt can be made to consider methods of allaying or reducing fears, it is important to try to discover their sources. Although Mahoney (1981) gives "the usual neighbourhood rumours" as a common source of pupil fears, there may be more specific sources. Warchol (1978) feels that "big kids" are one whilst Galton and Willcocks (1983) feel that fears may originate from the threats of "You won't get away with this at secondary school" used by primary school teachers. All the above authors use the word "rumours" and Hamblin (1978) states that pupils perceive a threat where none is perhaps intended and so there may be no real basis for the fears. Guskin and Guskin (1970) feel that fears may originate from what the transition pupils hear from those who are one year ahead of them at school, whilst Ellis (1982) feels that some fears may be instilled by the parents.

One of the purposes of the first pupils' response sheet (Appendix (vi)) was to try to determine the sources of fears. Table 3.7 gives the responses of the pupils in the case study classes. Here they were asked for views, not only fears, and it is interesting to note that the same source can provide positive and negative ideas.

TABLE 3.7

POSSIBLE SOURCES OF PRECONCEIVED VIEWS ABOUT HIGH SCHOOL.		
Please note: The three numbers given below the number of pupils holding a certain view indicate how many found it <u>true</u> , <u>partly true</u> or <u>false</u> , in that order.		
A. VIEWS OBTAINED FROM PRIMARY SCHOOL TEACHERS ABOUT:		
Class Total number of pupils	6 (i)	6 (ii)
	30	30
1. <u>SCHOOLWORK</u>		
a. More than at primary	15 (14, 1, 0)	15 (12, 3, 0)
b. More difficult	9 (6, 2, 1)	15 (12, 3, 0)
c. Have to work more on own	4 (1, 2, 1)	-
d. Have to work harder	-	2 (2, 0, 0)
2. <u>HIGH SCHOOL TEACHERS</u>		
a. Stricter than primary	9 (1, 6, 2)	19 (14, 5, 0)
b. Do not spoonfeed	6 (6, 0, 0)	3 (2, 1, 0)
c. Uncaring	2 (0, 0, 2)	-
d. Same as at primary	1 (1, 0, 0)	1 (1, 0, 0)
e. Nice	-	2 (1, 1, 0)
3. <u>SENIOR PUPILS</u>		
a. They will tease/make fun of juniors	2 (1, 0, 1)	-
b. They will initiate juniors	3 (0, 0, 3)	18 (0, 3, 15)
c. They must be obeyed	2 (0, 2, 0)	-
d. They will ignore juniors	1 (0, 0, 1)	2 (2, 0, 0)
B. VIEWS OBTAINED FROM PUPILS ALREADY AT HIGH SCHOOL:		
a. Std 6's will be initiated	10	15
b. More enjoyable than primary	10	5
c. Work difficult	4	4
C. VIEWS OBTAINED FROM PARENTS AND OTHER ADULTS:		
a. Must work harder	9	11
b. Enjoyable/happy years	5	6
c. Nothing to worry about	9	6
d. Take initiation as a joke	-	2

It appears that anxieties about school work originate from primary school teachers, pupils already at high school and indirectly from parents who warn pupils about school work. Their anxieties about teachers also tend to be based on what they hear from primary school teachers. The anxieties with regard to school work and teachers may have some foundation as pupils tend to find that they do have the problems that were mentioned by the primary school teachers. Fears about initiation seem to originate mainly from pupils already at high school. The biggest difference in views between the two classes is in the views about senior pupils that they allegedly obtained from primary school teachers. The pupils in the "brighter" class (See 2.4.3.1) seemed far more worried about initiation. Two of the pupil essays support the view that primary teachers may be responsible for some of the fears. This is shown by the pupils who said, "In primary school they told us all sorts of junk about high school" (1a), or the pupil who claimed "all the teachers had put us off" (1o).

According to the pupils (Table 3.7C) most of their positive views came from parents. Parents tend to agree with them as in the parent questionnaire, when asked what had helped their children to adjust, three parents claimed that their own positive attitude was responsible. There seems to be no evidence of parents being responsible for the pupils' fears.

### 3.2.2 PARENT APPREHENSIONS AND NEEDS:

The pupils may not be the only people who have fears and apprehensions about the move to high schools. Warchol (1979) feels that parent fears of bullying and ill-treatment of their children are important. Wall (1977) and Kavinsky and Kauffman (1980) also feel that parents are apprehensive about their children's transition. This apprehension may be linked to their lack of knowledge about the school and they may need some sort of

information about the school to allay these fears. In addition there is other information that is essential if they are to prepare their children for entry to high school. For instance they need to know what uniform the child must wear and other practical details (Bent, 1976; Wall, 1977; Steltzer, 1979; Warchol, 1979; Crabbs and Crabbs, 1981; Mahoney, 1981).

No attempt was made in the parent questionnaire (Appendix (v)) to obtain information about parent apprehensions but an attempt was made to ascertain what information parents required before the start of the new term and what they required during the first week of the child's career at high school. The figures given below (Tables 3.8) indicate the percentage of parents who wished to receive information at the end of the year before transition or at the start of the high school academic year. It must be borne in mind that 59,5% of the parents who replied to the questionnaire had already had children who had been at high school for at least a year. This may account for the fact that not more parents stated a wish to receive information. Information is rated in order of importance at each of the stages when it is required.

TABLE 3.8

INFORMATION MOST NEEDED BY PARENTS (% PARENTS)			
Total number of parents = 111	WHEN REQUIRED		TOTAL
	END STD 5 YR	START STD 6	
<b>a. <u>IMPORTANT DURING STD 5 YEAR</u></b>			
School uniform lists	76,6	0,9	77,5
1st day arrangements	75,9	0,9	76,8
Subject choices: Std 6	72,1	6,3	78,4
Appearance regulations	71,2	6,3	77,5
Sports clothing requirements	63,1	16,2	79,3
School rules	63,1	12,6	75,7
School fees	56,8	18,0	74,8
Subject choices Std 7 - 10	50,5	14,4	64,9
School policy about sport	45,9	18,0	63,9
Sports provided	44,1	29,7	73,8
<b>b. <u>IMPORTANT - START OF STD 6 YEAR</u></b>			
Use of school transport	13,5	59,5	73,0
Days and times of cultural activities	13,5	58,6	72,1
Days and times of sport practices	21,6	56,8	78,4
Dates of important events - 1st term	19,8	55,9	75,7
Details of what tuckshop offers	20,7	55,0	75,7
Dates of important events in the year	6,3	55,0	61,3
Societies, clubs offered	28,8	42,3	71,1
School policy about cultural activities	29,6	35,2	64,8
The history of the school	27,0	35,1	62,1

All items listed appear to be important to the parents at some stage or other. Parents were asked what other information they required. Most requests were by one set of parents only except that seven (6,3%) wanted a list of all files, books, aprons and extra levies (hidden fees) before the start of the school year. One parent did request a tour of the school.

### 3.3 POSSIBLE SOLUTIONS TO TRANSITION PROBLEMS AND REQUIREMENTS:

#### 3.3.1 To Pupil Fears and Anxieties

The previous sections of this chapter have shown that pupils moving to high school possess various fears and anxieties. As the anxious child feels disorientated, insecure and afraid of

ridicule, the school's programme for orienting students should be designed to bring the student into the institution with a minimum amount of anxiety. It stands to reason that the social and emotional problems typically encountered with transition should be reduced for, as studies have shown, the less anxious, better adjusted child is more likely to succeed at school work (Havelka, 1978; Hamblin, 1979; Crabbs and Crabbs, 1981; Metcalfe, 1981). But it must be stressed that the aim of the programme is to aid maturation rather than to protect pupils unduly. Once pupils have banished their fears and fantasies they can, as Hamblin (1979) points out, move on to more positive ideas of study skills and rewards offered by the school. Hence in this section, I hope to point to solutions to the transition problems already mentioned.

All fears about getting lost in the school building or about being late will probably not be removed but various methods can be used to reduce them. In the Oracle Project (Galton and Willcocks, 1983) all six of the new schools to which the pupils moved arranged for the new intake to visit the school during the term before transition. They saw the school in action and were given talks by various teachers. All six schools realised that "orienting pupils in space" was a major project and plans of the school were handed out and tours of the school were conducted. In most of the literature (Bent, 1976; Hamblin, 1978; Stelzer, 1979; Warchol, 1979; Kavinsky and Kauffman, 1980; Crabbs and Crabbs, 1981; Davies, 1981) similar procedures were carried out to orient pupils in space. Most tend to favour tours in small groups of five to six pupils, one recommends they receive a map before their first visit to make the tour easier, one suggests extra signposts to lavatories, libraries, etc. and one suggests a map with questions on it to encourage exploring.

One of the purposes of the school survey (Appendix (iv)) was to find out what schools were doing to make transition easier. As far as an introduction to the actual school building is concerned, pupils at 41,6% of the schools surveyed visited the school the previous year. At 55,8% of the schools the pupils visited the school for the first time on the official first day of the school year. It must, however, be borne in mind that 15% of schools are

combined primary/high schools and so the pupils will automatically have visited the school the previous year. This seems to indicate the lack of importance placed on visiting the school the previous year, unlike in Britain and the United States where it seems to occur more frequently.

In addition to visiting the school the previous year, Warchol (1979) recommends a staggered start to the year when the new intake arrive a day before the rest of the pupils. This was carried out at both case study schools because it was felt that this had advantages over a visit at the end of the previous year. Pupils were in uniform so irregularities could be sorted out easily, pupils could meet class teachers, the standard head and the prefects, as well as go on a tour of the school. At least when they arrived the next day they knew where to park their bicycles, where to line up for assembly and where to leave their bags. In addition the routes to the toilets, to the classrooms and to the secretaries' offices were fresh in their minds. In reply to a question in the first pupils' response sheet (Appendix (vi)) asking what they felt about coming to school a day earlier, the following responses were obtained. In 6(i) twenty-six pupils out of thirty were positive about the idea and two felt it was a waste of a day of the holidays. In 6(ii) twenty-nine of the thirty pupils felt positively about the idea and the thirtieth pupil felt it could have been better organised. Thus fifty-five (91,7%) of the pupils felt it was worthwhile. This response is interesting when compared to the fact that only nineteen (16,8%) of the schools in the survey have a staggered start for standard six pupils. One pupil expressed in a pupil essay<sup>(2a)</sup> that the staggered start helped him to feel at ease.

In the parent questionnaire the parents were asked to rate on a scale of 1 to 5 the importance of this staggered start in helping their children to settle in more easily at high school. In the school survey the respondents (people in charge of standard six pupils or teacher psychologists) were also asked to rate the importance of the staggered start as part of the orientation programme. The percentage that responded in each level of the rating scale are given below (Table 3.9).

TABLE 3.9

IMPORTANCE OF "STAGGERED" START TO THE SCHOOL YEAR. (Rating: 1 = unimportant; 5 = very important)						
RATING	1	2	3	4	5	MEAN
Parent questionnaire (N=111)	9,9	0,9	9,9	13,5	65,8%	4.2
School survey (N=113)	44,3	15,9	12,4	10,6	16,8%	2.4

A Chi-square test on those that supported (4 or 5 rating) and those that did not support (1 or 2) the staggered start showed a significant difference at better than the one per cent level between schools' and parents' attitudes<sup>(7)</sup>. Among other things this indicates that those with experience of the staggered start (parents, pupils and the nineteen schools) are in favour of it and those who are ignorant of the system, are not.

The second and third problem areas were related to academic work and teachers. In Table 3.2 and Table 3.3 it was seen that a number of these fears had not disappeared after two and a half weeks. Because of this an investigation was carried out later to try to discover more specifically what the problems entailed. These were related to adjusting to various teachers and teacher expectations and the findings are discussed in depth in Chapter 5. Thus no mention will be made of them here.

The fourth problem, related to pupils, involved apprehensions about friends on the one hand and bullying and initiation on the other. The problem of friends is not an easy one for the school to solve but, as Cotterell (1982) has shown, it is an important one for, once new pupils have made friends, their whole attitude to the new school changes and Galton and Willcocks (1983) and Reohr (1984) agree with this. Part of the problem of friendships is related to class allocation and whether Kelly's (1978) seemingly sound suggestion that each pupil should be placed in a class with at least one friend is practicable or not. The suggestion by Steltzer (1979) and Mahoney (1981) that class lists be put up well before the start of the academic year may relieve some anxieties but it could also increase others depending on

whether a pupil is in a class with a friend or not. Eighteen (15,9%) of the schools in the school survey did try to put pupils from the same feeder school in the same class which meant they might be with acquaintances but not necessarily with friends. In the Parent Questionnaire the parents rated the importance of being with friends in helping their children to settle down in high school as follows:

(On the rating scale 5 is very important and the percentage of parents is given at each level.)

IMPORTANCE OF BEING WITH FRIENDS

Rating	1	2	3	4	5
Percentage parents N=111	7,2	9,0	20,7	26,1	36,9

In the essays two pupils made mention of the importance of having friends during the transition period (2d, 2e). On the other hand the fact that only two pupils still had anxieties about friends after two and a half weeks (see Table 3.4) in the two case study classes shows that the problem may not be so important. The ability to make friends may come easily to adolescents in certain circumstances as three pupils in 6(i) and three in 6(ii) were the only pupils in those classes from their respective feeder schools and they appeared to have no problems about friends. In addition pupils make friends in the school environment. In the third response sheet (Appendix (viii)) responses were obtained in connection with making new friends (Table 3.10).

TABLE 3.10

NUMBER AND SOURCE OF FRIENDSHIPS				
Class	BOYS		GIRLS	
	6(i)	6(ii)	6(i)	6(ii)
N =	15	10	10	15
Made more than three new friends	13	9	9	15
Made three or fewer friends	2	1	1	0
Source: Class	13	10	10	15
Sport	9	8	2	9
Clubs/Societies	5	3	1	5
Bus	0	1	4	2
Neighbourhood	4	3	2	2
Other (usually through friends)	1	0	0	7

Fears about bullying and initiation are usually unfounded (Hamblin, 1978; Warchol, 1979; Mahoney, 1981) and this was borne out in the case study classes (Table 3.5). In a discussion with pupils in the case study classes I found that some had not gone near the tuckshop for over two weeks since arriving at the school because of an incident the previous year when a standard six pupil had to stand on a table and sing. Although this had been stopped very promptly by prefects, it supports Hamblin's (1978) view that one or two incidents are all that are needed to start rumours that can terrify new pupils.

How can the school deal with these anxieties and help to reduce rumours which, although perhaps groundless, do add to fear and anxiety in new pupils?

One possible way is to make more use of the pupils already at the school. Havelka (1978), Steltzer (1979), Regan (1980), Davies (1981) and Scott (1984) all agree that the student body is an overlooked resource in an orientation programme. In addition to using pupils to lead newcomers on tours of the school (as is done

at both case study schools) there are also suggestions for taking pupils in their first year at high school to the feeder schools to give talks to those about to leave the feeder schools for the high school. Suggested topics include "What rumours I heard last year" and "Why I like high school". Similar talks at the high school attended by the following year's intake are also suggested. Pupils at high school can write letters to pupils with reassuring statements like: "I almost died when I could not find my classroom but if it happens to you, don't worry" (Regan, 1980). The fact that these pupils can relate well to their immediate juniors is also important. One of the information brochures sent by one of the school-survey schools to new pupils included a letter from a current standard six pupil<sup>(4)</sup>. Footnote 3 in Chapter 4 indicates how positive pupils can be. Use of older pupils is also appropriate. Cawood and Swartz (1979) regard training in human relations as an important part of prefect training and suggest prefect attitudes towards standard six pupils can have a positive effect on an orientation programme. This is shown by the reference to a prefect as a "blessing in disguise"<sup>(2c)</sup> in a pupil essay and a comment about the prefects' friendliness<sup>(2b)</sup>. The importance of the prefects' attitude in making transition easier is also shown in the following rating from the parent respondents to the parent questionnaire, (5 is very important), the majority of whom rate it as important.

#### IMPORTANCE OF PREFECT ATTITUDE

Rating	1	2	3	4	5
Percentage of parents N = 111	7,2	9,0	20,7	26,1	36,9

The pupil body can probably also be used to support the teachers in reducing the fears and anxieties mentioned in the fifth and final category - fears of the unknown, the general apprehension and fears that can not be specified. It is suggested by Stelzer (1979), Mahoney (1981) and Crabbs and Crabbs (1981) that these can be reduced by making the pupils feel they are entering a "welcoming and embracing school", and they offer suggestions about

the laying on of some type of social or informal event to assist in developing a corporate feeling which is aimed at assisting the pupils. The use of an open day which includes getting to know the school, as well as games and refreshments, is another common ploy to help create the welcoming atmosphere. Childress (1982) has produced a fifteen minute play by pupils in their first year at high school to show the following year's intake what a typical day at high school is like. All this seems to work and Nisbet and Entwistle (1969) refer to a headmaster who claimed his percentage of pupils with serious transition problems decreased from 33% to 12% after he had introduced an open day of the type mentioned above.

Some type of social get together for standard six pupils appears to be used by a number of the schools in the school survey. Most of them tend to be at the end of the first week of the school year. Nineteen (16,8%) mention braais, tea parties or suppers given for the standard six pupils although many of these were organised by Christian Associations or Unions. Four others (3,5%) mention social get-togethers and twelve (19,6%) organise camps or all day outings. Respondents to the parent questionnaire rated the importance of day outings or camps as a method to help their children to settle down and these are compared with the importance placed on them by the respondents from the schools (Table 3.11). (Percentages of parents and schools are given.)

TABLE 3.11

IMPORTANCE OF ALL-DAY OUTINGS AND WEEK-END CAMPS AS A MEANS OF EASING TRANSITION.					
Number of parents = 111			Number of schools = 113		
Rating	1	2	3	4	5
All day outing : Parents	7,2	4,5	21,6	21,6	45,0
Schools	24,8	12,4	22,1	17,7	22,1
Camps : Parents	15,3	7,2	25,2	26,1	26,1
Schools	27,4	15,9	20,4	12,4	23,0

In a Chi-square test the difference between the importance placed on an all-day outing by parents and schools was found to be significant at better than the one per-cent level<sup>(8)</sup>. The same applied to the week-end camp<sup>(9)</sup>. This again shows the lack of awareness on the part of schools with regard to parent and pupil needs. What is also perhaps noteworthy is that only 9,7% of parent respondents had children at a school which took them on a camp and 53,9% had children at a school which went on an all-day outing. The reaction of pupils in the case study classes to their all-day outing shows that they also would probably support the idea of an all-day outing (Table 3.12).

TABLE 3.12

PUPILS' VIEWS ON AN ALL-DAY OUTING			
Class		6(i)	6(ii)
Total number		30	30
Enjoyed/fun/good idea		25	26
Got to know/made friends		7	7
Needed more games		2	1
Not enjoyed		-	1
Did not go		2	-

In developing the "welcoming and embracing" school, the ethos of the school as portrayed by the headmaster and staff is also important. One parent in the parent questionnaire felt that the headmaster's warm welcoming speech to the standard six pupils was important in helping her child to settle down. Eighteen parents (16,2%) felt that the teacher attitude was responsible for the fact that their children had settled down quickly to high school.

### 3.3.2 Parent Apprehensions:

As with some of the pupil fears and anxieties it is difficult to specify parent apprehensions (see 3.2.2). They seem to fall into

the same category as the fifth and final group of pupil fears and may also probably be overcome by assuring parents that their children are going into a "welcoming and embracing" school.

In the literature there is considerable support for the attendance of parents at open days such as those referred to in the previous section (Dougherty, 1978; Steltzer, 1979; Warchol, 1979; Kavinsky and Kauffman, 1980; Martinke and Smerka, 1980; Mahoney, 1981). In some cases parents come alone, in others with their children. They usually tour the school with their children and inspect its facilities. The school can familiarize them with the curricular and extra-curricular programmes and can make use of film shows or slide shows to illustrate the typical day and/or year at the school.

Some meetings to which parents are invited may be more formal where one or two teachers in addition to the headmaster give talks to parents on what the school will expect from them and their children the following year. Such meetings are held at Blue High School and Red High School (See 2.4.2 and 2.4.7) in October or November each year. At both meetings parents and pupils are present. Respondents to the school survey questionnaire revealed that 26,5% of schools surveyed (N=113) have meetings in the standard five year for parents together with pupils and 7,1% have meetings for parents only. 53,1% have no meetings at all during the standard five year for the following year's intake. The response from the same respondents with regard to the importance of meetings for parents during the year their children are in standard five provided the following results. (Once again 5 on the rating scale is very important). Respondents seem to realise the inadequacies at their schools.

#### IMPORTANCE OF MEETINGS FOR PARENTS

Rating	1	2	3	4	5
Percentage of schools N = 113	24,2	6,2	16,8	15,0	38,1

### 3.3.3 Provision of information

In 3.2.2 parents' requirements for certain information were listed. Some of this information is also required by the pupils. What do the schools provide?

Of the 113 schools in the survey, 99 (87,7%) sent out prospectuses or information brochures of some type to incoming pupils. The following list (Table 3.12) shows the percentage of the schools that sent out information that included each of the listed items.

Next to each item is the percentage of parents that required that particular piece of information (see Table 3.8).

TABLE 3.12

INFORMATION SENT TO PARENTS		
Information on:	% schools sending (N=99)	% parents requiring (N=111)
Academic courses offered	100	78,4
School uniform requirements	96,9	77,5
Rules about uniform	91,9	77,5
Sports available	89,8	73,8
Cultural activities available	88,8	71,1
School rules	76,7	75,7
Subject choices at end Std 6	72,7	64,9
Compulsory non-academic subjects	68,7	-
History of the school	50,5	63,1
Calendar of events for 1st term	24,2	75,7
Calendar of events for year	13,1	61,3
Cadet regulations	10,1	-
Other regulations	21,2	-

It came as some surprise to find that the biggest difference appears to be in the provision of the dates for various events during the year. Schools are obviously not providing the required information. Parents also seem more keen to read about the history of the school than the schools are to provide the history.

The other information was varied. Two schools (1,8%) provided maps of the school and three (2,7%) provided hostel information and three others provided information about teachers. Each other kind of information was provided by only one school.

The schools which voluntarily included additional information showed that some provided comprehensive prospectuses with information for parents and pupils. Others had booklets for standard six pupils only and some had guides for parents. Among those sent were some noteworthy examples. These included a comprehensive guide with different sections on different coloured paper and a four page orientation programme<sup>(3)</sup>. Three schools provided brochures for standard sixes containing information on all school matters relevant to the standard six pupils and included letters of welcome<sup>(4)(5)</sup>.

#### 3.4 NAME TAGS:

An issue related to the transition event that needs to be referred to here is the wearing of name tags. This is obviously done to help staff and senior pupils to get to know the new pupils. Twenty-one (18,6%) of schools expect pupils to wear name tags for a period ranging from one week to a month. This seems to upset the pupils<sup>(6)</sup> although some do take it good humouredly<sup>(6a, 6c)</sup>.

#### 3.5 CONCLUSIONS:

As pupils appear to have anxieties and fears about their transition to high school, there is a need to try to reduce these. Fears and anxieties are mainly concerned with the new environment, contact with new pupils, new academic subjects and new teachers. In addition there appear to be general, unspecified fears and anxieties.

Fears about the new environment mostly seem to disappear within three weeks when an attempt has been made to orientate the pupils in their new environment. Fears about new pupils involving friends and

initiation and bullying are also short lived. Most other general fears also tend to disappear in a school where there is a warm and welcoming attitude on the part of headmaster, teachers and senior pupils, especially prefects.

Those fears concerned with the new academic programme are not so easily overcome and need further investigation. In Chapter 5 these will be discussed in detail.

The staggered start to the year which enables standard six pupils to come to school a day earlier is not a common procedure in the Cape and the idea does not receive support from teachers concerned with standard six. Parents and pupils, however, who have some experience of this staggered start are positive about its effectiveness in easing transition. In addition the provision of opportunities for parents and pupils to visit a school during the year the pupils are in standard five does not receive the support in the Cape that it does in Britain and the United States.

Most schools tend to provide parents and children with most of the information they require to assist with transition, except for dates of important events. The types of brochures and prospectuses are varied and some are aimed at parents and pupils together and others are aimed at them separately.

The importance of social outings to aid transition seems to be ignored by the schools when one considers how important parents rate them and how much pupils appear to enjoy them.

One particular aspect, the wearing of name tags, appears to be a delicate issue. Schools may argue that this is the best way for pupils to become known as quickly as possible but on the other hand pupils do not enjoy wearing them and this may hinder the ease with which they feel settled at high school. They should be made as unembarrassing to the pupils as possible.

It may be necessary for some schools to examine the needs of pupils and parents more closely, especially those related to staggered starts and social outings, invitations to visit the school and information required.

FOOTNOTES1. Views expressed in pupil essays about transition fears.

- a. I first thought that high school would be very strict, no-one would be friendly and that the work would be extremely difficult, because in primary school they told us all sorts of junk about high school.
- b. When I woke up that first day I was shaking from nervousness.
- c. I felt so small and insignificant among all the older and sophisticated (sic) people. The first week was a week of uncertainty as I tried to make new friends.
- d. The looks of the rows of desks made me quite scared.
- e. My first impression was those big matric boys who terrorised me.
- f. The first days were embarrassing because you didn't know where to go.
- g. My first day was nerve-wrecking (sic).
- h. I was so nervous I could not eat breakfast.
- i. I knew no-one in my class.
- j. We toured the school. It seemed about 100 kms in width.
- k. I felt quite childish. Everybody was so much more mature than me.
- l. I used to dread it when quarter (sic) to eight came.
- m. When I first came to this school I was terrified. Some people I knew told me all the things they were going to do to me.
- n. I was very nervous because I did not know anyone.
- o. At the end of standard 5 I was dreading standard 6 because all the teachers had put us off by saying that it is very difficult and that we would be initiated.
- p. I was absolutely petrified of high school.
- q. When I started standard 6 I thought the teachers would be very strick (sic).
- r. When I came here I thought that the matrics would bully us and do all sorts of weird things to us.

2. Positive aspects of orientation.

- a. After the welcoming and being showed round the day before I felt at ease.
- b. My first day was pleasend (sic). The prefects seemed friendly.

- c. After getting lost and wandering around for five minutes I saw a blessing in disguise (Name of Deputy Head Girl). She just smiled at me and said, "Another lost Std 6?" and led me to my classroom.
  - d. I was rather shy and felt very awkward but I was lucky to have a friend with me.
  - e. Lucky for me I met a friend in the December holidays who was coming to (Blue) High School.
3. Contents in Information Guide sent out by English medium large boys' high school with boarding facilities.

White Pages: Staff list  
School Committee, Old Boys' Association, P.T.A.

Pink Pages: Subject choices  
Standard 6 Orientation Programme  
Facts about the School for New Boys

Blue Pages: Societies  
Academic awards and all-rounders' ties and criteria  
for sports blazer awards  
Sportsmanship

Yellow Pages: Clothing list  
School shop price list  
School dress regulations  
School and hostel rules  
Cadet standing orders

White Pages: General information.

4. Standard 6 Orientation Brochure at Afrikaans medium co-educational urban high school.

Front cover: Space for pupil's name on printed cover.

Inside Front Cover: School song  
Space for names of all teachers and their  
classrooms next to each subject

Space for name of standard head and class teacher

Contents: Letter of welcome from principal  
 Letter from chairman of Old Student Association  
 Letter from a current standard 6  
 History of the school (8 pages)  
 School rules (including dress regulations)  
 Crossword puzzle - clues related to the school,  
 especially from information in the brochure  
 Arrangements for first five days of term  
 Plan of the school  
 Personal information sheet to be completed and handed in.

5. 1985 Standard Six Brochure for large English Medium co-educational high school.

Welcome from prefects  
 General information about lockers, telephone, lost property  
 Rules and regulations  
 School uniform requirements  
 School uniform regulations  
 List of teachers involved with standard six  
 Sports available and names of coaches  
 Times of sport practices etc. in first term  
 School House Captains  
 Non-sport extra mural activities with names of teachers in charge  
 and pupil leaders  
 General courtesy  
 List of prefect names and portfolios.

6. Comments from pupil essays in connection with name tabs.

- a "I could barely see over the huge signboard I had to wear."
- b. "The name tags were large and irritating."
- c. "My name tag as big as a sign post neatly pinned to my blazer made me feel like a tin of canned food with a price on it."

- d. "I hated wearing the big red name tag because everybody could see you were in standard six."
- e. "Everybody stared at you as you walked past and if you turned red they'd tease you about that."
- f. "We had to wear these most ridiculous things called name tags."
- g. "I hated the stupid name tags we had to wear."
- h. "I felt like a baby wearing those big name tags."

7.  $\chi^2 = 66,5$       Degrees of freedom = 1      Significance = 0,001

8.  $\chi^2 = 22,36$       Degrees of freedom = 1      Significance = 0,001

9.  $\chi^2 = 10,89$       Degrees of freedom = 1      Significance = 0,001

## CHAPTER FOUR

### EXTENDING ORIENTATION

- 4.1 Introduction
- 4.2 Underlying Principles
- 4.3 The Use of Human Resources
  - 4.3.1 The Principal
  - 4.3.2 The Standard Head
  - 4.3.3 The Class Teacher
  - 4.3.4 Other Personnel
- 4.4 Various Forms of Contact
  - 4.4.1 Contact with Pupils
  - 4.4.2 Contact with Parents
    - 4.4.2.1 School Reports
  - 4.4.3 Contact with Feeder Schools
    - 4.4.3.1 Pupil Record Cards
  - 4.4.4 Recommendations with Regard to Contact
- 4.5 Considerations for a Programme
  - 4.5.1 What Should be Included
    - 4.5.1.1 Testing
  - 4.5.2 Pupil Admissions During the Year
  - 4.5.3 An Anti-school Subculture
  - 4.5.4 Aspects to be Encouraged
- 4.6 Conclusions

#### 4.1 INTRODUCTION

Under the title A Compelling Case Against Initiation, a leader writer in the Eastern Province Herald (5 March 1985) referred to initiation abuses at a South African University. The writer mentioned that an unsavoury incident had occurred "at a university which thought that by declaring initiation forbidden but allowing what is called orientation, the problem had been solved". A similar interpretation of orientation as a milder, non-physical type of initiation may account for some confusion when reading the Handbook for Principals of the Cape Education Department<sup>(1)</sup>. It may be this interpretation of the word which has resulted in the insistence that orientation programmes "should last no longer than one week". This is not the interpretation of orientation in this study as has already been indicated (Chapter 1.3). Thus the ensuing discussion on orientation as a "process", which extends over a whole year, is not necessarily contrary to the instructions of the Cape Education Department. Various procedures that are mentioned have the support of the Department, for example, the sending of reports, liaison with parents and feeder schools. But in this study these procedures are considered as relating specifically to standard six. For example, the various reports usually sent out by the schools differ very little between standard six and the senior classes yet there may be a need for a special standard six report to indicate how the pupil is adjusting to the new school.

The intention in this chapter is to look at orientation as a process extending over a period of more than a year. Most aspects of preparation for transition and transition itself were mentioned in the previous chapter. They should not be seen in isolation, however, as they form an integral part of the entire process.

Before any school can develop a "process-type" orientation programme, it will need to analyse and consider its own needs and resources. To do so, certain basic questions need to be faced. What are the basic purposes of such a programme? What ends are envisaged? What means are likely to achieve these? More specifically, and stemming from these, questions about resource allocation, course design, development and evaluation, and course management will also require attention.

Because each school is unique and its needs and resources will vary, the intention here will be, once again, to present a number of guidelines and insights gained from the survey and from practice in the two case study schools. It is certainly not the intention to be prescriptive.

#### 4.2 UNDERLYING PRINCIPLES

The purpose of an orientation programme is to ease adjustment to the high school and at the same time to involve the pupil in school life and foster in him or her the spirit and expectations of the school. The previous chapter concentrated on easing adjustment and this one will concentrate on involving the pupil in the school and fostering in him or her the spirit and expectations of the school.

#### 4.3 THE USE OF HUMAN RESOURCES

As teachers play a major role in the social development of students (Hallinan and Tuma, 1978) all teachers involved with standard six pupils will probably need to be involved with orientation in its widest sense. Whilst some may not necessarily be involved directly in the programme, the part they play in the "hidden" or covert orientation process is important. This is borne out by responses obtained from the school survey. Respondents were asked to rate on a 1 - 5 scale the importance of various people in orientation in its widest sense. On the scale 5 was very important and the mean respondents' score obtained is given in Table 4.1.

TABLE 4.1

IMPORTANCE IN ORIENTATING PUPILS IN WIDEST SENSE	
Principal at assemblies	4,2
Prefects	4,0
The Standard Head	3,9
Teacher Psychologist	3,9
Class Teacher	3,8
Sports coaches	3,4
Youth Preparedness Teachers	3,2
Subject Teachers	3,1
Teachers in charge of Societies/Clubs	3,1
Bible Education Teachers	2,8

The findings need to be commented on, and will be dealt with below.

#### 4.3.1 The Principal

The above table shows the importance placed by respondents on the role of the principal in the covert orientation of pupils. More than half the respondents (55,8%) rated the principal as very important. He is seen as being responsible for the norms and values that make up the ethos of the school. It is inevitable that the degree to which these are consistent and are subscribed to by the pupils has an important bearing on the effectiveness of an orientation programme.

#### 4.3.2 The Standard Head

The use of the title Standard Head has become common in many schools. Some schools work on a vertical organisational structure for pastoral care (pupils in the same school houses) but most prefer a horizontal structure (pupils in the same academic year) with a Standard Head in charge. For the purposes of an orientation programme the horizontal structure seems to be more suitable as one person will be in charge of all members of the new pupil intake. Inconsistencies which may arise in a vertical system, where the Heads of Houses may see things differently, can be avoided, and all the new intake are more likely to receive the same sort of treatment. The trend which appears to emerge from the overseas literature also tends to favour the horizontal rather than vertical organisational structure for pastoral care.

The schools surveyed provided some interesting information. In only thirty-five percent of the schools is the person in charge of the orientation programme the standard head. The reasons for this are varied. Some schools do not have standard heads whilst 17,7% of school stated that their orientation programmes were run by committees rather than by one person. In addition 40,7% of schools have informal orientation programmes and 4,4% have none at all. Some of the 54,9% of schools that do have programmes appear to have "event" type programmes and so the standard head is not necessarily required. Others only have one class per standard.

The literature is replete with suggestions on the qualities necessary for a standard head. Dawson (1981) emphasises the care that has to be exercised in his appointment and suggests he be "a mixture of parent, judge, friend, counsellor and executioner". Daniel and Klingele (1976) suggest that the standard head needs to be "a skilled teacher with a genuine love and understanding of this age group .... and must have the appropriate rapport with the students if he is to be successful. Student respect is imperative"<sup>(2b)</sup>. In addition, Hamblin (1978) feels he needs to be able to plan meetings, have clear objectives and ensure that all necessary material is produced and he must be able to maintain the process of orientation.

These are demanding criteria and imply the need for staff training if they are to be met. It may be advisable for one person to remain standard head at standard six level for a number of years as this position is so specialised. The next problem is to decide on who is to help the standard head.

#### 4.3.3 The Class Teacher

As with the standard head, care has to be exercised when appointing standard six class teachers. Mahoney (1981) feels it is important that the person appointed should be an experienced member of staff as it is no help for a class of first years to find their tutor is new to the school too and "knows none of the answers". It hardly breeds confidence. King (1973) thinks these class teachers also need to possess special qualities because "they fall midway between an adult friend and an aloof pedagogue". As the pupils are used to primary school class teachers, Hamblin (1978) calls for a job specification drawn up for the class teachers of first year high school pupils so that they can link their job as much as possible between that of a feeder school and a high school class teacher. Cotterell (1982) feels the ideal should be one where all pupils will express similar sentiments to those of a pupil who said: "I felt at ease today when I met my form tutor (class teacher) and found out he is nice and understanding." A similar sentiment was expressed in a pupil essay where the pupil commented on his or her class teacher's being very nice<sup>(2a)</sup>.

It is interesting to note that the school-survey schools also tend to prefer to appoint more experienced teachers as standard six class teachers. The survey revealed that 47,2% of them have more than five years' teaching experience with 28,8% having between two and five years' experience with 23,9% having less than two years' teaching experience.

#### 4.3.4 Other personnel

The influence of other personnel will vary from school to school but what did emerge from the survey was the importance of prefects in the orientation of new pupils. This is understandable as they are in contact with the new pupils a great deal and their importance during transition has already been mentioned (Chapter 3.3.1).

The Teacher Psychologist, too, is important in that he or she tends to deal with those pupils who have more serious emotional problems connected with their transition. There is also contact through the Guidance periods where topics related to orientation are handled.

Finally teachers involved with sports and societies, those allocated to teach the various examination and non-examination subjects to standard sixes, and Youth Preparedness teachers all play significant roles to a greater or lesser extent as shown in Table 4.1.

### 4.4 VARIOUS FORMS OF CONTACT

#### 4.4.1 Contact with pupils

One recurring theme in the literature is the need for those involved with the orientation of pupils to have regular contact with them, especially if the orientation is to be effective. The survey revealed that the only person for whom no provision appeared to be made by many schools to come into contact with the pupils was the standard head. How often does he need to see the pupils?

Daniel and Klingele (1976) found in their investigation that thirty to forty minutes once a week for six months was practical and desirable for an orientation programme whilst Hamblin (1978) recommends a programme of twenty to twenty-four periods over four to six weeks. Davies (1981) also proposes four to six weeks. The Oracle Project researchers (Galton and Willcocks, 1983) suggest that after four to six weeks the pattern of schooling is established and the only decision of the child is whether to go along with it or not. Their view is supported by Jennings and Hargreaves (1981). Those who advocate a period of a few weeks do not consider the part the standard head may play with encouraging involvement in school life throughout the year (Chapter 6) and the importance of midyear examinations in the orientation programme. The ideal situation would be for the standard head to have contact with the pupils once a week throughout the year so that he can assist pupils academically and socially.

In the school survey the situation was far from "ideal". 4,4% of those in charge of the programme taught all standard sixes in an examination subject, 19,5% taught a non-examination subject and 13,3% had a special weekly orientation period. 12,4% made arrangements to see pupils occasionally during administration periods and 50,3% had no arrangements to see the pupils.

The feeling may be that it is not practicable to organise for the standard head to see all pupils, yet, as Hamblin (1978) points out, if there is no flexibility in the first year timetable and if a period cannot be fitted in, use should be made of a week of special activities. This is done at some schools in the Cape where the first week is set aside for orientation and no formal academic school work is done. (Chapter 3 Footnote 4).

Schools could create a programme that extends over a few weeks using Youth Preparedness periods for it. 37,2% of the schools in the survey do this. The disadvantage of this, however, is that the standard head sees all the pupils (over 200 in some cases) at the same time or else only sees each class once on a rotational basis.

One system at two schools involves the standard head teaching

English poetry across the entire first year group for one period a week throughout the year. As the prescribed standard six poetry can be handled in about half these periods, the other half can be used for an orientation programme.

The standard head may also need occasions when he can address all standard six pupils together and standard assemblies are arranged for this by 25,7% of the schools in the survey.

It appears that time is a major constraint and even the class teacher's contact with pupils during a class teacher period appears insufficient for him to get to know his pupils. Wall's (1977) recommendation that class teachers teach their class at least two subjects and try to arrange, when pupils are busy with projects, to see pupils individually, appears to be rarely met in Cape schools (see Chapter 5).

#### 4.4.2 Contact with parents

In Chapter 3 the importance of parent/school contact during transition was emphasised. One of the conclusions reached by a special working committee of the South African Teachers' Council was that: "Since the school and the parent have the same goal, it is obvious that partnership must exist" (S.A.T.C. Bulletin, March 1985). Kavinsky and Kauffman (1980), Conklin and Dailey (1981) and Dawson (1981) among others believe that parent encouragement for and involvement in the child's education has a positive effect on the child's performance and attainment at all levels of ability and in all social groups. Wall (1977) points out that this support is especially crucial in helping the child to adjust to high school and that the school staff should be "at pains" to inform parents of the school's aims and to seek their co-operation. Equally important is the fact that contacts with the parents also reduce the anxieties of the parents (Sporakowski and Eubanks, 1976; Kavinsky and Kauffman, 1980; Mahoney, 1981; Rogers, 1982).

As this is a two-way relationship, it may be important to try to discover what parents expect their children to get out of high school. The following responses were obtained from the parent

questionnaire in reply to an invitation to rate the importance on a 1 to 5 scale (where 5 was very important) of what they wanted their children to get out of high school (Table 4.2).

TABLE 4.2

WHAT PARENTS WOULD LIKE PUPILS TO GET OUT OF HIGH SCHOOL					
Item	Percentage of Parents				
	1	2	3	4	5
	Rating				
Academic success in relation to pupil's ability	3,6	2,7	3,6	9,0	81,1
Enjoyment and happiness	6,3	0,0	6,3	8,1	79,3
A matriculation or senior certificate	3,6	0,9	9,9	7,2	78,4
Development of moral and religious values	4,5	0,9	6,3	15,3	73,0
An entry to a good career	3,6	0,0	9,0	16,2	71,2
The ability to get on with people	2,7	0,9	6,3	33,3	55,9
The accumulation of knowledge	4,5	0,9	12,6	28,8	53,2
An entry to university	8,1	2,7	17,1	21,6	49,5
Involvement in the school (sport or cultural)	4,5	5,4	29,7	24,3	35,1
Success at school (sport or cultural)	13,5	11,7	45,0	13,5	16,2

There appears to be a mixture of utilitarian, personal and spiritual expectations. Academic success or achievement are very highly rated. Some of the more covert aspects like enjoyment, moral values and the ability to get on with pupils are also highly rated and are related to the ethos of the school. Can the school convey to the parents that it is providing these?

Hamblin (1978) feels this can be done if the school shows it is a caring community. This is shown by the way it welcomes their children and also the welcome conveyed to them at the first meeting attended by parents. For example, at Green High School all new parents were invited to a meeting soon after the start of the new year. After talks by various staff members on their functions and how they could be contacted, parents discussed various topics in small groups and then reported back to the group

as a whole. These topics were on subjects like: What the parents' involvement should be; participation in sport; parental support with homework, whether the school was preparing pupils for the South Africa of tomorrow. Staff then explained their points of view.

In the survey of parent opinion they were asked when they felt it was necessary to see their children's teachers. The responses appear in Table 4.3. The percentage of parents is given each time. On the scale 1 was not necessary and 3 was very necessary.

TABLE 4.3

IMPORTANCE TO PARENTS OF MEETING TEACHERS			
Occasion	1	2	3
When problems arise	4,5	13,5	80,2
When subject choices for Std 7 are made	9,0	10,8	79,3
After the first term's report	13,5	34,2	51,2
After the first examination	17,1	31,5	50,4
After each examination except December	35,1	35,1	28,8
At the beginning of the year	36,0	37,8	23,4

The importance parents place on being able to see teachers "when the problems arise" supports Hamblin's (1978) view that parents need to be told the functions of standard heads, class teachers and other personnel and should know how to contact them. It must be pointed out that all three schools from which parent questionnaires were received do, in fact, hold meetings at which the roles of various staff members and methods of contacting them are explained. The fact that 85,6% of parents indicated that they fully understood the role of the class teacher, 84,7% the role of the Teacher Psychologist and 83,8% were aware of procedures for contacting members of staff reflects the effectiveness of these meetings.

Despite the fact that parents regard it as important to see teachers when subject choices are made at the end of standard six, not one of the three schools to which the case study parents send their children holds meetings at this time. In the schools

survey 21,2% of schools indicated that they held meetings on standard seven subject choices for parents and pupils together, 29,2% for them separately and 2,7% for parents only. Respondents to the school questionnaire rated the importance of these meetings very highly - a mean of 4,1 out of a maximum of 5 despite the fact that 47,0% of them held no meetings. These figures should also be seen in the light of the following: "Final choice of subject rests with the pupil and his parents." "The whole matter of guidance to pupils and parents (on subject choice) has assumed great importance" (Principal's Handbook). Sufficient guidance does not appear to be there and it is possible to suggest, therefore, that incorrect final choices may be made.

In contrast to the above, parents and schools seem to be more in tune with each other with regard to the other requests for contact. In the school survey 61,0% of the schools held meetings for teachers and parents after the first term reports were sent out, 61,9% after second term reports and 40,9% after third term reports. 19,5% of the schools held no meetings. The respondents to the school-survey questionnaire felt it was very important to have these meetings especially after the first term reports went out as the mean rating of 4,4 out of 5 indicates.

#### 4.4.2.1 School Reports

Traditionally school reports have provided the most common form of contact between schools and parents. These tend to have symbols or marks of achievement and comments by one or more teachers. Apart from trying to find out how often reports were sent out, the survey also attempted to glean what information they contained. Unfortunately no survey of actual report comments could be carried out to see exactly how much useful information actually was given.

Havelka (1978) recommends an interim report two weeks after transition. As 24,8% of schools sent out reports more than four times a year, it may be possible that some do send interim reports. 61,9% sent reports four times a year,

11,5% three times a year and 2,7% only twice a year. Thus over 85% send reports at least once a term. In addition, whilst respondents to the school-survey rated the importance of a report each term very highly (4,5 out of 5), the value lay in the opportunity reports provided for various types of information (Table 4.4).

TABLE 4.4

PROVISION FOR INFORMATION ON REPORTS	
Provision for:	% schools
Class teacher comment	95,6
Subject teacher comment	51,3
Standard Head comment	37,1
Sports Involvement	17,7
Comment on adjustment	16,8
Sport Achievement	13,3
Cultural Involvement	10,6

Although relatively few reports have comments on adjustment and involvement, respondents to the school survey questionnaire did rate their importance fairly highly (3,8 out of 5 for a comment on adjustment and 3,3 for a comment on involvement). It must be borne in mind that two schools did state that class teachers were encouraged to include comments on adjustment and involvement although there was no actual provision on the report for these comments. In two other schools, although subject teachers did not write comments, they were allowed to write "cheque book" comments which were attached to the reports. Most schools made provision for comments by the principal.

#### 4.4.3 Contact with Feeder Schools

The necessity for having to change schools was mentioned in the introductory chapter. This has to take place despite a general feeling among educationists that education should be a continuous process. The present Junior Secondary Course syllabus of the Cape Education Department tends to mean that a course started in the

feeder school is completed at the high school which presupposes that there should be contact on academic matters. Furthermore, in Chapter 3 mention was made of fears that arise about the move to high school and the importance of contact between the feeder and high school in this regard (Chapter 3.3.1). But to what extent does this contact exist?

In the literature evidence suggests very little contact exists. Sumner and Bradley (1977) quote from a thesis by Bullock which was part of a Bristol University research project in 1974: "The majority of secondary schools in the locality had only a superficial relationship with their feeder primary schools, the secondary teachers had only a meagre knowledge of their new pupils and there was poor dissemination of information to secondary school teachers." Stillman (1984) found that only 13% of a sample of 1507 teachers had discussions with their feeder schools on academic matters. Sumner and Bradley (1977) feel that, as a result of this superficial relationship, teachers in the high and feeder schools have false notions about life in each other's schools. Nisbet and Entwistle (1969) went further to state that they lived in suspicion rather than in mutual respect of each other. This superficial relationship referred to in the literature appears to be as prevalent in the schools involved in the school survey as the results in Table 4.5 indicate.

TABLE 4.5

CONTACT BETWEEN HIGH AND FEEDER SCHOOLS.	
Contact	% high schools
No meetings	64,6
Teacher Psychologist on academic standards and requirements	16,8
Subject Teachers on teaching methods and standards	11,5
Subject Heads on teaching methods and standards	9,7
Standard 6 Standard Head on academic standards and requirements	7,1
Others	6,2

Among the other forms of contact the most common was telephonic contact to discover if pupils with any specific behavioral problems were moving to the high school or to obtain marks for class allocations. One respondee reported visiting feeder schools to discuss adjustment problems.

There are problems in contacting feeder schools as 12,4% of schools have at least ten feeder schools and one had sixty-four in 1985. On the other hand 36,3% of schools get at least 75% of their intake from one feeder school and contact with that feeder school would be a start to a situation which would make transition and orientation easier for pupils. Yet this was not seen as a problem to the majority of schools surveyed. When asked to rate the importance of contact on a 1 - 5 scale, the respondents gave a mean rating of 3,0 for liaison between subject heads and feeder schools and 2,3 between subject teachers and feeder schools.

#### 4.4.3.1 Pupil Record Cards:

Although there are references to poor dissemination of information to high schools, attempts have been made to rectify this. In England, as a result of a recommendation by the Plowden Committee, Local Education Authorities have special record cards for pupils that move with them to high school. In the Cape there are Cumulative Record Cards which contain records of the pupil's entire school career and are sent from school to school. Although critics (Rogers, 1982; Galton and Willcocks, 1983) have aired their concern about accepting preconceived ideas about a pupil from what appears on record cards, Sumner and Bradley (1977) found it was acceptable in principle and practice for information about a child's attainment before transition to be collected and handed on. They found, however, that the information varied and some schools sent only academic information whilst others sent only pastoral information. They felt that a perspective had developed where the feeder schools regarded the high schools as not being interested in the work being done by the feeders to provide information and where the high schools did not use the information or regarded it as unreliable. Hamblin (1978) regards information about pupils in transition as crucial in assisting the pupils to adjust.

The Teacher Psychologists at the case study schools (I 6 and I 16) were asked about the effectiveness of Cumulative Record Cards. Both felt cards arrived too late to be of much use with the transition of pupils, especially as they were required before pupils arrived. For practical reasons, however, these can not be sent until pupils have completed their standard five year. Both felt that they were usually poorly filled in and so little real information could be gleaned from them. One (I 6) preferred to form his own opinion about pupils and not necessarily be influenced by what he read. Unfortunately no questions about record cards were asked in the school-survey questionnaire.

#### 4.4.4 Recommendations with Regard to Contact.

Contact at all levels - between standard heads and pupils; class teachers and pupils; teachers and parents; high school and primary school teachers - appears to be inadequate in Cape schools. Because of the unique character of each school, no prescriptive recommendations can be given but each school needs to analyse its shortcomings and see what can be done. Certain procedures carried out at various schools and mentioned earlier in this Chapter - arrangements for standard heads to see pupils; for meetings with parents; for contact with feeder schools - can be used as they are or adapted to suit the requirements of a particular school. With regard to liaison between high and primary schools, use can be made of Teachers' Centres where feeder and high schools in a certain area can get together to discuss problems.

### 4.5 CONSIDERATIONS FOR A PROGRAMME

#### 4.5.1 What should be included

The survey also attempted to find out what subject matter, if any, was being handled in an orientation programme. The need for the

standard head to have contact with pupils (4.4.1) has already been mentioned and the intention here is to see what topics he can handle with pupils during this contact.

A number of authors (Daniel and Klingele, 1976; Hamblin, 1978; Havelka, 1978; Davies, 1981; and Blackburn, 1983) all put forward a list of topics which could be covered. These were nearly all included in the list of topics suggested to the respondents to the school-survey questionnaire. The topics are ranked in Table 4.6 in an order of merit based on the number of schools which handle each topic in their programmes. It was impossible to assess, however, the extent to which each is carried out. The topics include the imparting of information (school rules, how to find one's way around the school, the roles of various members of staff and the prefects); attempts to get pupils involved in the school (awareness of sport and cultural activities, learning names of teachers, prefects and certain other senior pupils); fostering the spirit of the school (the history, the school song, the awards); socialisation (attitudes to staff and other pupils) and personal guidance (how to study, how to set goals, how to analyse reports).

TABLE 4.6

WHAT IS BEING INCLUDED		
Rank	Topic	% schools
1.	The school rules	96,5
2.	Making pupils aware of sports offered	92,0
3.	Making pupils aware of cultural activities	88,5
3.	History and traditions of the school	88,5
3.	The school song	88,5
6.	Learning names of prefects	86,7
7.	How to find one's way around the school	85,0
8.	Behaviour outside school in school uniform	83,2
9.	Names of teachers	82,3
10.	Behaviour outside school not in school uniform	75,2
11.	Attitudes towards principal and teachers	69,0
12.	Prefect system	68,1
13.	Role of standard head, class teacher and teacher psychologist	67,3
13.	How to study	67,3
13.	School's policy on sports field	67,3
16.	Names of secretary, caretaker, etc	66,4
17.	Subject choices for standard 7	61,1
18.	Various badges etc. of school	57,5
19.	What makes a good school?	55,8
20.	Attitudes towards the non-teaching staff	53,1
21.	How to set personal academic goals	52,2
22.	How to set non-academic goals	48,7
23.	Learning names of house and sports captains	46,0
24.	Different awards made by the school	42,5
25.	Attitudes towards pupils of other sex	40,7
26.	How to analyse school reports	23,9
27.	Other	11,5

In addition to stating what was actually done at their schools, respondents were asked to rate the importance of the inclusion of certain topics in an orientation programme. They were asked to respond to certain topics on a given list and rate those they regarded as essential for a programme at 5 and those that were unimportant at 1. The mean rating for each was obtained. In Table 4.7 these are ranked in an order of merit based on the mean ratings of the respondents. Next to each rating is the ranking obtained from Table 4.6 which indicated what was actually being done.

TABLE 4.7

IMPORTANCE OF VARIOUS TOPICS IN AN ORIENTATION PROGRAMME			
Rank	Topic	Mean Importance	Ranking in Table 4.6
1.	School Rules	4,6	1
2.	How to behave inside and outside the school	4,5	8, 10
3.	How to study	4,4	13
4.	How to find one's way around the school	4,3	7
4.	Names of teachers, other staff, prefects, etc.	4,3	6, 9, 16, 23
4.	Sports available	4,3	2
7.	Clubs/Societies available	4,2	3
8.	School sports policy	4,1	13
8.	How to relate to other members of the school community	4,1	11, 20, 25
8.	The school song	4,1	3
11.	School prefect/council system	3,9	12
11.	What makes a good school	3,9	19
11.	Subject choices for Std 7	3,9	17
11.	History and traditions of the school	3,9	3
15.	Role of standard heads, deputy heads, teacher psychologist, etc.	3,8	13
16.	How to analyse reports	3,2	26
17.	Badges, ties, etc. of the school	3,1	18
18.	Criteria for making awards	2,9	24

Interesting information does emerge: Informing pupils of school rules is rated first in both tables but a number of rank differences do exist. Two noteworthy ones are the importance placed on teaching pupils how to study although relatively not many schools do so, and the lack of importance placed on the history and traditions of the schools although this is handled at most (88,5%) of the schools. A rank difference correlation was not carried out as the topics on the two lists were not identical and some in the second list covered a number of topics on the first list. By observation of the figures, however, it can be seen that differences appear to exist between what is done at schools and what the respondents regard as important. The importance of each topic may vary from school to school. For

instance, knowing the badges and ties received the second lowest mean ranking but 20,4% of the respondents rated it as essential. This emphasises the fact that the above table can only give guidelines and each school must assess its own needs and priorities.

#### 4.5.1.1 Testing:

A problem facing the standard head is whether he is to test the pupils on what they have learnt about the school. The response from the school survey questionnaire showed that most schools do test the pupils (Table 4.8).

TABLE 4.8

TESTING OF TOPICS COVERED IN ORIENTATION	
Written	44,2% of schools
Oral	14,2%
Both	13,3%
None	28,0%

Those respondents who gave further information about their testing tended to have one word written tests often supervised by prefects. The tendency was to have an easily administered and quickly marked test.

The importance of the test received the following ratings from the respondents. (5 was very important. N = 113).

IMPORTANCE OF TESTING

Rating	1	2	3	4	5
Percentage of schools N=113	28,3%	18,6%	17,7%	18,6%	15,9%

This suggests that although most schools fav our testing, not many feel very strongly about it. One advantage of testing is that it may help to give an evaluation of how effective the programme is as far as overt aspects are concerned.

#### 4.5.2 Pupil Admissions During the Year

Those pupils who arrive at the school during the course of the year probably need special attention. In addition to all the fears and apprehensions that face pupils coming to a new school, they have problems involved with adjusting to the community as a whole. The importance of friends has been mentioned (3.2.1) and these pupils are very likely to have no friends and to arrive when other pupils have already established friendships.

Blackburn (1983) is very critical of the system whereby new pupils are allocated to a class, given books, a timetable and sent off to class in an hour or less. Even the teachers may be surprised to find a new pupil in the class. He feels that considerable planning is needed to assist this new pupil. He proposes an interview with parents and pupils, the handing out of all relevant prospectuses and brochures, a tour of the school and letting all teachers concerned know well in advance of the new pupil's arrival. He also favours the "buddy" system whereby the new pupil is "attached" to another pupil who shows him around. Tupper (1975), Bent (1976) and Cornille (1983) all support the idea of a "buddy" but insist his or her appointment must be planned and he or she must be trained or carefully instructed. Tupper (1975) and Cornille (1983) both suggest the establishment of a New Student Club to which all new pupils belong until they feel ready to leave. They also believe that the new pupil should report regularly to the standard head or class teacher.

63,7% of schools in the school survey use a "buddy" system so this is fairly well established among Cape schools. One school insists that the new pupil report daily to the standard head, another that he report weekly to the principal, four (3.5%) use

the class captain as the "buddy", six (5,3%) make use of the prefects to help new pupils and another has a special student council orientation committee.

#### 4.5.3 An Anti-School Subculture

A number of British authors (Hargreaves, 1967 and 1972; Lacey, 1970; Hall and Jefferson, 1975; Woods, 1979 and 1980; Rogers, 1982 and Turner, 1983) have pointed to the emergence and ecology of the anti-school subculture which draws pupils away from an interest in the school and what it stands for. To my knowledge no similar South African studies exist and certainly two respondents to the school survey questionnaire are unaware of the existence of such subcultures. Perhaps it is without the knowledge of some teachers that subcultures exist and one of the recommendations for future research is the call for similar studies to those of Woods (1979).

As the anti-school subculture opposes nearly everything that an orientation programme stands for, those in charge of the programme should be made aware of the possibilities of its existence. Most respondents seem aware of its existence as is shown in Table 4.9. They were asked to rate a number of possible reasons for pupils' joining an anti-school subculture on a scale of 1 to 5 where five was very important. The mean rating of each reason is given and next to each the percentage who rated it as very important is given.

TABLE 4.9

REASONS FOR JOINING AN ANTI-SCHOOL SUBCULTURE		
Reason	Rating	% very important
Lack of discipline at home	3,6	31,9
Parental attitudes	3,2	23,9
Lack of motivation	2,8	16,8
Senior pupils in counter-culture	2,8	12,4
Friends outside school	2,7	11,5
Social Pressures from T.V., advertising etc	2,3	5,3
Std 6 pupils repeating the year	2,2	3,5

The standard head needs to be aware of these but the fact that the home is considered the primary cause for drawing pupils from the school once again emphasises the need for school-parent liaison (Chapter 4.4.2).

#### 4.5.4 Aspects to be Encouraged

One of the aims of an orientation programme is to enable pupils to settle down in their new environment and they are more likely to do so if they enjoy themselves in this environment. It is useful, then, to know what aspects of the new school the pupils do enjoy and to develop these in order to assist the pupils in settling down.

In the parent questionnaire the parents were asked what their children liked most about the change and the following responses were obtained. Not all are included here as they are included in other chapters where they are relevant, but these are more general likes. These were open ended questions so a large variety of answers was received and only those given by two or more respondents are included (Table 4.10).

TABLE 4.10

ASPECTS OF HIGH SCHOOL ENJOYED BY PUPILS, ACCORDING TO PARENTS	
Aspects	% parents
Being treated as an adult	22,5
More activities and opportunities	15,3
Teachers are more approachable	4,5
All things	4,5
Prefect attitude	2,7
More spirit	1,8
Independence	1,8

It is interesting to note that nearly all preferences are concerned with the ethos and social relationships in the school - the covert aspects of orientation.

In the case study classes the picture presented was similar. In an open-ended question pupils were asked what they had enjoyed most after two and a half weeks at high school. Their responses are listed in Table 4.11. No guidance was given to the pupils as can be seen by the wide variety of types of answers.

TABLE 4.11

ASPECTS OF HIGH SCHOOL ENJOYED BY PUPILS IN CASE STUDY CLASSES			
Aspect	6(i) n = 30	6(ii) n = 30	Total %
More freedom	3	15	30,0%
Treated as an adult	6	8	23,3%
More activities	5	7	20,0%
Being with older pupils	5	2	11,7%
Better tuckshop	5	1	10,0%
Better spirit	3	1	6,7%

Once again the ethos appears to have more impact than the activities and the tuckshop - the more material aspects.

The pupil essays indicate that aspects like being treated as an adult were important to pupils at Blue High School as well<sup>(2f)</sup>.

The case study classes, when asked after two weeks, had shown they were enjoying standard six. The pupils at Blue High School revealed similar sentiments by the end of the year<sup>(3)</sup>. The very positive comments show that the attempts at Blue High School to organise a "process" type of orientation may have been successful. Not one pupil expressed in an essay any form of disappointment or unhappiness with his or her year in standard six.

#### 4.6 CONCLUSIONS

Most staff, especially the principal, have an influence on the covert side of the orientation process. Those involved with the overt

side, especially standard heads and class teachers, need to be selected carefully because of the influence they can have on the important covert side - they must relate well with pupils and provide a warm welcome to them. Team work is important among all those involved with standard sixes as correct attitudes can have positive effects on pupils' impressions of the school<sup>(2)</sup>.

It is important for those involved with the programme, especially standard heads and class teachers, to see pupils regularly and schools must try to make arrangements, dependent on their particular circumstances, for this to occur.

Liaison with parents is also important and new parents need to be informed of the functions of various staff and how to contact them. They need to feel that the school is a welcoming place and liaison meetings may be one way of bringing this about. In addition, contact after reports are sent out is felt to be necessary. Liaison with parents may be necessary to ensure that pupils are drawn into the pro-school subculture.

Schools need to investigate whether reports should be sent out more regularly. It seems to be important that comments about adjustment to high school and involvement in the school be included on reports.

It also appears that there is very little contact between high and feeder schools, especially concerning academic matters. There seems to be limited contact on pastoral grounds, however, but the present cumulative record card system appears to be inadequate as far as orientation is concerned.

As far as the content matter for an orientation course is concerned, schools tend to handle the topics listed on the school-survey questionnaire and none were regarded as irrelevant. On the other hand schools need to assess their own needs as far as the content is concerned. There was no strong feeling about whether the subject matter should be tested.

A number of other aspects need to be borne in mind during the year. Special provision appears to be made for new pupils arriving during the year and this is necessary. There are many aspects of high school life which appeal to pupils, most of them related to the ethos of the school and the way they are treated. Schools need to capitalise on these to make the orientation process successful.

#### FOOTNOTES

1. Excerpts from Handbook for Principals (1982)  
(Provincial Administration of Cape of Good Hope : Education Dept.)

#### INITIATION IN SCHOOLS AND HOSTELS

Considerable value is to be found in short orientation programmes designed to acquaint newcomers with school and hostel rules; the school song and motto, and which give them an opportunity of meeting senior pupils and school or hostel staff.

In schools where such programmes are the custom, they must be under the direct control of the Principal and staff. They should last no longer than one week at the commencement of the year and should not be repeated later during the year.

Orientation programmes should not under any circumstances cause any pupil physical or mental harm.

No form of wilful bullying or intimidation is to be tolerated in schools or hostels.

2. Attitudes to staff involved with standard six pupils obtained from pupil essays.
  - a. "My class teacher was very nice and helped a lot."
  - b. "Mr [Name] was a good friend as a standard head."
  - c. "The teachers are good and understanding."

- d. "The teachers were kind and helpful."
- e. "The teachers are very kind and always listen to your story."
- f. "Some of the teachers treated you as adults and not as babies." (3 essays)

3. General comments on standard six year from pupil essays.

- a. "It has been one of my best years in school."
- b. "Now I am the happiest person in the world."
- c. "My year in standard six has been a good one."
- d. "I know I will have a lovely high school life because I have really settled in it."
- e. "This year has gone so quickly and to think of all the new experiences is impossible."
- f. "I hope I'll stay here until matric."
- g. "On the whole I have had a great time."
- h. "This year was better than I thought it would be."
- i. "My year in standard six has actually been the best year in my life."
- j. "No matter where you go it always begins off bumpy but ends up being enjoyable."
- k. "Now at the end of standard 6 high school is much better than primary school."
- l. "My year in standard 6 was enjoyable." (6 essays)
- m. "To sum it up my first year here was fantastic except for a few minor problems. If I could have this year over again I wouldn't choose to go to any other school but [Blue] High."
- n. "Have a lovely time is my advice to the new standard sixes - I did!"
- o. "It has been the most exciting and important year in my school career."
- p. "It's a pity I have to go to Standard 7 for I'm sure standard 6 is the best year of high school."
- q. "I can't believe how we have really turned into one big happy family."

## CHAPTER FIVE

### ACADEMIC ADAPTATION TO HIGH SCHOOL

- 5.1 Introduction
- 5.2 The Problems Elaborated
  - 5.2.1 Allocation of Teachers to Classes
  - 5.2.2 Allocation of Pupils to Classes
  - 5.2.3 Academic Ability of Standard Six Intake
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  - 5.3.1 Allocation of Teachers to Classes
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  - 5.3.3 Academic Ability of Standard Six Intake
- 5.4 Parent Attitudes and Views of the Academic Programme
- 5.5 Pupil Attitudes to the Academic Programme
- 5.6 Conclusions

## 5.1 INTRODUCTION

Research by Nisbet and Entwistle (1969) points to the influence that academic performance in the first year at high school has on the whole of secondary school academic success. Add to this Gabarino's (1980) view that socialization to adulthood now requires academic success much more than in previous generations, and one realises just how important the academic side of the first year at high school may be to the pupil and to his parents. For this reason adaptation to the academic side of the high school should be an essential component of any orientation programme. Just how easily and successfully do pupils adapt to the academic programme of the high school?

## 5.2 THE PROBLEMS ELABORATED

The first point that emerges from the literature is that a marked decline in academic performance seems to occur between primary and high school. Nisbet and Entwistle (1969) found that the academic performance of some pupils deteriorated during the first year at high school and this was confirmed by the Oracle Project researchers (Galton and Willcocks, 1983). Rogers (1982) tested two groups of pupils on the same battery of intelligence and attainment tests. Both groups were at the same primary school but because of lack of accommodation at the high school one stayed on at the primary school and the other moved on to the high school. After a year, those that had moved on to high school were found to have made losses on previous performances, but those who remained at the primary school had improved. This seems to suggest that the move had a detrimental effect on pupils' academic performances. A similar phenomenon has been noted in an inspection circuit in the Cape Province. At the end of 1977 the failure rate in the circuit in standard six of 7,78% was the highest from Sub A to standard ten. In contrast the failure rate in standard five in the same year was 2,85%.

The second point to emerge is that this decline in academic performance can lead to a lack of motivation and level of school enjoyment (Nisbet and Entwistle, 1969; Rutter et al., 1979; Galton and Willcocks, 1983). Lacey (1970) and Rutter et al. (1979) in

Britain and Gabarino (1980) in the United States also found that the pupils who did not succeed academically were drawn into the anti-school subculture.

Although many pupils do suffer academically with the move to high school, a few do not. Galton and Willcocks (1983) found that about one fifth of their sample did far better than expected in their first year at high school. This confirmed earlier findings by Nisbet and Entwistle (1969) and Youngman and Lunzer (1977). These so-called "accelerators" seemed to have outgrown the primary school and looked forward to a new challenge. The "accelerators" are only a small group and their success must not influence any attempts to cater for the majority who do appear to suffer as a result of the move.

The difficulties pupils have with adapting may be related to the different organisation of schooling they encounter at high school, particularly with relation to the increased number of teachers they have and the way in which they are allocated to classes. It may also be that they are not academically ready for high school. These aspects will be looked at in turn.

#### 5.2.1 The Allocation of Teachers to Classes.

"How many of us, if asked to organize an office, would so arrange things that people worked for eight or nine bosses in a week, in perhaps five different work groups, in seven different rooms, without any desk or chair to call their own or put their belongings in and discouraged, if not prohibited, from talking to anyone while working? Furthermore, which of us would then interrupt them thirty minutes into each task and move them on to the next?" (Handy, 1984). This may be regarded as a caricature of the school day of a high school pupil but it contains many truths. What is perhaps more disturbing is that the workers are thirteen or fourteen year old pupils who have been "forced" into this position and they may have fifteen, not only nine bosses<sup>(1)</sup>. We can see why Handy regards pupils not as workers but as "products being pushed from station to station on a conveyor belt". After having perhaps only one or, at the most,

five or six teachers in standard five, the standard six pupil suddenly has to adapt to almost double the number of teachers he will have in standard ten. One has to ask whether this is necessary and/or a good thing.

It is an accepted fact in most of the literature that pupils are overwhelmed by the number of teachers or subjects they encounter in their first year at high school. This is because of what Wall (1977) refers to as the "fragmentation of knowledge", that has resulted in what Galton and Willcocks (1983) regard as "rigidly separated subjects". This has been exacerbated by the view that, to prevent early specialisation and to give pupils an awareness of as many subjects as possible, a large number of these subjects need to be included in the standard six curriculum<sup>(1)</sup>. Each subject is usually taught by a subject specialist. The message the pupils receive is that knowledge is subject-based and fragmented. This fragmentation emerges clearly from the following figures obtained from the school-survey questionnaire in reply to a question on the number of teachers involved in teaching examinable subjects to standard six pupils.

TABLE 5.1

NUMBER OF TEACHERS ALLOCATED TO A STANDARD SIX CLASS	
Total number of Std 6 classes : 476	
Number of teachers	Percentage of classes
9 or more	44,2%
7 to 8	43,5%
5 to 6	11,8%
Fewer than 5	0,4%

Pupils may be confused trying to remember the names and classrooms of all these teachers to start off with<sup>(3m)</sup> but in addition they can expect differences in teacher personality, teaching styles, standards of discipline and expectations with regard to standard of work and behaviour. One of the relevant findings of the Oracle Project (Galton and Willcocks, 1983) was

that academic problems encountered by pupils as they moved up the educational ladder might be related more to a change of teacher than to a change of school. These problems are probably increased as the number of teachers increases.

In the case study classes, the findings from the first pupils' response sheet (see 2.4.3; 3.2.1) suggested that pupils' academic problems were giving them most concern. Given this, it was decided to try to find out to what extent they were having problems adapting to different teachers. A second response sheet was drawn-up (Appendix (vii)) to focus on different teacher styles of teaching and administration, teacher attitudes and expectations and pupil feelings towards the subject and teachers. A detailed analysis of responses<sup>(2)</sup> revealed that pupils found most inconsistencies between teachers in the regularity with which they checked homework. The 6(i) class (the less able academically) showed that they liked some teachers a lot more than they liked others. The 6(ii) class found a big difference in the amount of homework set by different teachers and also found that the strictness of teachers varied a lot. Both classes found that the teachers tended to show the most consistency with regard to their treatment of pupils and did not appear to have favourites and pick on others. On the whole the characteristics looked at did seem to vary from teacher to teacher and this was supported by responses to the parent questionnaire<sup>(8a, 8b)</sup>. Pupils probably have to adapt to each teacher in different ways. How do they go about this?

The findings concerning teacher-pupil relationships are similar to those reported in the literature with both parties experiencing a settling-in period during which they try each other out and decide on a "modus operandi" (Woods, 1980; Galton and Willcocks, 1983). In the process teachers and pupils evolve particular strategies. Galton and Willcocks (1983) also point to changes in a child's personality from one period in the timetable to the next. They also highlight difficulties which arise from the fact that teachers do not necessarily change their teaching style when teaching pupils in their first year at high school. This problem is exacerbated when a teacher comes straight from a standard ten to a standard six class and expects too much of junior pupils (McGill, 1980).

Another problem concerned with the increased number of teachers a child meets in the course of a week is that the teacher sees the child so seldom, he does not learn his or her name. As a boy in Hamblin's (1978) study said: "It's half way through the first term and only four teachers know my name.... I say if they don't know you, they can't help you."

The main problem that there are too many teachers is aggravated by their having different expectations and teaching styles and by their infrequent contact with pupils which prevents them from getting to know the pupils. A few pupils seem to enjoy having many teachers<sup>(4)</sup> but like the "accelerators" mentioned earlier, a small group's interests need not affect those of the majority.

### 5.2.2 Allocation of Pupils to Classes

One of the major decisions to be made by a school that wants an effective orientation programme is how to allocate the new intake to classes.

Streaming used to be a common method of class allocation in South Africa and many parents still throw up their arms in horror if their child is in an E or F class even if classes are not streamed. This is major criticism of streaming - the stigma, whether real or imagined, of being in a lower class. Not only are parents upset but being in a low class is likely to affect a pupil's self-concept (Kelly, 1979; Burns, 1982). Other authors assert that the child who feels he is a failure is more likely to turn to the anti-school or counter-school sub-culture and if there are a large number of these in one class, they are more likely to form socially deviant groups (King, 1973; Rutter et al., 1979; Gabarino, 1980; Ball, 1981).

Getting into and remaining in a top stream can be a source of stress on the pupil especially when parental pressure becomes involved (Yates, 1971). Wall (1977) found the same in European schools and Ellis (1982) in South African schools. As a pupil confessed to Couperthwaite (1981), "I was fortunate to get into the A class but my father was pushing me." Nisbet and Entwistle

(1969) also quote from children under pressure to remain in top streams and pupils in the case study classes suffered as well as was shown in essays<sup>(3e)</sup> and from the parent questionnaire<sup>(5)</sup>.

In addition, streaming may counteract the attempts at socialisation in an orientation programme because it separates the bright from the less bright and can result in anti-social feelings between pupils (Hansen and Maynard, 1973; Ball, 1981). What does seem to happen is that streaming keeps pupils intellectually separated and the school wants pupils socially integrated and as a result pupils receive very confusing messages (Stubbs and Delamont, 1976).

These arguments are likely to continue for a long time but perhaps the greatest problem would seem to be the basis upon which streaming occurs. It is difficult to stream pupils except in the crudest groupings if feeder school marks are taken, as standards vary so much at feeder schools (Taylor, 1961; King, 1973; Sumner and Bradley, 1977; Dowling, 1980; Ball, 1981; Gammage, 1982). Furthermore, tests after the entry to standard six can put excessive pressure on pupils and it was this which was found to be "deplorable" by the Plowden Committee. Sumner and Bradley (1977) and Ellis (1982) recommend streaming based on objective tests at high school combined with subjective information gained from feeder schools but even this fails to take into account the fact that some pupils "accelerate" or "blossom" in their first year at high school. Nisbet and Entwistle (1969) recommend that pupils be allowed to settle in and that no streaming be done until the end of the equivalent of the standard six year.

Those in favour of streaming emphasised that there were alleged advantages for brighter pupils but Kelly (1978) claimed there was no proof to support this. Even the view of Hargreaves (1967), Lacey (1970) and King (1973) that top streamed pupils appeared to become more involved in terms of favourable attitude to school and voluntary participation is not very convincing as there is no proof that the same pupils may not have been as involved under any other system of class allocation.

Despite the criticisms of streaming in the literature, at least 52% of the 113 schools in the survey made use of streaming

although only 24,8% of the schools had streaming right across their standard six intake. It must be remembered that 12,3% of the schools had only one standard six class. In addition respondents to the school-survey questionnaire were asked to rate the importance of streaming pupils on a scale of 1 to 5 where 5 was very important and the following responses were obtained:

#### IMPORTANCE OF STREAMING

Rating Scale	1	2	3	4	5
Percentage of schools N=113	23,0	11,5	10,6	27,4	24,8

The figures once again show some strong support for streaming but interestingly also show a fair-sized group who regard it as unimportant.

Thirty-two (28,3%) of the schools that used some form of streaming relied entirely on standard five results, the inadequacies of which have already been mentioned. Six (5,3%) tested pupils at the beginning of standard six but gave no details of how this was done. A further thirty-two (28,3%) made use of two or more criteria in allocating pupils to classes and the most common procedure (8,8%) was to use I.Q. and some other criterion or criteria.

Despite criticism of streaming in the literature, its use is fairly widespread in the survey schools and alternative systems of class allocation need to be examined (5.3.2).

#### 5.2.3 The Academic Ability of the Standard Six Intake

As pupils have difficulty adapting to the high school academic programme, it may be that they are not academically ready for high school. In order to find out whether this was the case, two questions were asked in the school-survey questionnaire.

Respondents were asked, first, to give their opinions on the ability of pupils to cope with the academic work in standard

six. These opinions must be considered in the light of a mean failure rate of 4,23% (ranging from 13,8% to 0%) at the end of 1984 in the 113 survey schools. 31,9% of the respondents felt that weaker pupils at their schools were unable to cope with academic work in standard six. They were then asked whether they were happy with the ability of pupils coming from their feeder schools. Only 24,8% were happy with the pupils' ability. Of the rest 31,9% felt that fewer than five percent of their intake should not have been promoted and 39,8% felt that more than 5% of their intake should not have been promoted. Various reasons were given for the satisfaction or dissatisfaction schools felt about their intake. These included comments about differences in feeder schools, poor grounding, bad guidance at feeder schools and immaturity<sup>(6)</sup>.

### 5.3 PROPOSED SOLUTIONS TO THE PROBLEMS

There is no easy solution to the problems of academic adjustment. Sumner and Bradley (1977) recommend the introduction of a curriculum which starts in the primary school and continues into the first two years of the high school. Caliste (1979) makes similar recommendations. Camsey (1985) feels the primary school should help pupils by introducing more teachers, more formal teaching and homework in the last year in primary school. In Britain and the United States, Middle and Junior High Schools have been introduced to ease the change from primary school class teaching to secondary school subject teaching. Most of the above recommendations have already been introduced in the Cape. The new Junior Secondary Course has syllabuses covering standard five, six and seven; the number of teachers in standard five has increased in some schools as pupils in the case study classes had an average of 4,65 teachers in standard five; pupils in South African primary schools do have homework; the first junior high school has just been established by the Cape Education Department.

The tendency in the Cape has been to extend secondary structures downwards to standard five rather than extend primary structures upwards. Whether this is a better system is a subject which lends itself to further research.

### 5.3.1 The Allocation of Teachers to Classes:

There appears to be an easy solution to the problem of having too many teachers - reduce them (Taylor, 1961; Nesbit and Entwistle, 1969; Wall, 1977; Rutter et al, 1979; Van der Westhuizen, 1982; Galton and Willcocks, 1983; Handy, 1984). This can be done by getting a teacher to teach more than one subject to the class and by having one teacher for integrated subjects like General Science instead of one each for Physical Science and Biology as happens at 44,2% of the survey schools. Respondents to the school-survey questionnaire seemed to be against cutting down the number of teachers. On a scale of 1 to 5 (with 5 once again being very important) respondents were asked about the need to have as few teachers as possible in standard six and the following responses were obtained:

#### IMPORTANCE OF HAVING AS FEW TEACHERS AS POSSIBLE

Rating	1	2	3	4	5
Percentage of schools N=113	31,9	24,9	24,8	10,6	5,3

This problem is not likely to be settled easily because any plan to increase the number of subjects taught by a teacher may lead to a clash between "subject bound" teachers who tend to define subjects within discreet boundaries and others who tend to see knowledge in broader terms. For example, the science teachers (I 1, I 2, I 14, I 21, I 22) felt they were not suitably qualified to teach Biology. Biology teachers (I 5, I 10) also felt inadequate when teaching General Science to bright pupils who asked questions in Physical Science which demanded a thorough understanding of the subject on the part of the teacher. Handy (1984) poses some pertinent questions in this regard. "Why do teachers have to be so specialised that they only teach one subject, no matter how advanced or elementary their pupils? Is not the process of teaching at least as important as the content? Could not most degree-bearing teachers teach a range of subjects to children

under 16?" Entwistle (1970) supports this by stating that we should teach children, not subjects and we must present knowledge whole. On the other hand one teacher (I 18) was qualified to teach General Science and Geography in standard six but opted not to do so because the one year that she had one class for both subjects, she did not get on well with the class and felt she saw too much of them during the week. Teacher attitudes are thus important.

A similar problem occurs with the two other subjects which lend themselves to being integrated - History and Geography. In the two case study schools a different approach to these subjects was evident. One Head of History (I 4) explained that in standard six one teacher taught History and Geography to the same class. This was because he considered it important for pupils and teachers to get to know each other better by more frequent contact and thus addressed one of the problems referred to in 5.2.1. (This can be compared with the confession by a Science teacher (I 14) who admitted he did not know all the names of his standard six pupils by August because he only saw them twice a week.) At the other case study school there was a tendency for separate teachers to teach History and Geography. The only teacher well qualified in both subjects was not involved with teaching at the standard six level. From personal experience I found that teaching English and Latin to the same class in standard six was an advantage in that what was done in one subject reinforced what was done in the other and a lot of waste of time was avoided as basic principles that applied to both subjects did not have to be repeated unnecessarily.

Another solution to the problem of too many teachers is to use teachers of non-examinable subjects<sup>(1)</sup> to teach at least one examinable subject as well. Table 5.2 shows the extent to which this occurs in the school-survey schools.

TABLE 5.2

NUMBER OF TEACHERS OF NON-EXAMINABLE SUBJECTS ALSO INVOLVED IN TEACHING AN EXAMINABLE SUBJECT		
N = 113 but the number that do have librarians or teacher psychologists is unknown.		
Physical Education Teacher	96	(84,9%)
Teacher Psychologist	45	-
Teacher Librarian	45	-
Music Teacher	27	(23,8%)

It would seem advisable that Bible Education classes also be allocated to teachers who are already teaching those pupils another subject, in order to reduce the number of teachers. The extent to which this occurs at the survey schools is shown in Table 5.3.

TABLE 5.3

REGULARITY WITH WHICH BIBLE EDUCATION TEACHERS TEACH AN EXAMINABLE SUBJECT TO THE SAME CLASS. N=113	
Always	20,3%
Usually	27,4%
Occasionally	46,9%
Never	5,3%

If teachers are not prepared to teach more than one subject, another solution to the problem of pupils' having to adapt to a variety of standards and expectations is for teachers to co-ordinate their teaching methods more closely (Theron, 1961; Wall, 1977; Stillman, 1984). The pupil response sheet analysis<sup>(2)</sup> seems to suggest that there are a number of areas in which teachers need to do this especially with regard to setting and checking homework and general discipline. Sarah Delamont, one of the Oracle Project researchers (Galton and Willcocks, 1983) found that when pupils started at a new school, all teachers behaved in similar ways to establish order and social control but that these were liable to change sooner or later. She suggested

teachers should decide on a common strategy as pupils would settle down to intensive uninterrupted task work when the teacher demanded it and a more free and easy mixture of work and sociability when they could get away with it.

Experienced teachers may have more confidence to handle the different requirements for teaching standard six. The allocation of experienced teachers to standard six classes does receive attention at Cape schools and in one school no new teachers were allocated to standard six classes. In contrast to the claim by Van der Westhuizen (1982) that, in Natal, standard six classes are given to inexperienced teachers, the school survey produced the following (Table 5.4):

TABLE 5.4

EXTENT TO WHICH EXPERIENCED TEACHERS TEACH STANDARD SIX	
Experience in Years	Percentage teaching
At least 5 years	57%
2 to 5 years	27%
less than 2 years	16%
N = 113	

When asked to rate from 1 (unimportant) to 5 the importance of having experienced teachers to teach standard six, the respondents showed their support for using experienced teachers as is shown below:

IMPORTANCE OF HAVING EXPERIENCED TEACHERS

Rating scale	1	2	3	4	5
Percentage of schools N=113	3,5	1,8	23,0	31,9	38,9

In addition 50,57% of deputy principals, 55,4% of Heads of Department and 38,9% of Principals at the survey schools taught standard six pupils. The respondents did not feel it was very important for subject heads to teach at standard six level as is shown by the way they rated the importance (from 1 to 5) of their teaching in standard six.

## IMPORTANCE OF HAVING SUBJECT HEAD TEACHING STD 6

Rating scale	1	2	3	4	5
Percentage of schools N=113	10,6	16,8	36,3	15,0	20,4

It would seem, therefore, that despite evidence in the literature in favour of using as few teachers as possible in the standard six year, and despite the fact that Rutter (1979) found fewer behavioural problems in schools where the teacher taught more than one subject, the reduction of teachers does not receive much support from the school-survey questionnaire respondents. Secondly, if teachers are not prepared to teach more than one subject, attempts should be made for them to reach agreement on teaching methods. The use of experienced teachers may facilitate this or else, as Hamblin (1978) suggests, pupils will have to be given pastoral guidance in how to adjust to different types of teachers.

5.3.2 Allocation of pupils to Classes.

The disadvantages of streaming mentioned in 5.2.2 point to the need for a different system of class allocation. Rutter et al. (1979) quote a number of studies which showed that in the early stages of secondary education there might be benefits from mixed ability classes. Kelly (1978) and Ball (1981) carried out studies in schools where mixed ability classes were introduced into schools and where, after initial unfavourable reaction, the system was enthusiastically accepted by the teachers. Kelly (1978) feels mixed ability classes enable schools to meet the new demands of changes in social setting in the community. He also found an improvement in behaviour in mixed ability classes and Ball (1981) found that an anti-school group did not seem to emerge. Kelly (1978) found no evidence that higher academic ability pupils did any worse but he did find that weaker pupils did better in mixed ability classes. Only 14,2% of the survey schools with more than one standard six class had mixed ability classes. In addition 12,3% of schools had only one standard six

class so each of these was automatically a mixed ability class. Two other schools (1,7%) had one English and one Afrikaans mixed ability class each.

For those teachers apprehensive about a change to mixed ability classes a number of compromises can be reached.

First, Kelly (1978) proposes the introduction of banding as the ability range inside each band is not as wide as it would be with mixed ability classes and thus teachers are able to cope. Second, the introduction of a system of setting together with mixed ability teaching has been found to be a useful stepping stone by Ball (1981) for teachers, especially in Mathematics and foreign languages, who were not keen to teach mixed ability classes at first. In the school survey 29,2% of the schools made use of setting and of those 63,6% setted for Mathematics only. Respondents did not regard setting as important as is shown in their rating on a 1 to 5 scale of its importance in standard six.

#### IMPORTANCE OF SETTING

Rating scale	1	2	3	4	5
Percentage of schools N=113	39,8	12,4	18,6	18,6	8,0

Third, one of the problems of streaming, the stigma attached to a bottom class, may be removed by streaming the top class or classes and then having mixed ability classes for weaker pupils as is done in 21,2% of the the school-survey schools. This system does not relieve the pressure placed on pupils in the top stream as was shown by the response of a pupil in an essay<sup>(3e)</sup>.

The two case study schools and Red High School (see 2.4.1, 2.4.2) reflect the range of possibilities when allocating pupils to classes. Green High School used streaming based on subject choice but the Teacher Psychologist (I 6) was not very happy with this system and the intention is to introduce mixed ability classes with setting in Mathematics and Afrikaans in 1986. At Blue High School three classes were streamed and four were mixed ability classes which were planned so that each had a similar

spread of ability. This was done by making use of their standard five marks. To avoid any form of stigma being attached to what may be regarded as the bottom class, classes were given the initial of their class teacher's surname and were called 6p, 6t, 6w, etc. The standard head (I 12) said this was done to prevent the formation of a "bad" class which, in his opinion, would be a breeding ground for an anti-school group. Teachers who had been at the school a few years previously, before the introduction of a mixed ability band, were asked how they felt about the new system. All of them (I 12, I 14, I 15, I 16, I 20) preferred the use of the mixed ability band to the old streamed system. At Red High School pupils were placed in alphabetical mixed ability groups. There was setting for Mathematics (after tests in the first week) and pupils who did Afrikaans 1st Language were placed in a separate class after the May examination. The standard head (I 22) found that mixed ability classes worked well although he felt that the range of ability at his particular school was not very large.

There appears to be a lack of uniformity among schools with regard to the allocation of pupils to classes. As only 24,7% use streaming right across the entire standard six intake and 28% have mixed ability classes, some because they only have one class, nearly half the schools seem to make use of some compromise between the two systems, and the fact that two schools were intending to change to mixed ability classes may support a move away from streaming and the disadvantages mentioned in 5.2.2.

### 5.3.3 Academic Ability of Standard Six Intake

The problems of the weak academic ability of the intake are not easily resolved either, except by those like the respondent who said: "We only accept one in three applications for the school and so do not choose weak pupils" (E5). Liaison with the feeder school (see 4.4.3) may help to solve the problem otherwise the school may have to make arrangements to provide remedial work. The responses to the questionnaire showed that not much remedial work was done at the survey schools (Table 5.5).

TABLE 5.5

REMEDIAL WORK DONE AT 113 SURVEY SCHOOLS	
Subject	% schools
1st Language	28,3%
2nd Language	38,1%
Mathematics	46,9%
Other subjects	20,4%

In addition schools were asked to give details of their remedial programmes. These varied considerably<sup>(7)</sup> but some of the interesting examples included using standard nine pupils or training college students as tutors. The most common method is for teachers to be available in the afternoon for pupils to consult them placing the onus on the pupils if they have problems.

#### 5.4 PARENT ATTITUDES AND VIEWS OF THE ACADEMIC PROGRAMME

As the academic orientation of pupils is likely to be influenced by the wishes of parents, it was decided to try to ascertain what parents wanted from the school as far as the academic side of their children's schooling was concerned. Parents were asked to rate on a scale of 1 (unimportant) to 5 (very important) the importance of various criteria relating to school life (Appendix v). Their responses in connection with academic criteria are given in Table 5.6.

TABLE 5.6

WHAT PARENTS WANT THEIR CHILDREN TO GET OUT OF THE HIGH SCHOOL'S ACADEMIC PROGRAMME (N = 111)					
Rating	% Parents				
	1	2	3	4	5
a. Academic success related to his/her ability	3,6	2,7	3,6	9,0	81,1
b. Matriculation or Senior Certificate	3,6	0,9	9,9	7,2	78,4
c. An entry to university	8,1	2,7	17,1	21,6	49,5

There appears to be a considerable desire for pupils to succeed academically but it is interesting to note that a few parents do not appear interested in their children's academic success. This may be more startling if one considers that only those interested in their children's education are likely to have returned the questionnaires and that there was a return of over sixty percent.

Parents were also asked in the questionnaire what academic problems and fears they thought their children were having. Some of these fears and problems elicited from their children support the findings mentioned earlier in this chapter and included problems relating to adapting to teachers' expectations and problems of coping with homework<sup>(8)</sup>.

### 5.5 PUPIL ATTITUDES TO THE ACADEMIC PROGRAMME

The problems that the case study classes had adapting to different teacher expectations have been mentioned in detail (5.2.1 and Footnote 2). As this is a problem, one would expect some reference to it in the pupil essays (Chapter 2.4.4) but only one<sup>(3m)</sup> appeared. This may be because at the end of the year pupils had become so used to having a number of teachers that the matter received no more thought and they accepted it because they had to. Comments related to the academic programme made in the essays varied considerably<sup>(3)</sup> and ranged from elation at getting high marks<sup>(3a)</sup> to doubts about passing standard six<sup>(3j)</sup>. Some included positive comments about teachers<sup>(3i, 3k)</sup>.

In the section in the pupil diaries (Chapter 2.4.5) in which pupils were asked to mention their aims for high school, fifty nine (73,7%) mentioned academic aims which varied from passing the year to being dux of the school, winning a Mathematics prize, obtaining an A aggregate (4 pupils) or receiving colours awards for academic achievements.

### 5.6 CONCLUSIONS

Evidence gathered from the literature, pupils and parents shows that

pupils have problems adapting to the academic programme of the high school. These can be summarised as follows:

First, one of the problems can be attributed to the large number of teachers to whom pupils have to adapt in their first year at high school. They may adapt eventually because they have to, but their adjustment could be made easier by encouraging teachers to teach more than one subject to a class, by getting teachers to try to develop similar strategies in their dealings with pupils, making use of experienced teachers and, if the above fail, by training pupils to adapt to the situation.

Second, as one of the goals of an orientation programme involves placing pupils in appropriate classes and as streaming of pupils seems to have more disadvantages than advantages, an alternative method of allocation may be required. Mixed ability classes appear preferable when assisting orientation, but there are a number of compromise methods which can be used, like banding or setting, for those that are apprehensive about mixed ability teaching.

Third, teachers in high schools are on the whole not completely satisfied with the academic ability of pupils promoted to standard six. Part of the problem may be solved by improving liaison with feeder schools or by making greater provision for remedial work at high school.

Fourth, pupils wish to succeed academically and their parents support this and schools must try to maintain this attitude.

If many of the above suggestions are to be carried out, they may involve changes in teachers' attitudes, training and choice of subjects in their degrees.

#### FOOTNOTES

1. The following subjects must be studied in the standard six year.

EXAMINABLE

- a. English or Afrikaans (1st Language)
- b. Afrikaans or English (2nd Language or 1st Language)
- c. Mathematics
- d. General Science (Physical Science and Biology)
- e. History
- f. Geography
- g. Woodwork/Housecraft (Home Economics and Needlework)/Home Economics or other technically oriented course.
- h. Any two of another language, Accounting, Art, Music, Agricultural Science

NON-EXAMINABLE

- i. Bible Education
- j. Physical Education
- k. Class Music
- l. Book Education
- m. Guidance
- n. Youth Preparedness

A pupil could have a teacher for each subject and two teachers for General Science and Housecraft.

2.

ANALYSIS OF PUPIL RESPONSE SHEET NO. 2

Different standards of and relationships with different teachers.  
(See 2.4.3.3 for details).

CLASS: 6(i)NUMBER OF PUPILS: 32

Scores = mean score obtained by class.

	AMOUNT OF HOMEWORK SET	HOMEWORK CHECKED	DIFFICULTY OF SUBJECT	TEACHER'S EXPLANATIONS	TEACHER'S DISCIPLINE	ENJOYMENT OF SUBJECT	TEACHER'S ATTITUDE TO YOU	IS THE SUBJECT WORTHWHILE?	YOUR FEELING TOWARDS TEACHER	TEACHER'S EXPECTATIONS
SUBJECT A	1,44	1,03	2,15	2,06	2,00	1,69	1,97	1,50	1,72	1,88
B	1,88	2,72	2,16	2,34	1,88	1,78	2,13	2,72	2,13	1,97
C	1,35	1,41	2,24	1,88	2,41	1,64	2,00	2,30	1,47	2,18
D	2,56	2,03	2,06	2,25	2,25	1,69	1,97	2,44	1,69	2,22
E	1,13	1,07	1,53	2,40	1,73	2,40	2,06	2,13	1,67	1,33
F	2,56	1,60	2,53	1,31	2,00	0,78	1,97	2,25	0,82	2,47
G	1,53	2,0	1,47	2,40	1,80	1,67	2,0	1,27	2,20	1,60
H	1,13	0,81	1,91	2,25	1,28	1,94	2,13	1,47	2,66	1,56
I	1,00	1,22	2,00	2,35	1,63	2,13	2,06	1,06	2,34	1,53
J	1,53	2,94	1,53	2,47	2,35	2,12	2,12	1,88	1,94	2,06
K	1,78	2,34	1,72	2,34	2,03	2,06	2,06	1,78	2,03	1,91
L	2,20	2,00	2,27	2,07	2,53	1,73	1,67	2,40	1,67	2,87
Size of Scale	0-3	0-3	1-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
Range of responses*	1,56	2,13	1,06	1,26	1,13	1,62	0,46	1,66	1,84	1,54

\* The nearer the range is to the size of scale, the more inconsistent the responses.

CLASS: 6(ii)

NUMBER OF PUPILS: 29

Scores = mean score obtained by class.

	AMOUNT OF HOMEWORK SET	HOMEWORK CHECKED	DIFFICULTY OF SUBJECT	TEACHER'S EXPLANATIONS	TEACHER'S DISCIPLINE	ENJOYMENT OF SUBJECT	TEACHER'S ATTITUDE TO YOU	IS THE SUBJECT WORTHWHILE?	YOUR FEELING TOWARDS TEACHER	TEACHER'S EXPECTATIONS
SUBJECT A	0,97	1,07	1,52	2,86	1,24	2,48	2,27	1,97	2,72	1,68
B	1,86	2,69	2,17	2,62	1,97	2,10	2,10	2,45	2,41	2,03
C	0,52	0,34	1,41	2,38	0,41	2,28	2,00	2,21	2,21	1,55
D	1,97	1,17	2,55	1,17	1,69	0,97	1,97	2,62	0,83	2,68
E	1,80	2,07	1,40	2,67	2,13	2,00	2,00	2,13	1,47	1,67
F	1,93	2,41	2,10	2,21	2,03	1,69	2,07	2,45	2,21	1,93
G	2,13	2,73	1,33	2,67	2,47	2,13	2,20	1,93	2,40	1,93
H	1,07	1,17	1,48	2,17	1,14	1,76	2,03	1,52	1,69	1,58
I	2,72	1,72	1,97	2,14	1,69	1,55	1,90	0,72	1,31	2,24
J	0,79	3,00	1,43	2,36	2,53	1,86	2,00	1,86	1,57	2,42
K	1,93	2,45	1,86	2,69	2,14	1,86	2,17	1,76	1,86	2,21
Size of Scale	0-3	0-3	1-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
Range of Responses	2,2	2,7	1,2	1,69	2,1	1,5	0,4	1,9	1,9	1,1

The subjects are not in the same order for 6(i) and 6(ii).

3. PUPIL ESSAYS: ACADEMIC COMMENTS

- a. "My mom was really pleased when I got 97% for Maths."
  - b. "Exams are much more difficult but I seem to cope."
  - c. "Std 6 wasn't as hard as I thought it would be."
  - d. "People in my class kept teasing me because I got good marks for my tests."
  - e. "One thing I did not enjoy was that the teachers expect too much from Std 6A."
  - f. "The school work was easy in some way and difficult in another."
  - g. "The subjects this year have been interesting - a change from the boring subjects from last year."
  - h. "The homework was incredible and tests, projects and assignments were piling up on top of us."
  - i. "My English teacher is so kind and understanding. She reminds me of a teacher I had in standard 3."
  - j. "I am not sure I am going to pass standard 6."
  - k. "The work is very difficult but if you have a teacher like -- you will get through the year."
  - l. "I soon found out I would have to start studying seriously."
  - m. "It was difficult getting used to associating the teachers with their classes."
4. Five parents stated on their questionnaires that their children enjoyed moving from class to class and having a variety of teachers.
  5. "A pupil in the A class is expected to know everything." (Comment on parent questionnaire).
  6. Comments on Standard 6 intake from school questionnaire.
    - a. Handicapped by lack of grounding in reading, writing and arithmetic.
    - b. Different standards from different feeder schools. (5 replies).
    - c. Unable to cope with move from a dual medium primary school to an English medium high school.
    - d. Unable to express themselves in writing.
    - e. Too many are promoted who are unable to cope.
    - f. Spelling weaknesses.
    - g. Lack of independence.

- h. Special class material is sent to an ordinary high school.
- i. No ideas of discipline, study methods or responsibility.
- j. Bad guidance resulted in their being sent to technical schools when they were never technical. (2 replies).

7. PROVISION FOR REMEDIAL WORK.

- a. Extra lessons arranged for remedial reading.
- b. S.R.A. Reading Laboratory. Extra English, Afrikaans and Mathematics. lessons arranged.
- c. Tutoring by standard nine pupils (3 replies).
- d. Guidance teachers do remedial work with a few pupils.
- e. The responsibility lies with the individual teacher.
- f. Teachers on duty in afternoon and pupils free to see them (4 replies).
- g. Training College Students help after school.
- h. Compulsory extra lessons for those not progressing.
- i. Guidance teacher concentrates on study methods.
- j. Girls attend extra lessons during cadet periods.
- k. Extra Afrikaans lessons for immigrant pupils (4 replies).
- l. Pre start of the year Mathematics course for standard 6's.

8. COMMENTS FROM PARENT QUESTIONNAIRES

(Problems pupils still had after a month at school)

- a. "Inconsistencies and divergent ideas of teachers concerning covering of books, method of presentation of work, homework requirements.
- b. "Understanding all the teachers."
- c. "Not able to cope with homework." (4 comments)
- d. "Will he forget to take the correct books."

## CHAPTER SIX

### EXTRA-CURRICULAR ACTIVITIES

- 6.1 Introduction
- 6.2 Extra-curricular activities and orientation
- 6.3 Extra-curricular activities and academic achievement
- 6.4 Extra-curricular activities and peer relationships
- 6.5 Sport in the extra-curricular programme
  - 6.5.1 Involvement in sport
  - 6.5.2 Sport and school assemblies
  - 6.5.3 Pupils' attitudes to sport
- 6.6 Cultural extra-curricular activities
  - 6.6.1 Cultural activities and peer and social groups
  - 6.6.2 Involvement in cultural activities
  - 6.6.3 Pupils' attitudes to cultural activities
- 6.7 The Parent Questionnaire
- 6.8 Conclusions.

## 6.1 INTRODUCTION

It is a generally accepted fact that extra-mural activities are seen in Cape Education Department schools as an important, if not essential, part of the educational process. The Handbook for Principals of the Cape Education Department also states that education should not be restricted to the classroom.

In the Future of Work, Handy (1984) sums up the basic reason for the importance of extra-curricular activities as follows:

"There is a well-being that comes from a rounded life, with access to sport, recreation, friends and community, the opportunity to share in activities, to contribute as well as to receive, to give and to get without the complication of money." He stresses that in a future where people will have shorter working lives, people will have to know how to spend their leisure time. He also sees a possible increase in jobs for people as teachers of craft-work, music, drama, hobby-related work and similar activities.

Gammage (1982) has also commented on the importance of developing leisure-time skills at school and asserts that "a full and complete daily existence during childhood is the best insurance for successful adulthood".

Among their other advantages, extra-curricular activities do provide "creative outlets for adolescent energy" (Kavinsky and Kauffman, 1980) and channel activities in a direction suited to the school and offer a "socially acceptable tension relieving activity" (Strydom 1970).

In this chapter reference will be made to a number of studies which focused on the part played by extra-curricular activities in the orientation of pupils. These will be tied up with information gathered during the course of this study. The areas discussed are referred to on the contents page of this chapter.

## 6.2 EXTRA-CURRICULAR ACTIVITIES AND ORIENTATION

There is considerable support in the literature for extra-curricular involvement as an agent to assist orientation in its widest sense.

Kavinsky and Kauffman (1980) suggest that extra-curricular activities are there to develop skills which assist socialization and to increase school involvement; Serow (1980) states that as pupils engage in more activities, they are more likely to feel more integrated within the school and report greater personal achievement. In addition Hanks and Eckland (1976) feel that participation in extra-curricular activities serves an important integrative function in school and college by fostering the acquisition and transference of status across adolescent and adult social systems.

These activities are also seen as assisting in the development of adolescent peer relations. From these activities most students derive the provision of a sense of accomplishment and self esteem. These activities can complement the academic agenda of the school by permitting a larger number of pupils the opportunity to succeed and to become involved and committed to the school (Gabarino, 1980).

Rutter et al. (1979) point out that one of the most valuable benefits of an extra-mural programme in the orientation of pupils is that "joint activities between teachers and children outside the classroom may help each other to appreciate the other better and come to share the same goals".

Gabarino (1980) and Serow (1980) both considered school size and the level of involvement and found that involvement tended to decrease as the size of the school increased. On the other hand King (1973) found no significant connection between school size and pupils' involvement.

Serow (1980) refers to three investigations which found that there was a connection between affluence and involvement. Children from more affluent homes became more involved. King (1973) again found differently, namely that there was no difference in the level of

involvement of middle and lower class pupils. These differences could be explained by the fact that Serow carried out his investigation in America and King in England. This aspect was beyond the scope of this study, however.

The Human Sciences Research Council survey (Strydom, 1970) found that standard six boys who participated in sport displayed a larger measure of personal and social adjustment than non-participants did. Details of this survey are referred to in the next section on extra curricular activities and academic achievement. Potgieter (1977) also found that sport contributed significantly to a South African pupil's socialization.

Finally, the importance of sport in helping the pupil to adjust is shown in the case study quoted by Youngman and Lunzer (1977). "Allied with Daniel's strong involvement in sport it is not difficult to appreciate how he did adjust (to high school) in a relatively short time."

### 6.3 EXTRA-CURRICULAR ACTIVITIES AND ACADEMIC ACHIEVEMENT

A commonly heard response of a South African parent whose child has failed an examination is that he is not allowed to play sport as "he has to learn". The same reaction may come from the parent of a standard six pupil when he is informed that the school expects his child to play sport.

What justification is there for this? The literature on the subject is contradictory.

Coleman (1961) concluded that extra-curricular activity was by and large detrimental to academic performance and achievement. Since then overseas researchers like Hanks and Eckland (1976); Otto and Alwin (1977); Snyder and Spreitzer (1977); Landers and Landers (1978); Gabarino (1980); and Serow (1980) have suggested otherwise. Hanks and Eckland (1976), who quote a number of other investigations to support them, found that extra-curricular activities even had a mild salutary effect on the academic achievement of males. Snyder

and Spreitzer (1977) give as a possible explanation the fact that "extra-curricular activities are also usually supervised by school personnel who are academically oriented" and who are important in the eyes of the pupils. Their survey was concerned with girls and they also found that "respondents who participated in both sport and music had the highest educational expectations, but when students who participated in sport alone were compared with those involved in music alone, no significant differences were evident in their level of educational expectations".

Kelly (1978) in his criticism of streaming found that there was "a lack of interest in the extra-mural programme in lower streams" and Lacey (1970) found a similar connection. King (1973), however, had found no connection between academic ability and involvement in the extra-mural programme. It is likely that this lack of interest may have been affected by the "counter-school" group which tended to develop in the lower stream classes that Kelly studied.

The investigation most applicable to this study was a talent survey project of the Human Sciences Research Council. In 1965 about 70 000 white standard six boys in the Republic and South-West Africa were given academic, social and personality tests. They were tested again two years later. This study found that male participants in sport in standard six tended to greater scholastic attainment than non-participants. It was found that standard six pupils at all levels of intellectual capacity could derive benefit from sport.

#### 6.4 EXTRA-CURRICULAR ACTIVITIES AND PEER RELATIONSHIPS

In Chapter 3 reference was made to the importance the adolescent places on his relationship with his peers. This relationship can be influenced by his participation in the extra-curricular life of the school.

Writing about pre-adolescents, Potgieter (1977) suggested that physical skills and proficiency at games formed an integral part of a child's social life and these skills and proficiency were highly valued by the peer group. Mack (1982) supports this by adding that, especially at a boys' school, there is a need to achieve in sport in

order to be accepted by the teacher, by his peers, and by himself. He argues that an inability to succeed can have disastrous results. Similar views are expressed by Landers and Landers (1978) and Strydom (1970). Coleman (1961) goes so far as to state that athletic success seems the clearest and most direct way to gain membership in the leading crowd.

These views are concerned with peers who are members of the pro-school group. But peer relations run counter to the extra-curricular programme of the school when the peers are members of an anti-school group. The programme has to compete with peer pressure from outside the school too where activities are peer rather than teacher controlled. The "counter culture" of peers outside the school has a lot of appeal to adolescents but it is not necessarily negative. What is negative, however are those activities classed as "doing nothing". This subculture is born of boredom and involves activities like getting a "weird idea" or hanging around in the streets where something may happen (Hall and Jefferson, 1975).

It is also a fairly well-established view that involvement in extra-curricular activities and a lower level of juvenile delinquency are connected (Landers and Landers, 1978; Kavinsky and Kauffman, 1980; Malsimur and Schempp, 1984). Whilst involvement does not necessarily deter juvenile delinquency, the fact remains that involvement uses up time which might otherwise be used in delinquent activities (Malsimur and Schempp, 1984).

Any orientation programme, therefore, has to take cognisance of the need to negotiate and mediate an involvement-ethos that recognises the nature of the competing claims of the pupils' "free time" including time that should be spent with the pupil's family (Landman, 1984).

## 6.5 SPORT IN THE EXTRA-CURRICULAR PROGRAMME

The health or fitness aspect of sport has received considerable attention in the literature and the media. In the United States the

February 1985 edition of Runner's World confirmed an earlier study by McCandless (1970) that there was an increase in the number of school-going children who failed to meet the standards of "an average healthy youngster".

Fitness aside, sport is also seen as a means of inculcating school approved qualities such as loyalty, conformity and obeying the rules of fair play, the ability to co-operate, the ability to withstand adversity, courage, and a release from tension and aggressive impulses. Sport also generates a number of minor success roles - team member, goal scorer, team captain - all of which assist the individual in developing a sense of membership of the school (Landers and Landers, 1978; King, 1973; Landman, 1984).

The possibility that it can also generate a sense of failure must not be ignored, however. Teams have a finite number of players and certain children have no real sporting ability and so the question of compulsion has to be resolved.

Newspapers show success in sport bringing honour to the school and so stress is placed on winning. This leads to "elite achievers rather than recreational participants" (Coakely, 1983) and sports should be "client orientated rather than school glorifying" (King, 1973). Because of this emphasis on the elite, Pooley (1984) suggests that teachers should "teach not coach on the sportsfield". It is probably not likely that the reaction will be so extreme that "a coach who has a good physical fitness programme for all youth in his school but whose team is a loser may have his contract terminated" (McCandless, 1970).

One of the problems that may arise from compulsory involvement is that "students might try to perform the activity or exercise because they are in school and are requested to do what they are told, but they only go through the motions and, as a consequence, resentment builds and the quality of life is diminished" (Pooley, 1984).

#### 6.5.1 INVOLVEMENT IN SPORT

What are the issues affecting involvement in sport?

Availability of sport is probably an important issue. Serow (1970) quotes Barker and Gump (1962) who stated that the per capita availability of school activities was a key determinant of a pupil's extra-curricular participation. King (1973) investigated sixty-two schools in England (13 boys', 12 girls' and 37 mixed schools) and found they offered an average of 9,3 sports. The schools in the survey which forms part of this study on average offered the standard six pupils 9,45 sports. The availability of sports at the schools in the survey for this study is shown in Table 6.1.

TABLE 6.1

AVAILABILITY OF SPORTS			
The percentage of schools offering various sports. n = 113 Only those sports offered by more than 25% of schools are included. (81 Mixed, 20 Boys' and 12 Girls' Schools).			
Athletics	99,1%	Netball	75,2%
Tennis	99,1%	Girls' Hockey	66,4%
Rugby	86,7%	Shooting	57,5%
Cricket	85,8%	Gymnastics	38,9%
Cross Country	81,4%	Squash	38,1%
Swimming	76,1%	Boys' Hockey	35,4%

In the case study schools Green High School offered pupils 10,0 sports and Blue High School offered 14,0 sports. As many as thirty percent of the pupils in the two case study classes at Green High School would have chosen other sports if they had been available<sup>(lg)</sup> but they are content with the selection they have<sup>(ld)</sup>.

The opportunity to represent the school is probably another issue. King (1973) found that pupils had an opportunity to represent their school in 6,3 different sports. No similar figure was obtained in this study but fifteen out of twenty-five girls and twenty out of twenty-five boys at Green High School had represented their school at sport during the first six months of 1985.

Another issue is the "compulsion" of participation in sport. Schools are not able to compel pupils to participate in sport but

a state close to compulsion is reached by many. The following shows to what extent schools in the survey compel their pupils to take part in sport.

TABLE 6.2

DEGREE OF COMPULSION IN SPORT PARTICIPATION	
"Compulsory"	33,7%
Encouraged	40,7%
Voluntary	15,0%
Other	10,6%

The degree of compulsion at the two case study schools is illustrated by the following:

At Green High School the sport policy was explained at the first assembly. Every pupil was expected to take part in one sport per term. The following day all pupils had to go to one of a number of venues depending on their sport chosen for the first term. Their names were then taken down. In the first term all pupils in the two case study classes at Green High took part in sport. In the second term three girls did not. No reason for this was ascertained.

At Blue High School all pupils were given sport application forms containing lists of all sports available. Pupils had to take part in a winter sport and were encouraged to take part in a summer sport. The new intake received special forms as all standard six pupils were expected to take part in a team sport in winter. These forms were returned and the information stored on a computer so that lists could be drawn up for coaches, class teachers and standard heads. Standard heads then checked that all pupils were involved.

Another issue was the importance placed on team sport. Reohr (1984) and Potgieter (1977) both refer to Piaget's theory that the problem of socialization is to lead the child from egocentricity to co-operation. Reohr maintains that the competitiveness of sport reacts against this but Potgieter contends that competition

need not be excluded in developing co-operation. Involvement in team games may be one method of developing co-operation. The extent to which schools in the survey stress team games is shown below.

TABLE 6.3

IMPORTANCE OF TEAM SPORT	
Team sport "compulsory	12,4%
Team sport encouraged	8,8%

At Green High School there was no emphasis on team sports while at Blue High School all standard six pupils were expected to take part in a team sport.

The issues about compulsion and involvement in team sports obviously influence the reason why a pupil chooses a particular sport. Respondents to the school survey questionnaire gave what, in their opinion, were the reasons for a pupil's choice of sport. More than one reason could be given.

TABLE 6.4

REASONS FOR PUPIL'S CHOICE OF SPORT			
Pupil's interest	93,8%	School pressure	25,7%
Peer pressure	28,3%	Parental pressure	9,7%
Parental interest	27,4%	Television	8,7%

Once the pupil is drawn into a sport as part of his orientation to the school, it is probably desirable that he should maintain his interest in the sport so that he remains involved in the school. 84,1% of the respondents to the school survey questionnaire felt that involvement did continue after standard six in their schools. In the case study classes two of the fifty pupils

intended reducing the number of sports they were participating in and nine others intended changing sports the next year.

Another method that is used by schools, which is supposed to make pupils feel loyalty to the school, is to get pupils to support sporting activities involving the top school teams or participants. The policy of the schools in the survey in this regard is shown in Table 6.5. The success of this as a means of orientation could not be assessed in this study.

TABLE 6.5

AMOUNT OF SUPPORT REQUIRED BY STANDARD SIX PUPILS AT FIRST TEAM MATCHES OR SPECIAL SPORTS EVENTS.		
1 or 2 events	- attendance compulsory	10,6%
Most events	- attendance compulsory	5,3%
1 or 2 events	- attendance encouraged	4,4%
Most events	- attendance encouraged	63,7%
Attendance not encouraged		1,8%
Other (Including combinations of above)		14,2%

At both case study schools attendance at one or two events is compulsory and it is encouraged for most other events.

#### 6.5.2 SPORT AND SCHOOL ASSEMBLIES

The above issues are mostly administrative with only a little school policy and school ethos involved. In order to look at the attitudes generated one needs to have a close look at the ethos of the school. One place where this could be observed was at assemblies.

King (1973) found that at some schools only successful teams were applauded at assemblies. At Green High School games results were announced at most assemblies and teams were applauded if they won or lost. The important criteria were that they had "played well" or "tried their best". Attitudes to sportsmanship were often

mentioned with the result that when a touring team went off at the end of the first term the principal said they "need not be reminded what is expected in attitude and standard of play". When attendances at practices in some sports dropped pupils were told they were expected to excuse themselves but at the same time it was pointed out that it was rude to the coaches for pupils not to excuse themselves. Support for a big inter-schools athletic meeting was encouraged. Attendance was compulsory for standard six pupils and a large number of standard tens attended. The poor attendance by standard seven to nine pupils was mentioned at an assembly and disappointment was expressed. On one occasion the neat appearance of standard six cricketers compared to that of their opponents was commented on and the pupils were complimented.

This reflects attempts to develop a positive attitude to sport and the lessons to be learnt from it in connection with manners, sportsmanship, correct dress, involvement and support for the school. Although winning was not stressed, the rewards for sport were not ignored and sports colour and other awards were made at the end of each term. In addition trophies won at inter-school events were displayed at assemblies. Winning did not seem to receive as much recognition as the more education-oriented aspects of sport mentioned at the start of this paragraph. In addition there was a four minute talk at an assembly on "Why we play sport" with very little reference to winning.

As a means of "advertising" sport at the school, sport committees were given an opportunity to make pupils aware of what the sport entailed. Each committee in turn would sit on the stage at assembly. After the Bible reading and prayer, the members of the committee were able to address the pupils. This made pupils aware of the various sports. Assemblies involving Tennis, Cricket and Squash committees were observed.

### 6.5.3 PUPILS' ATTITUDES TO SCHOOL SPORT

Up until now there has been no reference to the pupils' attitudes to sport at school, especially in their standard six year. For

this a look at the pupil response sheet analysis<sup>(1)</sup> and comments from their diaries and essays<sup>(2)</sup> give us some idea. (See 2.4.4 and 2.4.5 for details of these.)

There seemed to be a preference for the choice of sports at high school compared to that at primary school<sup>(1e, 2a, 2h, 2i)</sup> and pupils seemed to enjoy their sport<sup>(2c, 2f, 2n)</sup>. There was not a single negative comment about sport in any of the essays and it must be borne in mind that the pupils involved had to take part in team sports. The responses from the pupils seemed to support issues mentioned earlier in the chapter such as developing better contact with teachers<sup>(2e)</sup> and obtaining some form of recognition or achievement<sup>(2a, 2b, 2f, 2j, 2l, 2o)</sup>. In addition one pupil mentioned his "personal best catch" in his diary and sixty-four mentioned achievements in sport at primary school.

It appears that pupils in standard six have sporting ambitions<sup>(1h, 2d)</sup>. In the eighty diaries fifty-seven pupils mentioned sport in their high school ambitions ranging from eight who hoped for provincial colours to those who wanted "to play in an away match" and "to play against another school".

Twenty pupils at Green High School out of the fifty in the case study classes were participating in a particular sport for the first time (some in two sports) and the fact that only two of the fifty had ideas about giving up sports the next year seems to show that they were happy to be involved in sport<sup>(1c)</sup>. In addition seventeen boys out of twenty-five and eleven girls out of twenty five had formed friendships with pupils they had met because of their participation in sport. (See Chapter 3.2.1).

Twelve boys and twelve girls out of twenty-five of each sex in the case study classes felt that sport should not be compulsory for standard six pupils. It must be remembered that at Green High pupils are expected to take part in at least one sport per term. Eighteen of the same group of girls, however, and nineteen of the same group of boys felt that standard sixes should take part in team games. When one considers that fifteen girls and twenty boys had represented their school at sport in the first six months, this shows that they probably realised that they gained something from this representation.

## 6.6 CULTURAL EXTRA-CURRICULAR ACTIVITIES

In this section I shall deal with the non-sporting extra-curricular activities at the school and their part in the orientation process.

Cultural involvement contains many characteristics of sport involvement. "Sport and music are comparable in the sense that they require intensive training, discipline and coaching; they represent major areas of school resource allocation and are sources of prestige among adolescents" (Snyder and Spreitzer, 1977).

Rutter et al. (1979) state that involvement in music and drama are equally important indicators of success at school as passing examinations. The same may not apply in South Africa where there usually seems to be more emphasis on examinations and sport compared to cultural activities than in England. Cultural activities do not seem to receive the attention that sport does in the literature or in the schools. Otto and Alwin (1977) state that "comparatively little has been done to explore the effects of other kinds (non-sporting) of extra-curricular activity". Landman (1984) illustrates this imbalance in the following: "Die feit dat 'n skool moontlik R5 000 vir 'n rugbytoer sal begroot maar nie bereid is om meer as R20 vir sy skaakklub te bewillig nie, illustreer watter wanbalaanse daar dikwels bestaan". This is also shown by the fact that, in 45,1% of schools in the school survey, club membership is entirely voluntary compared to 15% where sport involvement is voluntary. King (1973) suggests that "because the membership of clubs is essentially voluntary, the act of joining is also seen as a commitment towards the school in the broader sense".

An account is given in the National Forum Foundation's Our School Life (1954) of a pupil who drifted in to a Camera Club meeting by accident and stayed on as a member. This shows the need for pupils to be aware of what societies are available. Scott (1984) recommends an Extra-curricular Mini Fair held about three weeks after the start of the year in the school library. "This fair gives clubs the opportunity to outline their yearly activities and recruit new members from the incoming students. Each club is invited to prepare a display and schedule members to speak.... After an introduction by

an Orientation Committee member about the value of participating in cocurricular activities, the member introduces each club's speaker in turn." This idea of a fair is also recommended by Warchol (1979).

#### 6.6.1 CULTURAL ACTIVITIES AND PEER AND SOCIAL GROUPS:

Lacey (1970) noticed the development of pro- and anti-school groups in cultural activities. The pro-school clubs are adult dominated like school clubs, Scouts, Guides, religious youth groups. The anti-school clubs are adolescent dominated - coffee bars, snooker and billiards. Lacey would probably include "discos" today. He found that pupils of all social levels at Hightown Grammar supported the pro-school activities but those from the bottom social level produced nearly all the anti-school groups.

King (1973) expected support of school clubs from middle class pupils as "the content of clubs may often be more middle class than working class in content and origins. Debating and Dramatic Societies are clear examples of this".

In the present study there was no indication of support for various societies or clubs by one socio-economic group or another. There did tend to be a small but insignificantly larger number of society and club activities in those schools where over 40% of parents occupied professional positions but others with less than 5% of parents from the professional class showed almost the same degree of involvement.

#### 6.6.2 INVOLVEMENT IN CULTURAL ACTIVITIES

The availability of societies or clubs is also likely to have some bearing on pupil participation as it does in sport. The following table (Table 6.6) provides a list of societies and clubs offered by the schools involved in the school survey. The involvement of pupils is indicated as well. It appears that the religious

societies have by far the most appeal. This may be because most offer 'welcoming water-melon feasts' or outings for new pupils. Many also offer week-end camps and regular weekly meetings. Some, including Blue High School, set aside a special long break especially for meetings of religious clubs and societies. Other schools indicated that 99% of their pupils were involved in religious societies, which may be an exaggeration.

At Green High School eight clubs/societies were open to standard six pupils and thirty-nine out of fifty pupils in the case study classes had joined at least one club or society<sup>(3b)</sup>. Forty-two of them wished to join another club or society but had not done so<sup>(3c)</sup>. Nine had become involved in other cultural activities like the school band, house plays and the choir.

TABLE 6.6

AVAILABILITY OF CLUBS AND SOCIETIES		
TYPE OF CULTURAL ACTIVITY AVAILABLE TO STD 6 PUPILS	PERCENTAGE SCHOOLS OFFERING ACTIVITY	PERCENTAGE OF PUPILS INVOLVED
Religious (S.C.A. etc.)	95,6%	32,5%
Musical (Bands, choirs, etc.)	92,0%	12,0%
Debating	83,2%	17,4%
Chess	75,4%	4,1%
Drama	69,0%	8,4%
Service (Interact, etc.)	58,4%	12,8%
Computer	53,0%	10,0%
School Newspaper	46,0%	8,7%
Subject related (eg Science/ History Club)	43,4%	18,2%
Outdoor (Hiking, etc.)	43,4%	10,1%
Photographic	39,8%	3,0%
Collectors (Stamps, Coins, etc.)	12,4%	4,8%
Other	14,2%	22,5%
<p>Total schools involved = 113.            Percentage pupils involved is the mean percentage of the total school population (not only Std 6) involved at schools where the activity is offered.</p>		

Respondents were asked to indicate what other cultural activities they offered. The other activities varied from school to school. The maximum number was seven. Dancing (ballroom and ballet) was the only activity common to two or more schools.

These involvement figures, appear much lower than the involvement figures in sport and, can probably be attributed to the policy of the schools with regard to participation in cultural extra-curricular activities. This is reflected in Table 6.7 where compulsory cultural society membership is not prevalent.

TABLE 6.7

POLICY IN CONNECTION WITH CLUB/SOCIETY MEMBERSHIP	
Membership of at least one society/club is compulsory	6,2%
Membership of at least one society/club is encouraged	48,7%
Membership of clubs/societies is entirely voluntary	45,1%

Standard six pupils, from my experience, tend to take a back seat in society activity. This was confirmed by the school survey in which 52,2% of respondents felt the same. In order to overcome this certain schools have clubs or societies open only to junior members of the school. In the school survey 45,1% of respondents confirmed the existence of junior clubs in their schools. These schools provided an average of 1,78 clubs for juniors - the maximum being ten. At Green High School there was a junior debating society and a junior band.

Cultural activities do not seem to receive the same support as sport does. No schools mentioned the existence of a mini-fair but three did mention talks to the school by chairmen of societies on the first day of the year. At Green High School the various club committees were given an opportunity to address pupils at an assembly - one society per assembly - on what their society had to offer. Other than this there was very little promotion of clubs and societies in the assemblies attended. At Blue High School society chairmen could apply to address pupils at the weekly prefect assemblies.

#### 6.6.2 PUPILS' ATTITUDES TO CULTURAL ACTIVITIES

As with sport, it was decided to look at pupil attitudes to cultural activities by again looking at a pupil response sheet analysis<sup>(3)</sup> and pupil essays<sup>(4)</sup> and diaries.

The immediate impression was that cultural activities did not seem to have the same popularity that sport did as has already appeared to be the case in the section on involvement. Pupils did, however, seem to enjoy the activities<sup>(4a, 4b, 4c)</sup> and one found an opportunity to become involved<sup>(4f)</sup>. Pupils also seem keen to join cultural activities as forty-two of the fifty in the case study classes expressed a wish to join at least one other society<sup>(3c)</sup>. This finding is rather suspect as during the previous six months pupils had only attended an average of 2,4 meetings and many had attended no meetings in the societies/clubs of which they were members. The most common reason for not joining a club was that it was only open to senior pupils<sup>(3d, 4e)</sup> and it is probably this "status" that makes the club appealing. Lack of time was the next most important reason for not joining clubs<sup>(3d)</sup>.

Achievement in cultural activities was also secondary to achievement in sport and only fifteen out of eighty mentioned primary school cultural achievements in their diaries. Twenty-two mentioned cultural activities in their aims for high school - three aimed to be chairmen. No pupil mentioned a cultural activity in his/her week's diary. The case study classes appeared to be more ambitious but this may be because they were specifically asked for their aims in cultural activities. 30% of them aimed for positions on a committee<sup>(3f)</sup>.

Green High School had inter-house plays and produced a major musical during the first six months. These were promoted in assemblies but few standard six pupils were involved. They were, however, made aware of the dramatic achievements of the school. In addition the school band performed at most school assemblies and standard six pupils were constantly made aware of the importance of the band and music in the ethos of the school. Awards were made for achievement in cultural activities, including drama and the band, and standard six pupils were present when these awards were made.

## 6.7 THE PARENT QUESTIONNAIRE

Only a general attempt was made to discover parental wishes as far as extra-curricular activities were concerned. Parents were asked to rate on a 1 to 5 scale (5 being very important) what they would like their children to get out of high school and the following percentage responses were received:

TABLE 6.8

WHAT PARENTS EXPECT FROM THE EXTRA-MURAL PROGRAMME					
Rating Scale	1	2	3	4	5
Involvement in the school (sport and culture)	4,5	5,4	29,7	24,3	35,1
Success at sport or in a cultural activity	13,5	11,7	45,0	13,5	16,2
Number of parents = 111					

As the findings in Table 6.8 indicate, the emphases of parents was more on involvement than achievement. Obviously the fanatic camp followers whom most teachers have met were not among these respondents.

## 6.8 CONCLUSIONS

The fact that all the schools in the school survey offer a variety of sporting and cultural extra-curricular activities shows the importance given to these activities in their educational programmes. In addition the promotion of extra-mural activities in assemblies at the case study schools provides a powerful sense of legitimacy in staff and pupil eyes and in so doing defines the social reality of the school.

The literature, the parents, and the views expressed in assemblies at the case study schools stress the importance of participation in preference to achievement in school extra-mural activities. The "winning at all costs" syndrome was not supported although it is recognised that it can easily become so. The intention is to get pupils involved in the school and, therefore, maximum participation is desirable. Further, emphasis on aspects of the extra-mural

programme, other than success, was made at assemblies and what are understood to be correct attitudes were also mentioned.

Next, it also appears that pupils readily accept being drawn into the extra-mural programme of the school and tend to enjoy the activities in which they become involved provided there are sufficient activities to interest them. It does not seem, however, to be a question of providing an infinite number of different activities for few additional activities were requested and pupils who become involved in activities for the first time seemed happy to continue with these after standard six. Pupils did seem to gain some satisfaction from involvement in team sports although schools did not seem to prefer participation in team sports to individual sports. Furthermore, pupils did not appear to be unhappy about being compelled to take part in sporting activities.

Cultural activities seem to play a secondary role to sport in most aspects of the extra-curricular programme in respect of overall involvement, peer and staff recognition and staff encouragement and appear thus to play, rightly or wrongly, a minor role in the orientation of pupils.

The influence of school size on involvement mentioned in an American survey may not have as negative an influence on Cape Schools because all our schools are small by American standards as the mean enrolment in the school survey was 525 compared to the 2184 in the American survey (Gabarino, 1980). This aspect may, nevertheless, have some influence in the bigger schools in the Cape.

There is limited evidence only in this study that extra-mural involvement leads to better relationships between pupils and teachers.

Unfortunately there was no evidence collected on the influence of the anti-school group on the extra-curricular programme. The staff at the case study schools feel that what influence there is, is negligible. This may be because both schools feel that pupils should be involved and nearly all pupils are involved in some way at the two schools.

As sporting and, to a lesser extent, cultural extra-curricular activities are considered an important part of the education of pupils, they must be considered in any orientation programme.

FOOTNOTES1. THE PUPIL RESPONSE SHEET  
SPORT (10 sports available to Std 6 pupils)

- a. PARTICIPATION: SUMMER  
 Played no sport  
     1 sport  
     2 or more sports
- b. PARTICIPATION: WINTER  
 Played no sport  
     1 sport  
     2 or more sports
- c. INVOLVED IN A PARTICULAR SPORT FOR FIRST TIME
- d. CHANGE OF SPORTS IN 1986  
 Would take up another sport in place of one given up  
 Would reduce number of sports
- e. COMPARISON TO SPORT AT PRIMARY SCHOOL  
 Preferred junior school choice  
 Preferred high school choice  
 Neutral
- f. REPRESENTED HIGH SCHOOL AT SPORT  
 Summer  
 Winter
- g. OTHER SPORTS NOT PROVIDED PUPIL WOULD HAVE PREFERRED  
 Soccer  
 Table Tennis  
 Water Sport (Skiing, sailing, diving, etc.)  
 Badminton  
 Netball  
 Other
- h. INTENDED ACHIEVEMENT AT SPORT  
 Provincial or National  
 1st Team  
 2nd Team etc

	BOYS		GIRLS	
	6(i)	6(ii)	6(i)	6(ii)
0	0	3	0	
12	5	6	13	
3	5	1	2	
3	0	2	1	
12	7	7	12	
0	3	1	2	
9	8	4	7	
3	3	0	3	
0	1	1	0	
0	0	0	0	
10	7	3	11	
5	3	7	4	
11	9	3	7	
9	10	6	9	
2	3	0	0	
2	0	0	0	
2	3	0	0	
0	2	0	0	
0	0	4	4	
2	1	1	4	
7	6	2	3	
5	3	3	6	
1	1	4	4	
15	10	10	15	

TOTAL NUMBER OF PUPILS2. PUPIL ESSAYS (Comments on sport)

- a. "I learned how to play rugby and cricket."  
 b. "I was made under fifteen A goalkeeper."  
 c. "You are never bored at ..... because there is always some kind of sport to play."



d. <u>REASONS FOR NOT JOINING</u>				
Only open to senior pupils	1	0	5	10
Not in possession of equipment/finance	1	4	0	0
No time	5	1	1	1
Do not know how to go about joining	0	0	2	2
No friends are joining	0	0	2	0
Other	2	1	0	0
e. <u>OTHER CULTURAL INVOLVEMENT</u>				
Band	0	2	0	2
Choir	0	0	0	2
Plays	0	1	2	0
f. <u>INTENDED ACHIEVEMENT IN SOCIETIES/CLUBS</u>				
Committee (including Chairman, etc.)	6	4	1	4
Act in plays	1	0	3	5
Other (including being a member)	2	1	2	1

4. PUPIL ESSAYS: (comments on cultural activities)

- a. "The S.C.A. 'watermelon wallow' at the beach was great fun and did a lot of help in giving us encouragement for the future."
- b. "I enjoyed choir."
- c. "I went to the S.C.A. camp which was nice." (Two essays).
- d. "I was excited when I found out I had just come two short of being in the house quiz team."
- e. "I must congratulate the school on their wide selection of sports and societies. It is just a pity you can only join Interact in Std 8."
- f. "If you don't play sport there are things like S.C.A. camps you can go on."

## CHAPTER SEVEN

### CONCLUSION

- 7.1 Orientation Programmes in Existence in Cape Schools
- 7.2 Leading to an Orientation Programme
- 7.3 Areas for future research.

## 7.1 ORIENTATION PROGRAMMES IN EXISTENCE IN CAPE SCHOOLS

The first, and major purpose of this study was to investigate the nature of orientation programmes for standard six pupils in Cape Education Department schools. The bulk of the data was obtained from a survey questionnaire sent to schools. Other information was obtained from parents of pupils at three Eastern Cape schools by means of a questionnaire. Teacher interviews were conducted at two case study schools. Other information was obtained from pupils at the two case study schools by means of response sheets, essays and "diaries" written by pupils. Finally, direct observation of meetings, assemblies and first day procedures added information on orientation.

The general impression gained is that orientation programmes are still in their infancy. A few schools appear to have given the matter considerable thought and are trying in various ways to help pupils to adapt to their new environment. Others, however, appear to have no orientation programmes at all whilst a few even mentioned that the arrival of the questionnaire had prompted them to give the matter more thought. For the majority, who have some sort of programme, assistance with programme design and staff development appeared to be necessary. In certain areas there was a significant difference between what the schools provided and what the parents and/or pupils perceived they needed, found useful or enjoyed. In particular a staggered start to the year, the provision of day or week-end social outings for pupils, and the provision of certain information, especially about important events in the school year, figured prominently. In addition, schools appeared to provide insufficient liaison with parents and liaison between high schools and their feeder schools appeared to be almost non-existent.

In the pastoral sphere schools appeared to show an awareness of pupils' anxieties about moving to high school, and attempts were made at many schools to allay these anxieties. There were also a number of schools that made provision to cater for pupils who came in during the course of the year.

There seems to be little consistency about the allocation of pupils to classes and various methods are used but there does seem to be a

move away from streaming all pupils in standard six. Schools also vary in allocating teachers to classes but most tend to allocate experienced rather than inexperienced teachers to standard six classes. However, in the majority of schools a subject-based allocation of a large number of teachers is preferred by teachers even though this did not find support in the literature and does not seem to be in the pupils' interest. Also related to the academic side of orientation is the feeling that not all pupils moving to high school in the Cape are academically ready for the move.

The importance of participation in the extra mural programme receives high recognition in most schools although much more emphasis seems to be placed on sporting than on cultural extra-mural participation.

## 7.2 LEADING TO AN ORIENTATION PROGRAMME

"We shape our surroundings and then our surroundings shape us."

Winston Churchill

The second and minor purpose of this investigation was to provide some guidelines for the development of an orientation programme for standard six pupils. As far as this is concerned it would be impossible to provide a programme that could be introduced in all or even most Cape Education Department schools. "A school can operate successfully only if it adapts its arrangements to suit the ascertained needs of its pupils rather than expecting the pupils to accommodate themselves to its preconceptions" (Yates, 1971). Hence what is proposed is a set of guidelines and procedures whereby each school can ascertain its pupils' needs (and those of their parents) in order to assist the school with the development of an appropriate orientation programme.

Before the programme can be introduced there must be a deliberate attempt, within the school, to foster a sensitivity towards the need for an orientation programme. The initial impetus is the responsibility of the principal but he or she may make considerable use of senior staff - especially the standard six standard head - later on. This sensitivity may be fostered at a staff meeting especially planned for this purpose. An agenda for this meeting should include:

- Discussion of what the school wants for the new pupils.
- A statement of goals for an orientation programme.
- An assessment of the performance gap between the goals and what is being done.

The use of pupil essays on what they felt during their first week at the school written soon after their arrival and essays on their impressions of standard six later in the year can provide a meaningful basis for the discussion of the needs for the particular school. A list of further guidelines for a programme is included in Appendix (x). In addition, for a programme to be effective, it will need to be evaluated from time to time.

The need for a positive approach to orientation is reinforced by one of the messages of Professor Michael Rutter (1979) and his colleagues in their book, Fifteen Thousand Hours. This message is that a school is good because of what it does not because of where it is or because of its traditional reputation. Schools should be seen to be doing something to be successful.

### 7.3 AREAS FOR FUTURE RESEARCH

The subject of orientation and adjustment to high school is a vast one and I am aware that this study merely scratched the surface of some issues and did not touch on others. This means that there are a number of areas for future research.

First, there may be the need for research similar to that of the Oracle Project (Galton and Willcocks, 1983) to be carried out in South African schools. This would involve the pupils' adjustment to the high school academic programme and include issues like the effect the move has on marks; the existence or not of "accelerators" or "bloomers" in standard six; the need or otherwise to reduce the number of teachers who teach each standard six class; liaison with feeder schools and whether primary teaching methods should be introduced into the lower classes of the high school or high school methods in the higher classes of the primary school.

Secondly, there appears to be a need for a thorough investigation into the existence of an anti- or counter-school subculture and its effect on schooling. It transpired that some respondents to the school survey questionnaire seemed unaware of or not concerned with its existence, and that in spite of the current black school boycotts.

Finally, three issues lend themselves to smaller studies. First the adjustment of pupils from small rural feeder schools to large boarding schools was an issue that was of great concern to three of the respondents in the school survey. Second, the different impact that transition has on boys and girls, because of their different rates and ages of maturing, may be of concern to those who wish to develop orientation programmes. Third, the issue of involvement in a team sport as a means to assisting orientation could be considered in the light of the fact that certain schools "compelled" standard sixes to take part in a team sport and others did not.

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## APPENDICES

- Appendix (i) : Letter to Principals
- Appendix (ii) : Letter to Teachers in Charge of Standard Six and/or Teacher-Psychologists.
- Appendix (iii) : The School Survey Questionnaire
- Appendix (iv) : Reminder Note to Schools
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- Appendix (vi) : Pupil Response Sheet 1.
- Appendix (vii) : Pupil Response Sheet 2.
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- Appendix (ix) : Cameos of the Case Study Schools.
- Appendix (x) : Towards an Orientation Programme - Guidelines.

## APPENDIX (i)

230 Cape Road  
Mill Park  
PORT ELIZABETH  
6001  
1 March 1985

Dear Principal

QUESTIONNAIRE : STANDARD 6 ORIENTATION

It would be greatly appreciated if you could help me in my research into the orientation of standard six pupils.

Could you please pass on the enclosed questionnaire to your standard head of standard six, or your teacher-psychologist, or any other member of staff involved with standard six orientation. Two or more staff may want to work together on the questionnaire.

The questionnaire has been approved by the Cape Education Department with the following conditions:

1. No principal / teacher / school psychologist is under any obligation to co-operate in this research in any way.
2. No principal / teacher / school psychologist or school may be identifiable in any way.
3. All arrangements regarding the project must be undertaken by the researcher.
4. As suggested by the researcher, the project must be conducted during the first term of the year.

As I feel sure that my findings will benefit schools, I shall make relevant information available to the S.A.T.A. and S.A.O.U. for use in their publications if they so desire.

Thank you in anticipation for your assistance.

Yours faithfully

*J. L. P. Heath*

J.L.P. Heath

Deputy Principal : Westering High School

(An Afrikaans version was also drawn up)

## APPENDIX (ii)

230 Cape Road  
Mill Park  
PORT ELIZABETH  
6001  
1 March 1985

TO THE TEACHERS IN CHARGE OF STANDARD 6 ORIENTATION AND/OR  
TEACHER PSYCHOLOGISTS

Dear Colleague

QUESTIONNAIRE : STANDARD 6 ORIENTATION

I should sincerely appreciate it if you would spare some time in answering this questionnaire which is part of my research towards a master's degree.

You, no doubt, agree that the orientation of standard 6 pupils is a very important aspect of education in the high school. At the end of my investigation I shall supply the S.A.T.A. and S.A.O.U. with information for them to use in their publications if they so wish. This will enable us to share the information obtained.

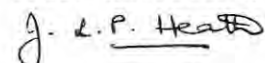
This questionnaire is being sent to all high schools under the control of the Cape Education Department. It has been approved by the Department.

All information will be treated in confidence and no individuals or schools will be mentioned in the report.

Please complete the questionnaire BEFORE THE END OF MARCH and return it in the accompanying envelope.

Thank you very much for your assistance. I can assure you it is appreciated.

Yours in teaching



J.L.P. Heath

(An Afrikaans version was also drawn up)

## APPENDIX (iii)

QUESTIONNAIRE TO TEACHERS IN CHARGE OF STANDARD SIX PUPILS  
AND/OR TO TEACHER PSYCHOLOGISTS.

(APPROVED BY THE CAPE EDUCATION DEPARTMENT)

CASE NO. 

		A

 1  
2-4

PLEASE ANSWER THE FOLLOWING QUESTIONS:

A. GENERAL

1.1 Is your school

1. Dual medium
2. English medium
3. Afrikaans medium?

(Answer 1, 2, or 3 in the block provided)

5

1.2 Is your school

1. Co-educational
2. Boys only
3. Girls only?

(Answer 1, 2, or 3 in the block provided)

7

1.3 Is your school

1. Ordinary
2. Technical
3. Commerical
4. Other?

(Answer 1, 2, 3 or 4 in the block provided)

9

If 'other', please indicate .....

1.4 Is your school

1. High School only
2. High and Primary School combined?

(Answer 1 or 2 in the block provided)

11

- 1.5 Is your school
1. Day school
  2. Day and boarding school?
- (Answer 1 or 2 in the block provided)  13
- If 2, give the approximate percentage of boarders.  
(One digit per block, please)  15-16
- 2.1 Total 1985 high school enrolment  
(One digit per block, please)  18-21
- 2.2 Total 1985 standard six enrolment  23-25
- 3.1 Total number of feeder schools providing at least  
10% each of your standard six intake  27
- 3.2 Does one feeder school provide at least 75% of your  
standard six intake?  
(Tick relevant block)
- |     |  |    |
|-----|--|----|
| Yes |  | 28 |
| No  |  | 29 |
- 3.3 Approximate percentage of standard six pupils who were in  
standard five at your school.  
(Combined High/Primary Schools only.)  30-31
4. Please indicate, on a 1-3 code in the relevant blocks, the  
type of home occupational backgrounds from which pupils at  
your school are drawn.  
Isolated examples are not required - at least 5% should come  
from the type of background mentioned.  
Write only 1, 2, 3 or X in the relevant block where:
- 1 = fewer than 20% of pupils come from a particular background
  - 2 = between 20% and 40% come from a particular background
  - 3 = over 40% come from a particular background
  - X = fewer than 5% come from a particular background.
- 4.1 Professional  
Architect, Engineer, Chemist, Doctor, Dentist, Veterinarian,  
Professor, Teacher, Jurist, Chartered Accountant, etc.  
(Usually graduates)  33

- 4.2 Worker related to professions  
Nurse, draughtsman, technician, etc.  35
- 4.3 Administrative, executive and managerial workers  
Public administrative official, managers, etc.  37
- 4.4 Clerical workers  
Clerks, secretaries, etc.  39
- 4.5 Owners of small businesses  
Owner of cafe, estate agency, etc.  41
- 4.6 Sales worker  
Commerical salesman, insurance salesman, estate agent, etc.  43
- 4.7 Farmer, fisherman, lumberman, or related worker  45
- 4.8 Miner, quarryman and related worker  47
- 4.9 Worker in transport and communication  
Deck officer, aircraft pilot, railway worker, transport driver, etc.  49
- 4.10 Craftsman and production worker  
Tailor, fitter and turner, welder, electrician, carpenter, mechanic, bricklayer, baker, etc.  51
- 4.11 Service, sports and recreation worker  
Policeman, fireman, parks supervisor, swimming pool attendant, etc.  53
- 4.12 Not economically active  55
- 4.13 Unemployed  57

B. ORIENTATION

For the purposes of this survey, ORIENTATION is taken in its widest sense. This involves all aspects of settling the pupil into the school, involving him or her in school life and fostering in him or her the general spirit and expectations of the school.

B 1

5.1 Is your orientation programme

1. Non-existent
2. Formal and structured
3. Informal?

(Answer 1, 2 or 3 in the block provided)

 25.2 Who is in charge of your orientation programme?

1. Principal
2. Deputy Principal
3. Head of Department
4. Teacher Psychologist
5. Prefects or senior pupil body
6. Nobody
7. Other

(Answer 1, 2, 3, 4, 5, 6 or 7 in the block provided)

 3

If 7, please specify .....

5.3 Is the person in charge of the programme the standard head of standard six?

(Please tick in the relevant block)

Yes		5
No		6

5.4 Is provision made on the timetable for the person in charge of orientation to meet with all standard six classes?

(Please tick in the relevant block)

Yes		7
No		8

5.5 If yes, is this

1. During a teaching period for an examination subject
2. During a teaching period for a non-examination subject
3. During a period specifically used for orientation
4. Other?

(Answer 1, 2, 3 or 4 in the block provided)

 10

If 4, please specify .....

5.6 Is there provision in the Youth Preparedness programme for orientation?

(Please tick in the relevant block)

Yes

<input type="checkbox"/>	12
<input type="checkbox"/>	13

No

If yes, please give details: .....

.....

.....

5.7 Are any of the following handled during the course of the orientation programme?

(Please tick in the relevant block(s))

- |   |                          |    |
|---|--------------------------|----|
| 1. What makes a good school?  | <input type="checkbox"/> | 15 |
| 2. The history and traditions of the school                               | <input type="checkbox"/> | 17 |
| 3. How to find your way around the school buildings                       | <input type="checkbox"/> | 19 |
| 4. How to find your way around the school grounds                         | <input type="checkbox"/> | 21 |
| 5. Getting to know the names of teachers                                  | <input type="checkbox"/> | 23 |
| 6. Getting to know the names of secretaries, caretaker, etc.              | <input type="checkbox"/> | 25 |
| 7. Getting to know the names of prefects or student councillors           | <input type="checkbox"/> | 27 |
| 8. Getting to know the names of house captains and sport captains         | <input type="checkbox"/> | 29 |
| 9. The school rules   | <input type="checkbox"/> | 31 |
| 10. The various badges, ties, etc. at the school                          | <input type="checkbox"/> | 33 |
| 11. Making pupils aware of the sports provided                            | <input type="checkbox"/> | 35 |
| 12. Making pupils aware of the school's societies and cultural activities | <input type="checkbox"/> | 37 |
| 13. The school's policy on the sportsfield                                | <input type="checkbox"/> | 39 |
| 14. Behaviour outside the school in school uniform                        | <input type="checkbox"/> | 41 |
| 15. Behaviour outside the school <u>not</u> in school uniform             | <input type="checkbox"/> | 43 |
| 16. How to study  | <input type="checkbox"/> | 45 |
| 17. How to analyse results on the report form                             | <input type="checkbox"/> | 47 |
| 18. How to set personal academic goals                                    | <input type="checkbox"/> | 49 |
| 19. Subject choices for standard seven                                    | <input type="checkbox"/> | 51 |
| 20. The role of the standard head, class teacher and teacher psychologist | <input type="checkbox"/> | 53 |
| 21. Attitudes towards pupils of the opposite sex                          | <input type="checkbox"/> | 55 |
| 22. Attitudes towards the headmaster and teachers                         | <input type="checkbox"/> | 57 |
| 23. Attitudes towards adult visitors to the school                        | <input type="checkbox"/> | 59 |

- 24. Attitudes towards adult staff other than teachers  61
  - 25. The prefect/student council system  63
  - 26. The school song  65
  - 27. The awards made at the school  67
  - 28. Other  69
- If 28, please specify: .....
- .....

NEW CARD

C 1

5.8 Are there any tests on any of the topics mentioned in 5.7 and dealt with in the orientation programme?

(Please tick the relevant block)

Yes  2

No  3

5.8.1 Do you think there should be

- 1. Written tests
- 2. Oral tests
- 3. Oral and written tests
- 4. No tests

on the topics handled in the programme?

(Answer 1, 2, 3 or 4 in the relevant block)

5

5.8.2 If you feel there should be tests, please give examples of the type of test (e.g. one word, short essay, etc.)

.....  
.....

5.9 Are any orientation programmes or outings organised outside school hours?

(Tick the relevant block)

Yes  7

No  9

If yes, please give details of type, length, venue, whether formal or purely social, etc.

.....  
.....  
.....

5.10 Please rate from 1 to 5 the importance of each of the following in the orientation of the pupils, bearing in mind the wide definition given at the beginning of the section.

1 indicates it has no or very little importance;

5 indicates it is very important.

(Write only 1, 2, 3, 4 or 5 in each block)

- |   |                          |    |
|---|--------------------------|----|
| 1. The principal in talks to pupils at assemblies                                     | <input type="checkbox"/> | 11 |
| 2. The principal via the staff who are implementing the policy and aims of the school | <input type="checkbox"/> | 13 |
| 3. The standard head of standard 6  | <input type="checkbox"/> | 15 |
| 4. The teacher psychologist   | <input type="checkbox"/> | 17 |
| 5. The class teacher especially in class teacher periods                              | <input type="checkbox"/> | 19 |
| 6. Subject teachers in their normal lessons   | <input type="checkbox"/> | 21 |
| 7. Sports coaches   | <input type="checkbox"/> | 23 |
| 8. Teachers in charge of societies  | <input type="checkbox"/> | 25 |
| 9. Bible Education teachers   | <input type="checkbox"/> | 27 |
| 10. Prefects and other pupil leaders  | <input type="checkbox"/> | 29 |
| 11. Youth Preparedness teachers   | <input type="checkbox"/> | 31 |
| 12. Other   | <input type="checkbox"/> | 33 |

For 12, please specify .....

.....

(Please check that the above all have a 1, 2, 3, 4 or 5 rating)

5.11 Pupils are sometimes drawn into the "counter-culture" (the anti-school group)

Rate on a 1 to 5 scale as in section 5.10 the importance of each of the following in drawing the standard six new pupils into the "counter-culture".

(Write only 1 (for unimportant) 2, 3, 4 or 5 (for very important) in each of the blocks.

- |  |                          |    |
|--|--------------------------|----|
| 1. The pupils' lack of motivation.   | <input type="checkbox"/> | 35 |
| 2. Parental attitudes towards the school                                     | <input type="checkbox"/> | 37 |
| 3. Lack of discipline at home  | <input type="checkbox"/> | 39 |
| 4. The "counter-culture" group among the senior pupils                       | <input type="checkbox"/> | 41 |
| 5. Friends outside the school  | <input type="checkbox"/> | 43 |
| 6. Outside pressures from society from advertising, videos, television, etc. | <input type="checkbox"/> | 45 |

5.11 7. The pupils repeating standard six

	47
	49

8. Other

For 8, please specify .....  
.....  
.....

5.12 What percentage of pupils do you feel have not yet settled down at high school at the time at which you are busy with this questionnaire?

(Please enter one digit per block)

		51-52
--	--	-------

5.13 Can you suggest any reasons why this has happened?

.....  
.....  
.....

NEW CARD

D	1
---	---

C. ACADEMIC

6.1 What system of allocation of standard 6 pupils to classes is used?

- 1. Alphabetical groupings
- 2. Age groupings (oldest in one class)
- 3. Equal academic ability (i.e. streaming)
- 4. Mixed academic ability
- 5. Top classes streamed, others mixed ability
- 6. Other (including combinations of the above)

(Answer 1, 2, 3, 4, 5 or 6 in the block provided)

	2
--	---

If 6, please specify. Give the numbers of combinations e.g. 2 + 3

.....  
.....

6.2 If streaming is used, is it based on:

- 1. I.Q.
- 2. Standard 5 results
- 3. Entrance tests/examinations written in the standard 5 year
- 4. Tests at the beginning of standard 6
- 5. Other, including a combination of the above.

(Answer 1, 2, 3, 4 or 5 in the block provided)

	3
--	---

If 5, please specify. (Give the numbers from the above of combined items, e.g. 2 and 5) .....

6.3 Is there setting (i.e. pupils are streamed) in individual subjects?

(Please tick in the relevant block).

Yes  5

No  7

6.4 If there is setting in individual subjects, please indicate the subjects in which this takes place.

1. Home language (First language)

9

2. The other official language (First or second language)

11

3. Mathematics

13

4. Science and/or Biology

15

5. History and/or Geography

17

6. Other

19

(Please tick in the relevant block)

If 6, please specify .....

7.1 What is your total number of teachers involved with teaching of examination subjects in standard 6?

21-22

7.2 How many of the teachers teaching examination subjects in standard six have

1. More than 5 years' teaching experience at high school

24-25

2. More than 2 but fewer than 5 years' experience

27-28

3. 2 or fewer years' experience?

30-31

7.3 How many subject heads (other than those in one-teacher departments) are involved with teaching examination subjects in standard 6 in 1985?

(Please write one digit per block)

33-34

7.4 What is the total number of deputy principals at your school?

36

7.4.1 How many of these deputy principals are involved with teaching examination and non-examination subjects in standard 6 in 1985?

38

7.5 What is the total number of heads of department at your school?

40-41

7.5.1 How many of these heads of department are involved with teaching examination and non-examination subjects in standard 6 in 1985?   43-44

7.6 Is your principal involved with the teaching of examination or non-examination subjects to standard 6 pupils in 1985?

(Please tick in the relevant block)

Yes  46

No  47

8.1 How many standard 6 classes are there at your school in 1985?

49

8.2 How many standard 6 class teachers (form teachers) have

1. Less than 2 years' experience

51

2. Between 2 and 5 years' experience

53

3. Over 5 years' experience?

55

(Please enter the number of teachers in each block)

NEW CARD

E 1

9.1 How often are academic reports sent out?

1. Twice a year

2. Three times a year

3. Four times a year

4. More than four times a year

(Answer 1, 2, 3 or 4 in the block provided)

2

9.2 Is provision made on the report of standard 6 pupils for:

(Please tick relevant blocks)

1. Comment by class teacher

3

2. Comment by standard head

5

3. Comment by teacher in charge of orientation (if not the standard head)

7

4. Report on pupil's involvement in sport

9

5. Report on pupil's achievement in sport

11

- 9.2
- |   |                          |    |
|---|--------------------------|----|
| 6. Specific report on how pupil is adapting to high school            | <input type="checkbox"/> | 13 |
| 7. Report on pupil's involvement in societies and cultural activities | <input type="checkbox"/> | 15 |
| 8. Comment by each subject teacher                                    | <input type="checkbox"/> | 17 |
| 9. Clarification of pass requirements                                 | <input type="checkbox"/> | 19 |
| 10. Other?  | <input type="checkbox"/> | 21 |
- If 10, please specify .....
- .....

- 9.3 Are meetings arranged where parents can meet all subject teachers individually after parents have received school reports  
(Please tick the relevant block(s))
- |                              |                          |    |
|------------------------------|--------------------------|----|
| 1. After first term reports  | <input type="checkbox"/> | 23 |
| 2. After midyear reports     | <input type="checkbox"/> | 25 |
| 3. After third term reports? | <input type="checkbox"/> | 27 |
| 4. No meetings are arranged  | <input type="checkbox"/> | 29 |

- 9.4 Are meetings and/or classes held to explain subject choices for standard 7 with
- |                                  |  |  |
|----------------------------------|--|--|
| 1. Pupils only                   |  |  |
| 2. Parents only                  |  |  |
| 3. Pupils and parents separately |  |  |
| 4. Pupils and parents together?  |  |  |
| 5. No meetings are held.         |  |  |
- (Answer 1, 2, 3, 4 or 5 in the block provided)  31

- 9.5 Most standard 6 classes have NINE examination subjects (assuming History, Geography, Science and Biology are all separate).  
How many of your standard 6 classes have
- |   |                          |    |
|---|--------------------------|----|
| 1. 9 different teachers for examination subjects      | <input type="checkbox"/> | 33 |
| 2. 7 to 8 different teachers for examination subjects | <input type="checkbox"/> | 35 |
| 3. 5 to 6 different teachers for examination subjects | <input type="checkbox"/> | 37 |
| 4. Fewer than 5 teachers?                             | <input type="checkbox"/> | 39 |
- (Please enter the number of classes in each block)

9.6 Do any of the following teachers teach an examination subject in addition to a compulsory non-examination subject in standard 6?  
(Tick the relevant block)

- |                                |                          |    |
|--------------------------------|--------------------------|----|
| 1. Teacher-psychologist        | <input type="checkbox"/> | 41 |
| 2. Librarian                   | <input type="checkbox"/> | 45 |
| 3. Physical Education teachers | <input type="checkbox"/> | 45 |
| 4. Music teachers              | <input type="checkbox"/> | 47 |

9.7 Does the Bible Education teacher in each standard 6 class also teach an examination subject to the same class?

1. Always
2. Usually
3. Sometimes
4. Never

(Write 1, 2, 3 or 4 in the block provided)  49

9.8 Please tick in the relevant block(s) if formal meetings take place between the standard 5 teachers at your main feeder schools and your

- |  |                          |    |
|--|--------------------------|----|
| 1. Subject heads on teaching methods and standards                 | <input type="checkbox"/> | 51 |
| 2. Subject teachers on teaching methods and standards              | <input type="checkbox"/> | 53 |
| 3. Standard 6 standard head on academic standards and requirements | <input type="checkbox"/> | 55 |
| 4. Teacher-psychologist on academic standards and requirements     | <input type="checkbox"/> | 57 |
| 5. Other   | <input type="checkbox"/> | 59 |
| 6. No meetings are held  | <input type="checkbox"/> | 61 |

If 5, please specify: .....

9.8.1 If meetings are held, please give a brief agenda or list of topics discussed at these meetings.

.....  
 .....  
 .....  
 .....

NEW CARD

F 1

9.9 What is the general feeling at your school about the ability of standard 6 pupils to cope academically?

(Please tick the relevant blocks)

- 1. Brighter pupils cope very easily  2
- 2. Brighter pupils cope adequately  3
- 3. Weaker pupils cope adequately  5
- 4. Weaker pupils are unable to cope  7
- 5. At least 5% of standard five pupils should not have been promoted  9
- 6. Fewer than 5% of standard 5 pupils should not have been promoted  11
- 7. The proportion promoted from standard five is correct  13

Please give any further ideas you have on the academic ability of your usual intake .....

.....

10. Does your school make arrangements at the school for remedial or extra work for standard 6 pupils in

- 1. First language  15
- 2. Second language  17
- 3. Mathematics  19
- 4. Other subjects?  21

(Please tick in the relevant block(s))

Please give details of any of the remedial or extra work done at your school with standard 6 pupils .....

.....

11.1 How many standard 6 pupils did you have in 1984?

(Please enter one digit per block)

23-25

11.2 How many standard 6 pupils failed standard 6 in 1984?

26-27

11.3 How many periods do you have per week?

28-29

D. EXTRA-MURAL

12.1 Which of the following sports are available at the school to standard six pupils?

(Tick the relevant blocks)

- |      |                       |                          |    |
|------|-----------------------|--------------------------|----|
| 12.1 | 1. Athletics          | <input type="checkbox"/> | 30 |
|      | 2. Badminton          | <input type="checkbox"/> | 32 |
|      | 3. Cricket            | <input type="checkbox"/> | 34 |
|      | 4. Cross country      | <input type="checkbox"/> | 36 |
|      | 5. Gymnastics         | <input type="checkbox"/> | 38 |
|      | 6. Hockey (Boys)      | <input type="checkbox"/> | 40 |
|      | 7. Hockey (Girls)     | <input type="checkbox"/> | 42 |
|      | 8. Judo and/or Karate | <input type="checkbox"/> | 44 |
|      | 9. Netball            | <input type="checkbox"/> | 46 |
|      | 10. Rugby             | <input type="checkbox"/> | 48 |
|      | 11. Rowing            | <input type="checkbox"/> | 50 |
|      | 12. Shooting          | <input type="checkbox"/> | 52 |
|      | 13. Squash            | <input type="checkbox"/> | 54 |
|      | 14. Soccer            | <input type="checkbox"/> | 56 |
|      | 15. Swimming          | <input type="checkbox"/> | 58 |
|      | 16. Tennis            | <input type="checkbox"/> | 60 |
|      | 17. Waterpolo         | <input type="checkbox"/> | 62 |
|      | 18. Other             | <input type="checkbox"/> | 64 |

If 18, please list them: .....

.....

12.2 Is involvement in sport for standard 6 pupils

1. Compulsory in winter and summer in a team sport
2. Compulsory in winter or summer in a team sport
3. Encouraged in team sports
4. Compulsory in winter and summer in a team or individual sport
5. Compulsory in winter or summer in a team or individual sport
6. Encouraged in a team or individual sport
7. A combination or two or more of the above
8. Entirely voluntary?

(Answer 1, 2, 3, 4, 5, 6, 7 or 8 in the block provided)  66

If 7, please give the numbers of the combined characteristics

.....

12.3.1 Does the involvement in sport in standard 6 continue in the higher standards?

(Tick the relevant block)

- |     |                          |    |
|-----|--------------------------|----|
| Yes | <input type="checkbox"/> | 68 |
| No  | <input type="checkbox"/> | 70 |

12.3.2 To clarify the position give some indication of the number of teams in one of your major or most popular sports.

e.g. Netball Under 14 4 teams  
                   Under 15 2 teams  
                   Open 4 teams

.....  
 .....

NEW CARD

G 1

12.4 What do you think determines most children's choice of sport?

(Please tick relevant block(s))

- |                            |                          |    |
|----------------------------|--------------------------|----|
| 1. Pupil's interest        | <input type="checkbox"/> | 2  |
| 2. Parent's interest       | <input type="checkbox"/> | 3  |
| 3. Parental pressure       | <input type="checkbox"/> | 5  |
| 4. Teacher/school pressure | <input type="checkbox"/> | 7  |
| 5. Peer pressure           | <input type="checkbox"/> | 9  |
| 6. Television              | <input type="checkbox"/> | 11 |

12.5 Please indicate to what extent standard six pupil are expected to attend first team matches or inter-schools athletics and galas etc.

1. Attendance at one or two events per year is compulsory
2. Attendance at most events is compulsory
3. Attendance at one or two events is encouraged
4. Attendance at most events is encouraged
5. Pupils are not encouraged to attend events
6. A combination of the above

(Answer 1, 2, 3, 4, 5 or 6 in the block provided)  13

If 6, give the numbers of the combined characteristics .....

12.6 Is information required on application forms about sporting interests and achievements?

(Please tick the relevant block)

- |     |                          |    |
|-----|--------------------------|----|
| Yes | <input type="checkbox"/> | 15 |
| No  | <input type="checkbox"/> | 17 |

12.7 Is information requested from feeder schools about sporting interests and achievements of pupils moving into standard 6?  
 (Please tick the relevant block)

Yes		19
No		21

12.8 Are special inter-class or inter-house sporting events for standard sixes only organised in the first term?  
 (Please tick the relevant block)

Yes		23
No		25

13.1 The following is to determine the involvement of standard 6 pupils in the societies and other cultural activities of the school. In the first column indicate with a tick which societies, etc. are available to standard 6 pupils.

In the other columns enter (one digit per block) the approximate percentage of the total school population involved in the particular activity/activities.

e.g. Chess

✓	0	5	
Available	% total		
Std 6	pupils		

1. Chess				
2. Musical (including choir, band, etc.)				27-29
3. Computer				31-33
4. Debating (one or two languages)				35-37
5. Drama (all aspects)				39-41
6. Subject related societies (e.g. Science, History)				43-45
7. Outdoor (e.g. Hiking, Birdwatching)				47-49
8. Photographic				51-53
9. Religious (S.C.A. etc.)				55-57
10. School newspaper (all aspects)				59-61
11. Collectors (stamps, coins, etc.)				63-65
12. Service (Interact, etc.)				67-69
13. Other				71-73
If 13, please specify .....				75-77
.....				

NEW CARD

 H 1

13.2 Do any of your school clubs or societies have separate sections for younger pupils (standard 6 and 7), for example a Junior Debating Society, where standard 6 pupils can become actively involved?

(Please tick the relevant block)

Yes  2No  3

If yes, give the number of clubs or societies where this applies.

  5-6

13.3 What is your general feeling about societies and clubs at your school?

1. Juniors are welcome in societies but tend to be spectators rather than participants.

2. Juniors become actively involved together with seniors

(Answer 1 or 2 in the block provided)

 8

13.4 To what extent are standard 6 pupils expected to become involved in the societies and other cultural activities of the school?

1. Involvement in at least one society or activity is compulsory

2. Involvement in at least one society or activity is encouraged

3. Pupils are allowed to join societies if they wish

4. Standard 6 pupils are not involved in societies

(Answer 1, 2, 3 or 4 in the block provided)

 10

E. PASTORAL AND GENERAL

14. Please indicate what interviews are held before the pupil is admitted to the school.

1. Each child and at least one parent are interviewed

2. Each child is interviewed but no parents

3. At least one parent of each child is interviewed

4. Some children with at least one parent each are interviewed

5. Some parents are interviewed but not their children

6. All children but only some of the parents of these children are interviewed

7. No interviews are held.

(Interviews may be with the principal or a member of staff delegated to do so.)

(Answer 1, 2, 3, 4, 5, 6 or 7 in the block provided

 12

15.1 Is a prospectus or information sheet or booklet distributed to the family of each new pupil to the school

1. Before the start of the pupil's year in standard six
2. After the start of the pupil's year in standard six?
3. No prospectus, sheet or booklet is sent out.

(Answer 1, 2 or 3 in the block provided)

	14
--	----

15.2 If a prospectus or booklet is sent, does it contain:

(Please tick the relevant block)

1. School uniform list
2. School dress regulations
3. School history
4. School rules
5. Sports offered
6. Societies and other cultural activities offered
7. Academic subjects offered
8. Compulsory non-examination subjects in standard 6
9. Subject choices at the end of standard 6
10. A calendar of major events for the first term
11. A calendar of major events for the year
12. Instructions with regard to cadets
13. Other information?

	16
	18
	20
	22
	24
	26
	28
	30
	32
	34
	36
	38
	40

If 13, please give a list .....  
 .....

16.1 Are all standard 6 pupils expected to attend school the day before the start of the school year to get to know the school?

(Tick the relevant block)

	Yes		42
	No		44

16.2 Do all standard 6 pupils have another opportunity to visit the school before the start of the school year?

(Tick the relevant block)

	Yes		46
	No		48

If yes, give details

.....  
 .....

16.3 Do standard six pupils pay their first visit to the school on the day that all pupils start the school year?

(Tick the relevant block)

Yes	<input type="checkbox"/>	50
No	<input type="checkbox"/>	52

If yes, explain briefly what their first day programme is  
.....  
.....

16.4 Are pupils from the same feeder schools put in the same classes in high school where possible?

(Tick the relevant block)

Yes	<input type="checkbox"/>	54
No	<input type="checkbox"/>	56

17. Are meetings held during the standard 5 year for the following year's intake to explain general school policy to which

1. All parents and children are invited
2. All parents are invited
3. All children are invited?
4. No meetings are held.

(Answer 1, 2, 3 or 4 in the block provided)

58

19. Are standard assemblies held at which only pupils from standard six are present with some of the staff.

(Tick in the relevant block)

Yes	<input type="checkbox"/>	62
No	<input type="checkbox"/>	64

If yes, please state how often they are held and how long they are, etc.

.....  
.....

20. Are there any outings for standard 6 pupils which are almost entirely social and where the main purpose is for the pupils to get to know each other?

(Tick in the relevant block)

Yes	<input type="checkbox"/>	66
No	<input type="checkbox"/>	68

If yes, please give details .....  
.....  
.....

21. If a pupil arrives during the course of the standard 6 year, are any special arrangements made to orientate the pupil? (e.g. allocating one pupil in the same class the task of showing the new pupil around.)

(Tick in the relevant block)

Yes 

--

 2  
No 

--

 3

If yes, please give details if other than the example given above.

.....  
.....

22. Do standard 6 pupils have any special regulations about the school uniform? (e.g. they have to wear uniform when other pupils do not have to, they wear different uniform, etc.)

(Tick in the relevant block)

Yes 

--

 5  
No 

--

 7

If yes, please specify: .....

.....

23. Are standard 6 pupils expected to do anything not already mentioned in this questionnaire which is not expected from other pupils at the school? (e.g. wear name tabs, etc)

(Tick in the relevant block)

Yes 

--

 9  
No 

--

 11

If yes, please give details: .....

.....

F. TOWARDS AN ORIENTATION PLAN

If guidelines for the orientation of standard six pupils were to be drawn up, how important or feasible would you rate the inclusion of each of the following?

Answer 1, 2, 3, 4 or 5 next to each item depending on the importance and/or feasibility of each item.

1 indicates the item has little or no importance and will be difficult or impossible to implement.

5 indicates it is very important and can be introduced.

## 24.1 Pupils should know:

- |   |                          |    |
|---|--------------------------|----|
| 1. What makes a good school   | <input type="checkbox"/> | 13 |
| 2. How to find their way around the school  | <input type="checkbox"/> | 15 |
| 3. The names of teachers, other staff, prefects, etc.                             | <input type="checkbox"/> | 17 |
| 4. The school rules   | <input type="checkbox"/> | 19 |
| 5. The badges, ties, etc. of the school   | <input type="checkbox"/> | 21 |
| 6. The criteria for making of various awards                                      | <input type="checkbox"/> | 23 |
| 7. The sports available   | <input type="checkbox"/> | 25 |
| 8. The school sports policy   | <input type="checkbox"/> | 27 |
| 9. Clubs and societies available, when they meet, etc.                            | <input type="checkbox"/> | 29 |
| 10. The role of standard heads, deputy principals,<br>teacher-psychologists, etc. | <input type="checkbox"/> | 31 |
| 11. The school prefect/student council system                                     | <input type="checkbox"/> | 33 |
| 12. How to behave inside and outside the school                                   | <input type="checkbox"/> | 35 |
| 13. How to relate to other members of the school community                        | <input type="checkbox"/> | 37 |
| 14. How to study  | <input type="checkbox"/> | 39 |
| 15. How to analyse academic reports   | <input type="checkbox"/> | 41 |
| 16. Subject choices for standard 7  | <input type="checkbox"/> | 43 |
| 17. The school song   | <input type="checkbox"/> | 45 |
| 18. The history and traditions of the school                                      | <input type="checkbox"/> | 47 |
| 19. Other .....   |                          |    |
| .....   |                          |    |

## 24.2 A written test should be given on some of the topics in 24.1?

(Rate its importance or feasibility as 1, 2, 3, 4 or 5)  49

- 25.1 Week-end camps (mainly social) should be held at the beginning of the standard 6 year for all standard 6 pupils.  51
- 25.2 All-day or half-day outings (mainly social) should be held for all standard 6 pupils to get to know each other.  53
- REMEMBER TO RATE ALL ITEMS ON A 1, 2, 3, 4 or 5 SCALE
- 26.1 Where possible, experienced teachers should teach standard 6 pupils.  55
- 26.2 Heads of subjects should teach at standard 6 level.  57
- 26.3 As few teachers as possible should teach examination subjects to a standard 6 class.  59
- 26.4 Pupils should be streamed as class units.  61
- 26.5 Pupils should be streamed (setted) in individual subjects  63
- 27.1 Reports should be sent out each term in standard 6.  65
- 27.2 Reports should include information on how the pupil is adapting.  67
- 27.3 Reports should include information on extra-mural involvement  69
- 27.4 Reports should include information on extra-mural achievement.  71
- 27.5 Reports should contain other information.  73  
 For example: .....  
 .....  
 .....

PLEASE REMEMBER TO WRITE ONLY 1, 2, 3, 4 OR 5 IN THE BLOCKS

NEW CARD

- 1  
 28.1 Parents should be able to see all subject teachers after the first examination.  2
- 28.2 Parents should be able to see all subject teachers after every examination except in December.  3
- 28.3 Parents should be able to attend meetings on standard 7 subject choices.  5
- 29.1 Subject heads must liaise with standard 5 teachers of feeder schools on teaching methods and standards.  7
- 29.2 All standard 6 subject teachers must liaise with standard 5 teachers of feeder schools on teaching methods  9
- 30.1 Pupils should be involved in team sports in standard 6.  11
- 30.2 Pupils should be involved in sport (team or individual) in standard 6.  13
- 30.3 Standard 6 pupils should support major inter-school events.  15
- 30.4 Pupils in standard 6 should belong to at least one society/club or be involved in some cultural activity.  17
- 30.5 Feeder schools should supply high schools with information on pupils' extra-mural interests.  19
- 31.1 Standard 6 pupils should be at school the day before the rest of the pupils return in January.  21
- 31.2 Parents of pupils should be interviewed before pupils are admitted to high school  23
- 31.3 A prospectus should be sent out before the start of the new year.  25

31.4 Parents should attend a meeting before the start of the new year. School policy should be explained at this meeting.

27

PLEASE CHECK THAT A 1 TO 5 RATING IS USED FOR ALL QUESTIONS FROM 24.1 TO 31.4

It would be appreciated if you could jot down at the bottom of this page, or on a separate sheet, any additional ideas you have on orientation. If possible, please include any programmes of first day activities, standard 6 outings, etc.

Any standard 6 reports, school prospectuses, etc. would also be most welcome.

PLEASE REMOVE ANY REFERENCE TO THE SCHOOL'S NAME IF YOU DO NOT WISH THIS TO BE KNOWN. NO REFERENCE TO THE SCHOOL WILL BE MADE IF YOU ARE NOT ABLE TO REMOVE ITS NAME FROM ANY OF THE PAPERS RECEIVED.

THANK YOU FOR YOUR ASSISTANCE.

(AN AFRIKAANS COPY OF THIS QUESTIONNAIRE WAS ALSO DRAWN UP)

## *Oriëntering van Standerd Ses-leerlinge*

MOET ASSEBLIEF NIE VERGEET  
OM DIE VRAELYS IN VERBAND  
MET STANDERD SES-ORIËTERING  
TE VOLTOOI NIE

STUUR ASSEBLIEF  
VOOR 31 MAART TERUG

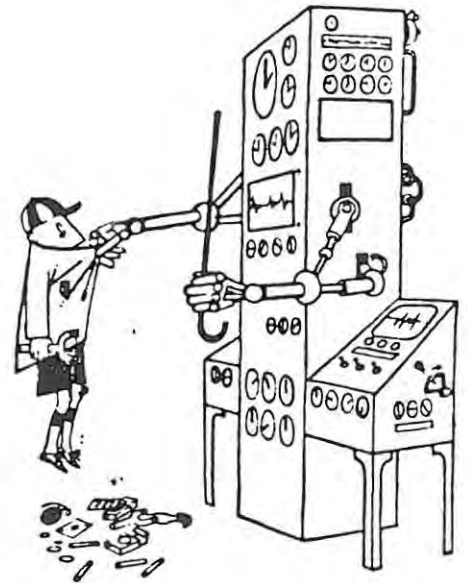


*Dankie vir u hulp*

## *Orientation of Standard Six Pupils*

PLEASE DO NOT FORGET TO  
COMPLETE THE QUESTIONNAIRE  
ON STANDARD SIX ORIENTATION

PLEASE RETURN BY  
THE END OF MARCH



*Thank you for your help*

## APPENDIX (v)

QUESTIONNAIRE TO PARENTS OF STANDARD 6 PUPILS

CASE NUMBER 

		A
--	--	---

 1  
2-4

## 1. INFORMATION RECEIVED ABOUT THE SCHOOL

You will find two blocks after each item.

- a. Please tick in the first block if you think it is important to know the information in that item BEFORE THE START OF THE NEW SCHOOL YEAR.
- b. Please tick in the second block if you think it is important to know the information DURING THE FIRST WEEKS OF THE SCHOOL YEAR.
- c. Please leave the two blocks blank if you feel that the relevant information is unnecessary.

<u>Information</u>	Needed before new year	Needed during first weeks	
1. Daily school uniform	<input type="checkbox"/>	<input type="checkbox"/>	5-6
2. Appearance rules and regulations (Hair, makeup, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	8-9
3. Clothing for various sports	<input type="checkbox"/>	<input type="checkbox"/>	12-13
4. The school rules	<input type="checkbox"/>	<input type="checkbox"/>	16-17
5. Arrangements for the first day at the school	<input type="checkbox"/>	<input type="checkbox"/>	20-21
6. School fees, levies, etc.	<input type="checkbox"/>	<input type="checkbox"/>	24-25
7. Arrangements for the use of the school's transport to matches, etc.	<input type="checkbox"/>	<input type="checkbox"/>	28-29
8. The history and traditions of the school	<input type="checkbox"/>	<input type="checkbox"/>	32-33
9. Subject choices for standard six	<input type="checkbox"/>	<input type="checkbox"/>	36-37
10. Subject choices for higher standards in the school	<input type="checkbox"/>	<input type="checkbox"/>	40-41
11. The sports provided for standard 6 pupils	<input type="checkbox"/>	<input type="checkbox"/>	44-45
12. The days when various sports practices are held	<input type="checkbox"/>	<input type="checkbox"/>	48-49
13. The school's policy about participation in sport	<input type="checkbox"/>	<input type="checkbox"/>	52-53

PLEASE TURN OVER

- |  |                          |                          |       |
|--|--------------------------|--------------------------|-------|
| 14. The societies, clubs, cultural activities offered                              | <input type="checkbox"/> | <input type="checkbox"/> | 56-57 |
| 15. The days and times of cultural activities                                      | <input type="checkbox"/> | <input type="checkbox"/> | 60-61 |
| 16. The school's policy about involvement in cultural activities                   | <input type="checkbox"/> | <input type="checkbox"/> | 64-65 |
| 17. What the tuckshop offers in the way of meals, snacks, etc. and when it is open | <input type="checkbox"/> | <input type="checkbox"/> | 68-69 |
| 18. Dates of important school events in the 1st term                               | <input type="checkbox"/> | <input type="checkbox"/> | 72-73 |
| 19. Dates of important events throughout the year                                  | <input type="checkbox"/> | <input type="checkbox"/> | 76-77 |

PLEASE LIST ANY OTHER INFORMATION YOU SHOULD HAVE LIKED TO HAVE RECEIVED

.....  
 .....  
 .....

NEW CARD

B 1

2. Is your child in standard six your first, second, third, fourth or fifth child to enter high school?  
 (Please enter the number 1 for first, 2 for second, etc. in the block provided.)
- 2

3. Are you clear about each of the following?  
 (Please tick in the relevant block)

- |   |     |                          |    |
|---|-----|--------------------------|----|
| 1. The functions of the standard head                       | Yes | <input type="checkbox"/> | 3  |
|   | No  | <input type="checkbox"/> | 5  |
| 2. The functions of the teacher-psychologist                | Yes | <input type="checkbox"/> | 7  |
|   | No  | <input type="checkbox"/> | 9  |
| 3. The functions of a class teachers                        | Yes | <input type="checkbox"/> | 11 |
|   | No  | <input type="checkbox"/> | 13 |
| 4. The procedure for contacting staff if you have a problem | Yes | <input type="checkbox"/> | 15 |
|   | No  | <input type="checkbox"/> | 17 |

4. How many other pupils from your child's primary school moved to the same high school? (Please tick in the relevant block)

- |                     |                          |    |
|---------------------|--------------------------|----|
| 1. Over 20          | <input type="checkbox"/> | 19 |
| 2. Between 5 and 20 | <input type="checkbox"/> | 21 |
| 3. Between 1 and 4  | <input type="checkbox"/> | 23 |
| 4. No other pupil   | <input type="checkbox"/> | 25 |

PLEASE TURN OVER

5.1 What affected your decision about choice of high school?

(Please tick in the relevant block or blocks)

- |  |                          |    |
|--|--------------------------|----|
| 1. School's reputation                                 | <input type="checkbox"/> | 27 |
| 2. Nearest high school                                 | <input type="checkbox"/> | 31 |
| 3. At least one parent is an old scholar of the school | <input type="checkbox"/> | 33 |
| 4. Recommended by friends and/or relatives             | <input type="checkbox"/> | 35 |
| 5. The school is suited to the child                   | <input type="checkbox"/> | 37 |
| 6. The child wanted to come to the school              | <input type="checkbox"/> | 39 |
| 7. Older brother(s) and/or sister(s) at the school     | <input type="checkbox"/> | 41 |
| 8. Other reasons that affected your choice             | <input type="checkbox"/> |    |
| .....  |                          |    |
| .....  |                          |    |

5.2 Did you apply to any other school as well?

(Please tick in the relevant block)

- |     |                          |    |
|-----|--------------------------|----|
| Yes | <input type="checkbox"/> | 43 |
| No  | <input type="checkbox"/> | 44 |

If yes, please give a reason: .....

.....

6. What would you like your child to get out of high school?

Rate each of the following items on a scale of 1, 2, 3, 4 or 5.

1 = this is unimportant to you

5 = this is very important to you

WRITE ONLY THE NUMBER 1, 2, 3, 4 OR 5 IN THE BLOCK PROVIDED.

- |   |                          |    |
|---|--------------------------|----|
| 1. Enjoyment and happiness  | <input type="checkbox"/> | 46 |
| 2. Academic success in relation to his/her ability                      | <input type="checkbox"/> | 48 |
| 3. A matriculation or senior certificate                                | <input type="checkbox"/> | 50 |
| 4. An entry to university   | <input type="checkbox"/> | 52 |
| 5. <u>Involvement</u> in the school (sport and culture)                 | <input type="checkbox"/> | 54 |
| 6. An entry to a good career  | <input type="checkbox"/> | 56 |
| 7. <u>Success</u> at school in sport or a cultural activity             | <input type="checkbox"/> | 58 |
| 8. The ability to get on well with other people                         | <input type="checkbox"/> | 60 |
| 9. The accumulation of knowledge  | <input type="checkbox"/> | 62 |
| 10. The development of values (moral and religious)                     | <input type="checkbox"/> | 64 |
| 11. What else would you like your child to gain from high school? ..... |                          |    |
| .....   |                          |    |
| .....   |                          |    |

C 1

7.1 How important do you rate each of the following in helping your child to settle down at high school?

Rate each item on a 1,2,3,4 or 5 scale.

1 = unimportant in helping the child to settle down.

5 = very important or essential in helping the child.

WRITE ONLY 1, 2, 3, 4 OR 5 IN THE RELEVANT BLOCK.

- 1. Visiting the school during the standard 5 year  2
- 2. Attendance at school the day before the other pupils arrive  3
- 3. The attitude of the prefects towards pupils in std 6  5
- 4. Attendance on a day social outing with all other std 6's  7
- 5. Attendance at a week-end camp for a large group of std 6's  9
- 6. Being involved in a team sport at school  11
- 7. Being involved in any sport at school  13
- 8. Being involved in a cultural activity at school  15
- 9. Having friends from primary school  17
- 10. Having older brother(s) and/or sister(s) at the school  19
- 11. Knowing senior pupils at the school  21

7.2 What else helped your child to settle down?

.....

.....

.....

.....

8.1 Is your child coping with homework at high school?  
(Please tick in the relevant block)

Yes  23

No  24

8.2 Do you feel you are no longer able to assist your child with homework?

Yes  26

No  27

8.3 Would you like to be able to assist your child with homework more than you can at the moment?

Yes	<input type="checkbox"/>	29
No	<input type="checkbox"/>	30

9. How important do you feel it is that you should meet and/or speak to all your child's teachers?

Rate the importance on a 1,2 or 3 scale where:

1 = not at all necessary to see them

2 = should like to see them

3 = very important to see them

WRITE ONLY 1, 2 OR 3 IN THE RELEVANT BLOCK.

- |   |                          |    |
|---|--------------------------|----|
| 1. At the beginning of the year                         | <input type="checkbox"/> | 32 |
| 2. After the first term report                          | <input type="checkbox"/> | 34 |
| 3. After the first examination                          | <input type="checkbox"/> | 36 |
| 4. After every examination (except the end of the year) | <input type="checkbox"/> | 38 |
| 5. When subject choices for standard 7 must be made     | <input type="checkbox"/> | 40 |
| 6. When problems arise during the year                  | <input type="checkbox"/> | 42 |

10.1 What was your child's biggest worry/fear/problem about coming to high school?

.....

.....

.....

10.2 How many weeks has your child been at high school?

10.3 What worries/problems/fears does your child still have about high school, including any new ones which may have arisen?

.....

.....

11. What aspects of high school has your child already found more enjoyable than aspects of primary school?

.....

.....

.....

12.1 What interests does your child have outside the school?

(eg. Scouts, Dancing, Church Youth Group, Sport, etc.)

.....  
.....  
.....  
.....

12.2 Do you feel these interests clash with the requirements of the school?

(Please tick the relevant block)

Yes

<input type="checkbox"/>
<input type="checkbox"/>

44

No

45

12.2 If yes, what do you see as a solution to the problem?

.....  
.....  
.....  
.....

THANK YOU FOR YOUR ASSISTANCE.

## APPENDIX (vi)

## PUPIL RESPONSE SHEET 1

STANDARD 6

CODE 6

--	--

A. BEFORE YOU CAME TO HIGH SCHOOL, WHAT WERE YOU WORRIED ABOUT/AFRAID OF AS FAR AS EACH OF THE FOLLOWING IS CONCERNED?

1. FRIENDS
  
2. SENIOR PUPILS
  
3. THE TEACHERS AND SCHOOLWORK
  
4. FINDING YOUR WAY AROUND
  
5. ANY OTHER WORRIES OR PROBLEMS

DO ANY OF THESE WORRIES/FEARS/PROBLEMS STILL EXIST?

(WRITE YES OR NO NEXT TO EACH ITEM)

FRIENDS: ..... SENIOR PUPILS: .....

TEACHERS AND WORK: .....

FINDING YOUR WAY AROUND: .....

YOUR OTHER WORRIES: .....

B. WHAT PRIMARY SCHOOL WERE YOU AT?.....

HOW MANY DIFFERENT TEACHERS DID YOU HAVE IN STANDARD 5? \_\_\_\_\_

HOW MANY PUPILS FROM YOUR PRIMARY SCHOOL ARE IN YOUR CLASS? \_\_\_\_\_

- C. WHAT DID YOUR PRIMARY SCHOOL TEACHERS TELL YOU ABOUT EACH OF THE FOLLOWING?

SCHOOLWORK AT HIGH SCHOOL

HIGH SCHOOL TEACHERS

SENIOR PUPILS

HOW FAR HAVE THEY BEEN CORRECT ABOUT THE SCHOOLWORK?

HOW FAR HAVE THEY BEEN CORRECT ABOUT THE TEACHERS?

HOW FAR HAVE THEY BEEN CORRECT ABOUT THE SENIOR PUPILS?

- D. WHAT DID OTHER PUPILS TELL YOU ABOUT HIGH SCHOOL?

- E. WHAT DID YOUR PARENTS AND OTHER ADULTS TELL YOU ABOUT HIGH SCHOOL?

- F. WHAT DO YOU FEEL ABOUT THE PLAN TO BRING STANDARD 6 PUPILS TO SCHOOL THE DAY BEFORE THE SENIOR PUPILS RETURN?

- G. WHAT DID YOU THINK OF YOUR STANDARD 6 SUNDAY OUTING?

- H. WHAT HAVE YOU ENJOYED MOST ABOUT HIGH SCHOOL COMPARED TO PRIMARY SCHOOL?

ENTER THE  
 SUBJECTS IN  
 THE ORDER IN  
 WHICH THEY  
 APPEAR ON THE  
 BOARD. REMOVE  
 THIS COLUMN  
 ONCE YOU HAVE  
 COMPLETED YOUR  
 RESPONSES

AMOUNT OF HOMEWORK SET

HOMEWORK CHECKED

DIFFICULTY OF SUBJECT

TEACHER'S EXPLANATIONS

TEACHER'S DISCIPLINE

ENJOYMENT OF SUBJECT

TEACHER'S ATTITUDE TO YOU

DOES THE TEACHER COACH  
 YOU IN A SCHOOL SPORT?

HAS THE TEACHER PUNISHED YOU?

IS THE SUBJECT WORTHWHILE?

YOUR FEELINGS TOWARDS THE TEACHER

TEACHER'S EXPECTATIONS

CODE 6

--	--

APPENDIX (viii)  
PUPIL RESPONSE SHEET 3

STANDARD 6 MIDYEAR QUESTIONNAIRE

CODE: JUNE 1985 6

1. SPORT INVOLVEMENT:

a. SPORTS PLAYED/PARTICIPATED IN

First Term		Second Term	
Sport	Team	Sport	Team
1			
2			
3			

b. Did you play the sport(s) at primary school?

1	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>

c. Did you play matches or compete against another school during the course of this year?

1	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>

d. Was the sport offered at primary school but you did not participate?

1	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>

e. Do you prefer the choice of sports at high school to the choice you had at primary school?

YES	NEUTRAL	NO	YES	NEUTRAL	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Is there a sport NOT offered at the high school which you would have preferred to play?

YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
SPORT .....		SPORT .....	
.....		.....	

g. Which sport will you not participate in next year, if any?

.....	.....
-------	-------

h. Which sport will you play in place of the one you are giving up?  
(If you give one up)

.....	.....
-------	-------

i. What would you like to achieve in sport at high school?

NAME OF SPORT .....	LEVEL REACHED (2nd team, 1st team, E.P. etc) .....
------------------------	---

j. Do you think it should be compulsory for standard 6 pupils to take part in a school sport?

YES      NO  
     

k. Do you think standard 6 pupils should take part in a team sport?

YES      NO  
     

2. CLUB/SOCIETY/CULTURAL INVOLVEMENT:

a. List all the clubs/societies whose meetings you have attended:

CLUB/SOCIETY	APPROXIMATE NO. OF MEETINGS
1 .....	.....
2 .....	.....
3 .....	.....
4 .....	.....

b. Which clubs/societies would you like to join, but have not?  
.....

Why have you not joined the club/society mentioned above?  
.....

c. What other cultural activities are you involved in? (band, plays, etc.)  
.....

d. What would you like to achieve in clubs/societies/band/drama/music etc. during your years at high school?  
.....  
.....

3. FRIENDS:

a. Have you made any new friends at high school?

YES NO

b. Approximately how many new friends do you have?  
.....

c. Were most of these friends made because they were:

- A) in your class
- B) involved in sport with you
- C) in a club/society/play/band with you
- D) usually on the same bus as you
- E) live near you?
- F) Any other reason .....

Write A, B, C, D, E or F in the block. Use two or more blocks, if necessary.

--	--	--	--

4. GENERAL:

After six months at high school, what have you enjoyed most about high school compared to primary school?

.....

What have you enjoyed least?

.....

## APPENDIX (ix)

6. CAMEOS OF THE CASE STUDY SCHOOLS

Two schools where orientation programmes have been developing over the past five or six years were keen to develop these further. They were trying out various methods and the researcher was invited to be involved with these.

GREEN HIGH SCHOOL is a large (enrolment about 800) thirty year old co-educational suburban school. It is an ordinary English medium high school with a six-class intake of standard six pupils. It has no boarding facilities.

Between 5% and 20% of the pupils come from professional homes and a similar number from homes where the parents are sales workers. Between 20% and 40% of the pupils are from homes where parents are involved as administrative, executive or managerial workers and a similar number have parents in occupations related to the professions. There are always sufficient parents to help run the tuckshop and well over 80% of the standard six pupils were represented by at least one parent at a parent orientation evening in February 1985.

The present principal is the second in the history of the school. His use of the term "the Green family" in assemblies and the concern shown for pupils suffering bereavement shows the family feeling of the school community. There appears to be a strong Christian ethos and an emphasis on help to the needy and the less privileged.

The school badge incorporates symbols representing the body, the soul and the mind and there appears to be an attempt to develop all three in the pupils.

BLUE HIGH SCHOOL is smaller (enrolment about 770) and is fifteen years old. It is also an ordinary, day, English medium suburban high school. In 1985 the school had a seven class standard six intake.

Fewer than 5% of the pupils come from professional homes. Between 5% and 20% of the pupils have parents in occupations related to the professions, a similar number come from homes where the parents have administrative, executive and managerial occupations, the same number have parents that own small businesses and the same number have craftsman and production worker parents. From 20% to 40% of parents are clerical workers and the same number are sales workers.

The present principal is the founder principal of the school and there appears to be a strong Christian ethos to the school. The Student Christian Association receives support from staff and pupils and a special long break is held once a week for S.C.A. meetings.

There is encouragement for an all-round education and maximum participation in sport, with an emphasis on team games, is encouraged.

Both schools have staffs of over forty. Of these two in each school are deputy principals and at least six hold head of department posts. Staff are all involved in extra-mural activities.

In addition to their interest in orientation programmes, both schools have an interest in prefect training and pupil leadership. Prefects play an important part in the standard six orientation programmes.

APPENDIX (x)TOWARDS AN ORIENTATION PROGRAMME - GUIDELINES

Refer first to 7.2

The following points may need to be considered by the school. Points have been kept as short as possible so that they can be used as a check list. Reference to the relevant section in the script (including footnotes) should assist the reader in obtaining clarification or further detail on any point.

	TEXT REFERENCE
1. <u>USE OF HUMAN RESOURCES</u>	
1.1 Appointment of programme supervisor	4.3.2
1.2 Selection of and task allocation for assistants	4.3
1.2.1 Committee	4.3.2
1.2.2 Teacher Psychologist	4.3.4
1.2.3 Class Teachers	4.3.3
1.2.4 Pupils one year senior to new intake	3.3.1
1.2.5 Prefects	3.3.1; 4.3
1.2.6 Other senior pupils	3.3.1
1.2.7 Youth Preparedness teachers	4.3.4
1.2.8 Other teachers	4.3.4
1.2.9 Subject Heads	4.4.3
2. <u>LIAISON WITH FEEDER SCHOOLS</u>	
2.1 Liaison in connection with academic work	4.4.3; 5.3.3
2.1.1 Personnel to be involved (Standard Head? Subject Heads? Teacher Psychologist? Principal? All subject Teachers?)	4.4.3
2.1.2 Aspects of academic work to be discussed	4.4.3
2.1.2.1 Teaching methods	
2.1.2.2 Standards set (including promotion to Std 6)	
2.2 Visits to feeder schools to address pupils and/or parents	2.4.7; 4.4.3
2.2.1 When to make the visits	

2.2.2	Purpose of visits	4.4.3
2.2.3	Personnel involved in visits	3.3.1; 4.4.3
	(Principal? Standard Head? Subject Heads? Present Std 6 pupil(s)? Prefect(s)? Teacher Psychologist?)	
2.3	Other information required from feeder school	4.4.3.1
2.4	Use of record cards	4.4.3.1
2.5	Use of Teachers' Centre for liaison	4.4.4
3.	<u>LIAISON WITH PARENTS</u>	
3.1	Methods of assessing parent needs	2.4.2
3.2	Meetings during pupils' Std 5 year	2.4.7; 3.3.2
3.2.1	When to take place	
3.2.2	Purpose	3.3.2
3.2.3	Information to be given	3.3.3
3.2.4	Prospectus	3.3.3
3.3	Meetings early in pupils' Std 6 year	2.4.7; 4.4.2
3.3.1	When to take place	4.4.2
3.3.2	Purpose	4.4.2
3.3.3	Information to be given	3.3.1
3.3.4	Issues to be discussed	4.4.2
3.4	School Reports	4.4.2.1
3.4.1	Number of times to be sent out	4.4.2.1
3.4.2	Special information to be included (Adjustment? Involvement?)	4.4.2.1
3.5	Circulars/Notices to be sent to Std 6 parents	3.3.1
3.6	Parent visits to school after receiving reports	4.4.2
3.7	Parent meetings to discuss Std 7 subjects	4.4.2
3.8	Importance with regard to anti-school subculture	4.5.3
4.	<u>BRINGING PUPILS INTO THE SCHOOL</u>	
4.1	Visit during standard 5 year	3.3.1
4.1.2	Purpose	3.3.1
4.1.4	Information provided	1.3; 3.3.3
4.2	Staggered start to new year	3.3.1
4.2.1	Programme	3.3.1
4.3	Tour of School	3.3.1
4.3.1	Size of groups on the tour	3.3.1

4.3.2	Selection of tour guides	3.3.1
4.3.3	Route	
4.3.4	Information given en route	
4.4	Name tags	3.4
4.4.1	Purpose	3.4
4.4.2	Size and information displayed	3.5
4.5	Social outings	3.3.1
4.5.1	Day and/or week-end	3.3.1
4.5.2	Venue	
4.5.3	Programme	
5.	<u>TIMETABLING</u>	
5.1	Allocation of subject teachers to classes	5.2.1; 5.3.1
5.1.1	Number of teachers per class	5.3.1
5.1.2	Experience	5.3.1
5.2	Allocation of pupils to classes	5.2.2
5.2.1	Streaming	5.2.2
5.2.2	Mixed Ability	5.3.2
5.2.3	Compromise	5.3.2
5.3	Arrangements for standard head to see classes	4.4.1
5.4	Arrangements for standard assemblies	4.4.1
6.	<u>EXTRA MURAL INVOLVEMENT</u>	
6.1	Sport	6.5
6.1.1	Informing pupils of sports available	6.5.2
6.1.2	Number of sports to be offered	6.5.1
6.1.3	Encouragement of participation	6.5.1
6.1.4	"Compulsion" for standard six pupils	6.5.1
6.1.5	Importance of team sport	6.5.1
6.1.6	Inculcation of correct attitudes on sportsfield	6.5.2
6.2	Societies	6.6
6.2.1	Informing pupils of societies available	6.6
6.2.1.1	Use of Societies Fair	6.6
6.2.2	Societies open to juniors only	6.6.2
6.2.3	Encouragement of society involvement	6.6.2

7.	<u>ORIENTATION PROGRAMME "SYLLABUS"</u>	
7.1	Aspects to be covered in the syllabus	4.5.1
7.2	Allocation of personnel to "teach" each aspect	4.3
7.3	Length of course	4.4.1
7.4	Testing of material handled	4.5.1.1
8.	<u>PASTORAL CARE</u>	
8.1	Dispelling rumours about bullying etc.	3.3.1
8.2	Making the school appear "welcoming"	3.3.1; 4.4.2
8.2.1	To pupils	3.3.1; 4.4.2
8.2.2	To parents	3.3.2; 4.4.2
8.3	Drawing pupils into pro-school subculture	4.5.3; 5.2; 6.4; 6.6.1
8.4	Arrangements for pupils arriving during the year	4.5.2
8.4.1	Use of buddy system	4.5.2
8.4.2	Selection and training of buddy	4.5.2
8.5	Informing staff of responsibilities towards pupils	7.2
8.6	Conveying the ethos of the school	2.4.7; 4.3.1; 6.5.2
9.	<u>EVALUATION OF PROGRAMME</u>	
9.1	Methods to be used	7.2
9.2	When to evaluate	