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THE ORIENTATION OF THE STANDARD SIX PUPIL
TRANSFERRING FROM PRIMARY TO SECONDARY SCHOOLING

by

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ABSTRACT

Pupils entering High School for the first time experience many problems of orientation and adjustment. This study arose from the conviction that something could be done to alleviate this time of stress to the benefit of both pupil and school alike. A brief review of literature showed that despite a fair amount of research having been done in Britain and the United States, there is still a dearth of information relating directly to the South African situation. Most transition studies differentiate between factors affecting academic adjustment, those relating to personal adjustment after transfer, and those which involve adjustment to environmental factors. In general studies approached orientation programmes from two perspectives - those that handled orientation as an event with its concomitant administrative and practical advantages, and those that saw it to be a process which has more person-focused advantages. Most researchers agree that each school has its own needs and that the orientation programme should reflect those needs. Many favour a problem-solving approach to the design of any programme and emphasize the need for constant evaluation of the programme to maintain relevance and effectiveness. A low-key investigation into adjustment problems faced by new pupils in the High School was conducted by means of questionnaire. Three main areas of information were investigated: attitude to school; personal adjustment as indicated by the self-concept; and general impression of Secondary School. The results confirmed that problems of orientation and adjustment are experienced by pupils in the South African Education System and revealed a framework upon which an orientation programme could be based. An overview of existing

orientation programme objectives stresses the fact that orientation must be concerned with the total adjustment of the child - personal, academic and environmental - and that, of necessity, it involves the whole family. An orientation programme is outlined and expanded upon in order to provide a framework upon which other programmes could be designed, specific to the particular needs of the schools involved. Finally, certain observations are offered which may lead to a better understanding of the demands of the orientation process.

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INTRODUCTION

Human beings, from the moment of birth, experience problems associated with making changes, altering behaviour and adjusting and adapting their lives to new situations. In the life of a child, the adjustments that he must make as he goes through our schools are numerous and varied. Among these the problems that he faces as he moves from the top position in the Primary School to the bottom rung of the High School system are particularly challenging.

Any school imposes a wide variety of influences on its pupils and one would expect a child's adjustment to that environment to affect his performance in it. Consequently, whenever a child moves from one school to another, some form of adjustment must take place for learning to continue successfully. Primary Schools and Secondary Schools are different in so many ways as, too, are the pupils who make the transition from one to the other.

Concerned teachers are aware that many pupils coming into the High School for the first time take time to adjust to the increased demands of the High School. Pupils do change, particularly with respect to 'motivation' - i.e. motivation to learn in the classroom. This drop-off in motivation has been ascribed to the difference in focus between Primary and Secondary education; viz. in Primary Schools the focus is on teaching children while in High Schools subjects are taught. This does not mean that all High School teachers are insensitive, tied to syllabi and examination oriented - many are very sensitive to the fact that High School education is guilty of influencing pupils negatively. Because of the demands of the 'system' i.e. the need to adhere to the syllabus in order that pupils pass, the focus is placed on helping the pupil adapt himself in order to facilitate and ease his passage through the 'system'. Some individuals take this in their stride, utilizing their social competencies and their academic maturity, whereas others are so alienated or confused that the shift merely adds to the build-up of apathy, resentment or detachment. However, between and even within these categories, the manner of introduction to the new setting is a critical variable in whether the pupil's subsequent involvement is positive and rewarding or negative and potentially destructive. The school must take the initiative in making as constructive as possible

the early contacts of new pupils.

The situation is summed up very succinctly in Circular 10/65 of the Department of Education and Science, London HMSO, which states in paragraph 34:

A change of school is a stimulus for some pupils but for others it means a loss of momentum; the break imposed by transfer therefore calls for a deliberate effort to bridge it.

CHAPTER ONELOCAL CONTEXT

The majority of children at the point of transfer to Secondary School expect and encounter identifiable problems of adjustment. However, most also look forward to going to High School and quickly adjust to the demands of their new environment (Nisbet and Entwistle, 1969; Murdoch, 1966). The most frequent and persistent stresses arise from difficulties in adjusting to the physical and academic environment of the High School. Furthermore, many of these pupils are in the throes of puberty with its concomitant adolescent turmoil and uncertainties. This leads to a change in emotional sensitivity and thus affects the pupil's attitude to work and perceptions of self. In many cases increased parental expectations, in addition to the varying demands made upon pupils by peers and society in general to fit in with accepted patterns of behaviour, add to their feelings of insignificance and disorientation. H.S. Jordaan, 1968, in the conclusions drawn from his research, says:

Die gekompliseerdheid van die moderne maatskappy noop ons om te aanvaar dat die kind wat van die laerskool na die hoërskool gaan, 'n periode moet hê waarin hy ge-oriënteer kan word ten opsigte van 'n vir hom uiters vreemde omgewing wat betrek geboue, organisasie, onderwysers, vakke, kursusse, maats, aktiwiteite binne en buite die skool, dinge wat alles meewerk om in die kind 'n gemoeds- en geestestoestand te laat ontstaan wat hom onseker en verward maak. (p 116).

The experience of teaching in a High School that incorporates a standard five class is valuable. For instance, it provides for one the opportunity to see how these young children adapt to the demands of a High School environment and then, a year later, how they accept and integrate with the intake of new standard six pupils from other schools. It also provides a chance to see how children grow and develop through adolescence into young adulthood. One is exposed to the many different ways in which these children respond to educational demands and to how colleagues in the teaching profession see themselves and their roles as educators.

The school in which this study was based is a fairly large, white, co-educational High School with just under 1000 pupils and 56 staff members. The major thrust of school philosophy is towards the education of the

whole child in the academic, physical, cultural and pastoral spheres. Pastoral care features very strongly in the priorities of the school management with the school being divided at various levels to increase personal contact. Standards five to seven - called Middle School - fall under the aegis of the Deputy Headmaster while standards eight to ten - Senior School - fall under the care of the Headmaster. Each of the standards is managed by a Standard Head - a senior member of staff - whose task it is to get to know each individual pupil as well as possible so that they may be helped to gain the maximum benefits from their school life. Helping the Standard Head is a team of Class Teachers who are each responsible for about 28 pupils in their class. In addition there are two School Counsellors who work with children across the range of standards wherever they are needed. In this way the school tries to minimize the effects of size and numbers and to retain the personal contact which is seen as essential for the maximizing of the individual's strengths and talents through his or her school career.

This study grew from a steadily building awareness that the new pupils were not settling easily into life at the High School. This awareness was fueled by comments from other staff that "J. was not settling in to the discipline of regular home study" and that "P. never remembered to bring her books pertinent to that day, to school", or that "A. always manages to lose the notices that he is expected to take home to his parents" and that "K. has still not found any friends to play with at break time". In addition, comments by the Standard Head on the reports issued at the end of the first term to the effect that "M. has not settled into full participation in school activities", or that "C. is still fairly disorganised in his behaviour" all point to a lack of easy adjustment to the new environment on the part of the young pupils.

The worrying aspect about these observations was that many of the pupils referred to had come to the High School very highly rated by their former teachers. That potential of healthy youth that had appeared so imminent in Primary School had not been realised. As High School pupils, these children appeared to have lost self-confidence, were rapidly becoming disillusioned with school life in general and seemed to have changed considerably after a short time in the High School. As the year progressed, however, most of these pupils did seem to be able to re-awaken much of that inner zest for life and their involvement, both in the

classroom and on the playing fields, rose once again to very pleasing levels. Inevitably, though, one sees the 'casualties' that remain - those pupils who do not seem able to integrate their lives within the bounds of the school. One of the major tragedies innate to this situation is that this situation always seems to be viewed from the perspective that the pupil must change and adapt to the school - not that the school could be adapted to enable this adjustment of the new pupil to be expedited and made easier for him or her. Would it not be reasonable to assume that transition from Primary School to the High School makes demands on both agents involved - the school as well as the pupil? Surely then, any attempt to ease the adjustment would require one's focus to be directed at both rather than only the pupil.

Arising from the above observations is the growing conviction that something can be done to relieve the problems created by the move from the Primary School to the High School; that a carefully structured orientation programme can be devised which will desensitize this event and reduce the time needed to orientate the new standard six pupil as quickly and as smoothly as possible to the different facets of High School life - the personal, the social, the physical and the academic. It is felt that a viable programme can be formulated in accordance with the perceived needs of both the pupils and the school. Should such a programme be successful in reducing the amount of time needed for satisfactory orientation, then both the pupil and the school would benefit - the pupil through a more confident attitude towards himself and his ability to cope in the new environment, and the school through more dynamically involved pupils with a positive approach to their education, a greater emotional stability and a higher level of academic motivation. One should always bear in mind that any adjustment is an ongoing process and not merely an event, hence the need for a programme rather than merely an orientation lesson or booklet. In addition, one must remember the student who is transferred during the year as well. He, too, will need help in overcoming adjustment problems, in some cases exacerbated by the dislocation of social relationships through the move.

For the purposes of this study, the following definition of orientation will apply:

Orientation is the process which enables the standard six pupil to settle into full participation in High School life

with a minimum of anxiety and a maximum of congruence between the needs of both pupil and school.

This study has a two-fold purpose:

- The first, and minor purpose, is to investigate and review the nature of adjustment problems which may negatively affect the transition of pupils moving from Primary School to High School in order to identify specific needs and establish broad goals for the development of an effective orientation programme.
- The second, and major purpose, is to develop a relevant and positive orientation programme, establishing guidelines along which similar programmes could be designed, specific to the needs of the particular school involved.

The focus of this study will be on the overt aspects of orientation - academic and administrative adjustment, extra-mural involvement and the reduction of emotional stresses - rather than the covert aspects - the feelings of satisfaction, belongingness, identification and expectation - although inevitably these aspects are interlinked.

As the focus will be on what can be done now, in a white school under the Cape Education Department, at this point in time, there will be no discussion of adaptation to a multi-cultural or multi-racial school system, no reviewing of the age of transfer or the introduction of the specialized Junior Secondary School in the South African Education System. Although indisputably these are very important aspects of educational life today, they fall outside the scope of this study and could very well be the topics of further research on their own.

CHAPTER TWOA BRIEF LITERATURE REVIEW

Few children escape transferring from one school to another and consequently school transfer must be considered a standard feature of education. Whether or not it constitutes a problem is less certain. In that for most children in South Africa school transfer occurs around the age of 13 during the transition from Primary to Secondary education, it seems likely that the rapid intellectual and personal development associated with that age might be affected by the change. This question has led to wide differences of opinion. Nisbet and Entwistle (1969) quote one Headteacher who suggested that:

the sharp division between Primary and Secondary education which exists at present imposes a severe strain on some pupils - probably more than we realize - and provides for not a few a traumatic experience from which they hardly recover,

while another suggested that, in fact, transfer was a stimulus:

I found that, while the sudden switch upset one or two, the vast majority of youngsters, irrespective of ability, liked it. It was a stimulant. Youngsters who came up with rather unflattering reports about their attitude to work (not their ability) became revitalised. (p 29).

Though the opinions quoted appear to be conflicting, it is quite possible for both to be correct. The experience of transfer may very well affect different children in different ways and one might reasonably surmise that a pupil's school performance may improve or deteriorate depending upon whether the re-adjustment is successful or unsatisfactory. Primary Schools and Secondary Schools are different in so many ways. So, too, are the pupils who make the transition from one to the other. What then are the characteristics, if any, of the problem of transfer? Let us consider this question through a brief look at some of the research work done in the area of school transfer.

Transition Studies

Most investigations into the transition problem, aimed at 'bridging the gap' can be differentiated into two areas of focus:

- (a) Those examining the factors affecting the academic adjustment of the pupil to Secondary education, and

- (b) those which concentrate on the various facets of personal adjustment after transfer.

Murdoch (1966) analysing children's guided essays found that 60% of pupils experienced prolonged adjustment difficulties in their first year of Secondary education. So we are not dealing with a minority problem.

Without doubt the major British study in this area is that of Nisbet and Entwistle (1966, 1969) with their follow up (1972) confirming the validity of their initial results. Having been commissioned by the Scottish Council for Research into Education to investigate the age of transfer to Secondary education, they concluded that wide individual differences in the rate of children's physical, intellectual, social and emotional development made it impossible to choose any one year as the 'correct' age for transfer. They suggested that the final years of Primary School and the first years of Secondary School should be regarded as a transitional period, during which there is a gradual change in curriculum and style of teaching. When reviewing the progress of an age-group of children over the last years of Primary School and the first two years of Secondary School, they demonstrated the influence of factors such as social class, motivation and parental encouragement on children's adjustment to transfer with their results highlighting how deterioration tended to be associated with younger children and those from poorer homes, particularly where parental encouragement was lacking. They suggested that, for accurate prediction of Secondary School performance, there was little to choose between the assessments at age eleven and age twelve, and that actual performance in the first year of Secondary School gave clearly the best forecast of performance. However, in using attainment after transfer as the main outcome measure, the study throws little light on the effect of the transfer on social and emotional adjustment.

Dale and Griffith (1965) attempted to pinpoint the forces which make or mar educational promise at the critical stage of transition from Primary to Secondary education through their investigation of first year deterioration in a Grammar School. They suggested that there were four major factors involved.

Firstly, the attitude of the pupil to work, largely determined by the

nature of their application to academic work. This is influenced by:

- (a) the pupil's neglect of homework through an overwhelming interest in other activities such as sport, etc.
- (b) the nature of the home background which adversely affected progress - factors ranging from 'acts of God' such as parental death or illness, to the lack of proper facilities for doing homework; through a parental laissez faire attitude to discipline, to severe emotional disharmony in the home.

Secondly, social class factors including cultural conflict, parental education, financial stringency and level of culture.

Thirdly, the attitude of the parents towards the child's studies. Here a favourable attitude is crucial for the child's success as a child's failure can create a parental attitude of despondency with resultant withdrawal of positive support.

Finally, the nature of the transition from Primary to Secondary School - the very close supervision of the Primary School is now gone and many pupils are unable to work alone and substitute their own persistence.

Jennings and Hargreaves (1981) extended Murdoch's investigation, focussing on children's attitudes to transfer. Their results clearly demonstrated that the transition from Primary to Comprehensive School has detrimental short-term effects upon the attitudes of children who make it as compared with those who proceed in more familiar surroundings.

Dutch and McCall (1974) highlighted the organisational aspects of transition when contrasting the adaptation of children who had entered Secondary School direct from Primary School and those who had spent one year in a transition department. They found that a small but significant improvement in the social and emotional area had been taking place among the children of the latter group, without loss of academic attainment. This effect appeared to be considerably more marked with pupils from small schools.

Youngman and Lunzer (1977) attempted to determine the nature of individual reactions to school transfer, using measures such as ability, achievement, attitude to school and personality, including both rural and city children in their samples. They identified six sub-groups representing substantial differences in patterns of adjustment after transfer. This work is useful in the area of identification of troubled children and provides necessary preliminary information for the selection of possible modes of treatment. The six groups are divided into two types based on ability levels.

(a) High Ability Types

- (i) The Academic type depicts the traditional view of an 'acceptable' pupil with a consistent pattern of high ability, performance, motivation and self-concept combined with low anxiety levels.
- (ii) The Disenchanted type represents a group with moderately high ability but some indication of inferior performance. Attitude to Secondary School, academic self-concept and motivation are low with an average anxiety level.
- (iii) The Capable type reflects a relatively capable performance, allied with low personal and social self-concept and only a moderate attitude to Secondary School suggesting that, for these children, success is based on ability alone.

(b) Low Ability Types

- (iv) The Contented type shows below average ability associated with somewhat better achievement and above average motivation and self-concept, i.e. the child in whom a positive attitude to school seems to have a beneficial effect on performance.
- (v) The Disinterested type represents a group with average levels of attitude and personality measures, coupled with low ability and achievement and average or below average motivation. There is a tendency for attitude and motivation to deteriorate on transfer. However, lack of success does not appear to worry these children.
- (vi) The Worried type reflect mainly high anxiety and low personal adjustment as the dominant features of their profiles

The rural group in particular seem most affected, reflecting a drop in achievement level after transfer.

Youngman and Lunzer consider two types - the disenchanted and the worried - as warranting particular attention and they suggest seven points to be considered when handling children in their first year of Secondary education.

- (a) Achievement before and after transfer should be monitored closely.
- (b) Vigilance over individual adjustment should be particularly close during the first term in the Secondary School.
- (c) Behaviour changes after transfer which reflect deteriorating standards should be quickly and effectively remediated.
- (d) Cases of poor adjustment, even without obvious academic deterioration, may be associated with specific causes for which simple remedies may exist and careful scrutiny of these cases may prove beneficial.
- (e) As parental influences are likely to change around transfer because of the apparent finality of Secondary Schooling, problems facing individual children may be traceable to parental expectations or lack of them.
- (f) Adverse reactions to the academic side of the new school can be relieved by introducing preliminary experience of things such as examinations and formal homework in the Primary School.
- (g) Assistance with study methods, preferably before transfer, could prepare children for a more autonomous situation. (p 53/54).

Pumfrey and Ward (1976) studied the personal adjustment of pupils through tracing the progress of a group of children deemed maladjusted by the Primary School. They matched groups of maladjusted and normally adjusted Primary School children on measures of attainment, intelligence and personality and followed up their progress in Secondary School in order to assess their subsequent adjustment. An important factor in their investigation was that none of the maladjusted children had received any special psychological help from qualified personnel during the period of investigation. They found that some eighty percent of the maladjusted group showed marked improvement in adjustment while about

twenty five percent of the normally adjusted group showed definite signs of maladjustment. Pumfrey and Ward suggested that "moves toward more adequate later social adjustment were associated with initial adjustment, intelligence, introversion and competence in the basic subjects." (p 25).

Loosemore (1977) attempted "to measure and study pupil adjustment to the new Secondary School environment and to investigate any relationships between such adjustment and other non-cognitive and cognitive variables." (p 1). She concluded that good adjustment depended on enjoyment of novelty, freedom from nostalgia and feelings of subordination, plus a degree of academic and social self-confidence where realistic anxieties are cushioned by parental support. Conversely, she saw adjustment to be adversely affected by feelings of subordination stemming from streaming and age-based groups. She suggested that personality factors were very important and attributed the specific problems of the least-adjusted pupils to a sense of personal inadequacy stemming from anxiety, passivity, immaturity, resentment and alienation. Finally, she felt that there was a serious need to improve home-school contacts and to encourage the less-supportive parents to play a more positive role.

Dowling (1980) aimed

to determine to what extent data (on personality, behavioural and educational variables) obtained during children's final year in Primary School, which is the normal ... time when various kinds of assessment and prognosis are made, are related to their (social, emotional and educational) adjustment one year later after transfer to Secondary School. (p 26).

He felt that there were genuine changes in many of the children's behaviour after transfer and postulated three probable explanations.

- (a) the traumatic or stimulating effect of the transfer as such;
- (b) just a different reaction to a different situation;
- (c) life events other than the transfer, during the follow-up period affects some children's behaviour.

He considered attitude as a measure of adjustment to school, to be

quite different from the other criteria as, he felt, it reflects the child's own perception of his adjustment to school and he urged secondary teachers to be cautious when attempting to deduce the probable level of children's adjustment after transfer from Primary records.

Research by Thompson (1975) in a large Secondary School, tested the attitudes to school of pupils considered to be most and least well adjusted. The overall finding among both extremes was that teachers were generally lacking in warmth, kindness and happiness. If this is generally true of the profession, it does not indicate good interpersonal relationships.

Power and Cotterell (1980) focussed on the effects of different types of school environments on varying types of students in the Primary-Secondary transition period. In their study based in Queensland, Australia, they mapped changes in classroom environments encountered by pupils and changes in pupil behaviour, perceptions, achievements and satisfaction in an attempt to identify some conditions under which school environments facilitate pupil development and transfer to Secondary School. When reviewing the data, they suggest that:

environments are growth-promoting when they are congruent with a person's developmental needs, and growth-inhibiting when there is a lack of congruence ... between person and environment What seems critical ... is the extent to which the school provides appropriate support structures and the teachers involved are sensitive to the needs of the individuals. (p 30).

Their conclusions pinpoint six areas of concern:

- (a) The existing structure creates problems for those least well equipped to accommodate to the demands of High School.
- (b) Changes in organisational arrangements must go hand in hand with the formulation of a comprehensive school policy for the education of young adolescents and for evoking a sense of belonging to, and being needed by the school.
- (c) The organisational environment created by the administration of some larger schools could "possibly be made more enabling and stimulating in its function than the generally neutral influence of the administration on students in transition suggests." (p 34).

- (d) While Primary and Secondary Schools must be reconstructed one by one if they are to become optimising environments, the problem of co-ordination between schools and systems must still be faced - this embodies notions of unity and continuity.
- (e) The data on the relationship between the physical structure and outcomes reinforce the view that, while organisation is important, it is the commitments of the individuals who work within a given structure that determine its success. Closer scrutiny needs to be given to the teaching strategies and factors which influence teacher decisions. An issue highlighted here is the manner in which teachers establish an identity:

Whereas the identity of Primary teachers is very much tied up with their class and their pupils, that of most High School teachers is established in the context of a discipline or a department, rather than with a class and a group of pupils. (p 36).

- (f) If one takes the view that development is a continuous process which is optimised when there is a match between the learning experiences provided by the school and the knowledge, abilities and interests of the students, then it becomes clear that the school curriculum should be conceived and planned as a whole.

Power and Cotterell conclude by suggesting that:

To some degree at least, each education system and school faces the problems identified in this study. Each ... must establish for itself the areas most in need of attention, and develop policies and programmes for solving the problems perceived to be most pressing. (p 37).

The question of many and specialist teachers is complicated by the finding of the School's Council Working Paper No. 22 (1969) that most pupils, in fact, benefit from being taught by a range of teachers. There is also the view that improved adjustment to change is an educational objective in itself - that, in a rapidly changing world, to cushion the individual completely against change is to render him inadequate.

Sporakowski and Eubanks (1976) examined the relationship between family communication and school adjustment. Their results indicated that

students' adjustment problems are not unique to the school environment. In their study, the poorly adjusted group was also having problems communicating and relating at home, and they suggest that programmes aimed at enhancing the pupil's ability to function more effectively in school may well need to involve parents or even focus on parent competency education.

In South Africa the subjects of transition and orientation enjoyed relatively little attention over the early years. Recently, however, there has developed a concern for the more practical and pastoral aspects of the transitional stage in a pupil's school career.

In 1961 a conference of the Faculty of Education at the University of Cape Town addressed the theme 'Transitional Problems in the South African Educational System'. Their major focus, however, was on transition rather than orientation. A few years later, in 1965, the Human Sciences Research Council ran an investigation into the effects of extra-mural involvement on the academic achievements of standard six South African boys. Kotzé (1966), in his unpublished thesis, attempted to identify the problems relating to the transfer of the Primary pupil to High School. He was followed by Jordaan (1968) whose work in the Transvaal was aimed at utilizing the orientation of the standard six pupil to facilitate a more relevant/appropriate choice of course, both for the individual's school career and for his consequent working career. Thereafter, Ham (1977) investigated possible factors which led to a drop in the academic achievement of pupils between standard five and standard six. He suggested the need for a short orientation programme in the first week of High School focussing on the subjects available which would enable the new standard six pupil to make a more valid educational choice. In addition, he suggested more help from teachers and peers to assist new pupils with their adaptation.

Couperthwaite (1981) considered the effects of High School adjustment on the self-concept of pupils, his investigation placing more emphasis on the social control aspect of the orientation of such pupils. In 1982 a seminar entitled 'Bridging the Gap - 5 to 6' was organised by the Natal Education Department. Again the focus was on transition but with increasing attention being paid to the orientation of High School pupils. It was suggested that more attention be paid to the training of teachers in this area in order to maximise their effective-

ness. They also stressed that educators need to meet the child where he actually is and not where they thought he ought to be.

Probably the most definitive work in the South African context has been produced by Heath (1985) whose stated intention was "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." In his unpublished thesis he postulates some guidelines and procedures for schools wishing to establish or improve upon an appropriate orientation programme.

In this, of necessity brief and non-comprehensive review of literature available, my main purpose has been to delineate the general problems of transfer and adjustment and to describe some of the previous research findings which sought to show a relationship between adjustment and other variables, both internal and external to the individual. The one factor which has not been highlighted is Sex Differences as, in all the studies quoted, 90% of which involved co-educational schools, Sex Differences were not mentioned as a major factor in adjustment.

One of the early South African researchers, Jordaan (1968), says:

Die skool is vandag nie net gemoeid met die intellektuele groei en ontwikkeling van die kind nie, maak ook met sy sosiologiese, fisiese, emosionele en volisionele ontwikkeling en aanpassing. (p 7).

Following this lead one then needs to tie in work on the self-concept if one is to develop a programme that will help to build up the individual who is passing through one of the major developmental stages in life - adolescence.

Self-Concept Review

Over the past decades considerable attention has been paid to the social and personal components of children's schooling. Prominent among the many psychological constructs examined is self-concept, which Hurlock (1964) saw as the core concept of the individual's personality. She suggested that:

The personality pattern is made up of traits, or specific qualities of behaviour, organised and integrated into a whole The core or "centre of gravity" of this pattern is the concept of self - the picture the individual holds of himself, his abilities, his character-

istics, his worth and his relations to the world about him. (p 706).

Coleman (1980) and others have emphasized the importance of the adolescent years in the psychological growth of the individual by referring to the 'second chance' opportunity presented by the adolescent stage of development. Coleman said:

For many years it has been widely believed that what happens in infancy represents the foundation stone for later personality development ... However it is increasingly recognised that experiences during other critical phases of development, especially during adolescence, have an equally important bearing on what happens in later life. (p 1).

Adolescence is thus seen as a stage that can readily permit profound and benign transformations of personality. Although a comprehensive review of the theories and research on the self-concept is beyond the scope of this study, any historical review demonstrates a profusion of approaches to the concept of self. One can trace a certain trend emerging, especially among the major theorists who tend to place the concept of self in a developmental context. When considering the growth of the individual, one needs to survey the full spectrum of development - physical, emotional, cognitive, moral and social - all of which are influenced by, and influence the self-concept. Major theorists whose work can be taken as basic to these areas are:

Freud (1923) Theory of psychosexual development - physical.
 Maslow (1954) Hierarchy of needs - emotional.
 Piaget (1967) Theory of cognitive development - cognitive.
 Kohlberg (1964) Stages of moral development - moral.
 Erickson (1950) Eight Stages of Man - social

Since the transition period from Primary to Secondary education falls squarely into the early adolescence period, this stage is of particular relevance to this study. Coleman (1980) suggested four reasons why adolescence is usually considered to be a time of both change and consolidation as far as the self-concept is concerned.

Firstly, the physical changes which occur carry with them a change in body image and thus in the sense of self.

Secondly, the intellectual growth during adolescence makes possible a more complex, sophisticated self-concept, involving a greater number

of dimensions and encompassing potential as well as reality.

Thirdly, some development of the self-concept seems probable as a result of increasing emotional independence.

Finally, the traditional nature of the role changes experienced at this time would seem likely to be associated with some modification of the self-concept. Briggs (1975) said that "the major task of adolescence is the re-evaluation of self" (p 154) and he emphasized the role of the learning process in change: "... self-concepts are learned, not inherited. This means that attitudes towards the self can be altered in a positive direction. The main requirement for change, however, is positive experiences with people and life." (p 40).

Although controversy surrounds the constancy, or otherwise, of the self-concept at the adolescent stage (Engel 1959), enough evidence is available to suggest that attempts to improve the self-concept could be successful (Beane 1983; Morse 1964). During the last decade, research has focussed on the relationship between self-concept and other related variables, in particular, academic achievement. Purkey (1970) believed that: "... it is possible to develop a curriculum in which the expected learning takes place while positive self-concepts are being built." (p 43). He maintained that what the teacher believed, did, and the attitudes he conveyed, were all as important as the atmosphere he created, and that the teacher became a 'significant other' to his pupils on the grounds of his beliefs and actions. This ties in very closely with Rogerian relationship theory with its focus on empathic interaction. Rosenthal and Jacobson (1968) described the 'self-fulfilling prophecy' inherent in teacher-pupil relationships when pupils who were expected to learn more did, in fact, perform better academically.

The volume of evidence produced in this area encouraged educators in the sixties to develop intervention programmes along the lines of Head Start (pre-school), Follow-Through (Primary), and Upward Bound (High School) which emphasized the development of positive self-concepts within the classroom. Bauer (1983) in his evaluation of research findings in this area concluded that: "It is obvious ... that the relationship between self-concept and academic achievement is not clear-cut and no significant relationship has been satisfactorily proved. However, much valuable theory of heuristic value has been generated."

(p 90). Purkey's (1970) review of the literature came to a similar conclusion regarding a self-concept and academic achievement link, but it did encourage educators to believe that special attempts to enhance students' self-concepts might increase their educational progress.

Orientation and Orientation Programmes

"Human beings ... experience problems associated with making changes, altering behaviour and adjusting (in) adapting their lives to new situations." (Brinkopf 1962, p 70). While the obvious function of an orientation scheme is to make the pupils' introduction to the new school as satisfying and constructive as possible, it also provides a stimulus for bringing together information and concerns about individuals and allows for considerations of how to begin to address identified needs. Just as pupils and parents must be relieved of the anxiety of change and have their needs met, each school has its own needs and the orientation programme should reflect them.

Traditionally, little has been done to deal with the fears and anxieties of the myriad youngsters who annually make the transition from Primary to Secondary School. Insecurity is created by the inherent characteristics of this change and the change from childhood to adolescence. According to Dallas (1973) our 'sink or swim' method of placing pupils into classes with no orientation process seems to accelerate the already present feelings of inferiority expressed by many of our pupils. Bent (1976) feels that orientation programmes have come a long way from the days of a quick tour of the buildings and a one-shot assembly. She is supported in this by Kroth (1961) who also suggests that schools that cannot meet standards find it easy to concentrate on a 'one-shot' orientation assembly-type programme. Havelka (1978) refers to the 'hand-grenade' theory - throwing information in the general direction of pupils and hoping that some of the fragments will hit everyone.

Scherer and Wygant (1982) say that:

for the ill-prepared, naïve, and academically weak, entering (high school) can be likened to suddenly finding oneself in an unfamiliar forest with all kinds of vegetation, underbrush, little sunlight, strange animals, and little to go on to find one's way to a safe, secure environment. (p 378).

Bent (1976) suggests that a well-designed process will alleviate these anxieties and create a more secure atmosphere. Havelka (1978) comments that "ideally a school's programme for orienting students is designed

to bring the student into the institution with a minimum amount of anxiety and a maximum amount of congruence between the student's needs and those of the institution." (p 50). Dunn and Fagan (1962) feel that orientation programmes centre around a hope that the programme will produce favourable attitudes in students and that the attitude, in turn, will stimulate student exploration, confidence and rewarding perceptions of new school environments. Kavinsky and Kauffman (1980) suggest that a transition programme must fulfil needs that originate from two separate sources (student/parent and school). These needs are entwined in such a way that one's needs (parent/student security) are not totally satisfied without the fulfilment of the other's (disseminating school-related information). Davies (1981) states that the aims of any induction course should be to encourage newcomers into positive attitudes to all aspects of the school community rather than cajole them into half-hearted acceptance of somebody else's values.

An orientation programme can be seen from two perspectives - as an event or as a process.

Event-type orientation has the advantages of being structured, subject to organizational efficiency, and economical in the use of everybody's time and energy. All necessary information is imparted This type ... also has its disadvantages. One disadvantage is the possibility of overkill - too much information may have to be processed by students in too short a period of time A second disadvantage is that there are so many students involved in the orientation event that it is virtually impossible to determine their individual needs or to respond to even a small portion of them in that short a time. Another disadvantage is that there is insufficient follow-up When orientation is treated as a process, it is a series of events, each less massive than the one above, co-ordinated over a substantial period of time Among the advantages is the opportunity to gradually supply necessary information over a period of time and in smaller doses. This increases the chances of retention and correct interpretation There are several disadvantages The total amount of time and energy that must be devoted to such an orientation process may be prohibitive ... it may be more difficult to orchestrate because of its longer duration. Thus it may be prone to more systematic breakdowns. (Baker, 1981 p 136-7).

It seems as if the advantages of the event-style programme are primarily administrative and practical, while the advantages of the process-style programme are more person-focussed. Baker also feels that the fact

that most orientation programmes are of the event-style provides circumstantial evidence that orientation is a low-key function in most schools. He feels that this situation will not change unless alternatives are suggested and suggests that school counsellors are the most likely source of recommendations for change because, with their training and role, they are in the best position to observe the need for a change and to suggest a plan of action. Hermansson (1981) enlarges on this to suggest that the orientation process is often a good gauge to what overall stance is adopted towards students and that through it a great deal is conveyed about the school climate and intentions.

Each school has its own needs and the orientation programme should reflect these needs. Transescents in every school need some help and guidance as they approach adolescence and enter a new educational environment. The orientation course is intended to provide some of this help and guidance. Ultimately how a child adjusts to a new school or to any significant change in his life, is highly dependent on his personality, how he feels about himself, and how secure he feels at home. We cannot eliminate all the problems that change creates - we can anticipate them, however, and be prepared to offer assistance when it is needed.

Bent (1976) highlights the difference between the needs of younger children and pre- and early adolescents. She suggests that the younger children do not find transition as stressful as they are securely based in the stability of the dominant family influence. The adolescent, on the other hand, is beginning to establish his independence and questions what he sees and hears in an attempt to find out what is right for him. Working through new ideas and feelings, and questioning identity in the process is not easy, and the adolescent needs security to balance his doubts. This can be found in:

- (a) the acceptance of a group of friends who provide a safe sphere from which to explore new and sometimes scary emotions and feelings, and
- (b) the family which is a relatively safe place in which to struggle for individuality and independence.

Bent makes four suggestions from the point of view of the counsellor:

- (i) Parents and student need to be counselled about the im-

portance of all the family being involved in planning for the new situation.

- (ii) Time needs to be set aside to talk individually with each new student after he has been in the school a short time.
- (iii) Group meetings need to be provided for new students and their families thus offering contact with people having similar concerns.
- (iv) All faculty members need to be made acquainted with the names of all students who are new to the system. (p 353).

A Review and Assessment of Established Orientation Programmes

The orientation process is often a good gauge to what overall stance is adopted towards students, and through it a great deal is conveyed about the school climate and intentions. The following brief descriptions give some indication of what has been implemented in various schools to try and address the needs inherent in this first point of contact. There are differences in procedures and in the kinds of contacts necessary due to a vastly different pattern of schools. However, there are clear similarities in objectives and it is clear that in all cases students move into settings where there is sensitivity to their circumstances and needs as people in a major stage of transition.

Kroth (1961) developed the following programme:

- Every second year a meeting is held involving the principals, the counsellors and the staff involved from both receiving and feeder schools. Its purpose is to develop a better understanding between the people involved at both levels and to thrash out common problems.
- The Junior High principal and counsellor visit the feeder schools to meet prospective pupils and their parents.
- An orientation day is held to which all incoming pupils are invited at which they are given a student handbook, taken on a tour of the facilities and given a chance to ask questions in both small and large group sessions.
- In their first week at the new school, a special assembly is held for newcomers only at which they meet all the key staff, are given the chance to ask any further questions and general rules and duties are reviewed.
- Orientation does not stop here but is continued through the year by individual class teachers.

In his evaluation Kroth maintains that "It is possible to have an effective, continuous orientation programme (even) with limited counselling facilities." He stresses the need for constant evaluation of the process, saying that, as they had grown in their knowledge of the needs of the pupils, so had their programme grown in effectiveness.

Dunn and Fagan (1962) developed a four week long summer programme which was offered to all prospective seventh grade students in the summer holiday prior to their arrival at Junior High School. They met each day for two-and-a-half hours, five days a week "discovering the knowledges and skills needed to function as seventh graders." The authors conclude that there was ample evidence of the programme's worth and found that, over their school career, 50% of the students who had participated held some position of school leadership. In addition, this group revealed an academic leadership above any predictable level with a little more than one in three maintaining a B average or better.

Brinkopf (1962) implemented the following programme:

- The Junior High School counsellors visited the feeder schools to meet the prospective pupils and to answer their questions about the Junior High School.
- On 'Buddy Day' a month later, all prospective pupils spent a day at the Junior High in the company of an older pupil.
- A week later an evening meeting was held for the parents of the prospective pupils where, in small groups, they were able to meet all the staff, to question and to listen to explanations of the Junior High School programme.
- Prior to their arrival at the Junior High School, all incoming pupils were visited in their homes by the counsellors. This led to the establishment of many informal links between the school and the parents.
- Orientation continues throughout the first year with each seventh grade pupil meeting his counsellor one period a week in a group-guidance class.

Brinkopf suggested that it was difficult to appraise this kind of programme factually, but felt, however, that the new pupils were less confused and adjusted more rapidly to the Junior High School.

Dallas (1973) convened a meeting of teachers, counsellors and adminis-

trators to discuss ways in which they could resolve the problem of students facing elective choices with no experience and little or no advice. Many suggestions were forthcoming and the ideas were moulded into a curriculum design which would incorporate an exploratory programme to give students an overview of the elective subjects. One year after implementation of his programme, Dallas found that students were better informed about the total curriculum than before, they had requested a group in which they could discuss common concerns and anxieties, and disciplinary problems during the orientation period were minimal.

Schaff (1976) faced the problem of too many feeder schools, so she arranged an orientation evening with talks and a slide-tape presentation showing all aspects of a typical school day at the Junior High School. Ample time was allowed for questions and each student addressed a personal postcard which is an invitation to the annual Open House. When the postcard arrives a few weeks later, it also has on it the student's class and group allocations. At the Open House, parents and students tour the new school and are able to meet staff and ask any questions that still remain unanswered. Schaff found that when students had worked through this programme prior to joining their new school, they appeared to be far less anxious, still curious and very enthusiastic.

Dougherty (1978) focussed his programme on two targets - the incoming pupils and their parents. He worked in the following manner:

- Initially the prospective pupils spend two hours during a school day at the Junior High where they have a talk with question time, lunch in the school cafeteria and are taken on a tour of the school.
- During this time there is a meeting between teachers and counsellors from all the schools who exchange ideas and information.
- An evening meeting for parents is held soon after at which the course offered is explained, the school procedures outlined and any general questions are answered.
- A 'Project Night' is held to which incoming pupils and their parents are invited. At this function they are given the opportunity to see the type of work expected of them and to meet the staff and generally to become more familiar with their new school.
- At the first day assembly further information and the student handbooks are given to the new pupils.

- During the first three months parents are invited in groups to have lunch with the principal in the school cafeteria where they can ask further questions and are shown around the school.
- After a few months the principal visits each new class and discusses their adjustment with them in an informal manner.
- The final step in the orientation procedure is the annual Open House held by the school.

Dougherty noted very marked benefits for the pupils - fewer subject choice problems and limited problems related to an unfamiliarity with the physical surroundings - and he reported that parents who had taken advantage of the opportunities offered them were delighted with the intent and the results of this orientation programme.

Warchol (1979) stressed orientation as a process rather than a single event and felt that a concern for personal as well as academic objectives should be attempted. He instituted a seven-point programme:

- Parents and pupils from the feeder schools met with the counsellors and administrators of the new school to anticipate problems.
- At the same time teachers of the grades bridging schools met to discuss individual problems and situations.
- The principal and the counsellor visited the feeder schools to talk to incoming pupils.
- There was an early distribution of maps, handbooks and subject choice information to facilitate discussion.
- Incoming pupils visited the school to attend an assembly.
- Junior High pupils attended and participated in assemblies and special programmes at the feeder schools.
- There was a staggered opening of school in September to give each class new to the school the complete attention of the entire staff on their first day.

In his assessment of the programme, Warchol noted that, although significant time had been spent restructuring activities to make the orientation process more personal, the subjective judgement of school personnel and pupils had been one of success.

Steltzer (1979) organised a fairly extensive programme for his new students:

- The principal and two students visited feeder schools for dis-

- discussions and to provide information about the Junior High School.
- A few days later newcomers were brought to the Junior High School for further information and a tour led by senior students.
- An open meeting was held for parents of the incoming children at which school data sheets, student handbooks and other items of necessary information are handed out and discussed and the parents are taken on a tour of the facilities.
- Feeder school teachers, the Junior High principal and counsellors meet for discussions and final class placement of the incoming students.
- A field day is held where all newcomers meet for games and other socializing.
- One week before school opens for the new year class lists are posted on the boards.
- The night before school resumes, it is opened to all newcomers so that they may explore, meet staff and ask any last minute questions.
- For the first week of the term all newcomers are linked to an older student 'buddy' for further advice and answers.
- Finally the programme ends with an Open Night for all parents at which staff explain their academic goals, objectives and strategies for the year.

Steltzer comments:

The time and effort that has gone into our orientation programme has been worth it. Our middle schoolers test high in their interest and attitude towards school. The anxieties and fears on the part of the children and their parents have lessened. Students from both elementary schools are anxious to attend school in September. The community's estimate of the middle school which opened not too many years ago, has been rising steadily. (p 454).

Kavinsky and Kauffman (1980) ran a seven point programme:

- Initially there was a meeting of the feeder school principals with the Junior High principal to discuss the transition of their students.
- A P.T.A. meeting was held which included a review of the student handbook, a slide presentation among other activities.
- The Junior High principal, counsellor and several students visited the feeder schools to familiarise students there with their prospective school.

- Several joint cultural events were arranged to help bridge the elementary/junior high gap.
- A pre-fall programme was conducted to familiarise students with the skills and knowledge needed for a secure and positive transition.
- During the first week of school time was provided in the home class and a special assembly to resolve any problems encountered.

Kavinsky and Kauffman evaluated their programme by means of a questionnaire given to seventy five students and twenty five parents who were randomly selected. One hundred percent of the surveyed parents and students felt that the programme was valuable and said that they would recommend it to others. In addition, all stated that most of their anxieties had been relieved and ninety six percent revealed that they felt entirely comfortable with their transition.

Davies (1981) has introduced another aspect into the orientation process. His programme is run exclusively by sixth formers who work in close liaison with group tutors over four to six weeks. After a workshop with small group discussion, several distinct and often very different initiatives evolve and a programme is formulated which comprises the work of all the groups. Each group is responsible for the resource material needed for their contribution to the programme and the organisation of their event. Each year the programme is quite different because it is organised by different people. It is run on a once weekly basis during morning home class time and the sixth formers then maintain informal contact with the group with whom they have worked. Davies found that, in addition to the positive effects of the programme on the new pupils, those sixth formers who had been involved appeared to be increasingly incorporated into the life of the school as a whole.

Harris (1981) also used sixth form students for the major role in the orientation of the new third form students. To begin with, the Guidance Counsellor visited the Intermediate School for a discussion of the programme with teachers there. At the same time the opportunity was taken to sit in on classes and listen to their discussion of and questions about transition. In the meantime, third formers in the high school held discussions recalling their own doubts and fears, discussing the questions compiled by the younger students and subsequently writing letters of advice and reassurance to them. The major part of the work for the programme fell on the shoulders of the sixth formers who, in workshop

sessions together, worked through the questions, sorted out the priorities in the orientation programme, and discussed the methods they would prefer to use. They worked individually or in pairs with small groups of the incoming students at the intermediate school. They went over the school system, the orientation handbook and other necessary information. A while later the new students were brought to the High School for a tour and further explanations, during which time some of the staff gave sample lessons in the subjects which would be new to the incoming students. Once the students had actually made the change of school, the orientation was taken over by their form teachers. Harris found this programme to have many advantages: the new students settled in and became part of the High School very readily, and they and their parents were pleased with the interest invested in them. In addition, some children with particular difficulties were identified and, in some cases, peer counsellors from amongst the sixth formers have emerged to assist them. Harris comments that the older students found creative ways of helping the younger ones and it was easily seen how much they were gaining personally from the experience. She concludes that there is still much that could be done to improve their programme and to extend it as it seems appropriate.

Hughes (1981) describes a programme that consists of two halves: that which takes place in the feeder schools before the pupils move, and that which takes place after their arrival at the Secondary School, culminating in a third form camp three weeks into the term.

- Two visits are arranged to feeder schools. At the first, the principal talks generally about High School and the counsellor shows a video to complete the picture. This applies to all the pupils at that feeder school. The second visit is scheduled just before schools break up and is only for those who are to attend the High School. The counsellor and the third form dean role-play an interview and then answer any further questions.
- The second visit is followed by talks with feeder school teachers about the pupils who will be transferring to the High School.
- The third form pupils start school a day early with an Assembly, class division and tour of the school facilities, ending with their form teacher for the issue of books and other administrative matters.
- At the end of their third week the third formers go on a camp with their form teachers, the purpose of which is more social

than intellectual and morale building rather than physical building.

Hughes concludes that "evaluation of a programme such as this is difficult. It seems, however, to be meeting needs, and appreciative comments from pupils, staff and parents encourage us to continue. We try and modify the elements of the programme as we develop." (p 52).

Regarding orientation programmes in schools under the Cape Education Department, Heath (1985) makes the following observations:

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 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. (p 145).

General Observations

Most people writing in this area now emphasize two things - that orientation should be a process and not an event; and that orientation should be concerned with personal as well as academic adjustment - and they tend to favour a problem-solving approach to the design of any such orientation programme, along the following lines:

- (a) Identify needs - pupils
 - school
 - others
- (b) Establish broad goals
- (c) Analyse resources
- (d) Create procedures that address common problems and serve student needs.

They suggest that one use a variety of ideas and resources such as games, tapes, slides, videos and experience. They encourage the stimulation of discussion and the interchange of ideas whenever possible, and emphasize the need to use well-presented, well-planned material at all times.

We will not go into all the range of needs identified in the various programmes at this stage, but will leave this to a later chapter in which we attempt to establish an example of a programme around which

similar programmes can be constructed, which address the particular needs of the individual school and its community.

Finally, one must emphasize the need for constant evaluation of the programme which is being presented in order to maintain relevance and effectiveness in this rapidly changing world of ours. Several of the writers concerned with these programmes report that evaluation of their work indicated that the orientation programmes achieved some or many of the following common results:

- increased parental involvement in the schools
- improved parental support of school discipline and other school programmes
- increased communication at all levels
- reduced student and parent apprehension
- reduced student disciplinary referrals
- increased student participation in school activities.

Brinkopf (1962), on reflection, says:

The transition of pupils from the sixth to the seventh grade will always present problems. We believe, however, that much of the mystery, fear and apprehension experienced by pupils when they make this change, has been removed as a result of this programme. (p 73).

Dallas (1973) concurs, saying:

I personally feel that the most satisfying observation is that we are on the road to having a means by which we can assist students in overcoming strange surroundings more rapidly and in a more humane fashion. (p 492).

Steltzer (1979) says:

The orientation programme is an intimate one, bringing administrators ... middle schoolers, parents and teachers together on a face-to-face, frank and open basis. Rather than arriving anxiously in a new and alien environment, ... students are absorbed into a welcoming and embracing school. (p 454).

The final words at this point are left for Warchol (1979):

With the input and co-operation of staff, administration, parents and students, it does indeed seem possible to humanize somewhat the individual student's passage from the closed intimacy of childhood, through the public school system and into society itself. (p 235).

CHAPTER THREEMETHOD

The school involved in this study is a fairly large, white middle-class co-educational High School. It is a school that has recently undergone a fairly major growth spurt : 1978 - 458 pupils to 1984 - 997 pupils from standard five to standard ten. With the realization that the 'growing pains' associated with this increase in numbers would affect both pupils and staff and the relationships between them - academic, social, physical and cultural - and wishing to alleviate the effects on all concerned, the decision to investigate the problem of school adjustment was a natural part of the on-going efforts to facilitate meaningful and successful education.

This study was limited to the 1983 intake of standard six pupils, a group which numbered 161 pupils drawn from a variety of Primary Schools which range in size from a very small rural school to several fairly large urban schools. It was felt that together these schools represented the full spectrum of school types and that from these children it should be possible to draw conclusions about the effects of transfer on most children who attend or will attend this school in the future.

Having reviewed much of the literature available which dealt with the problem of school transfer and adjustment (Nisbet and Entwistle 1966, 1969, 1972; Dale and Griffith 1965; Jennings and Hargreaves 1981; Youngman and Lunzer 1977; Loosemore 1977; Power and Cotterell 1980; and others), it was decided that an effort should be made to develop an orientation programme that would help to alleviate as many of these adjustment problems as possible. Because very little work has been done in this area in South African schools (Kotzé 1966; Jordaan 1968; Ham 1977; Heath 1985), it was felt necessary to conduct a very low-key investigation into the adjustment problems faced by our pupils. In this way one could hope to isolate or highlight any problems which might differ from those experienced generally by pupils in British, Australian, New Zealand and American schools, or confirm the universality of the problems facing the transescent.

Attention was directed mainly towards the children rather than towards the school or the teaching arrangements, although there is no disputing the fact that the latter are obviously important factors in the concept

of adjustment to the Secondary School. Three main areas of information were investigated:

- (a) Attitude to school
- (b) Personal adjustment as indicated by the self-concept
- (c) General impressions of Secondary School.

(a) Attitude to School

Many researchers have highlighted the vital role that attitude plays as a measure of adjustment to school (Dowling 1980; Thompson 1975; Jennings and Hargreaves 1981; Youngman and Lunzer 1977). As the present researcher shares Dowling's view that attitude reflects the child's own perception of his adjustment to school, two different aspects were considered. Questionnaire A (Appendix A, p 88) focussed on the attitude to Primary and Secondary School as well as the apprehension about transfer as seen from the perspective of the Primary School pupil. Questionnaire B (Appendix B, p 89) highlighted the attitude to Primary and Secondary School as well as anxiety related to Secondary School taken from the perspective of the Secondary School pupil.

(b) Personal Adjustment

There are many ways in which one can measure personal adjustment in an educational environment. One of the most frequently utilized to show the level of school adjustment is the concept of self. Questionnaire C which was used here (Appendix C, p 90) focussed on three component areas of the self-concept - the social, the personal and the academic self-concept.

(c) General Impressions of High School

At a very general level the children were asked to answer a number of questions describing their impressions of the High School. These questions focussed on their likes and their dislikes and their long term problems as seen when the Standard Six Questionnaire (Appendix D, p 91) was administered.

Questionnaire Construction

The questionnaires used in this study were slight modifications of those designed by Youngman and Lunzer (1977) and also used by Loosemore (1977) for their investigations, taking into account problems

encountered by the transescents as revealed by previous research (Nisbet and Entwistle 1966, 1969, 1972; Power and Cotterell 1980; Loosemore 1977; and others). Although it is not possible here to give full accounts of all their measures used, brief outlines, including Cronbach's alpha reliability estimates, follow.

(a) Attitude to School

Initially Youngman and Lunzer asked children to answer a number of questions describing their reactions before and after transfer. Oblique factor analysis of these questions generated three attitude to school factors, each time comprising the following sub-scales.

	<u>Scale</u>	<u>No. of items</u>	<u>Alpha reliability</u>
(i)	Primary attitude to Secondary	11	.75
(ii)	Primary attitude to Primary	11	.81
(iii)	Primary apprehension over transfer	12	.78
(iv)	Secondary attitude to Secondary	10	.75
(v)	Secondary attitude to Primary	5	.70
(vi)	Secondary anxiety	9	.75

(b) Personal Adjustment

A similar method was used by Youngman and Lunzer to develop a self-concept in school inventory. Again oblique factor analysis produced three sub-scales which they administered at both Primary and Secondary levels.

	<u>Scale</u>	<u>No. of items</u>	<u>Alpha reliability</u>
(vii)	Junior self-concept: social	6	.65
(viii)	Junior self-concept: personal	7	.62
(ix)	Junior self-concept: academic	6	.57
(x)	Secondary self-concept: social	6	.66
(xi)	Secondary self-concept: personal	7	.52
(xii)	Secondary self-concept: academic	6	.58

In the questionnaires used for the present study, the phrasing of several questions was changed from those of the original questionnaires to comply with an official request from the Cape Education Department. It was felt that these changes did not significantly alter the intention or the purpose of the original questions and therefore that the questionnaires used probably have a reliability very close to that of Youngman and Lunzer.

Questionnaire A: (Appendix A, p 88)

This comprised thirty four questions composed as follows:

Primary Attitude to Secondary	11	YES/NO questions concerned with anticipation for Secondary School
Primary Attitude to Primary	11	YES/NO questions relating to satisfaction with Primary School
Primary Apprehension over Transfer	12	YES/NO questions about transfer fears such as school size, losing things, intimidation etc.

Modifications

Q.25 'I dislike teachers' was changed to 'I find it difficult to like teachers.'

Q.32 'I shall dislike the teachers at the new school' became 'I could dislike the teachers at High School.'

Questionnaire A was completed on the first day of the new standard sixes' life in the Secondary School, before they had had any chance of any real experience of life in the Secondary School. The pupils were asked to complete the questionnaire as if they were still in their previous school. Although this arrangement is obviously not as ideal as getting them to complete the questionnaire prior to their leaving Primary School, for the purpose of this investigation it was considered sufficiently realistic.

Questionnaire B: (Appendix B, p 89)

This comprised twenty four questions composed as follows:

Secondary Attitude to Secondary	10	Four-point questions covering satisfaction with the Secondary School
Secondary Attitude to Primary	5	Four-point questions reflecting longing or nostalgia towards the Primary School

Secondary Anxiety

9 Four-point questions relating to apprehension with an academic bias.

Modifications

Q.5 'My Junior School wasn't very good' was altered to read 'I did not like Primary School.'

Q.14 'The teachers are always picking on me' became 'I am often singled out in class.'

Q.16 'The teachers here are all right' was changed to 'High School teachers are all right.'

Q.20 'I hate this school' became 'I do not enjoy High School.'

Questionnaire B was completed in the first week of the second term (April) when the new pupils had had time to accept their High School status.

Questionnaire C: (Appendix C, p 90)

This comprised nineteen questions composed as follows:

Self-concept - Social	6 Three-point items to do with relationships with other children
Self-concept - Personal	7 Three-point items concerned with self-image and friendship
Self-concept - Academic	6 Three-point items dealing with work and self-image

Modifications

Q.9 'I wish teachers would explain things better' was altered to read 'I wish I understood teachers' explanations better.'

Questionnaire C was administered in the first week of the second term (April) when most pupils had had time to make some adjustment of note.

Standard Six Questionnaire (Appendix D, p 91)

This comprised eleven questions which focussed on the pupils' likes

and dislikes and long term problems as well as the agents and agencies affecting and assisting their adjustment to High School life. This set of questions was answered at the beginning of the second term (April). This time was chosen as it correlated with Murdoch's (1966) finding that, after a term or so in the Secondary School, about eighty percent of pupils have made an adequate adjustment.

One must accept that these are not sophisticated testing instruments, rather questionnaires intended to elucidate, within easy terms of reference, problem areas in the attitudes to school and the self-concepts of pupils negotiating the rapids of transition.

In the present study, the data obtained by means of these questionnaires was investigated for the following purposes:

Questionnaire A:

- (a) to see if there was any marked level of anticipation of apprehension for the Secondary School. This could be seen as a measure of the pupils' expectations and also utilized to pinpoint areas to use in the orientation programme.
- (b) to determine pupils' feelings about their Primary School. This could be seen as a measure of their adjustment to the Primary School before the move and would be a help in identifying those children who were, to a certain extent, maladjusted even before the move.

Questionnaire B:

- (a) to establish the degree of satisfaction with the Secondary School. This would be used as a measure of adjustment to the new school.
- (b) to determine the level of nostalgia for the Primary School which could be seen as a negative measure of adjustment.
- (c) to discern the amount of anxiety in the Secondary School which could be used as a measure of adjustment and to pinpoint areas to be used in the orientation programme.

Questionnaire C:

to measure the three areas of self-concept - social, personal and academic - in order to highlight areas where problems might lie and upon which the attention of the orientation programme could be focussed.

Standard Six Questionnaire:

to be used as a rough measure of adjustment levels, to pinpoint problem areas and to identify positive agents who could be used constructively in the orientation programme. It could also give some indication of which problems were short term and which were longer lasting.

CHAPTER FOURRESULTS AND ANALYSIS

In the present study the literature pertaining to transition and adjustment of the early adolescent was researched in order to formulate an orientation programme which would be aimed at alleviating the stresses inherent in the move from the Primary to the Secondary School. Several elementary questionnaires relating to attitude to Primary and to Secondary School, and to the apprehension and anxiety arising from this transition were developed in an attempt to ascertain the situation in a typical white, South Africa, co-educational High School, relative to the position in other countries as described by researchers overseas. The results obtained from these questionnaires will be discussed in terms of the children's reactions to transfer in order to give some lead to the formulation of the proposed orientation programme.

Questionnaire A:

This measured three aspects prior to transfer:

- (a) Primary attitude to Primary
- (b) Primary attitude to Secondary
- (c) Apprehension over the Transfer.

Table One (Appendix E, p 92) lists the responses to the thirty four questions asked. Two response options were allowed - AGREE/DISAGREE - and the questions were framed in a positive or a negative manner to allow different perspectives to be adopted. The results reflected in Table One are expressed in percentages to enable quick comparison to be made between the two responses.

At first glance it appears that the prospects of change do not loom as dark and as tinted with negative overtones as is generally suggested. The general assessment of the Primary School by Primary pupils is highly positive in the majority of responses, the only exception being question 18 - "Teachers at High School will be nicer than they are at Primary School" - which had 53% agreeing and 40% disagreeing. Interestingly enough, question 3 - "My teachers are interested in me" - an area traditionally seen as one of the strengths of the Primary School, draws a 21% disagreement. Possibly one could attribute this

to the fact that more and more Primary Schools are moving away from the 'one class, one teacher' concept for their senior pupils, opting instead for a concept of varied and specialist teachers along the lines of Secondary Education.

Primary anticipation for the High School seems generally positive as revealed by the eleven questions relating to this aspect. 79% are looking forward to involvement in school activities (q. 11), while only a few (10%) expect High School to be boring (q. 12), or expect to hate the school (9% - q. 22), or dislike the teachers (7% - q. 32). An indication, however, that there is a certain degree of apprehension involved in the move is noted in question 8 - "I am looking forward to the new school" - where 25% came up with a negative response. In addition, 31% disagreed when it was suggested that they would be happier when they were in the High School (q. 4).

When one peruses the results of the twelve questions which assess Primary apprehension over the prospect of transfer, one is struck by the degree of tension expressed by even those pupils who profess to be looking forward to the move to their new school. Apprehension is admitted by 48% (q. 1), with the greatest area of stress seemingly the academic challenge. New subjects worry 55% (q. 5) and the prospect of tests and exams intimidates 66% (q. 21). Only 26%, however, feel that the work will be too hard for them to cope with (q. 6), although 48% admit to getting worried about their school work (q. 30).

Fear of bullies and nervousness among strangers are reflected by about 30% of the Primary pupils, while 35% profess fear of asking staff for help with work which has not been properly understood. In general, one gains the impression that genuine apprehension is present in about 45% of the pupils, focussed to a great extent on matters academic. It may be that more familiarisation with tests and exams at the Primary level would prove useful.

Questionnaire B:

This measured three aspects after transfer:

- (a) Secondary attitude to Secondary
- (b) Secondary attitude to Primary
- (c) Secondary anxiety over School

Table Two (Appendix E, p. 94) lists the responses to the twenty four questions posed. Four levels of response were allowed, ranging from Strongly Disagree through Disagree and Agree to Strongly Agree. Results are reflected as percentages and, as a quick summary of agreements, percentages covering the two 'agree' categories are given as a separate figure (column headed '% Agreeing').

After a term in the High School it appears that affairs are settling down and transfer does not seem to have been the traumatic experience that many fear. An extreme statement like - "This school is great" (q. 10) - attracts 94% agreement. Lessons are considered interesting (q. 22 - 70%) and the teachers are at least "all right" (q. 16 - 92%). Only 11% see High School as "boring" (q. 3) with a solid 67% reporting that "teachers are interested in me" (q. 9). Not unexpectedly, only 23% suggest that they enjoy doing homework (q. 2).

When one surveys the five questions which assess the Secondary attitude to Primary, a good indication of feeling toward the Secondary School becomes evident. About 55% of the pupils are pleased to have left their Primary School (q. 15). Question 1 - "I wish I was still at Primary School" - reflects the other side of the coin, and here only 23% affirm the statement, leaving one to ponder on the apathy of the † 22% who cannot decide either way.

As one reflects on the responses to the nine questions related to Secondary anxiety over school, one perceives a groundswell of insecurity flowing through the data. Academic fears rank the highest with 53% reporting worry about school work (q. 6) and 64% expressing concern with tests and exams (q. 19). New subjects (q. 21) disturb 35% and a further 34% seem reluctant to approach teachers for help with work not understood (q. 13). Organizational problems such as theft (q. 23 - 50%) and losing things (q. 8 - 46%) are another fairly major source of concern while interpersonal issues such as bullying (q. 4 - 26%; q. 18 - 18%) and feelings of isolation (q. 11 - 18%) seem far less prominent.

In spite of the general support for the new school, exceptions should not be overlooked. Questions 1, 3 and 14 all suggest that about 15%

of the children positively dislike the new school while rather more are worried about features of the secondary school such as the bullying, school work and exams and tests.

When one takes an overview of Questionnaire A and Questionnaire B together, one senses a certain pattern linking the Primary and Secondary child. In some cases attitudes expressed seem to be directed at school in general, rather than towards Primary or Secondary School in particular, e.g. 11% found Primary School "boring" (q. A33), 10% predicted that they would find the new school boring (q. A12) and 11% classed High School as boring (q. B3). In this case one could be excused for interpreting these data as classifying \pm 10% of the group to be not pro-school in their orientation. Along the same vein 5% hated Primary School (q. A29) and 9% predicted that they would hate the new school (q. A22), whereas only 4% reported themselves as not enjoying High School (q. B20). It seems that the High School had made a positive impression on at least 5% of the group who had joined them a term earlier.

Academic apprehension was shown by 66% of the Primary group (q. A21) with no significant drop after a term in High School (64% - q. B19). Linked with this we find that the 48% who admitted worrying about school work while still in the Primary School (q. A30) actually increased to 53% in the High School (q. B6). One can, with confidence, elect this aspect of school life to be one of the points of focus in the orientation programme.

Finally, the 71% in the Primary who see the teachers as taking an interest in them (q. A3) show a slight drop in number to 67% in the High School. This drop can possibly be ascribed to a change in self-concept, but whether the cause can be attributed to the transition or to the adolescent phase of development, or possibly to some other cause, is not possible to ascertain from these questionnaires.

Questionnaire C:

This measures three aspects of self-concept:

- (a) Social self-concept
- (b) Personal self-concept
- (c) Academic self-concept

Table three (Appendix E, p 95) lists the responses to the nineteen questions asked. Three possible responses were evoked - Yes, Sometimes and No. The questions were posed both from a negative and a positive aspect and, despite the lack of sensitivity of the questionnaire, one can detect an underlying lack of certainty and lack of ease pervading the majority of the responses.

The seven questions probing personal self-concept were phrased in a negative framework. They reveal no major negative concepts, but, interestingly enough, one finds that, in five of the seven questions, approximately 50% have opted for the indecisive response - 'sometimes'. A possible interpretation of this feature could be that it reveals an insecurity about the self affecting almost half the group. Assuming this to be the case, one must bear in mind that, although no direct causation can be ascribed, one is dealing with early adolescents who are in one of the formative stages of self-development, and that this situation is complicated by the added factor of transitional stress. In this section, q. 5 - 'I don't understand what I am supposed to do in class' - can be seen from two differing perspectives. When viewing the child in the classroom, it could be taken to suggest a feeling of personal insecurity within the academic milieu. On the other hand, it could equally be taken as a measure of the academic self-concept, in which case it would be assessed under that section of the questionnaire. For the purposes of this investigation, however, it has been interpreted in relation to the personal self-concept. One must acknowledge, however, that this is a poorly constructed question which should be re-phrased in any repeat of this study.

The six questions dealing with social self-concept reveal a fairly positive pattern, yet again the number of pupils opting for the non-committal response - 'sometimes' is significant. Interestingly, 40% of the pupils feel that they are not popular (q. 6) while leadership qualities are disclaimed by 54% of the group (q.13). Intuition suggests that many of the children involved are struggling to form meaningful relationships with their peer group in which they can feel at ease with themselves and with each other.

When considering the six questions reflecting academic self-concept, one notes that this aspect returns the lowest percentage of positive

responses - \pm 17%. This can be seen as confirmation of the apprehension (Table 1, p 92) and anxiety (Table 2, p 94) scale results which highlighted the academic area as ranking highest of the problem areas facing the pupils. Only 14% of the pupils regard school work as easy (q. 16) although 44% have confidence in their ability to sort things out themselves (q. 12). Whereas 24% feel that they are good at most things (q. 15), only 9% feel that the teacher considers them good at school work (q. 18). In general, one can see room for a great deal of improvement in the academic self-concepts of the pupils - a challenge for any orientation programme.

Standard Six Questionnaire:

This questionnaire took a look at the standard six pupil one term on, in an attempt to gain an overview of the adjustment problems which seem most prevalent in the lives of these young adolescents. Their answers were categorised into six very broad groups which, it was felt, would allow fairly easy identification of aspects needing attention in the proposed orientation programme. The six categories are:

- (a) Academic (school work-related items)
- (b) Physical (sport and physical involvement)
- (c) Peer Relationships (friends and class/standard mates)
- (d) Other Relationships ('significant others' - teachers, prefects, etc.)
- (e) Size and Organisation (getting lost, detention classes, etc.)
- (f) Miscellaneous (bus problems, intercom notices, rumours, etc.)

Table Four (Appendix E, p 96) shows results again reflected in percentages signifying the balance among the six categories for each question.

Question One reflects the perceived differences between Primary and High School. Relationships with significant others ranks high here, with 27% focussing on this category. Remarks such as "Teachers are more friendly" and "Primary teachers had a lot more time for the pupils" indicate the wide spectrum covered by the responses. An equally significant category was Size and Organization. Very often the answers reflected very well the school from which the pupil had come - "X is much bigger - you can actually get lost!" or "Here its

difficulter because you have to squeeze through and get past". Academic factors account for the next most important category with the majority designating "lots of work" or "More homework" as major differences.

Question Two - "Did anything about your new school surprise you?" - attempts to pinpoint items which more specifically reflect the differences between Primary and High School. Just on 50% of the respondents identified the category Size and Organization as the factor which had had the most impact on them. "The pupils move from class to class and not the teachers" and "The ending times of school and the one-hour periods". In addition, if one combines the two relationship categories, one finds that over 30% of the pupils were surprised by the atmosphere prevailing and the reception they received - "Yes, just being treated as teenagers" and "No, the teachers and most of the pupils are very friendly" - are typical of most responses here.

Not too surprisingly, Question Three indicates Size and Organizational matters to be the easiest to adapt to in the High School, with 40% of the pupils mentioning items such as assemblies, size of class and the hour-long period as examples. Relationships with others such as teachers, matrices and prefects are mentioned by about one in three of the pupils - a situation that can be seen as complimentary to the intra-school atmosphere which prevails.

Question Four pinpoints items in the Size and Organization category as producing most problems from an adjustment point of view (33%). Relationships (20%) and Academic factors (18%) are the next most significant, with comments such as "At first to make friends and then the work" and "The amount of homework" or "To get used to much more harder work".

An interesting and understandable response reflected in Question Five - "What do you enjoy most about the High School?" - is the appearance of the Physical category as one of the three most prominent factors. Items such as "Having time for all the sports" and "The sport selection is greater" - reflect, to a great extent, most young people's love of sport, whereas - "You meet more new people" and "The friendly relations with teachers" - holds great promise for personal adjustment.

The major focus of worry in the High School (Question Six) falls on matters academic (32%) with exams, tests and homework featuring prominently in the comments. Relationships, Size and Organization and Miscellaneous matters such as "I'm getting older" and "There does not seem to be any time to fool around" - all attract the attention of 17-19% of the respondents.

When asked to recommend changes at the High School (Question Seven), 39% concentrated on matters affecting the Size and Organization of the school. Suggestions ranged from the serious - "Each teacher should have their own classroom" - to the tongue-in-cheek - "Start the school-day later and end it earlier". The second vital area affected here was the Academic category (20%) with suggestions dealing with all aspects of work and study.

Question Ten was startling in that the focus swung heavily onto the Academic area (48%). The responses to this, of all the questions, most supported the findings of Questionnaires A, B and C which all revealed the academic area as playing a large role in the fears associated with transition.

Questions Eight and Nine turned the spotlight onto agents or agencies which had helped to smooth the transition from Primary to Secondary education. The following results were obtained:

Staff	:	37%
Peers	:	44%
Family	:	6%
Others	:	13%

The influence of staff members and peers on the new pupil is very noticeable in the responses. This would seem to suggest that both can be used very profitably in any orientation programme in order to improve the chances of success.

Finally, when one surveys Table Four as a whole, one can see that, of the six categories mentioned, the Physical aspect seems to cause least concern, whereas most attention is focussed on the categories Other Relationships and Size and Organization. This suggests the interpretation that interpersonal relationships and environmental conditions are major factors in the satisfactory or unsatisfactory adaptation of

the young child to High School and gives a positive lead to the aspects which require attention in any orientation programme.

After examination of the results of these questionnaires, a framework became evident upon which an orientation programme could be based in order to focus upon areas of stress and anxiety among young pupils in the early days of their life in the High School.

CHAPTER FIVESUMMARIZATION OF LITERATURE & PERSONAL FINDINGS

Our main concern is with the forces which make or mar ... promise at that critical stage of a young person's life - the transitional stage from Primary to Secondary education These influences are at work in all types of schools; some are in the material environment, some are in the personalities that surround us, some are born with us and some are acquired in the journey of life

Always in the centre of the picture is the child, but on each side of him is a parent, and in the background Society.

(Dale and Griffith, 1965 - preface ix)

Our review of the literature dealing with the problems of transfer reveals three broad areas which cause concern.

- (a) Personal adjustment
- (b) Academic adjustment
- (c) Adjustment to Environmental Factors

Various researchers and others working with children in the transitional phase have confirmed these findings and have expanded on each category in their efforts to help the children settle into the High School with as little fuss as possible.

(a) Personal Adjustment:

Many young adolescents struggle with this aspect. Their struggles are intensified by the task of self-concept modification which is identified with this age (Briggs 1975). A number of the young people feel very vulnerable - they are no longer the senior pupils in the Primary School but are now the most junior group in the High School. In addition, they may have lost most of their important friends during the move from the Primary - friends who may have gone to other High Schools in the area - and have to establish new relationships and new friendships at a time when friends play a vital part in their lives. Making friends is difficult and breaking into cliques of standard sixes may be nearly impossible.

Meeting new teachers, working with many different teachers in the classroom and on the sportsfield and having possibly to accept more distant and formal relationships with several teachers rather than an intimate relationship with one, can make adjustment difficult, especially for the

less-confident pupil. Fear of older pupils, fear of teasing and bullying are all reflected in the anxiety expressed by pupils in transition.

The problems portrayed above are supported, in part, by the data obtained from the four questionnaires used in this study. Although the effects of the problem with personal adjustment do not seem as intense as those reported by other researchers, this can possibly be ascribed to the philosophical focus of the school involved in this study which has a strong pastoral bias. Only about 24% of the pupils questioned see the area of relationships as a long term problem. (Table Four - q. 10). (Appendix E, p 96).

(b) Academic Adjustment:

Much of the research shows classroom experiences as an important issue. The majority of pupils are seen to hold a view of the High School as a place where they would have to work hard. Cotterell (1979) states that:

The picture which is suggested by students' constructs of classroom experiences is that of a work place where the schoolwork is hard and the teachers are strict and distant. In such a climate of expectation, new students at Secondary School may be hesitant and timid in their approach to schoolwork. (p 29).

A feature of most of the suggested orientation programmes is an exploration into the study skills required for High School work.

Much of his (the pupil's) effort must be spent in the learning of facts. But this learning requires certain techniques It should no longer be left to chance, but made the specific responsibility of the Form Masters of Form One. (Dale and Griffith, 1965, p 64).

Another factor involved here is the attitude of the child to work - both classwork and homework. This is a factor that lies in the pupil's own personality - you may place a child at a desk, but you cannot be certain that he is working satisfactorily. Brinkopf (1962), discussing adjustment, says:

In the life of a child, the adjustments that he must make as he goes through our schools are tremendous. Among these, the problems that he faces as he transfers from the self-contained sixth-grade classroom to the departmentalized Junior High School are particularly difficult. (p 70).

Much attention has been paid to the aspect of academic motivation with general agreement that, whereas in the Primary situation children had the class teacher who supplied them with the necessary persistence for their work, High School pupils were very often left to paddle their own canoes and many lacked the natural determination and self-discipline to cope adequately by themselves.

The present study confirms that Academic adjustment presents one of the major problems linked to transition. Primary apprehension for academic work in the High School is 66% with a similar level (64%) revealing that the situation has not improved after a term in the High School. At the same time only 17% of the pupils revealed a positive academic self-concept in the High School situation.

(c) Adjustment to Environmental Factors:

Are there really cockroaches in the tuckshop? Will I get lost? Will I be hassled in the hall? Where do I catch the bus? What are the rules? Where are the junior toilets?

These, and many other very similar questions, form part of the basis of the Primary pupil's apprehension over transfer to the High School. There is general agreement among researchers that disorientation in relation to the new, very often larger and more impersonal environment, causes many short term problems for the pupil in transition. Many of these fears, which are very often shared by parents, involve rumours which distort and exacerbate the existing situation, making the High School a place which seems alien and threatening to the young adolescent.

Most comment in this category falls into one or more of the following areas:

- (i) The Social Environment - the atmosphere of the school, the relationships between all the members of the school, the treatment of the pupil as an individual or as a number, etc.
- (ii) The Administrative Environment - how the timetable works, admission procedures, the disciplinary system, the hierarchy of the school - both formal and informal, and the channels of communication, etc.

- (iii) The Academic Environment - teacher allocation, subject choices, teaching methods, grade choices, etc.
- (iv) The Physical environment - the size of the school buildings, the number of pupils in the school, sporting and other facilities, etc.

Results of the present study reveal a significant concentration on factors in the category 'Size and Organization' (Table Four - Appendix E, p 96) with 51% mentioning items falling under this category as having been a surprise. These do not seem to become long term problems as 40% class them as the easiest aspect to adjust to in High School, while only 33% find them the most difficult adjustment to make.

The Family Aspect

Time and again one finds researchers referring to the need for adjustment programmes to include parents as well as the children. In many cases, the parents' fears and anxieties are as great as, if not greater than, those of their children. Evans (1973) said that "It has been apparent for several years that parents of incoming seventh grade students suffer from many apprehensions, the most prevalent of which is that the individual student will be lost in a sea of anonymity." (p 729). She felt that having the opportunity to communicate directly with the school seemed to give parents a feeling of security as their children left the Junior School to enter Secondary School.

Anselmo (1977) stated that:

since the amount of parental involvement in the child's education may explain up to four times as much of the variance in the child's intelligence and achievement test scores ... as the quality of the schools, it is important to elicit such involvement Although initially parents may be somewhat distrustful of parent involvement, credibility increases if there is evidence of a concerted effort to reach beyond the boundaries of the school into the home. Through involvement concerns are shared, rumours are dispelled and public relations are enhanced. (p 316).

Nisbet and Entwistle (1969), reflecting on parental involvement, suggest that variables such as parental encouragement, parental attitudes to education, and the emotional climate of the home have emerged as

important correlates of Secondary School attainment. Loosemore (1977) concurs with these findings and emphasizes the need to improve home-school contacts and to encourage the less-supportive parents to play a more positive role.

Orientation - an overview of objectives

Orientation programmes have come a long way. Recent books and articles, concerned with this period of transition, emphasize the two ideas:

- (a) that orientation should be a process
- (b) that it should be concerned with total adjustment - personal, academic and environmental

and they stress that adjustment and orientation involve the whole family.

The ideas of process and total adjustment are evident in most orientation programmes in use today. Time and again it has been shown that the Primary/Secondary adjustment problem is a universal problem. In this respect let us consider some typical programme objectives. Their scope reveals the importance with which this period of change is regarded.

Dunn and Fagan (1962) instigated an early experimental programme which involved the following:

- (a) becoming familiar with the physical environment
- (b) extending social relationships
- (c) meeting and getting to know administrative and supervisory staff
- (d) adjusting to a variety of teachers and coaches
- (e) developing advanced study skills
- (f) improving library skills
- (g) learning and understanding school regulations
- (h) exploring the extra-curricular programme
- (i) examining and practising the completion of administrative forms
- (j) participation in groups and the assumption of leadership roles
- (k) developing an identification with the school - learn school song, etc.

Kavinsky and Kauffman (1980) identified and outlined the following objectives:

- (a) learning the physical plant
- (b) meeting Junior High personnel
- (c) familiarization with school regulations
- (d) alleviation of parental and student fears
- (e) familiarization with curricular and extra-curricular programmes

Daniel and Klingele (1976) included the following objectives:

- (a) providing students with information relevant to this transitional period in their lives - both personal and school
- (b) providing a forum for open discussion of the problems encountered by the pre- and early adolescent
- (c) illustrating that most transescents have similar problems and concerns and providing the assistance of adults in dealing with these problems.
- (d) providing a curricular focal point for the organization and implementation of Secondary School practices.

Ham (1977) investigating the possible causes of a drop in achievement between standard five and standard six, suggested a focus on the following factors:

- (a) attitudes to study and study habits
- (b) factors within the classroom
- (c) faulty reactions and approaches to home work assignments
- (d) school work and syllabus content
- (e) teacher approach and teaching methods
- (f) examination factors
- (g) extra-mural activities
- (h) personality traits
- (i) the home and the parent-child relationship

As can be seen from the above examples, orientation programmes can be as broad and wide-ranging or as narrow and focussed as suits the needs of the school or schools involved. The only factors of common importance would appear to be that they must be:

Relevant

Effective

Capable of implementation

Constantly re-evaluated and updated.

While one may speculate on the merits and demerits of alternative types of programme, for most children and teachers solutions to the transition problem must be found within the existing framework.

CHAPTER SIX
ORIENTATION PROGRAMME

Whilst the obvious function of an orientation scheme is to make the pupil's introduction to the new school as satisfying and constructive as possible, it also provides a stimulus for bringing together information and concerns about individual pupils and allows for consideration of how to begin to address identified needs. Also, it requires staff to give some regular attention to what it is that the school does indeed have to offer, and adds to the processes that promote critical appraisal and adjustments of the school to better meet the needs of its pupils.

In this chapter a suggested orientation programme is outlined and expanded upon. This programme has been designed to meet the specific needs of one white, co-educational High School, and is not meant to be the panacea for all ills in all schools. However, it could provide the framework upon which other programmes could be designed, specific to the needs of the schools involved.

AIMS

The main aims of the orientation programme are:

- (a) to facilitate a satisfactory withdrawal from the Primary School.
- (b) preparation for the different world of the High School, and a chance to inter-relate with some of the pupils and teaching staff they would be most closely involved with there.
- (c) an opportunity for High School personnel to develop and demonstrate a caring attitude towards the new intake of pupils.
- (d) identification of pupils with special needs, particularly in the social and emotional areas, with some thought of providing support for them.

In addition, this programme gives recognition to the following:

- (e) the importance of replacing possible apathetic or negative expectations by pupils about their forthcoming High School experience with positive expectations.
- (f) the diverse academic backgrounds from which the standard six intake is drawn. This ranges from small country schools

through to fairly large urban schools. For many of these pupils there is a kind of 'culture shock' which accompanies being part of a school which may have seven or eight hundred more pupils than their previous school.

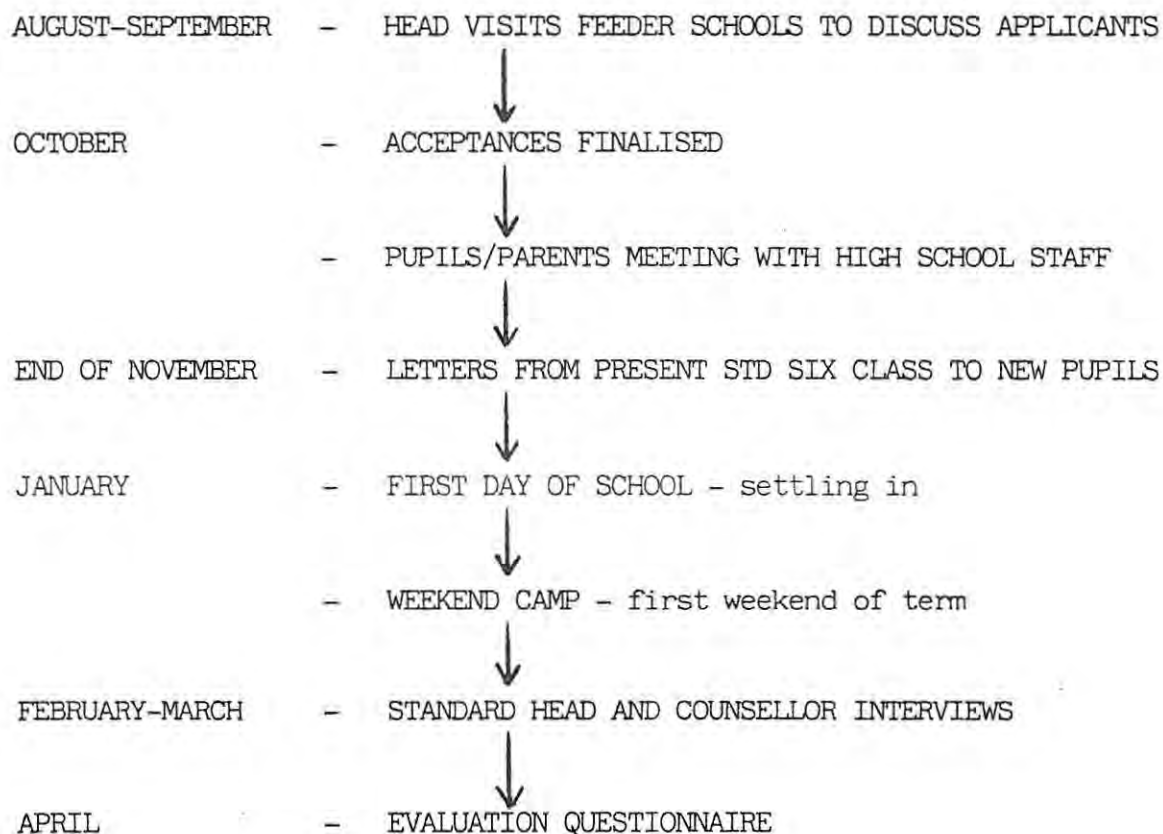
STRUCTURE OF THE PROGRAMME

The orientation programme is divided into three phases:

- (a) the orientation meeting for parents and pupils with High School staff the year prior to their entry to High School.
- (b) the first week of High School which includes the orientation camp held over the first weekend of the term.
- (c) interviews and guidance lessons throughout the first term which link with work handled during the camp.

TIME-FLOW CHART

A time-flow chart outlining the various facets of the orientation process follows:



PUPIL/PARENT/STAFF ORIENTATION MEETINGAims:

- (a) to establish meaningful contact between pupils, parents and High School staff i.e. between the home and the school.
- (b) to transfer information such as the School's expectations, structure and processes.
- (c) to familiarise pupils with their new school environment.

Assumptions:

- (a) Preparation for coping with transition ideally begins well before pupils find themselves actually in the new environment.
- (b) A strong school-community relationship is vital to the success of any educational system. In this regard mass communication does not accomplish what personal contact does in building that relationship.
- (c) Personal contact leads to a better understanding of the school programme by parents, and helps to sidetrack many of the seemingly inevitable rumours that occur each year.

People Involved:

Headmaster; Deputy Headmaster; Pastoral Head; Standard Six Head; Counsellor(s); Prefects; Parents; Prospective Pupils.

Procedure:

Letters are sent to families of all pupils accepted for the following year inviting them to attend one of four different meetings. They are allocated to a meeting according to which Primary School is involved, in order that:

- (a) the groups will not be too large
- (b) parents and pupils will feel more confident in a group of people they know or with whom they are acquainted.

On arrival, parents and pupils are welcomed at the door by the Pastoral Head and Standard Head plus several Prefects and issued with:

- (i) a name tab for ease of identification during the meeting.
- (ii) a copy of the school prospectus, and
- (iii) a standard six subject choice form.

After the meeting the parents are offered refreshments and an opportunity to talk individually to the staff available. They may also inspect examples of the work expected of a standard six pupil which is set out on display. The pupils, on their return from the tour around the school, are also given some refreshments and may browse through the work books set out for them to inspect.

Discussion of Meeting Agenda: (Appendix F, p 97)

The following is a suggested agenda of topics for discussion and suggestions as to who should handle them. This would be one way in which new pupils and their parents can get to know the people who will become significant figures during their first year in the High School. The topics handled and the people who speak inevitably will change as the needs of the pupils and of the school change year by year. However, it is felt that the items suggested for discussion cover most areas of anxiety about transition.

As this meeting is geared for the transmission of information, one must be very careful as to what, and how much, is handled. If too much information is fed at one time, there is the very real danger present that much will be distorted or ignored. One must avoid the 'hand-grenade' approach in which a great deal of information is thrown out in the hope that at least something will stick. Conversely, one must be aware of being too concise and thus minimizing the relevance of the meeting. In addition, one must avoid where possible a 'one-way' communication situation - one of the aims of the exercise is to establish home-school contact and this necessitates two-way participation.

1) Welcome - Headmaster

This would cover two aspects of the evening:

- (a) The Headmaster would welcome all new pupils and their parents, and would introduce the members of staff present.
- (b) The Headmaster would outline the specific objectives of the meeting. These would include the following:

- (i) to establish contact between new parents and pupils and the staff members who would become 'significant others' in their lives,
- (ii) to familiarize the new pupils with the High School by means of a guided tour of the facilities and an audio-visual slide-tape presentation,
- (iii) to alleviate some of the parental and pupil anxiety through discussion of school expectations, structures and procedures.
- (iv) to enable pupils and parents to clarify their expectations and relieve uncertainties through personal contact and discussion.

2) School Philosophy - Headmaster

This would be an outline of the four-fold philosophy of the school pitched at a level that would accommodate both parents and pupils. It would involve a description of the school environment into which they would be entering, clarifying the general expectations and attitudes of the educational institution they had chosen.

3) A Look at Life in the High School - slide-tape presentation

It is impossible to have each incoming pupil visit the school while classes are in session, so one does the next best thing - one takes the school to the parents and pupils through a slide-tape presentation. This presentation can take one of two approaches - either show a typical school day in the life of a standard six pupil, or give a panoramic view of the school and its activities, broken down into an overview of the four areas covering the school philosophy - the academic, cultural, pastoral and physical.

This presentation would enable the new pupils to meet important school personnel such as the secretaries, other senior staff and those who would possibly be teaching them the following year. In addition, it is felt that slides stimulate student motivation and would ensure that an identical visualization would be presented to each orientation group. The presentation should continually be updated in order to encompass the ever-broadening educational activities offered.

4) Overview of the Orientation Process - Pastoral Head

Explanation of the Orientation Programme to be followed serves two main

purposes:

- (a) it prepares new pupils for the events which are to occur at the beginning of the new year, allowing them time to work through the implications for themselves.
 - (b) with this initial understanding of the programme they will be in a far better position to help with the evaluation of the programme after they have settled into the High School.
- 5) Outline of Pastoral Structure - Pastoral Head

In recognition that adjustment means change and that change often creates problems for those involved, an outline of the support services available to new pupils and parents is sketched. The questions 'Who to consult? How to go about it? When to consult them? Why to consult them? and Where to find them?' among others are discussed in order to expose the incoming pupils and parents to the full range of counselling and assistance which is available to them in the High School. In many Primary Schools these Guidance and Counselling services are not yet available and thus these may be new concepts in the lives of the pupils.

The other message that one wishes to convey to the new pupils is that they are coming to a new school with new teachers and, in most cases, taking some new subjects. If their previous schooling experience has been one where they have experienced difficulties, perhaps associated with laziness, unco-operativeness, truanting, or they have felt lonely or out of depth in their school work, a new school can give them a new start. They are assured that the staff want to help and encourage them in whatever way they can.

- 6) Explanation of School Procedures - Standard Head

This is not meant to be a comprehensive survey of school management but to highlight important areas in the organizational structure of the school. Items such as Rules and Policies, the Disciplinary Structure, Procedures to follow after absence from School, School Times, and the Socialization Philosophy behind Class Placement are featured here in an attempt to give insight as to what makes the school 'tick'. In addition, the subject choice available to standard six pupils is explained to enable parents and pupils to understand the implications of any choice they make.

7) Pupil Tour of School - Prefects

At this point the incoming pupils are divided into small groups (± 5) and each group is then taken on a tour of the school by a prefect. In most cases, prefects who originally came from the Primary School(s) involved in that particular meeting are chosen, in order to create an emotional bridge with the new pupils, thus encouraging more open conversation. The tour serves three purposes:

- (a) It breaks the inactivity and passivity of the meeting and allows the younger children to relax for a while.
- (b) It familiarizes the new pupils with the physical environs of the school.
- (c) The small group situation encourages questions from the new pupils - often more open questions than would be posed in a large group situation. In addition, the answers from the prefects are often more readily accepted as they are seen as coming from the perspective of the pupil population and not from that of the powers-that-be.

8) The Family and Transition - Deputy Headmaster

While the pupils are touring the school, the vital supportive role of the family, and the parents in particular, is discussed. Issues such as:

- Pupil behaviours and how to handle them
- Problems encountered by the pre- and early adolescent
- The role of the supportive parent in a child's progress at school

and many others can be discussed.

9) General Questions - Deputy Headmaster

This open discussion, chaired by the Deputy Headmaster, is one of the most vital aspects of this meeting. Parents are encouraged to express their misgivings, to query information given and to ask for clarification in any area that may still worry them. In this way several objectives can be achieved.

- (a) Frank and open contact can be made with staff and with other parents.

- (b) Rumours and other anxiety-provoking situations can be dealt with in a face-to-face situation.
- (c) Parents can see that many of their misgivings and fears are shared by others, and that problems of transition can be solved, often with very little fuss.

10) Refreshments and Displays

Finally, parents, staff and pupils are encouraged to mingle over refreshments and invited to inspect a display of Standard Six work which is available. During this time many meaningful links are forged between staff and parents with much valuable information being exchanged.

The key to this Orientation Meeting is not that it should provide an exhaustive and minutely detailed examination of the High School, but that it should focus on issues relevant to the incoming pupils and their parents in an effort to alleviate anxiety over the impending transfer, and to establish people contacts who will be familiar sources of help during the early days of the new year.

STANDARD SIX LETTER

As a further aspect of the 'outreach' philosophy inherent in the programme, pupils in the present standard six classes send out personal letters during November to each of the incoming pupils, welcoming them to their new school. This is another means of establishing a friendship bridge and is aimed at helping each child identify with the new school from the outset.

THE FIRST DAYS AT SCHOOL

On the first day of the new year all pupils gather in the hall for the welcome back assembly. Hereafter the standard six pupils all leave and move to another venue where they are divided into prearranged class groups and introduced to their class teachers. These groups then move to their home classrooms where they have a chance to become acquainted with each other and with their class teacher. Administrative tasks such as the issue of textbooks and stationery, collection of fees and the checking of class and personal timetables etc. take up about half of the first day with only a half-day of actual teaching time being scheduled in order that the pupils might be eased into the academic

programme.

Over the next few days various meetings are held - class, standard, house etc. so that the pupils are made aware of all the activities in which they are to take part. Only on the third day does the full academic programme get underway - in this way most pupils have had time to get to know all the teachers who will be teaching them, and have orientated themselves to the physical layout of the school. The next step is the orientation camp over the first weekend of the term.

STANDARD SIX ORIENTATION CAMP

The purpose of the standard six camp is both social and intellectual. It is geared to boost the morale and confidence of the new pupils in themselves, their classes and their year group, and to assist in the development of relationships among the group.

Aims and Assumptions of the Camp

- (a) To assist pupils in getting to know other pupils in their class and to make friends.

Assumption: Pupils who have happy working relationships with other pupils in the class, and who also have a close friend, will handle the demands of school in a more adjusted way than if they do not.

- (b) To foster a sense of community among the class, both among pupils and between pupils and teacher.

Assumption: A more productive and supportive working atmosphere is evident in a class which has established a sense of community i.e. an identity which is basically positive and self-enhancing.

- (c) To allow the class teacher to interact with pupils on a wider front than normal classroom situations and roles allow.

Assumption: Class teachers will more easily be able to carry out their caring and guidance functions if they have already demonstrated during the programme a relationship which is capable of greater breadth than the relationship the classroom situation typically allows.

- (d) To enable pupils to form a more personal and positive relationship with their class teacher.

Assumption: Pupils learn best from teachers they like and respect. They are more likely to approach such teachers for help.

- (e) To equip pupils with study skills and habits pertinent to High School work.

Assumption: Pupils who approach their studies in a more organised manner suffer less frustration and anxiety than those with no structure to their work.

Staff Involvement

An intensive staff briefing session is held during the week prior to the camp during which all the aspects of the camp are thoroughly discussed, in order that each staff member is absolutely clear about the objectives and goals for the camp and their specific roles. Each of the staff members involved is a significant person in the life of the standard six pupil. Their participation and enthusiasm are vital factors in the success of the orientation camp and each one has an integral role within the structure of the programme.

1) Headmaster/Deputy Headmaster:

His official tasks are:

- (a) to handle the opening session - Briefing and Objectives setting - and
- (b) to draw the threads together in the final summing up session before delivering the final message in the form of a challenge towards involvement. His presence is necessary for three reasons:
 - (i) to imbue the proceedings with official sanction
 - (ii) to establish personal contact with the pupils in a less formal context than is possible in the school context
 - (iii) to get to know the new pupils under his care more rapidly.

2) The Pastoral Head:

His official tasks are:

- (a) to organise and co-ordinate the camp;
- (b) to lead one of the full-group sessions, thus giving him expo-

sure to the group, and

- (c) to assist during small-group and other full-group sessions as needed. In the process he is able to get to know many of the new pupils on a personal basis and they, in turn, are able to develop confidence and trust in him - pre-requisites for the success of his role in the school.

3) The Standard Head:

His official tasks are:

- (a) to lead one of the full-group sessions, thus giving him further exposure to the group;
- (b) to assist during small-group and full-group sessions as needed, and
- (c) to get to know as many of the pupils on a personal basis as is possible during the camp in order to facilitate his role in the school as Head of Standard Six.

4) The School Counsellor:

His/her official tasks are very similar to those of the Standard Head -

- (a) to handle one of the full-group sessions;
- (b) to assist during the small-group and full-group sessions when necessary, and
- (c) to get to know as many of the pupils on a personal basis as possible. In addition, he/she is there to assist with any problems, especially those of a more personal nature, which may arise during the camp.

5) The Class Teachers:

Their role is the most vital of the whole camp. Their official tasks are:

- (a) to lead the four class-group sessions with their classes;
- (b) to act as central figures for their classes in every activity during the camp, and
- (c) to get to know each and every pupil in their class as well as possible during the weekend in order that the trust and confidence that is built up between them will spill over into life

in the more formal environment of the school.

Structure of the Camp Programme (Appendix G, p 98)

Activities in the suggested programme fall into three categories:

- (a) Full-Group activities - Work sessions
 - (b) Full-Group activities - Exercise and Leisure activities
 - (c) Class-Group activities - Work sessions
- (a) Full-Group work sessions are aimed at the standard six group as a whole, concentrating on self-concept and relationship development in an attempt to create a feeling of group cohesiveness, group loyalty among the pupils and staff. This is based on the assumption that the formation of a new group identity will help the pupils to facilitate the emotional transition from the Primary School to the High School. Although one would be working with the full group in each session, small group activities would play an integral part of these sessions, cutting across class groups in order to extend the developing loyalties and relationships throughout the standard.
 - (b) Full-Group Exercise and Leisure activities are intended to
 - (i) provide physical interludes between work sessions,
 - (ii) allow the pupils and staff to interact in a non-academic situation and on a non-intellectual plane, and
 - (iii) enable everyone to participate in some shared activity including those who are passive even in small-group sessions.
 - (c) Class-Group work sessions are geared for
 - (i) more formal instruction, e.g. Study Skills or School Familiarization, and
 - (ii) course evaluation. In this way it is hoped that pupils will be encouraged more easily to seek clarification of material not fully understood than would be possible in the full-group situation. Total participation in the group is stressed whereby everyone is a real and contributing participant in the activities.

What is the Content and Purpose of each Session?

Session One:

- Aims: - To brief pupils and staff on the ground rules for the camp
 - To set objectives for the weekend.

This short session is very much a business session, outlining the structural arrangements for the camp - meal times and duties, no-go areas, safety precautions, emergency procedures etc. - and how and where the different sessions would be conducted, with the stress on involvement. Thereafter the objectives for the weekend would be sketched. These would include the following:

- (a) to create new friendships among the group
- (b) to identify and bond as a group
- (c) to develop positive self-expectations
- (d) to acquire some of the skills necessary for High School.

Session Two:

- Aims: - To break down barriers of reserve present in the group in order to facilitate personal interaction
- To introduce pupils to the concept of self
 - To encourage pupils to face themselves
 - To help pupils to affirm publicly some positive features of themselves
 - To develop new links among the standard six pupils
- (a) This session on the Self-concept would be introduced by a brief talk on the various facets of the self - physical, emotional, intellectual, spiritual - and how the concept of self develops and changes as one grows older.
 - (b) Pupils would be asked to supply five answers to the question 'I am?' in their workbooks and then to rank their answers from the one they liked the most to the one they liked the least.
 - (c) Thereafter pupils would be asked to introduce themselves to two other pupils - one boy and one girl - whom they did not know. All that would be required would be the simple statement 'Hello! I am ... and I like' Then they would record the reciprocal statements from the two pupils into their workbooks.
 - (d) The Biographical Questionnaire in the workbooks would then need to be completed before the pupils would design a Family Crest for themselves which would express what they considered to be the essence of themselves.
 - (e) Finally, the pupils would meet in small groups (5-6) where each

would take it in turn to show their Family Crest, explaining their choice of illustration and of motto.

Session Three:

- Aims: - To reinforce active learning in the standard six pupil
 - To equip the pupils with positive study skills
 - To overcome inertia and apathy towards work
 - To stimulate the desire to strive for excellence
- (a) This session on study skills would be introduced by a short talk on how a pupil should approach his/her work, focussing on physical and mental attitudes and correct work skills.
- (b) This would be followed by a brainstorming session to identify the personal attributes of a good student. Pupils would then rank the five most important characteristics as a group and then list them in their own workbooks.
- (c) The second half of this session would look at the problem of concentration and various ways in which it could be improved, both within the class situation and in the learning/study situation. This should be guided towards a discussion of problems with work in general in preparation for the next lesson on study skills.
- (d) Finally, the pupils would be given two assignments to be done by the next class-group session the following morning -
- (i) to complete a work-problem assessment questionnaire, and
- (ii) to memorize the first verse of the school song. The purpose of these assignments is threefold:
- 1) to assess individual areas of difficulty with work;
 - 2) to put into practice some of the concepts discussed in this session i.e. attitude to work, ability to concentrate and ability to organise time; and
 - 3) to help the pupil identify with the school through knowing the school song.

Session Four:

- Aims: - To develop an awareness of the need for co-operation
 - To create an awareness of group identity through teamwork
 - To sensitize pupils to the needs of others
 - To encourage co-operative groupwork
 - To help pupils recognize and deal with frustration
- (a) This session would be introduced by a short anecdote to illustrate a lack of communication.
- (b) Thereafter the concept of communication would be surveyed, outlining the various means of communication on the verbal and the non-verbal levels, and introducing the pupils to the ideas of 'interference' and 'noise' i.e. emotional and other distractors.
- (c) After a briefing on the rules of procedure, the pupils form groups of five for an exercise in group co-operation characterised by non-verbal communication (The Five-square puzzle).
- (d) When groups have completed the exercise, or if the time allowed has elapsed, each pupil would be asked to reflect on his/her feelings during the exercise and then to answer several questions in their workbooks.

Session Five:

- Aims: These would be the same as those for Session Three.
- (a) Initially, pupils would be asked to complete an exercise in following instructions which emphasizes the importance of this aspect of study.
- (b) They would then be tested briefly on the work set from the previous day and asked to reflect on difficulties experienced in order to illustrate the need for planning in effective study.
- (c) The pupils would then be introduced to the art of summarizing and the use of diagrams such as family tree diagrams and spider diagrams as aids for recall. Suitable examples would be provided and pupils given a chance to practise these skills with work relevant to the standard six curriculum.
- (d) Finally, they would be set the task of learning the second verse of the school song for the afternoon session.

Session Six:

- Aims: - To encourage self-awareness
- To establish personal qualities within a friendship
 - To develop awareness of how to recognise friends
 - To encourage pupils to look at themselves through the eyes of others
 - To compare pupil's own qualities to those of an 'ideal' friend
- (a) To start the session the pupils would be asked to picture in their minds a friend whom they had at that time or whom they had had previously. They would then be asked to explain in one sentence written into their workbooks how they knew that this person was their friend.
- (b) The pupils would then be asked to describe that friend, using three words that ended in ...able. A brief session to share these words would follow with the words being written onto a blackboard/OHP/newsprint. These would be left up to give the pupils a lead into the next activity.
- (c) The group would be asked to split into groups of two or three, choosing their own partners. Once settled they would discuss for three minutes the make-up of the perfect friend, both male and female. Thereafter they would have to complete the Friend Outline Exercise in their workbooks.
- (d) After a short input from the session leader on 'How we see ourselves and how others may see us in a different light', the pupils would be asked to complete individually the Personality Characteristics Rating Scale. Thereafter, one of their friends would complete the same scale for them and they would be given some time to discuss the discrepancies in the two scores.
- (e) Finally, the pupils' attention would be drawn to the five rules suggested on 'How to make friends and get on with people'. They would then be left to ponder the question as to which rule could be seen as the most important.

Session Seven:

- Aims: - To improve the pupils' knowledge of the school structures
- To familiarize the new pupils with school rules and expectations
 - To consolidate pupils' knowledge of the Hierarchies within the school
 - To orientate the pupils within the physical environs of the school

- (a) Initially, one would run a quick Orientation Quiz covering people, places and happenings in the school in an attempt to test pupils' knowledge of the school.
- (b) Individual pupils would then be asked to explain different school procedures to the group in order that they fully understand how the school is run and who and when to consult when something happens.
- (c) Following this, the pupils would be divided into groups of four to be tested on the 'Who's Who' in the school, focussing mainly on the people who would affect their lives during their standard six year. This would take the form of a 'Rogue's Gallery' identikit quiz - a series of photographs which would have to be identified - on which the group would work together.
- (d) Finally, the session would be rounded off with a rehearsal of the two verses of the school song which should have been learned by this stage. As another work assignment, they would be given the final verse to learn for the class-group session to be held the next day.

Session Eight:

- Aims: - To broaden the standard six pupils' educational horizons
- To expose pupils to educational material outside the formal syllabus
 - To extend the standard six pupils' knowledge of the world and the society in which they live.

This session would be set aside to show one or more films of an educational nature, in most cases based outside the formal syllabi, focussing on any topics of current relevance.

Session Nine:

- Aims: - To focus on what has been learned during the weekend
- To enable pupils to reflect upon and review the work achieved
 - To assist in the evaluation of the programme offered.

- (a) Class groups would be divided into smaller groups of 4 - 5 pupils who would review and discuss each of the sessions in turn, in an attempt to evaluate critically
 - (i) what had happened during the sessions, and

- (ii) what they had gained/learned. Each pupil would then be asked to put down in writing in the workbook a few points which would reflect his/her impressions of the weekend.
- (b) The second half of this session would be used to correlate impressions from each of the small groups, in order to formulate a brief class report which would be delivered during the final session by one of the class members who would be appointed for this task.
- (c) The class teacher would also note these points on a class evaluation report which would be used for further assessment of the programme.

Session Ten:

- Aims: - To draw all the threads of the programme together
- To enable pupils to reflect their impressions of the camp
 - To launch the standard six group into the year ahead
 - To allow the Headmaster/Deputy Headmaster to set the pupils a challenge for their school lives
- (a) Each class group representative would be given the opportunity to report back briefly to the whole group their impressions of the weekend.
 - (b) These reports would be summed up by the Headmaster/Deputy Headmaster who would then deliver a short closing address, setting broad goals and challenging the pupils to succeed in their High School careers.

Games Sessions:

- Aims: - To develop further a sense of unity and friendship among pupils and staff
- To draw into participation all members of the group
 - To provide light relief in the work programme
 - To break down barriers of shyness and timidity through active involvement.
- (a) The after-tea session on Saturday morning would comprise a sightseeing hike or communal games involving all members of the camp - pupils and staff - in an attempt to develop the non-formal relationships within the group.

- (b) The free session following session seven in the afternoon would be relatively unstructured, allowing various groups to develop and spontaneous activities to occur.
- (c) The late-night session after the film session would be a well-structured session of 'silly games' - games which would require very little skill but a great deal of enthusiasm. These games would be intended to help individuals break down inhibitions and allow them to relate more easily within the framework of an enjoyable and non-threatening environment.

Devotions:

- Aims: - To extend the concept of togetherness among the group
- To express the fellowship inherent in the Christian Gospel
 - To extend the concept of sharing and unity into the spiritual realm of school life

The devotional gathering on Sunday morning would be focussed on unity, sharing and co-operation in line with the theme of the Orientation programme. It would be conducted, as far as possible, by the pupils themselves with guidance and assistance from staff members if necessary.

Possible extra benefits arising from the camp

One of the major problems facing the standard six class teacher at the beginning of each year, is to get to know the members of his/her class individually by name as quickly as possible. Spending a full weekend in very close interaction with the class would enable this problem to be overcome with ease. In addition, the class teacher will be able to pick up many snippets of valuable information which arise naturally in conversations with children as trust and confidence develop within the relationship.

A second benefit of such a camp is that merely by observing the children in their interaction with each other and the staff, it should be a great deal easier to identify isolates, problem children and those who would need careful handling through the year. This information is invaluable for the really concerned and fully involved class teacher, who can then fulfil a truly effective pastoral role.

Thirdly, new pupils would be able to see, hear and interact far more often with the Headmaster and other senior members of the staff than would possibly be the case within the formal school setting. This

would go a long way towards the humanizing and de-mystification of the senior staff in the eyes of the pupils, thus encouraging them to approach and consult with staff without hesitation.

Finally, a practical outcome of the shared weekend is that the pupils get to know each other very well in a short time, and should thus be in a far better position to elect leaders, captains and monitors more objectively than would normally be the case.

Evaluation of the Camp and the Programme

Evaluation of a programme such as this is difficult. However, evaluation is necessary in order to modify, improve and update any programme if it is to prove relevant to the aims expressed and effective in achieving the goals set for it. In this case, a four-stage evaluation is proposed.

- (a) Session Nine of the camp programme allows for immediate on-site evaluation by the pupil participants. This is often a 'gut-reaction' evaluation, formulated while incidents are fresh in the mind, and can serve as a sound gauge of the relevance of the programme content for the pupils.
- (b) A de-briefing session for the teaching staff involved in the camp, following the camp and utilizing as bases for discussion the class evaluation reports. In addition, each staff member would be asked to submit a personal evaluation report.
- (c) In the weeks following the camp, each standard six pupil would be interviewed, either by the Standard Head or the Counsellor, during which their level of adaptation to High School could be assessed. This could provide a possible indication of the effectiveness of the programme.
- (d) Early in the second term each pupil will be asked to complete the Standard Six Questionnaire. Again, the degree of adjustment reflected in their responses could be taken as an indication of the effectiveness of the programme.

As always, there is the casual feedback which one receives from pupils and parents - almost an informal evaluation - which can be used to reinforce the findings of the formal evaluation.

CHAPTER SEVEN
CONCLUDING REMARKS

This study has been an investigation into the question of the orientation of the standard six pupil to the High School. Although a great deal of research has been done in this area in Britain and the United States of America, there has been a dearth of information relating directly to the South African situation. Kotze (1966) described the standard six year as " 'n onontgonne terrein wat proefondervindelik navorsing en verkenning vra en vereis; 'n studiegebied wat ... nog braak lê" (p 1). He is supported by Ham (1977) who suggested that " 'n kort oriënteringsprogram ... behoort gedurende die eerste week van die skooljaar aan alle standerd ses leerlinge gegee te word" (p 278).

The middle school movement in the United States has served to highlight the unique needs of the pre- and early adolescent and has produced many programmes and courses to help meet these needs. Havelka (1978) felt that orientation in the High School is "an area of great but often untapped potential for improving the relationships between students and other school personnel" (p 50), and takes the well supported view that "orientation should be seen as a long-term continuous process that begins well before the student reaches the building and continues long after he is safely within the ivy-covered walls" (p 51).

Chapters Two and Five of this study review many of the major studies and different approaches adopted by workers in this field, and illustrate the great variety of activities, methods and programmes that have been introduced in schools in many parts of the world. The purpose of all these programmes and activities is to familiarize both pupils and parents with the new school environment, thereby reducing possible apprehension or confusion. That these efforts have increased is tacit recognition of the fact that adjustment to a new educational environment is a process with which many adolescents need help. As Kotze (1966) emphasizes: "Dit bly egter van kardinale belang dat die oorgang na die hoërskool en die aansluiting by die hoër skoolvlak en eise wat aan die kind gestel word, vergemaklik moet word en glad moet verloop" (p 116).

Chapter Six outlines a suggested orientation programme for consideration

and use in the High School. Although this programme has been developed to meet the needs of one particular school, the objectives and assumptions involved could as easily be applied to great effect in many of our white, South African High Schools today. Other readers may not necessarily agree with the opinions, assumptions and constructs presented here since they reflect a personal bias and approach. Providing such disagreements give rise to critical and constructive thinking, then a valuable purpose will have been served.

During the course of this study, the present researcher has, both directly and indirectly, acquired certain observations. These are offered here as a contribution towards a better understanding of the demands of the orientation process and of the role these programmes could play in assisting the adolescent in his growth towards maturity.

- 1) When initiating an orientation programme, the teacher should select from the aims those which he feels are most relevant, either on the basis of the needs of the pupils and the school, or on the basis of his personal ability to make a meaningful contribution. Obviously, if both criteria can be met, maximum benefit can be gained from the programme.
- 2) Readiness is necessary for success. The pupil who is ready for High School and hence makes a satisfactory initial adjustment to it, is more likely to be successful in the rest of his educational career than the pupil who, because he is not ready, finds difficulty coping.
- 3) A positive self-image is vital to a child. Those of us who are associated with children have a unique opportunity for helping in the development of self-image. This requires a conscious process which begins by being sensitive ourselves and thus setting off the sensitivity of the child to those around him. The need for sensitivity on the part of the teacher is immeasurable.
- 4) Research has shown that the self-concept is an all-embracing facet of the individual's relationship with his world and so any assistance, whether measurable or not, given the adolescent to improve his self-concept will have far-reaching effects on his entire life-world. (Bauer, 1983, p 232).

- 5) In order to meet the affective demands of a successful orientation programme, a skilled teacher with a genuine love and understanding for this age group is needed. An individual with a counselling background might have excellent qualifications but this should not be the overriding criterion. The person who leads an orientation class must have the appropriate rapport with the pupils if he/she is to be successful.
- 6) It is also crucial that teachers of standard six classes be carefully selected, attention being given to their commitment to teaching young adolescents, and willingness to devote time and effort to working with them.
- 7) Overall educational activities in the programme should allow pupils to develop their own personal value systems, effective decision-making skills and habits. The classroom atmosphere must be conducive to self-directed exploration and total participation must be stressed to ensure that everyone is a positively contributing facet of the activity.
- 8) One of the most important effects on a child's progress and integration at school can be achieved by the parents adopting a positive attitude to the school at all times. Nothing hinders a pupil's success more than having to attend a school of which he feels his parents disapprove.
- 9) Secondary organization often suffocates what it wishes to animate; a school that puts relationships first has got its priorities right. It would seem that breaking down the monolithic structure of the High School into smaller, more flexible and more functional units is a step in the right direction.
- 10) Many researchers stress the fact that involvement in extra-curricular activities is significant, since these activities enhance the development of constructive social groups providing outlets for adolescent energy and resulting in a sense of meaningful membership in the school community.
- 11) Finally, it is possible to have an effective, continuous orientation programme with limited facilities. All that is needed is the proper utilization of the school's facilities and staff, a well thought out plan and a little effort.

In concluding this study one would be remiss if one did not draw attention to the rationality and adaptability of children in periods of change, and the fact that transfer to High School brings joy and opportunities for growth, as well as stresses and maladjustments. Throughout their lives, our children will face many changes. We cannot tell where they are going or what transitions they may face. They may face unemployment, illness, the death of their parents, illegitimacy or a world torn by strife. As Dale and Griffith (1965) have so poignantly put it:

Drink may ruin a father, weak discipline spoil a child. We can do little, if anything, to alter these things. We can only ameliorate - never produce a Utopia. Indeed, if we did achieve perfection the world would probably be a very dull place. None the less there is still room for improvement before the drive towards perfection threatens us with monotony. (p 65).

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APPENDIX AQUESTIONNAIRE A

READ EACH SENTENCE CAREFULLY.

Put a circle round "YES" if you agree with the sentence.

Put a circle round "NO" if you do not agree with it.

1. I am worried about going to a new school	YES	NO
2. Primary school is great	YES	NO
3. My teachers are interested in me	YES	NO
4. I shall be happier when I am at High School	YES	NO
5. I am worried about the subjects I have not done before	YES	NO
6. Work at the new school will be too hard for me	YES	NO
7. My new school will be great	YES	NO
8. I am looking forward to the new school	YES	NO
9. The new school is far too big	YES	NO
10. I think a different teacher for each subject is a good idea	YES	NO
11. I am looking forward to joining some clubs at the new school	YES	NO
12. The new school will be boring	YES	NO
13. The new school will be all right	YES	NO
14. School is all right	YES	NO
15. I am worried about losing things in the new school	YES	NO
16. Teachers are nice to me most of the time	YES	NO
17. I am scared to ask teachers for help if I do not understand	YES	NO
18. Teachers at High School will be nicer than they are at Primary School	YES	NO
19. I am scared of being bullied by the older children at the new school	YES	NO
20. I shall be scared among so many children I do not know	YES	NO
21. Tests and exams will make me nervous	YES	NO
22. I will hate the new school	YES	NO
23. Teachers at the new school will be all right	YES	NO
24. I am afraid of getting lost in the new school	YES	NO
25. I find it difficult to like teachers	YES	NO
26. I think there is a lot of bullying in the new school	YES	NO
27. They have lots of tests and exams in the new school	YES	NO
28. This school is too small	YES	NO
29. I hate Primary School	YES	NO
30. I get worried about school work	YES	NO
31. This school is the right size	YES	NO
32. I could dislike the teachers at High School	YES	NO
33. Primary School is boring	YES	NO
34. I like Primary School	YES	NO

APPENDIX BQUESTIONNAIRE B

This questionnaire is to find out what you think about school. There are no right or wrong answers and only Mr Pollock will see what you put down.

READ EACH SENTENCE CAREFULLY.

You will see that there are four columns on the right.

If you DEFINITELY AGREE WITH THE SENTENCE - tick column 1.

If you MOSTLY AGREE - tick column 2.

If you DON'T REALLY AGREE - tick column 3.

If you CERTAINLY DON'T AGREE WITH THE SENTENCE - tick column 4.

	1. STRONGLY AGREE	2. AGREE	3. DIS- AGREE	4. STRONGLY DISAGREE
1. I wish I was still at Junior School				
2. I enjoy doing homework				
3. High School is boring				
4. I am scared of being bullied by the older children				
5. I did not like Primary School				
6. I get worried about school work				
7. I think wearing school uniform is good				
8. I am worried about losing things				
9. Teachers here are interested in me				
10. This school is great				
11. I am scared among so many children I do not know				
12. Primary School teachers are nicer than High School teachers				
13. I am scared to ask the teacher for help if there is something I do not understand				
14. I am often singled out in class				
15. I am glad to have left the Junior School				
16. High School teachers are all right				
17. I miss having one teacher all the time				
18. I think there is a lot of bullying at this school				
19. I worry about exams and tests				
20. I do not enjoy High School				
21. The new subjects are worrying me				
22. Lessons at this school are really interesting				
23. I am worried about having things stolen				
24. I wish I had gone to a different school				

APPENDIX CQUESTIONNAIRE C

READ THESE QUESTIONS CAREFULLY.

Answer them as honestly as you can by putting a tick in the column you agree with.

	YES	SOMETIMES	NO
1. I forget how to do things after we've been told			
2. It's no use relying on me			
3. I find it easy to get on with other children in class			
4. Other children like playing with me			
5. I don't understand what I am supposed to do in class			
6. I am popular			
7. I have lots of friends in the class			
8. People are disappointed with me			
9. I wish I understood teachers' explanations better			
10. Other children like working with me			
11. It's hard to be me			
12. I can generally work things out for myself			
13. Other children often choose me as their leader			
14. I have hardly any friends in the class			
15. I am good at most things			
16. School work is easy			
17. Other children don't seem to take much notice of me			
18. The teacher thinks I'm good at school work			
19. Other children pick on me			

APPENDIX D

STANDARD SIX QUESTIONNAIRE

You have now had a full term in standard six at the High School. Please try to answer the following questions as fully as possible, giving reasons for your answers wherever possible. Do NOT use names of people in your answers.

1. What do you find to be the biggest differences between Primary School and High School?
-
-
-
2. Did anything about High School surprise you?
-
3. What has been the easiest thing to get used to at the High School?
-
4. What has been the hardest thing to get used to at the High School?
-
5. What do you enjoy most about the High School?
-
6. What worries you most about the High School?
-
7. What changes at the High School would make life easier for you in standard six?
-
-
8. What or who has been the greatest help to you in getting used to the High School?
-
9. In what way(s)?
-
-
10. Does anything still worry you?
-
-
11. At which school were you last year?
-

Thank you for your honesty and effort.

APPENDIX ETABLE ONE : QUESTIONNAIRE A

(a) <u>Primary Attitude to Primary</u>	<u>% Agreeing</u>	<u>% Disagreeing</u>
2. Primary School is great	85	14
3. My teachers are interested in me	71	21
14. School is all right	87	12
16. Teachers are nice to me most of the time	88	11
31. This school is the right size	81	19
18. Teachers at High School will be nicer than they are at Primary School	53	40
25. I find it difficult to like teachers	12	84
28. This school is too small	7	93
29. I hate Primary School	5	94
33. Primary School is boring	11	88
34. I like Primary School	92	6
(b) <u>Primary Attitude to Secondary</u>		
4. I shall be happier when I am at High School	62	31
7. My new school will be great	80	17
8. I am looking forward to the new school	74	25
10. I think a different teacher for each subject is a good idea	86	12
11. I am looking forward to joining some clubs at the new school	79	19
13. The new school will be all right	93	7
23. Teachers at the new school will be all right	94	4
9. The new school is far too big	30	69
12. The new school will be boring	10	88
22. I will hate the new school	9	91
32. I could dislike the teachers at High School	7	88

NOTE: Items which do not add up to 100% reflect a number of respondents who chose not to answer those items.

APPENDIX E
 TABLE ONE (Continued)

(c) <u>Primary Apprehension over Transfer</u>	<u>%</u> <u>Agreeing</u>	<u>%</u> <u>Disagreeing</u>
1. I am worried about going to a new School	48	50
5. I am worried about the subjects I have not done before	55	43
6. Work at the new school will be too hard for me	26	71
15. I am worried about losing things in the new school	42	58
17. I am scared to ask teachers for help if I do not understand	35	63
19. I am scared of being bullied by the older children at the new school	30	68
20. I shall be scared among so many children I do not know	27	73
21. Tests and exams will make me nervous	66	32
24. I am afraid of getting lost in the new school	40	60
26. I think that there is a lot of bullying in the new school	25	71
27. They have lots of tests and exams in the new school	76	22
30. I get worried about school work	48	47

NOTE: Items which do not add up to 100% reflect a number of respondents who chose not to answer those items.

APPENDIX E
TABLE TWO : QUESTIONNAIRE B

	<u>%</u> <u>SA</u>	<u>%</u> <u>A</u>	<u>%</u> <u>D</u>	<u>%</u> <u>SD</u>	<u>%*</u> <u>AG</u>
(a) <u>Secondary Attitude to Secondary School</u>					
2. I enjoy doing homework	3	19	47	30	23
7. I think wearing school uniform is good	20	37	20	20	57
9. The teachers here are interested in me	14	53	25	4	67
10. This school is great	46	48	4	2	94
16. High School teachers are all right	24	69	3	3	92
22. Lessons at this school are really interesting	17	53	21	4	70
3. High School is boring	4	7	43	44	11
14. I am often singled out in class	6	9	48	37	14
20. I do not enjoy High School	1	3	29	65	4
24. I wish I had gone to a different school	2	2	26	69	4
(b) <u>Secondary Attitude to Primary (Nostalgia)</u>					
1. I wish I was still at Primary School	9	14	51	26	23
12. Primary School teachers are nicer than High School teachers	8	15	50	24	23
17. I miss having one teacher all the time	4	11	36	45	16
5. I did not like Primary School	6	21	36	35	26
15. I am glad to have left Primary School	19	36	28	16	55
(c) <u>Secondary Anxiety over school</u>					
4. I am scared of being bullied by the older children	5	21	38	35	26
6. I get worried about school work	9	43	33	13	53
8. I am worried about losing things	13	33	38	16	46
11. I am scared among so many children I do not know	2	16	39	42	18
13. I am scared to ask the teacher for help if there is something I do not understand	5	29	35	29	34
18. I think that there is a lot of bullying at this school	4	13	42	38	18
19. I worry about exams and tests	24	40	25	7	64
21. The new subjects are worrying me	5	30	47	18	35
23. I am worried about having things stolen	15	35	37	12	50

* SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree
AG = Agreeing

NOTE: Items which do not add up to 100% reflect a number of respondents who chose not to answer those items.

APPENDIX E
 TABLE THREE : QUESTIONNAIRE C

	% Yes —	% Some- times —	% No —
(a) <u>Self-Concept - Personal</u>			
2. It's no use relying on me	3	49	47
5. I don't understand what I am supposed to do in class	4	58	37
8. People are disappointed with me	1	51	47
11. It's hard to be me	16	47	37
14. I have hardly any friends in the class	13	9	77
17. Other children don't seem to take much notice of me	11	53	35
19. Other children pick on me	5	31	63
(b) <u>Self-Concept - Social</u>			
3. I find it easy to get on with other children in class	68	27	5
4. Other children like playing with me	31	64	3
6. I am popular	9	49	40
7. I have lots of friends in the class	63	21	16
10. Other children like working with me	27	67	6
13. Other children often choose me as their leader	6	39	54
(c) <u>Self-Concept - Academic</u>			
1. I forget how to do things after we've been told	9	86	4
9. I wish I understood teachers' explanations better	27	64	8
12. I can generally work things out for myself	44	49	6
15. I am good at most things	24	65	11
16. School work is easy	14	73	11
18. The teacher thinks I'm good at school work	9	70	20

NOTE: Items which do not add up to 100% reflect a number of respondents who chose not to answer those items.

TABLE FOUR

STANDARD SIX QUESTIONNAIRE

Question Number		Academic	Physical	Peer Relationships	Other Relationships	Size and Organization	Miscellaneous
1.	What do you find to be the biggest differences between Primary School and High School?	16	7	9	27	27	14
2.	Did anything about your new school surprise you?	5	-	8	27	51	9
3.	What has been the easiest thing to get used to at the High School?	8	1	14	32	40	5
4.	What has been the hardest thing to get used to at the High School?	18	7	9	20	33	13
5.	What do you enjoy most about the High School?	4	20	8	30	30	8
6.	What worries you most about the High School?	32	6	9	17	19	17
7.	What changes at the High School would make life easier for you in Std 6?	20	9	5	11	39	16
10.	Does anything still worry you?	47	5	5	19	14	10

APPENDIX F

STANDARD SIX ORIENTATION MEETING

A G E N D A

1. WELCOME - Headmaster
 2. SCHOOL PHILOSOPHY - Headmaster
 3. LIFE IN THE HIGH SCHOOL - Slide-Tape Presentation
 4. OVERVIEW OF THE ORIENTATION PROCESS - Pastoral Head
 5. OUTLINE OF PASTORAL STRUCTURE - Pastoral Head
 6. EXPLANATION OF SCHOOL PROCEDURES - Standard Head
 7. PUPIL TOUR OF SCHOOL - Prefects
 8. THE FAMILY AND TRANSITION - Deputy Headmaster
 9. GENERAL QUESTIONS - Deputy Headmaster
 10. REFRESHMENTS AND DISPLAYS
-

APPENDIX GORIENTATION WEEKEND PROGRAMMEFRIDAY:

A.M.	SCHOOL	Briefing on travel and accommodation.
P.M.	TRAVEL	
5.30	SESSION 1	Briefing and Outline of Weekend (Objective Setting).
6.00 - 7.00		Supper.
7.15	SESSION 2	Group Dynamics - Knowing me, Knowing you.
8.30 - 9.45	SESSION 3	Class Groups - Study Skills 1.
		Refreshments then Assignment work.
11.00		Bed and lights out.

SATURDAY:

7.00 - 8.00		Breakfast.
8.15	SESSION 4	Group Dynamics - Communication and Co-operation.
9.30	SESSION 5	Class Groups - Study Skills 2.
10.30		Refreshments.
11.00		Hike or Games - all camp members.
1.00 - 2.30		Lunch and rest period.
2.30	SESSION 6	Group Work - Relationships and Making Friends.
3.45		Refreshments.
4.15	SESSION 7	Class Groups - Do You Know Your School?
5.30		Free time.
6.30 - 7.30		Supper.
8.00	SESSION 8	Educational Films.
9.30		Games Session.
11.00		Refreshments.
11.30		Bed and lights out.

SUNDAY:

7.30 - 8.30		Breakfast.
8.45		Devotions.
9.15	SESSION 9	Class Groups - What Have We Achieved?
10.30		Refreshments.
11.00	SESSION 10	Summing Up - Challenge to Succeed.
11.45		Tidy Up and Break Camp.
12.30		Lunch and Departure

APPENDIX GSESSION FOUR
COMMUNICATION ANECDOTE

The following letter appeared in the local newspaper one day.

Dear Sir

I live with my father and two sisters. My father bought a suit but the trousers were too long. He asked us to shorten them by two inches. I went out, so one of my sisters did it for him.

When I came in, I thought it had not been done, so I took two inches off the legs.

The other sister got up early on Sunday morning and, wanting to surprise him, she took two inches off the trousers.

When my father put on his trousers, they were halfway up his legs!

Yours sincerely

Cut-up.

THE FIVE-SQUARE PUZZLE

The Five-Square Puzzle exercise demonstrates co-operation in a group task characterized by non-verbal communication. It is administered to participants in groups of five.

Participants sit around in a circle and, in front of each person, there are several irregularly shaped pieces of cardboard. The participants are told that there are exactly enough pieces distributed among them to form five complete squares. The task is completed when a square has been completed in front of each member of the group.

Procedural rules are as follows: (1) each member must complete one square in front of himself; (2) no member may talk, signal, or gesture in any way that would give guidance to any other member of the group - e.g. no member may signal that he wants a piece from another member; (3) any member may give any of his pieces to another member of the group; (4) except for the piece that he is giving to another member, each member's pieces must be kept in front of him at his workplace. Only giving is allowed, no taking.

This exercise focusses participants' attention on discovering ways in which they can be helpful to one another. The most direct contribution that a person can make is to give an appropriate piece from his cards to the appropriate person, but he must allow that person to discover for himself how to use that piece. At the end of the exercise participants discuss their reactions and feelings during the task.

APPENDIX G

CONSTRUCTION OF THE FIVE-SQUARE PUZZLE PIECES

To prepare a set, cut out five cardboard squares of equal size, about 6" x 6". Place the squares in a row and mark them as shown in the diagram below, marking them lightly with pencil - a, b, c - that can later be erased. The lines should be drawn in such a manner that, when cut out, all pieces that are labelled the same will be the same size. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five 6"x6" squares.

After drawing the lines of the squares and labelling them, cut each square as marked into smaller pieces to make the parts of the puzzle. Now mark each of five envelopes A, B, C, D, and E. Distribute the cardboard pieces into the five envelopes as follows:

Envelope A has pieces i, h, e.

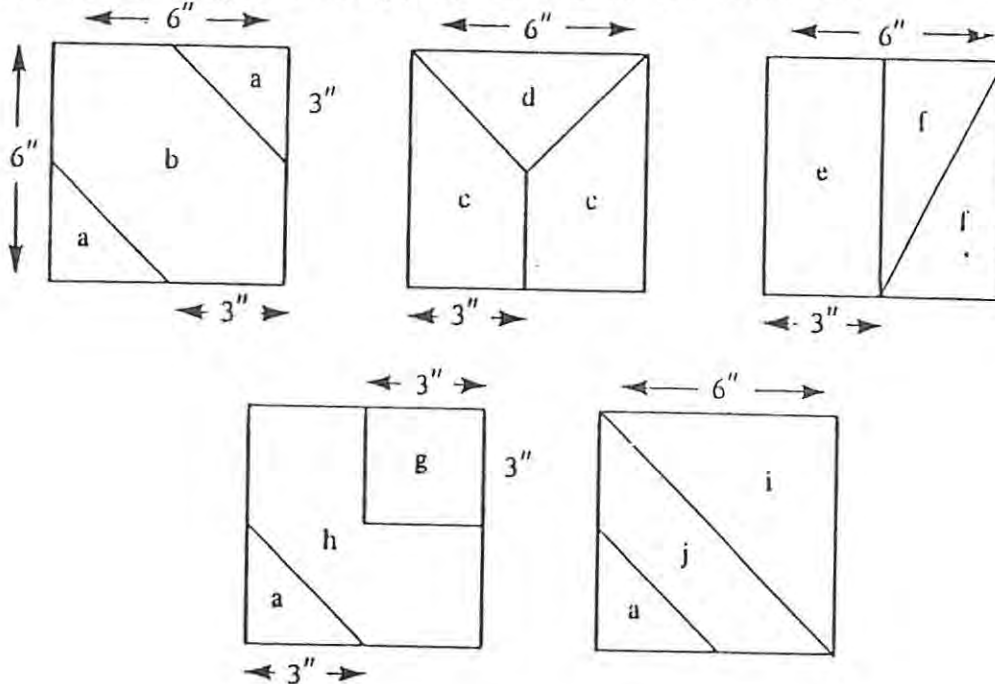
Envelope B has pieces a, a, a, c.

Envelope C has pieces a, j.

Envelope D has pieces d, f.

Envelope E has pieces g, b, f, c.

Erase the pencil lettering from each piece and mark it with the letter on the appropriate envelope. This will make it easier to return the pieces to the proper envelope at the end of the exercise.



(Johnson & Johnson, 1975)

APPENDIX GCAN YOU FOLLOW INSTRUCTIONS?

THIS IS A TIMED TEST - YOU HAVE THREE MINUTES ONLY.

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word NAME in sentence two.
4. Draw five small squares in the upper left hand corner.
5. Put an 'x' in each square.
6. After the title write: Yes, Yes, Yes.
7. Put a circle completely around sentence number seven.
8. Put an 'x' in the lower left hand corner of this page.
9. Draw a triangle around the 'x' you have just written.
10. On the back of this paper, multiply 702 by 66.
11. Draw a rectangle around the word CORNER in sentence four.
12. Call out your name when you have got to this stage.
13. On the reverse side of this paper, add 8950 and 9805.
14. Put a circle around your answer and a square around the circle.
15. In your normal speaking voice, count backwards from ten to one.
16. Punch three small holes in the top of this paper with your pencil.
17. Underline all even numbers on the left side of this paper.
18. If you think you have followed directions carefully to this point nod your head three times.
19. Count the circles you have drawn on this paper and write down the total next to your name.
20. Now that you have finished reading everything carefully, do only sentence one and two.

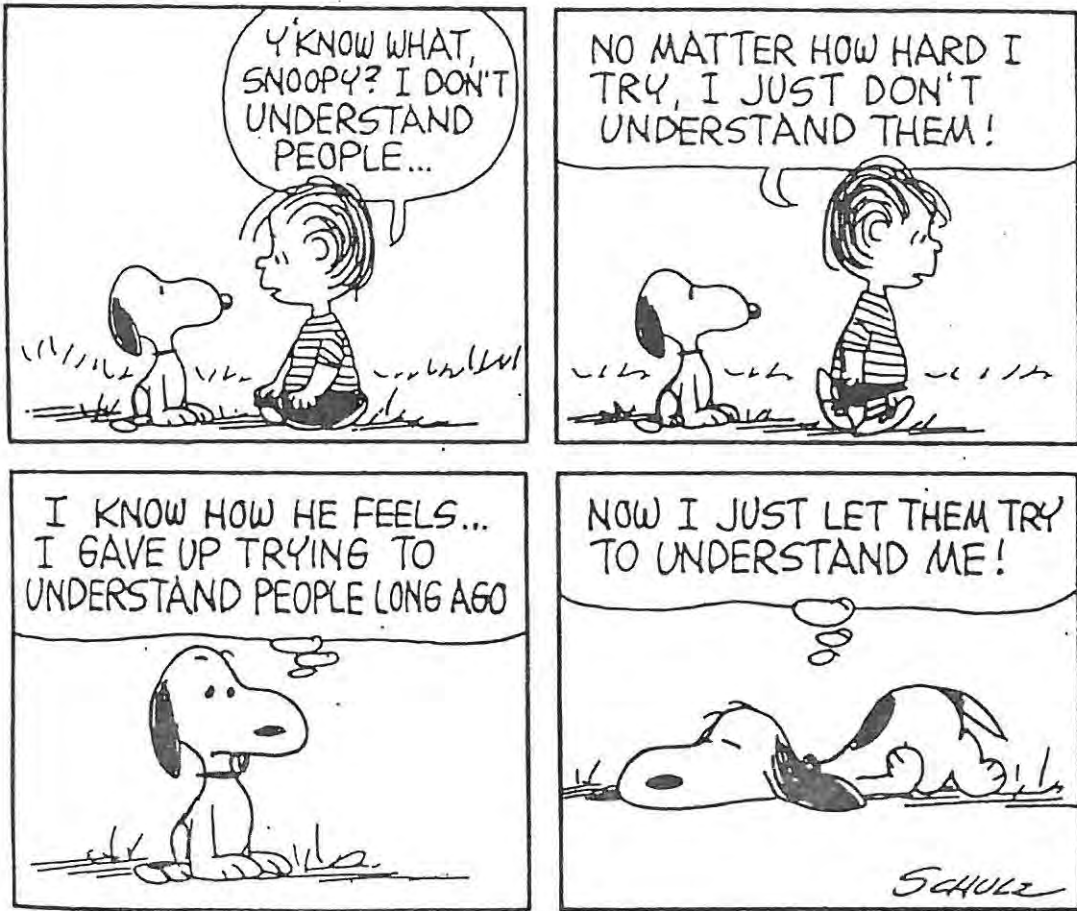
APPENDIX G

CLASS EVALUATION REPORT

This report is meant to reflect the opinions expressed by your class during the second half of Session Nine. Please use it (a) to assist in the formulation of the class report to be delivered during the final session, and (b) during the de-briefing session to be held after the camp is finished.

1. Was the camp worthwhile?
Reasons given?
.....
.....
2. Which aspects of the programme did the class find interesting? Why?
.....
.....
.....
3. What do pupils consider to be the most important thing they learned?
.....
.....
.....
4. Which aspects of the programme were considered least interesting? Why?
.....
.....
.....
5. How could the programme be improved?
.....
.....
.....
6. Was anything left out that the pupils would have liked to have added to the programme - perhaps in place of something else?
.....
.....
.....
7. Any further comments, ideas?
.....
.....
.....

STANDARD SIX WEEKEND CAMP



THIS WORKBOOK
IS THE PROPERTY OF _____

APPENDIX HINTRODUCTION

So you want to be a success?

EVERYONE wants to be a success.

Everyone CAN be a success!

This workbook is to help YOU be a success. If you work through it carefully, follow its advice and get involved, you WILL be a success.

The instructions are quite simple really.

Carrying them out will require effort.

NOTE: The word was EFFORT, not intelligence. You don't have to be top of the class to be a success.

WHAT IS SUCCESS?

- * Success is getting A's for effort on your school reports.
- * Success is making good friends at school.
- * Success is being known as helpful, cheerful, involved.
- * Success is giving of yourself.

You see EVERYONE can be a success. YOU can be a success at High School.

There is a proverb that says: "If you aim at nothing - then you are bound to hit it every time."

It is important to have a goal, to set some aims, to strive for something. It could be an individual goal, a class goal, or a school goal. It needs to be YOURS!

BUT! BUT! BUT!

But what if we fail? What if we don't reach our goals?

CHEER UP!

It is bound to happen sooner or later, and when it does we can always learn from our failure and so turn it into a stepping stone to success. ALL successful people have failed sometime. However, all successful people learn from those failures. That is why they are successful!

If you fail in your goal, ask yourself why? Talk about it with your class teacher, your Standard Head, or chat with the School Counsellor. REMEMBER - everyone fails at something some time, but you never become a failure until you give up, stop learning or start blaming others.

LEARN FROM YOUR MISTAKES AND BE A SUCCESS.

APPENDIX H

SESSION TWO

KNOWING ME, KNOWING YOU

Please complete the following sentences in five different ways.

Rank no.

- I am/.....
- I am/.....
- I am/.....
- I am/.....
- I am/.....

Rank your answers from 1 to 5 1 = like the best, 5 = like the least.



NEW FRIENDS

I introduced myself to two new friends today.

Her name is and she likes

His name is and he likes

It was easy / not too bad / quite difficult / terrible /

(Mark the correct choice of answer above.)

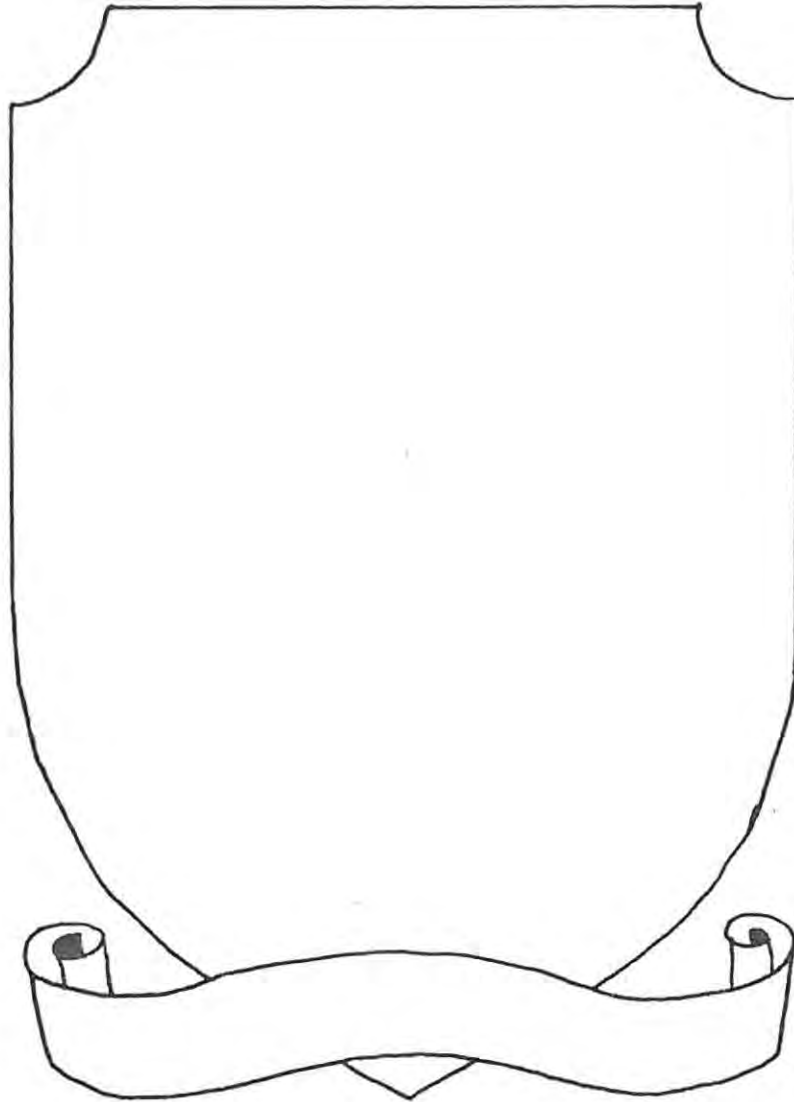
APPENDIX H

SESSION TWO

FAMILY CREST

Try to design a Family Crest that will reflect you and what you are.

FAMILY CREST



APPENDIX H

SESSION TWO

BIOGRAPHICAL QUESTIONNAIRE

WHO AM I?

I am and I am years old. I have brothers and sisters in my family and I am number in the family.

I attended Primary School where my best subjects (2) were and On the other hand, my worst subjects (2) were and Sports that I enjoyed playing were and I have belonged to the following societies My favourite colour is and my favourite food is Two things that I am good at are and My best friend's name is and he/she likes me because

If I had some spare time, I would most probably use it by

I feel happy when and I feel sad when

The thing I value most in my life is

The person I value most in my life is

I LIKE TO BE ME!!



APPENDIX H

SESSION THREE

THE GOOD STUDENT

Our class discussed the characteristics of a good student and we feel that he/she needs:

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

Between us all we agreed that the most important five characteristics any good student would need are:

1.
2.
3.
4.
5.

Looking at these five characteristics, I can see that I have No's .. + .. + ... The one characteristic that I most need to improve in myself is One way I can do this is to

.....

.....

APPENDIX H

SESSION THREE

WORK-PROBLEM QUESTIONNAIRE

WHAT TO DO:

Read each statement carefully. Then if you think it is like you, put a tick in the LIKE ME box. If it is not you, put a tick in the NOT LIKE ME box.

	LIKE ME	NOT LIKE ME
1. I can't seem to get my homework done on time		
2. I worry a lot the night before a test ...		
3. I seem to lose marks because my work is untidy		
4. I lose marks in tests because I always seem to forget what I know		
5. I sometimes think I am the only one in the class who finds the tests hard		
6. I always seem to do the wrong thing (e.g. in the last test we were told to write a paragraph, but I wrote a whole essay.....		
7. I think people will laugh at me if I read aloud in class		
8. I don't like to tell the teacher when I can't do my work		
9. I always seem to make a lot of careless and silly mistakes		
10. I worry if I think I am going to have to answer a question in class		
11. When I am playing I sometimes find myself wondering if I have done my homework right		
12. I often spend a whole evening trying to do my mathematics		
13. I spend a lot of time getting ready for a test, but it doesn't seem to help much		
14. I'm scared to ask my parents to help me in case people say I'm cheating		
15. I leave it so late to do my homework that I often have to 'borrow' someone's work		

NOW: Choose four of the items you have ticked as LIKE YOU. Write them in order of difficulty in the space below, beginning with the one you think will be easiest to put right.

- A.
- B.
- C.
- D.

APPENDIX H

SESSION FOUR

COMMUNICATION AND CO-OPERATION

FIVE-SQUARE PUZZLE

You and your group have just had a chance to do the five-square puzzle. Please think carefully as you answer the following questions - they can tell you something about yourself that you have possibly not seen or recognised before.

- A) Did your group manage to complete the exercise in the time allowed?
.....
- B) What were some of the feelings that you experienced while you were taking part in this exercise?
.....
- C) What do you think caused these feelings?
.....
.....
- D) Do you ever have these or similar feelings in class?
- E) If you do, what would you think is the cause of feelings such as these?
.....
- F) Do you ever have these or similar feelings out of class?
- G) If you do, what sort of situation gives rise to them?
.....
.....
- H) Suggest a way in which you would advise someone else to handle something like Frustration and Impatience.
Frustration:
.....
Impatience:
.....

APPENDIX H

SESSION SIX

MAKING FRIENDS

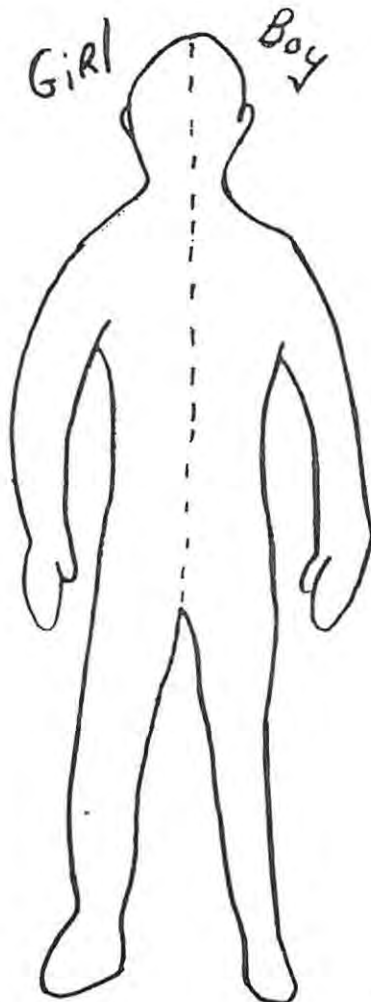
My friend's name is

I know that he/she is my friend because
.....

My friend is special and I would describe him/her as:

.....able
.....able
andable.

MY OUTLINE OF A FRIEND



Put feeling at the heart.
Put thoughts and ideas at the brain.
Put things that can be done at the feet and hands.

(Chase, 1975)

APPENDIX HSESSION SIXPERSONALITY CHARACTERISTICS RATING SCALE

This exercise has two steps:

- 1) Rate yourself on each characteristic in the first column using the following numbers: 1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always. Do your rating in the column labelled SELF.
- 2) Now fold the page so that your rating is hidden behind the page and ask a friend to rate you on the same scale in the column FRIEND.

When you get your rating scale back, you can discuss any differences with your friend to see how and why you see yourself in a different way.

	FRIEND	SELF
1. Absentminded		
2. Active		
3. Aggressive		
4. Aloof		
5. Ambitious		
6. Argumentative		
7. Cautious		
8. Clever		
9. Confident		
10. Conscientious		
11. Daring		
12. Dominant		
13. Easy-going		
14. Gentle		
15. Imaginative		
16. Independent		
17. Masculine/Feminine		
18. Modest		
19. Persevering		
20. Responsible		
21. Sarcastic		
22. Selfish		
23. Sensitive		
24. Shy		
25. Stubborn		
26. Talkative		
27. Loving		



APPENDIX H

SESSION SIX

MAKING FRIENDS

HOW TO MAKE FRIENDS AND GET ON WITH PEOPLE

- RULE: 1 If you are interested in other people, they will be interested in you. Remember their names and talk to them about the things they are interested in.
- RULE: 2 If you are friendly and smiling, others will be friendly and smiling too.
- RULE: 3 Get others to talk about themselves and be a good listener.
- RULE: 4 Show your respect for other people, older people and young ones, all people. Let them know that they are important to you.
- RULE: 5 Do not be afraid to use or think of the word love instead of the word respect. If you will love the world, the world will love you.

Which of the above rules would you suggest is the most important?

Explain your choice:

.....

Which of the above rules would you think is the most difficult to carry out in practice?

Explain your choice:

.....

(Lindhards and Dlamini, 1982)



APPENDIX H

SESSION NINE

LOOKING BACK

We are near the end of this camp. There is a need for each of us to look back - at ourselves, at each of the sessions, at our friends, both new and old - in order to see what we have done, where we have been and what we have achieved. These questions are to help you think carefully - there are no right or wrong answers; each person may have different ideas or take a different viewpoint.

1. What did you expect from the camp?
-
-
2. How did you feel beforehand?
-
-
3. Which session have you enjoyed most?
4. Why?
-
-
5. What did you learn from that session?
-
-
6. If you had to tell someone something about the camp, what would you tell them?
-
-

Thank you for your involvement this weekend. Please keep this workbook and read through it every now and then just to refresh your memory about the things we discussed and did together. It is your own personal record of what you are at the beginning of your High School career. In a few years time you will be able to look back and say: "Wow! I've come a long way since those days, haven't I?"