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UNIVERSITY OF WINDSOR  
The School of Social Work

A TIME OF CHANGE - A TIME OF CONCERN  
THE TRANSITION OF ADOLESCENTS  
FROM ELEMENTARY SCHOOL  
TO HIGH SCHOOL

by  
Walter John Clemens

A research project presented to the School of Social Work  
of the University of Windsor in partial fulfillment  
of the requirements for the degree of  
Master of Social Work

September, 1973  
Windsor, ONTARIO, CANADA

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446998

RESEARCH COMMITTEE

Dr. Lola Beth Buckley, Chairperson

Dr. Mary Lou Dietz, Member

Professor Robert G. Chandler, Member

of the three groups were found to be quite similar.

The type and amount of preparation for high school that the students received was also examined. There was little difference in the kind of preparation received by the three different groups - the group members, the cohorts, and the residual sample. The concerns as expressed by the respondents in grade nine were also observed and it was seen that concerns experienced in eighth grade differed from those after the students were in the ninth grade. Attention was paid to the respondents views about orientation programs for eighth grade students and the types of programs suggested for implementation.

Finally, the group orientation program was evaluated and found to be a very positive experience for those involved in it. Recommendations for changes in the program were made by the students and the author made suggestions concerning the establishment of future programs.

## ABSTRACT

The purpose of the study was to look at that stage in the development of the adolescent when he makes the transition from elementary school to high school. It was considered as a time of change and concern. Further to this, a report and evaluation was made of a pre-transition orientation program implemented by the author.

The sample included fifteen adolescent boys and girls who were part of the original orientation group program as well as a group of homeroom classmates of the original members. From this latter group of one hundred and seventy students was randomly selected a cohort group of fifteen boys and girls who were used for comparison. A questionnaire was developed and administered to a total sample of 200 students. In addition, an interview schedule was used with the fifteen group members and the fifteen cohorts. A participant evaluation form was also utilized in the interviewing of the group members in order to evaluate the orientation program.

Findings revealed and supported the author's contention that the period of time between grade school and high school is a time of concern for students. A hierarchy of concerns was established for each of the three groups and compared. With slight differences, the concerns

## Acknowledgement

The author wishes to express his thanks to a number of people who made the completion of this research a reality.

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Walter John Clemens

Windsor, Ontario  
August, 1973.

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## CHAPTER I

### INTRODUCTION

The study of adolescence is somewhat of a herculean task in view of the literature that abounds on the subject. However, when one looks at a particular facet of that developmental stage of the individual, the wealth of knowledge often diminishes a great deal, at times, to a mere pittance. This seems to be the case when one considers that particular phase in adolescence when the individual makes the transition from elementary school to secondary school.

The researcher's interest in adolescents, as a subject of research, has developed over the years from contact with them in a variety of situations. As a Child Care Worker in an institution for emotionally-disturbed children, contact was made with some very disturbed adolescents. Physically, some resembled adults; emotionally and psychologically they were often "throw away children."<sup>1</sup> The large number of rejected and runaway adolescents who came into the care of the Catholic Children's Aid Society, Windsor, opened the author's eyes to a whole new world.

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<sup>1</sup>Lisa Aversa Richette, The Throwaway Children (New York: Dell Publishing Company, Inc., 1969).

Those individuals we flippantly refer to as "teenagers" rebelled not only because they were "going through a stage" and were anxious about the future, but more importantly because their very life roots had been severed and survival looked dim.

As a caseworker, these impressions were reinforced time and time again as adolescents were transferred to the author's care. Upon introduction, their first question was often - "How long are you going to be my social worker?" Amazement was the only possible reaction as to how those adolescents managed to survive the countless moves that were made from foster home to foster home; from institution to institution.

The writer's involvement with adolescents was not limited strictly to child care settings. Volunteer leadership of adolescents in camp settings and church related groups brought the author into contact with a number of very healthy, happy, and "normal" teenagers.

Interest in the adolescent in the school setting was increased through several months experience as a substitute teacher in both public and separate elementary schools in Windsor and Tecumseh, Ontario. As a first year student in field placement for the School of Social Work of the University of Windsor, the author worked at the Windsor YMCA-YWCA as a youth counsellor for the Youth Counsellor Project. During this experience, the writer

was brought in touch with the problem of both high school and elementary school students. This involvement led to the formation of an "Orientation to High School" program at St. Alphonsus Roman Catholic elementary school. The aim of the program was to facilitate the move of grade eight students to high school and prevent some of the problems which grade nine students experienced.

#### Purpose of the Study

In view of the experience of the author with adolescents in clinical and non clinical settings, the purpose of the present research is twofold: first, it is the author's intent to look at that stage in the development of the individual known as adolescence, particularly in relation to the time of transition of the adolescent from elementary school to high school. It will be considered on the basis of the assumption that it is a time of crisis, a period of anxiety. A survey of current ninth grade students will be undertaken so as to understand the issues as students see them. Secondly, the author will evaluate the "Orientation to High School" program which was implemented by the author.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### PART 1

#### Adolescent Development

One can look at the adolescent from the perspective of many different schools of thought, each emphasizing distinct views of the adolescent. It is not, however, the primary intention of the author to differentiate these viewpoints as much as it is an attempt to present an overview of the adolescent.

The period of adolescence is a time when the individual is no longer a child and not yet quite an adult. The chronological age range which spans the period of adolescence varies from author to author. However, on the average, adolescence extends from age thirteen to eighteen years for girls and age fourteen to eighteen years for boys.<sup>2</sup>

Adolescence is a mysterious time of life. For many it is considered to be a time of great stress and anxiety. For others, the strains of the period are seen as no different than those of any time of life. Research will

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<sup>2</sup>Elizabeth B. Hurlock, Adolescent Development (4th ed.; New York: McGraw-Hill Book Company, 1973), p. 2.

be examined which undertakes to verify both positions in the debate.

What can be said with some degree of certitude is that adolescence, in se, is a period of change, a time of transition. The individual experiences a number of marked physical, emotional, psychological, and social changes which are very different from those of childhood and are identifiable.

### Physical Changes

#### Height and Weight

Longitudinal studies of children from age two to eighteen have provided us with two important observations: first, physical growth is rapid prior to, and during, early adolescence; secondly, by age eighteen girls have reached their adult size but boys are still growing.<sup>3</sup>

Growth in height follows a fairly regular pattern and there is not a great deal of variance in the pattern between boys and girls. Height maturity is dependent on both heredity and environmental factors as well as overall maturation.

Generally, children tend to resemble their parents in height. However, environmental factors such as nutrition and economic class have been shown to affect both rates of growth and determination of height. Children

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<sup>3</sup>Luella Cole and Irma Nelson Hall, Psychology of Adolescent Behavior (6th ed.; New York: Holt, Rinehart and Winston, Inc., 1964), p. 16.

from lower economic levels are not as tall, as adults, as those from higher economic strata. This is due to poorer diet.<sup>4</sup>

As with full sexual maturity, the weight spurt in boys is about two years later than it is for girls. Muscles constitute more body weight in boys than in girls but in girls, fat is a heavier contributor than in boys. Both adolescent boys and girls experience a "fat period" which is caused by hormonal imbalance during early sexual maturation. For boys it comes near the period of rapid growth in height and penis growth. For girls it occurs with the onset of puberty, i.e., when sexual maturing occurs.

Sexual development

Physiologically, growth during adolescence occurs in all the systems of the body - circulatory, respiratory, digestive, neurological, and glandular. Most notable of the changes is the development of the reproductive systems, sex organs, and secondary sexual characteristics.

Cole<sup>5</sup> points out that girls experience their first menstruation anywhere from age ten to seventeen, whereas boys show no precise time of sexual physiological maturity and require approximately two years to develop from the

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<sup>4</sup>Hurlock, Adolescent Development, p. 25.

<sup>5</sup>Cole and Hall, Psychology of Adolescent Behavior, p. 67.

prepubescent to postpubescent stage. Among adolescent boys the first "wet dream" is popularly considered the sign of sexual maturity. However, recent studies<sup>6</sup> show that the most accurate assessment of both female and male sexual maturity can be determined by an examination of bone development with the use of x-rays. Apparently, genital growth always occurs at a certain point in the bone development of the individual. A comparative study of x-rays of the long bones of the hands and the knees, taken at various times during the preadolescent growth spurt, make it possible to determine when puberty begins and at what rate it is developing.

Changes in the male sex organs or primary sex characteristics follow a definite pattern in all boys. However, the timing of the different stages of development varies according to the rate of maturing of the individual.

Development of the female sex organs is not as noticeable because it is primarily internal. The most important part of the female reproductive organs are the two ovaries which begin a spurt of rapid growth between the ages of twelve and eighteen and do not reach their full size and weight until the girl is about twenty or

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<sup>6</sup>A. R. Frisancho, S. M. Garn, and C. G. Rohman, "Age at Menarche: A New Method of Prediction and Retrospective Assessment Based on Hand X-rays," Human Biology, 41, 1969, 42-50; and J. M. Tanner, Growth at Adolescence (2nd ed.; Oxford: Blackwell Scientific Publications, 1962).

twenty-one years of age. The eggs or ova which the ovaries produce begin to ripen when the adolescent reaches puberty and menstruation occurs.

The secondary sex characteristics are those physical features which are the popular "signposts" that the individual is reaching puberty. They are similar in type in both boys and girls but vary in degree. These characteristics include:<sup>7</sup>

For the male:

- \*Broadening of the shoulders due to heavy muscles, giving the trunk a triangular shape
- \*Definite shaping of arms and legs due to muscle development
- \*Breast knots or slight knobs around male mammary glands
- \*Pubic hair extending to the thighs
- \*Growth of hair under arms
- \*Facial hair on upper lip, sides of cheeks, and chin and hair on throat
- \*Body hair on limbs, chest and shoulders
- \*Increase in perspiration
- \*Considerable growth of larynx
- \*Voice changes
- \*Eruption of second molars
- \*Changes in skin colour and texture

For the female:

- \*Broadening of shoulders, increase in width and roundness of hips, and appearance of waistline, giving trunk hourglass shape
- \*Definite shaping of arms and legs due mainly to fat
- \*Breast development
- \*Pubic hair
- \*Growth of hair under arms
- \*Light growth of facial hair on upper lip, upper cheek, and border of chin

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<sup>7</sup>Compiled from Hurlock, Adolescent Behavior, p. 30, and Cole and Hall, Psychology of Adolescent Behavior, p. 72.



- \*Increase in perspiration
- \*Slight growth of larynx
- \*Voice change from high to low pitch
- \*Eruption of second molars
- \*Changes in skin colour and texture.

Although these secondary characteristics are not necessarily related to reproduction, they play a very important role in the eventual mating of the adolescent as they contribute to, or detract from, the personal appearance of the individual and thus the attraction to the opposite sex.

#### Emotional Changes

It is probably inaccurate to speak of emotional "changes" during adolescence as the emotions, per se, do not change throughout a lifetime. Rather, there is a change in the stimuli that arouse emotional states and the particular responses which are elicited.<sup>8</sup> What does occur is a "heightening of the emotions"<sup>9</sup> which are expressed in patterns of fear, worry, anxiety, anger, annoyances, frustrations, jealousy, envy, curiosity, affection, grief and happiness by way of euphoria and joy. These changes are related to physical growth and development.

Since the emotions find their expression through the body, it stands to reason that the development of the physical organism will affect, in some ways, the emotional

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<sup>8</sup>See Schneider, The Psychology of Adolescence, p. 314-15, and also Cole and Hall, Adolescent Development, p. 265.

<sup>9</sup>Hurlock, Adolescent Development, p. 44-45.

life of the individual. This is seen in the emergence and development of the sexual feelings in the adolescent which correspond with the changes that occur in the sex glands during puberty. Previously it was believed that glandular and hormonal changes during adolescence were the major cause of heightened emotionality.<sup>10</sup> Although there is evidence that glandular changes which affect physical development do cause a certain amount of disequilibrium to the system, there are other physical causes responsible for heightened emotionality. Improper nutrition and prolonged malnutrition; iron and calcium deficiency and fatigue all cause tension and emotional disturbances in the individual.

However, social influences seem to have the most affect on the emotional state of the adolescent.

Hurlock points out eight predisposing causes of heightened emotionality which are social in nature. They include:

1. Adjustment to new environments
2. Social expectations of more mature behavior
3. Unrealistic aspirations
4. Social adjustment to the other sex
5. School problems
6. Vocational problems
7. Obstacles to doing what he (the adolescent) wants to do
8. Unfavorable family relationships.<sup>11</sup>

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<sup>10</sup> Schneider, The Psychology of Adolescence, p. 314.

<sup>11</sup> Hurlock, Adolescent Development, p. 47.

This period of increased emotional response is not characteristic of the entire range of adolescence but rather occurs during the last two years of childhood and the first two years of adolescence when developmental changes are at their peak. This is due to the fact that it is during those years that the adolescent has to break away from childhood habits and responses and adopt new ones which are more appropriate to the adult role which he will be assuming.

As the adolescent matures intellectually and socially, he learns to become more discriminatory and selective in his responses. Through a greater and more varied contact with others and the socialization process to which he is subjected by his peers, the adolescent refines his emotional responses to diverse stimuli because of the social implications of his actions. This change in emotional responses is particularly evident in his transition to a heterosexual outlook. From a formerly very close attachment to family and particularly mother, the adolescent redirects his interests and emotions toward a few significant others and eventually to a very particular "someone."

Personal experience and training further affect emotional responses previous to, during, and after adolescence. Certain responses are elicited from the child and adolescent not because they are meaningful or socially acceptable, but because of the experience of the individual.

Inordinate fears fall into this category. Although the adolescent may have intellectual knowledge that he has nothing to fear, he still may have fears about his inability to control the tremendous changes that are taking place in his life at all levels. Similarly, if these fears go unresolved, and if the adolescent, as a child, has not been properly trained and disciplined, he will find the task of adaptation to appropriate adult responses a difficult task.

#### Psychological Changes

Physical changes during adolescence have a marked psychological effect on the developing individual. Powell<sup>12</sup> maintains that all human beings have a physical self-image.<sup>13</sup> Since growth throughout life generally goes unnoticed, there are relatively few psychological adjustments to be made. However, during the rapid physical changes of adolescence, the individual must make major adjustments in his body image. The quick succession of physical

<sup>12</sup>Marvin Powell, The Psychology of Adolescence (New York: The Bobbs-Merrill Company, Inc., 1963), p. 50-51.

<sup>13</sup>The idea of "body-image" was developed by P. Schilder in The Image and Appearance of the Human Body: Studies in the Constructive Energies of the Psyche (London: International Universities Press, 1935), and was further developed by L. K. Kolb in "Disturbance of the Body-Image," in American Handbook of Psychiatry, Vol. I, edited by S. Arieti (New York: Basic Books, 1959). This psychological construct is also referred to as self awareness, self concept, the self, body-ego, self-identity, and body-schema. See Gerald Caplan and Serge Lebovici, editors, Adolescence: Psychological Perspectives (New York: Basic Books, Inc., 1969), p. 42 ff.

changes increases anxiety concerning the attainment of the ideal image and the adolescent flounders about psychologically distressed that he will not fulfill that image which is culturally determined. Although girls are generally more aware of their changing bodies and more attentive to physical needs than are their male counterparts, the average adolescent, regardless of sex, expresses some concern in one way or another about the changing body. Common concerns seem to be centered around the development of sex differences, bodily build, secondary sex characteristics, skin disturbances, axillary perspiration, and physical defects.<sup>14</sup>

After the rapid growth of preadolescence comes a stage of physical awkwardness for the adolescent - a time during which the individual experiences a good deal of embarrassment and tends to withdraw. Since girls develop less rapidly during the preadolescent period they do not feel this lack of co-ordination as much as boys do. Generally, however, girls are more apt to try and overcome this awkward phase through activities such as dancing which are believed to develop co-ordination.

During adolescence other physiological changes arise which lead to real psychological problems for both boys and girls.

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<sup>14</sup> Hurlock, Adolescent Development, p. 34. ♀

An increased tension in the arteries of the body caused by the disproportionate size of the heart and the arteries results in a certain restlessness and continued need to be active. Thus the adolescent is fidgety and almost compelled to move about. At the same time, awkwardness and lack of co-ordination present problems. Therefore, almost compulsive activity is forcefully thwarted and repressed for fear of embarrassment through clumsiness. Similarly the rapid body growth drains the adolescent of energy and he often shows a distinct apathy and unwillingness to do any kind of work. This causes family problems around the allocation of jobs and chores. Thus the adolescent is labelled hyperactive or lazy which builds up resentment on all sides and results in discord and internal disequilibrium for the adolescent.

Because of his general lethargy, the adolescent tends to withdraw from activities and his peer group for a brief period of time. Concomitant with this is an increase in daydreaming and a preoccupation with sex. This interest is often manifested by an exploration of the developing body and an increase in masturbatory behavior. Studies by Ramsey and Kinsey et al.<sup>15</sup> indicate that by age twelve, three-quarters of the 291 boys interviewed had

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<sup>15</sup> G. V. Ramsey, "The Sexual Development of Boys," American Journal of Psychology, p. 56: 217-233, 1943. Also, A. C. Kinsey, et al., Sexual Behavior of the Human Male (Philadelphia: W. B. Saunders Company, 1953), p. 175.

masturbated and by age sixteen, all of them had engaged in some form of the practice. Cole maintains that "since this practice is so widespread it cannot be called abnormal. So far as it is known, the physiological results are either harmless or beneficial; the damage, if any, is emotional."<sup>16</sup> Many boys experience feelings of guilt and shame because of moral, ethical, or religious values and some adolescents are deeply scarred psychologically because of adult superstitions and consequently warnings about masturbation causing insanity, impotency, and a host of other maladies. However, if not threatened and if kept occupied, most boys outgrow any habit which might be formed during adolescence.

The adolescent girl faces a different kind of psychological change. Douvan and Adelson point out that "the (sexual) drive is not successfully excluded from consciousness by the large majority of girls so that they do not in any relevant psychological sense confront an impulse problem comparable to boys during the adolescent years."<sup>17</sup> This is not to say that they do not have sexual feelings and drives or do not become involved in sexual fantasy and exploration. Adolescent girls engage in masturbatory

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<sup>16</sup> Cole and Hall, Psychology of Adolescent Behavior, p. 75.

<sup>17</sup> Elizabeth Douvan and Joseph Adelson, The Adolescent Experience (New York: John Wiley & Sons, Inc., 1966), p. 347.

practices but not to the extent that boys do.<sup>18</sup>

What the adolescent girl encounters is the emotional trauma and possible psychological damage imparted from lack of information and preparation concerning her first menstruation. Often, even those well informed, suffer the deep-rooted association of loss of blood with unpleasantness.<sup>19</sup>

Both boys and girls can suffer psychologically from the rate of their sexual development. It is speculated<sup>20</sup> that rapid maturers can be psychologically damaged by awkwardness, selfconsciousness, concerns about normalcy, and the discrepancy between acting one's age and appearing physically to be much older.

In slow maturers, the psychological damage is more apt to persist since there is a greater time lapse in which maladjusted behavior can be reinforced.

It appears that the physical changes that the adolescent experiences account for much of the psychological changes and traumas which are exhibited. However, it is not so much the physical changes per se which cause the psychological as it is the effects of the physical development.

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<sup>18</sup>Karl C. Garrison, Psychology of Adolescence (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), p. 316.

<sup>19</sup>Cole and Hall, Psychology of Adolescent Behavior, p. 78.

<sup>20</sup>Douvan and Adelson, The Adolescent Experience, p. 40.



The psychological repercussions that follow the physical transformation at puberty come mainly from social expectations of mature attitudes and behavior. When the adolescent begins to look more like an adult than a child, social expectations place a heavy psychological burden on the adolescent.<sup>21</sup>

### Social Changes

During childhood an initial socialization process is experienced as the youngster meets and interacts with his neighbourhood peers. With the advent of kindergarten and primary school, the child gains a greater realization of social roles and expectations as he is drawn into the school setting. During this period of childhood, there is still a very close attachment to the family which is the main source of nurturance for the child.

As preadolescence and early adolescence make their appearance, the age-old "battle of the sexes" occurs as boys and girls go their separate ways and remain aloof from one another. This tendency seems to be lessening in modern day society. Garrison suggests that it may be due to the slackening of distinct sexual roles, an increase in common interests and recreational activities, and the diminishment of the need for the male to assert his superiority.<sup>22</sup>

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<sup>21</sup> Hurlock, Adolescent Development, p. 31.

<sup>22</sup> Garrison, Psychology of Adolescence, p. 11.

As the adolescent emerges, there develops an acute awareness of social relationships and pressures and there is a dramatic shift from the family to the peer group. Jersild<sup>23</sup> presents a "three act drama" to emphasize this change in the socialization of the adolescent.

Initially, the adolescent needs his parents and is quite dependent and highly influenced by them. However, the adolescent is in a transitory stage from childhood to adulthood and he is expected to develop attitudes and patterns of behavior which will enable him to take his place in the adult society. Hurlock specifies four developmental tasks which must be completed to attain this goal.

The adolescent must

establish new and more mature relationships with age mates of both sexes; desire and achieve socially responsible behavior; develop intellectual skills and concepts necessary for civic competence; and achieve a more autonomous state through achieving emotional independence of parents and other adults.<sup>24</sup>

To do this, the second act of the drama begins as the adolescent begins his "struggle for emancipation." Typically, he must renounce his major alliance with his family and shift to the peer group with its potential mates. This is not to say that the majority of adolescents

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<sup>23</sup> Arthur T. Jersild, The Psychology of Adolescence (2nd ed.; New York: The MacMillan Company, 1963), p. 229.

<sup>24</sup> Hurlock, Adolescent Development, p. 69.

completely alienate themselves from their families. However, in the adolescent's attempt to gain command of his own life and destiny, many adolescents go through a period of disassociation and sometimes, estrangement, especially from parents.

The third act of the continuing saga occurs when the struggle abates and the adolescent takes his place in the adult society.

This period of social transition and change is a long and tedious one for both the adolescent and his parents. Parents are often relegated to the background as the adolescent seeks independence. The adolescent, in turn, feels little motivation to behave like an adult when he is constantly treated as a child by adult models. While the younger child has to change his life style when he begins primary school, it is a relatively easy transition since both parents and teachers facilitated the move. But, since adults often perceive the adolescent as an adult due to the physical growth of this period, the youth is left to handle his own problems. Thus, the adolescent seeks refuge in peer group alliances.

#### Heterosexual relationships

The most vivid change in social behavior is in the area of heterosexual relationships. The adolescent forgets the childhood and preadolescent antagonism towards the opposite sex and after the brief period of withdrawal,

develops a marked interest in members of the opposite sex.

During early childhood and preadolescence, sexual feelings and drives are diffused and are directed towards a variety of objects - the individual himself, family members, members of the same sex. In adolescence, sexual interest and affection is focussed on the opposite sex. This change is due to glandular and hormonal development along with social factors such as the influence of mass media, peer group pressure, opportunities to engage in heterosexual relationships and the motivation to do so.

For girls, this revolution takes place early in adolescence; for boys it develops more slowly and is consonant with his comparatively later sexual maturity. Erhmann explicates further male-female differences during this period of change.<sup>25</sup> Males are described as "erotic" with sexual desires emotionally rooted in the desire to possess and achieve mastery whereas girls are viewed as "romantic" with sexual desires springing from a feeling of love. The adolescent boys physical desire is easily aroused due to mere physical proximity and intimacy and even conversation about sexual matters.

Stanton maintains that for the adolescent girl rarely does physical desire for sexual relations become a driving force in her behavior, and then only after extensive

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<sup>25</sup> W. W. Erhmann, Premarital Dating Behavior (New York: Holt Publishing Company, 1959).

preliminary psychological and perhaps physical stimulation. The fondling and kissing, snuggling, and caressing, are to her things of pleasure and, more often than not, satisfactory ends in themselves.... Physical appetite usually makes an appearance late, if at all, and dominates her behavior only in the last stages of love play.<sup>26</sup>

One is forced to ask oneself if such conclusions are based on research findings or the dictates of male chauvinism.

Few adolescents fail to make the transition to adult heterosexuality given time and favorable environmental conditions. Successful transition can be assessed in terms of

how well (the adolescent) has learned to manage the sex drive; how willing he is to abandon immature forms of sexuality in favor of more mature ones; his development of socially approved values for the selection of a mate; his learning to express his love for a member of the opposite sex in ways that bring happiness to the loved one; and his success in learning to play the role that is socially approved for members of his sex.<sup>27</sup>

## PART 2

### Adolescence as a Time of Crisis and Stress

In view of the tremendous physical, emotional, psychological and social changes that the adolescent undergoes, the question is raised by a number of researchers as

<sup>26</sup> Thomas F. Stanton, "Sex Education for Adolescents," in Understanding Adolescence, ed. by James F. Adams (Boston: Allyn and Bacon Inc., 1968), p. 257.

<sup>27</sup> Hurlock, Adolescent Development, p. 295.

to whether or not adolescence, per se, is a time of crisis and anxiety - "storm and stress."

### Storm and Stress

Two divergent schools of thought have arisen. Hall et al. consider adolescence by its very nature as a developmental stage, a time of turmoil.

In the early 1900's, G. Stanley Hall<sup>28</sup> introduced the term "sturm and drang" ("storm and stress") with reference to adolescence as a period of transition from childhood to adulthood. He viewed the emotional vasculations of adolescents from heightened optimism to hopeless depression, as a characteristic of their age, and a necessary step in attaining adulthood.

Blos, speaking of the early adolescent and adolescent phases of development, describes the transition as "vague and slow and beset with oscillating movements... (a time when) a profound reorganization of the emotional life takes place...with attendant and well recognized states of chaos." (emphasis added).<sup>29</sup>

Mohr points out that the development of the adolescent ego is contingent upon the ability to resolve the conflict which is experienced in "satisfying and yet

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<sup>28</sup>G. S. Hall, Adolescence (New York: D. Appleton and Company, 1904).

<sup>29</sup>Peter Blos, On Adolescence (New York: The Free Press of Glencoe, Inc., 1962), p. 73.

controlling the imperative demands of a sexually sensitized, physical, organism....He (the adolescent) is under stress as he seeks solutions that cannot finally be found until maturity is reached."<sup>30</sup>

Similarly, Pearson comments on the phenomena of adolescence as a "result of the way in which the ego has to develop in order to meet the new strains which are thrown upon it by the processes of growth and maturation."<sup>31</sup>

#### The Adolescent Myth

The opposite viewpoint is expressed by Elkin and Westley when they describe the so-called "storm and stress" of adolescence and its counterpart, the "adolescent culture," as a myth.<sup>32</sup> They maintain that the myth is perpetrated because of three basic assumptions:

1. Adolescence is a unique period to which the terminology "storm and stress" is distinctively appropriate and implied is the notion that age-grade periods before and after do not experience such tensions and cannot be characterized as particularly stormy and stressful.

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<sup>30</sup> George J. Mohr, The Stormy Decade: Adolescence (New York: Random House, 1958), p. 91.

<sup>31</sup> Gerald H. J. Pearson, Adolescence and the Conflict of Generations (New York: W. W. Norton and Company, Inc., 1958), p. 24.

<sup>32</sup> Frederick Elkin and William A. Westley, "The Myth of Adolescent Culture," American Sociological Review, 20, 6 (December, 1955), 680-684.

2. Youth culture exists in fact and is a widespread and dominant pattern in American society. It further implies that no alternative patterns are significant; that adolescents are caught up in the pattern,...strictly live by it and do not judge their own behaviour from an adult standpoint but rather from the dictates of the adolescent culture.
3. The youth culture is etiologically and functionally linked to the "storm and stress" of the individual, i.e., in breaking away from the family the adolescent seeks alliance with his peer group which is basically conformity - demanding and pervasive enough to establish cultural norms.<sup>33</sup>

The conclusions of Elkin and Westley are based on their study of a survey of the literature on adolescence as a period of storm and stress, and investigation through interviews of a sample of twenty adolescents and their parents and of twenty others through life history material.

They concluded that if the storm-stress description of adolescence is an actual cultural pattern, then it should be present in the upper middleclass population that they studied. However, their findings indicated the contrary.

Based on overt and behavior indicators, they found that although

youth culture elements exist...they are less dominant than accepted family and

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<sup>33</sup> Elkin and Westley, "Myth....," p. 681.



authority guidance patterns. The adolescents in their peer groups are not compulsively independent and rejecting of adult values; they are not concerned solely with immediate gratifications.<sup>34</sup>

The authors admit that theirs was a limited sample, not necessarily representative and that the data suggested conclusions referable only to the middleclass group studied. They maintain, however, that their findings were not isolated ones and make reference to the study of Elmtown by Hollingshead, Warner, et al.,<sup>35</sup> who drew similar conclusions.

Elkin and Westley are supported by the findings of Bandura and Walters<sup>36</sup> in their study of fifty-two adolescent boys and their parents through the use of interviews. Twenty-six of the boys had histories of aggressive social behavior and the other twenty-six acted as a comparison group.

Writing in Psychology in the Schools,<sup>37</sup> Bandura holds that the description of adolescence as a time of stress and storm "receives little support from detailed

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<sup>34</sup> Ibid., p. 684.

<sup>35</sup> A. G. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, 1949).

<sup>36</sup> Albert Bandura and Richard H. Walters, Adolescent Aggression (New York: The Ronald Press Company, 1959).

<sup>37</sup> Albert Bandura, "The Stormy Decade: Fact or Fiction," Psychology in the Schools, I (July, 1964), 224-231.

information...obtained in a study of middleclass families of adolescent boys."<sup>38</sup>

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Bandura suggests seven sources of the adolescent myth, which includes:

1. Overinterpretation of Superficial Signs of Non-conformity; assigning to adolescents alone the tendency toward fad behavior as a sign of rebellion. In fact, fads or fashions are generally dictated by the fashion world and the use of fads is observed in all age groups.
2. Mass Media Sensationalism: adolescent deviancy is a much more saleable commodity than the portrayal of the average high school student. However, these productions become considered the portrayals of typical adolescent turmoil.
3. Generalization from Samples of Deviant Adolescents: professional health experts tend to have contact with atypical adolescents and thus the model pattern presented of adolescent behavior tends to represent the deviant ten percent

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<sup>38</sup>Ibid., p. 224.

of the adolescent population rather than the one at large.

4. **Inappropriate Generalization from Cross-Cultural Data:** to substantiate the discontinuity view of child development many authors quote studies of the Trobriand Islanders, the Arapesh, among others. But in these different cultures the transition from child to adult status is very abrupt. However in North American culture, excluding the discontinuities in the socialization of sexual behavior, there is a great deal of continuity and time lapse in social training.
5. **Overemphasis on the Biological Determination of Heterosexual Behavior:** it is generally conceived that with the onset of pubescence the adolescent is viewed as tormented and torn between his powerful sexual drive and the stronger social prohibition of sexual expression. However, in contrast to the biological drive theory there is strong evidence that human sexuality is primarily governed by social factors rather than hormonal stimulation.<sup>39</sup>

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<sup>39</sup> See, for instance: C. S. Ford and F. A. Beach, Patterns of Sexual Behavior (New York: Harper, 1951).

6. Stage Theories of Personality Development: the stage theorists (Freud, Erikson, Gesell, Piaget) maintain that social behavior can be categorized in terms of a relatively prefixed sequence of stages with varying degrees of continuity or discontinuity between successive developmental periods. The spontaneous emergence of this behavior is purportedly caused by ontogenic factors. In experience not all children experience the typified behavior mentioned.

7. Self-fulfilling Prophecy: if certain behavior is the expectation of society and such behavior is reinforced, then that behavior will be continually exhibited.

In spite of convincing arguments and reliable data, Elkin and Westley's position was challenged in 1961, when Coleman published the results of his study of over 8,000 high school students from small towns and cities, suburbs, and a large city. The purpose of Coleman's study was to make "adolescent experiences with learning more profitable and his whole adolescence a more satisfying period."<sup>40</sup> He

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<sup>40</sup>James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1961), p. vii.

was also interested in learning more about status systems.

Although the study's aim and focus differed from that of Elkin and Westley, Coleman speaks directly to the study of the latter referring to an adolescent culture when he says:

The results of the present study are in direct contradiction to Elkin and Westley's thesis, for these results indicate the adolescent society is becoming stronger rather than weaker in modern middleclass suburbia.<sup>41</sup>

#### A Middle Position

From this cursory glance at a very limited selection of the literature, it is evident that different perspectives have been assumed by various researchers with the resulting conflict of opinions.

Some say that adolescence is characterized by "storm and stress;" other disagree. Some say there is an adolescent culture; others say that it is a myth. What both sides do hold in common is that adolescence, per se, is not stress or problem-free. "No one group is free from stress or adjustment problems."<sup>42</sup>

Perhaps a middle ground is presented by Daniel Offer in his longitudinal study of seventy-three high

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<sup>41</sup>Ibid., p. 3.

<sup>42</sup>Bandura, The Stormy Decade: Fact or Fiction, p. 231.

school boys over four years of high school. The aim of the study was to investigate intensively "a representative group of model or typical adolescent boys...from the widest possible spectrum of teen-agers living in a particular community."<sup>43</sup>

From his study, Offer suggests that the best way to describe the stress or strain of adolescence is in terms of Erikson's "normative crisis" which "does not imply chaos but typifies the kind of problems one sees in any of the major transitional periods in life."<sup>44</sup>

Erikson sees adolescence as

a normal phase of increased conflict characterized by a seeming fluctuation in ego strength and yet also by a high growth potential. Neurotic and psychotic crises are defined by a certain self-perpetuating propensity; by increasing waste of defensive energy, and by a deepened psychosocial isolation; while normative crises are relatively more reversible, or, better, transversible and are characterized by an advance of available energy which, to be sure, revives dormant anxiety and arouses new conflict, but also supports new and expanded ego functions in the searching and playful engagement of new opportunities and associations.<sup>45</sup>

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<sup>43</sup> Daniel Offer, The Psychological World of the Teenager (New York: Basic Books, Inc., 1969), p. 10.

<sup>44</sup> E. H. Erikson, "Identity and the Life Cycle," Psychological Issues, I, 1959, p. 116.

<sup>45</sup> Ibid.

Regarding the question of the evidence of an adolescent subculture, Offer states that his findings were in agreement with Westley regarding the mental health of adolescents. Offer sees the mentally healthy adolescent as one who has integrated himself into the value system of the existing culture. He views the adolescent subculture as "a reflection of the adult culture."<sup>46</sup>

#### Summary

Regardless of theoretical framework, the adolescent can be viewed as a person in transition from childhood to adulthood. This transition is characterized by very distinct physical, emotional, psychological, and social changes in the individual which are not only clearly perceptible but also measurable. Various studies have been undertaken to plot these changes and predict behavior.

With the changes that occur, there is the question as to whether or not the transitional period of adolescence is a time of "storm and stress." Hall et al. maintain that stress and conflict are not only present but are necessary for survival. Elkin, Westley, et al. support the evidence that the adolescent is not without stress but the period is not typified by chaotic turmoil as the other school seems to believe. Offer suggests that Erikson's "normative crisis" best describes the response of the adolescent to

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<sup>46</sup>Ibid., p. 199.

the many changes that are encountered.

Given the theory, supported by data, that adolescence is a time of "normative crisis" what remains to be seen are the ramifications of the actual move or transition of the adolescent from elementary school to high school. This is the focus of this study.

### PART 3.

#### Orientation Programs

To say that there is a dearth of material on orientation programs is somewhat of an understatement. A review of American literature reveals very little in the subject area until the mid 1940's. Much, if not most, of what has been written since then is related specifically to student preparation for articulation from elementary school to junior high school, (i.e., from grade six to grade seven), a system which is not as prevalent here in Canada as it is in the United States. Furthermore, most of the information on the topic is unpublished,<sup>47</sup> and not always available.

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<sup>47</sup> For example see the following: William Denton, "An Experiment with Selected Junior High School Orientation Techniques" (unpublished Doctoral dissertation, Pennsylvania State University, College Park, 1959); Roger T. Dombrow, "Articulation Practices Between the Elementary and Secondary Schools of Plymouth and Whitemarsh Townships" (unpublished report submitted in partial fulfillment of the requirements for the Practicum Course in Elementary Education in the Graduate School of Temple University, 1955); Samuel T. Scott, "The Development of a Plan for Orienting



In the area of published material one does not fare much better. Virtually nothing of any import has been written on the concepts, principles, and goals of orientation programs other than that written by Bennett<sup>48</sup> and Glanz and Hayes.<sup>49</sup> Most of the available material is found in Guidance texts or publications and is closely related to group guidance. However, the portions dedicated directly to orientation of students from grade eight to grade nine is very limited and will be presented later.

Elementary School Students for Secondary School" (unpublished Doctoral dissertation, the Pennsylvania State University, College Park, 1955); Samuel D. Harris, "A Study of the Relationship Between the Sixth Grade Student's Belief About Junior High School, His Self Concept, and His Socio-Economic Status" (unpublished Doctoral dissertation, Florida State University, 1961); Charles E. Dyer, "Problems of Transition Between the Elementary and the Junior High School" (unpublished Doctoral dissertation, Department of Education, University of Oklahoma, 1950); Jack Lutz "The Relative Effectiveness of a Formal Versus an Informal Orientation Program for Reducing Sixth Grade Student Concerns about Going to Junior High School" (unpublished Doctoral dissertation, Department of Education, Temple University, 1966); and Lola Elizabeth Buckley, "The Use of Small Groups at a Time of Crisis: Transition of Girls from Elementary to Junior High School" (unpublished Doctoral dissertation Faculty of the School of Social Work, University of Southern California, 1970).

<sup>48</sup> Margaret E. Bennett, Guidance and Counseling in Groups (2nd ed.; New York: McGraw-Hill Book Company, Inc., 1963).

<sup>49</sup> Edward C. Glanz and Robert W. Hayes, Groups in Guidance (2nd ed.; Boston: Allyn and Bacon, 1967).

As recently as 1970 Dinkmeyer and Caldwell,<sup>50</sup> while writing about developmental counselling and guidance, state:

developmental guidance is the organized effort to personalize and humanize the educational process for all students. The process involves a co-operative effort on the part of all school personnel to assist the child to understand himself and others, his opportunities, and his responsibilities, to the end that he might become purposeful in his approach to the educational experience and life.

It is our belief that the developmental guidance is an approach that would be useful throughout the entire school system. However we see its greatest potential in terms of the elementary school. The rationale for emphasizing developmental guidance in the elementary school relates to the nature of the child and the setting or learning environment.<sup>51</sup>

Further to this, in attempting to differentiate levels in elementary and secondary guidance the authors state:

It is increasingly recognized that the elementary school child is at a crucial stage in his development. He is engaged in the formulation of a life style. He is in the process of establishing an identity and a self-concept. He must deal with the problem of adequate social relationships and also meet the challenges which occur in the world of educational achievement.<sup>52</sup>

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<sup>50</sup> Don Dinkmeyer and Edson Caldwell, Developmental Counseling and Guidance: A Comprehensive School Approach (New York: McGraw-Hill Book Company, 1970). Emphasis has been added throughout the excerpts from Dinkmeyer and Caldwell by the researcher.

<sup>51</sup> Ibid., p. 3.

<sup>52</sup> Ibid., p. 5.

Again:

The purposes of elementary education focus in intellectual, personal, and social development. There is increasing recognition that development must occur in all these areas if the child is to get maximum benefit from his school experience.<sup>53</sup>

Guidance itself is described by the authors as that part of the educational program which emphasizes the individual....This service is not a specialized therapeutic service adjunctive to the school, but it is a part of the educational process...

.....  
Tredman...has posed a model in which guidance assists children to meet and learn from discontinuity. He defines discontinuity as an open part of the person's life where he is held responsible for moving in a supposedly forward direction.

This is a time when the child is moving from things he has experienced to things which will require his adaptation. This continual process necessitates making children aware of their responsibilities to select goals and decide how they will attempt to attain these goals. Guidance, thus, helps children to establish purposes and goals and think in terms of choice.

Guidance, then, would serve to reconcile the uniqueness of the individual with the demands of our society and culture....<sup>54</sup>

Having made extensive citations from an excellent work on developmental guidance, it is extremely interesting to note that the authors do not make one reference to orientation programs. In spite of the fact that the philosophy, principles, and aims of developmental guidance,

<sup>53</sup> Ibid., p. 9.

<sup>54</sup> Ibid., pp. 9-10.

as expounded by Dinkmeyer and Caldwell, emphasize the development of the child as a process and continuity of education as a total experience, they disregard specific mention of the important transition of the adolescent from one setting to another; from one level to another; and the need for and the benefits of orientation programs.

It may be contested that the very philosophy and principles of developmental guidance incorporate the notions of primary prevention which orientation programs seek to provide. However, mention is made by the authors of a wealth of other therapeutic skills and interventions which can be utilized to meet the aims of developmental guidance.

This is not meant to be a condemnation of the authors but is meant to point out how little emphasis is placed on the concept and practice of orientation as well as the paucity of material which exists.

Peters and Farwell mention that orientation is probably

one of the most neglected areas in the school guidance program....It is not neglected from the standpoint that orientation does not occur, because by happenstance the individual becomes oriented to his new surroundings, but neglected because orientation is viewed too narrowly and there is a lack of organization of the program in most schools.<sup>55</sup>

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<sup>55</sup> Herman J. Peters and Gail F. Farwell, Guidance: A Developmental Approach (Chicago: Rand, McNally, and Company, 1959), p. 231.

A review of the Canadian literature on orientation is even less encouraging. A careful examination of all the research from 1921 to 1969 at both the master and doctoral level of all Canadian universities revealed nothing in the area of orientation. A review of published materials revealed one journal that dedicated one particular issue to the subject.<sup>56</sup>

#### The Concept of Orientation Programs

Margaret Bennett points out that basically, orientation is a process of learning, not a static event.<sup>57</sup>

Furthermore, orientation is not limited to a temporary process within any given setting but rather it is a life-long process since the individual is constantly developing and changing perspectives throughout his lifetime.

In the educational setting, orientation is viewed as

a mutual process of learning on the part of new students, the faculty, and student body of an institution, whereby each group becomes better acquainted with the others, and also participates in an ongoing process which will help the new students to become an effectively functioning part of the institution and help the institution to

<sup>56</sup> The School Guidance Worker, 27 (September/October, 1973), pp. 3-48.

<sup>57</sup> Margaret E. Bennett, "The Orientation of Students Education Institutions," Guidance in Educational Settings. Thirty-seventh Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1938), pp. 175-195.

become responsive to the needs of the changing student body.<sup>58</sup>

Following from this description of orientation, several more specific goals of orientation programs can be developed which include:

1. The helping of the newcomer to become acquainted with the new institution - its history, traditions, purposes, physical plant, and facilities, faculty and student body, rules and regulations, curricular and extracurricular opportunities and special services - in order that he make a smooth adjustment to the new setting and utilize the institution's resources for furthering personal development.
2. The guiding of the new student in re-consideration of goals and purposes in view of increased self knowledge and the opportunity for personal development as the bases for the best choice of experiences.
3. The assistance of the student in improving his skills in making desirable adjustments in the new setting and thus develop increased skill in self-direction.
4. The inspiring of the newcomer to realize his own contributions to the new setting.
5. The guiding of the newcomer in the interpretations and integration of his new experiences in a wider social environment so that he can broaden his perspective on life and plan more intelligently for the future.
6. The providing of opportunities for student-faculty interaction so that there is an awareness of the needs of

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<sup>58</sup> Margaret E. Bennett, Guidance and Counseling in Groups (2nd ed.; New York: McGraw-Hill Book Company, Inc., 1963), p. 179.

the newcomer and his potential contributions to the setting and the re-examination and adaptation of curricular and extracurricular activities in view of these needs and potentials.

7. The helping of individuals to develop the perspective and skills which will enable them to meet and utilize new situations throughout life more effectively.<sup>59</sup>

Glanz and Hayes point out the differences between orientation and articulation:

The processes of orientation and articulation are designed to explore the meanings of education and to link into a meaningful whole the particular experiences that are education. Articulation is a more comprehensive concept since it covers ending, beginning, and the in-between transition, while orientation is usually planned to help new beginners.<sup>60</sup>

This is not to say that orientation is not a process nor that it is a "once for all" kind of experience. Orientation is a process which makes a person

aware of such factors in his school environment as roles, educational offerings, for the purpose of facilitating effective adaptation.<sup>61</sup>

On the other hand, articulation is

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<sup>59</sup> Ibid., pp. 180-181.

<sup>60</sup> Glanz and Hayes, Groups in Guidance, pp. 153-154.

<sup>61</sup> Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 379.

the relationship and interdependence existing among the various elements of the educational program.<sup>62</sup>

#### Preparation for Programing

In preparation for establishing an orientation program it is of paramount importance to take into consideration all the factors which will affect the efficacy of the end results. This includes the variables of time, personnel, and integration of effort.<sup>63</sup>

#### Time

Froehlich suggests<sup>64</sup> that orientation can take place at three times: before entrance into the new school; the first week in the new school; and during the first term. The purpose of pre-entrance orientation is to impart general attitudes and information and create a "favorable" impression of the new setting. Generalized concepts are employed since this kind of program takes place before the need for specific information is felt by the student.

The first week in the new school setting should be the time of "heightened orientation activity"<sup>65</sup> since

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<sup>62</sup> Ibid., p. 39.

<sup>63</sup> Glanz and Hayes, Groups in Guidance, p. 156.

<sup>64</sup> Clifford P. Froehlich, Guidance Services in Schools (2nd ed.; New York: McGraw-Hill Book Company, Inc., 1958), pp. 90-91.

<sup>65</sup> Ibid., p. 91.



it is during this period that confusion runs rampant and apparently insignificant situations can cause chaos.

Glanz and Hayes maintain that this is an effective time for programing since "there are remembrances of problems, questions, hopes and fears when a new school unit is entered."<sup>66</sup>

Orientation during this period necessitates the establishment of priorities, such as knowing the physical building, where individual classrooms and washrooms are located, as opposed to how long one can keep books out of the library and when tryouts are scheduled for the football team. This concentrated orientation is based on the immediate needs of the student.

Orientation during the first term, on a continued basis, recognizes and reinforces the concept that both education and orientation are "processes." Also a continuing kind of program makes it possible to provide for the needs of the individual student as they arise and allows for an assessment of whether or not satisfactory adjustment is being made.

#### Personnel

It is especially important in the preparation of orientation programs that the selection of personnel is both diverse and complementary. Diversity ensures that

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<sup>66</sup>Glanz and Hayes, Groups in Guidance, p. 157.

as many as possible of the problems of orientation will be examined and complementarity is essential for any in-depth group interaction.

In the initial stages of development, students, parents, teachers, guidance personnel, alumnae and administrators can and should be involved. Their involvement is aimed at exploring the problems and developing partial remedies that the members see as plausible. This kind of study group, which is not commissioned to develop detailed plans, is able to explore freely the wide range of potential and real problems and offer a variety of solutions.

Following the work of the study group is the establishment of a planning group whose function is to determine the design of the program, the activities, and the selection of personnel.

#### Integration of effort

It is of utmost importance that the personnel involved in both assessment and planning of orientation programs work closely together and that there be internal consistency and integration of effort. This must also permeate the total school situation for if particular personnel are excluded, or not informed of the program, its goals and aims, the entire program can be affected in a negative way.

### Patterns in Programing

Glanz and Hayes have defined three major types of orientation programs which are common at all levels of articulation and not restricted to the transition from elementary to high school.<sup>67</sup>

They are labelled "the big push," "extended courses" and "integrated learnings."

#### The "big push"

The "big push" refers to the concept of "Freshman Week" where an all out effort is made to familiarize the new student within a week's time. This kind of program is generally associated with colleges and universities and incorporates such activities as formal greetings, speeches, psychological testing, social functions, faculty-student conferences, and leadership training programs. However, such a concentrated dosage of material in so short a time period has been shown to have a deleterious effect on the student participants.

Various studies<sup>68</sup> have found that the prolongation of certain aspects of orientation, such as psychological testing and use of small discussion groups, instead of the "big push" approach, has resulted in more successful

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<sup>67</sup>Ibid., pp. 169-170.

<sup>68</sup> See Henry Borow and Robert Lindsey. Vocational Planning for College Students (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959).

orientation programs.

### Extended courses

The negative results of the "big push" programs resulted in the establishment of individual courses geared to orientation. Subject matter courses, such as "sociology," "family living," "life adjustment" along with special orientation courses, are spread throughout the first semester or first half-year. The major aim of these courses is to help orient the student to his new learning situation. The fact that these courses are extended is more consonant with the philosophy that views education and orientation as processes.

### Integrated learnings

This approach is known more commonly as the "team" approach. Groups of from 75 to 150 students are organized within one grade level or from different grade levels. Each individual gravitates to smaller subgroups as he progresses according to his own ability and interest. Thus, learning is allowed to advance as a more natural process. This method allows for greater decentralization of responsibility for orientation and articulation and appears to be a very successful approach.

### Programing for Orientation

Orientation programs generally vary from one educational setting to another but analysis of available

programs shows the incorporation of some, if not all, of the following elements:

1. need assessment
2. formal presentations
3. psychological testing
4. academic registration
5. social activities
6. parental involvement
7. school government efforts
8. faculty-student activities
9. academic orientation.<sup>69</sup>

Further delineation of programing can be made on the basis of whether a program is a pre-admission or post-admission program.

Bennett's work<sup>70</sup> is one of the few available sources which presents a complete overview, with examples, of pre- and post-admission programs.

#### Evaluation of Orientation Programs

At the present time, the author has been unable to discover any comprehensive research investigation of the outcomes of orientation programs for grade eight students entering secondary schools. What research has been done is generally in the area of orientation for students about

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<sup>69</sup> Glanz and Hayes, Groups in Guidance, p. 160.

<sup>70</sup> Bennett, Guidance and Counseling in Groups, pp. 181-188.

to enter post secondary school settings or junior high school.

However, in 1966, Jack Lutz undertook to evaluate the effectiveness of a formal versus an informal orientation program for elementary students about to enter junior high school.<sup>71</sup>

Regarding the effectiveness of orientation programs, Lutz concluded that

the concerns held by the sixth grade students of both the experimental group and the control group were reduced following the activities of an orientation program designed to reduce such concerns.<sup>72</sup>

Little other information is available, again indicating the dearth of research in this area.

One other study<sup>73</sup> cited by Lutz,<sup>74</sup> although not relating directly to the evaluation of orientation programs, does conclude that orientation programs should be offered to students before they leave elementary school as a method of facilitating smoother articulation.

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<sup>71</sup> Jack Lutz, "The Relative Effectiveness of a Formal Versus an Informal Orientation Program for Reducing Sixth Grade Student Concerns about Going to Junior High School." (unpublished Doctoral dissertation, Department of Education, Temple University, 1966).

<sup>72</sup> Ibid., p. 126.

<sup>73</sup> Virginia S. MacBride, "A Study of Articulation Between Elementary and Secondary Schools of Berkely, West Virginia." (unpublished Master's thesis, School of Education, George Washington University, Washington, D. C., 1940).

<sup>74</sup> Lutz, Relative Effectiveness, p. 126.

## The Need for Evaluating Orientation Programs

Froehlich comments that

schools must not fall into the error of being satisfied with their services because they run smoothly. The mere absence of confusion in no way indicates that a program is really helping pupils make a satisfactory adjustment.<sup>75</sup>

In the last analysis, any attempts to evaluate a program must be made in the light of its attempt to succeed in meeting the continuing and changing needs of students. Froehlich further points out that it is a difficult, but not an impossible task, if two procedures are followed. First, the program should be compared with generally accepted principles and procedures and, secondly, each year, if possible, pupils reactions to the program and activities should be secured.

No orientation program will be perfect and meet all the needs of every student. Yet Froehlich feels that if the three following principles are strictly adhered to, the major weaknesses can be overcome. They are:

1. The orientation service should reach all students in the new school situation.
2. Orientation be a continuing process.
3. Orientation programs should be planned to assist pupils in a variety of areas.<sup>76</sup>

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<sup>75</sup> Froehlich, Guidance Services in Schools, p. 105.

<sup>76</sup> Ibid., pp. 88-89.

Summary

The literature available on the topic of orientation of grade eight students about to enter secondary school is minuscule. Little research has been done in the area, few programs have been implemented. What is available, is, for the most part, American in content and concerned with the preparation of elementary school students for junior high school, or the entry of senior high school students into college. Since the Canadian educational systems vary from province to province, general conclusions and findings are not always validly applicable.

The adolescent, by the very nature of his developmental stage, is faced with a certain degree of anxiety because of the crises which he experiences during his teen years. It is speculated that the transition to a strange educational setting at this point in the individual's development further adds to his anxiety. Thus, there is a need for programs which facilitate this move and decrease some of the emotional and psychological pressures which he experiences.

A variety of programs has been suggested. Although the choice is limitless, few have been tested or evaluated in terms of their effectiveness. The very fact that an educational institution has initiated a successful orientation program does not imply that smooth transition



from elementary to secondary school will be effected. Such programs need to be evaluated and revised if the needs of the changing population for whom the programs are implemented are to be met.

## PART 4

Problems of the Adolescent in the  
School Setting

Studies<sup>77</sup> by D. B. Harris in 1935 and repeated in 1957 show that problems expressed by high school students change over the years and differ between the sexes in terms of importance.

PROBLEMS OF HIGH SCHOOL STUDENTS

		Boys	
Choices		1935	1957
1st		money	study
2nd		health	money
3rd		study	personal problems
4th		personal problems	philosophy of life
5th		philosophy of life	manners
		Girls	
1st		personal attractiveness	study
2nd		health	money
3rd		money	personal attractiveness
4th		personal problems	mental hygiene
5th		manners	personal problems

A more recent study by Adams in 1964 investigated

<sup>77</sup>D. B. Harris, "Sex Differences in the Life Problems and Interests of Adolescents, 1935 and 1957," Child Development, 30 (March to December, 1959), pp. 453-459.

the concerns of approximately 4,000 boys and girls ranging in age from ten to nineteen who were enrolled in over thirty schools. Concerns were categorized under fourteen headings as follows:

1. School - academic difficulties, extremely few negative comments about teachers.
2. Interpersonal - getting along with one's peer group and other people.
3. Maturity - recognition by others (mostly parents) and one's self.
4. Emotions - lack of understanding one's emotions, moodiness, fluctuations.
5. Work - finding a job, deciding upon a vocation.
6. Sports and recreation - athletics, dancing, driving, use of leisure time.
7. Health - skin blemishes, weight problems, mental and physical health problems of self and family.
8. Ethical - moral problems in dating behavior, religion (girls).
9. Family - parents, siblings.
10. Habits - smoking, drinking.
11. Finances - personal financial needs, family, college.
12. Unclassifiable - very frequent, e.g., "I robbed a store last night."
13. No answer - did not give an answer.

14. No problem - stated that he or she had no problem, frequently apologetically.<sup>78</sup>

For boys, the major problem area involved the school and academic difficulties; three secondary areas were concerned with interpersonal problems, family problems and financial problems. For girls, the problem areas were of the same frequency but centered around school, interpersonal problems, and the family.

It is evident from the above research that the concerns and problems in the area of school and studies have taken priority as early as 1957 and has continued to do so from 1963 to 1966.

#### The dropout problem

Problems related to the school setting have always resulted in a number of students withdrawing from high school prior to graduation but in the last decade the increased rate of "dropouts" has become a problem in itself.

Studies by Voss, Windling and Elliot<sup>79</sup> indicate that the image of the dropout as a "dummy" is often more stereotypic than factual although there is some data to support the view that dropouts have a limited intellectual

<sup>78</sup> James F. Adams, ed., "An Introduction to Understanding Adolescence," in Understanding Adolescents (Boston: Allyn and Baroh, Inc., 1968), p. 7.

<sup>79</sup> Harwin L. Voss, Audrey Windling and Delbert S. Elliot, "Some Types of High School Dropouts," in Studies in Adolescence, ed. by Robert C. Grender (Toronto: MacMillan Company, 1969), pp. 382-391.

capacity.<sup>80</sup> On the other hand, studies conducted in New York City and also in California found that dropouts did not differ significantly in intelligence from those who remained in school.<sup>81</sup> However, in spite of the discrepancy, it is possible to distinguish between those who leave school early and those who remain longer, and in such cases it is observed that the former generally are less capable academically.<sup>82</sup> This led Voss et al. to distinguish three different kinds of dropout: 1) involuntary: those who leave because of personal crisis such as death of a parent, 2) retarded: those who lack sufficient intellectual ability to cope with the demands of academic pursuits and who tend to drop out prior to entering high school, and 3) capables: those who terminate their education prior to high school graduation, in spite of the fact that they are intellectually capable.

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<sup>80</sup>E. S. Cook, Jr., "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation," Journal of Educational Research, 50 (November, 1956), 191-196; E. S. Cook, Jr., "How I.Q. Figures in the Drop-Out Problem," School Executive, LXXIV (September, 1954), 56-57; J. F. Delaney, "That Vacant High School Seat," American School Board Journal CXXI (November, 1950), 22-23.

<sup>81</sup>W. Euraiff, "How 'Different' Are Our Drop-Outs?" Bulletin of the National Association of Secondary School Principals, XLI (February, 1957), 212-218; and Board of Education, New York City, Experiment in Guidance of Potential Early School Leavers (New York: May, 1956), p. 26.

<sup>82</sup>Harwin L. Voss, et al., Studies in Adolescence, p. 385.

## CHAPTER III

### BACKGROUND OF STUDY

#### The Setting

The City of Windsor, located in southwestern Ontario, had a total population of 199,199 as of December 31, 1971.<sup>83</sup> Of this amount, approximately 51,000 persons, representing 25.5 percent of the population, were enrolled in elementary or secondary schools in the two systems in the city - the Windsor Separate School Board and the Windsor Board of Education.

#### The Windsor Separate School Board

This part of the provincial public school system served almost 20,000 students in Windsor during 1971-1972 through the efforts of a total educational and ancillary staff of 835 professional people. This included two psychologists, one social worker<sup>84</sup> and one attendance counsellor.<sup>85</sup>

In the area of secondary education - limited to

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<sup>83</sup> Source: Statistics and General Information. The City of Windsor, Ontario, December 31, 1971, p. 35.

<sup>84</sup> A second Social Worker was hired by the Board in September of 1972.

<sup>85</sup> Calendar of Events, 1972. Windsor Separate School Board.

grades nine and ten since provincial legislation recognizes and supports the separate school system only to grade ten inclusively - the ancillary staff were complemented by full- and part-time guidance personnel. However, no guidance staff were placed in any of the system's fifty elementary schools.

#### The Windsor Board of Education

Since the Windsor Public School System is fully supported by government legislation and grants, the total number of students enrolled includes kindergarten to grade thirteen inclusively and numbered approximately 31,567 students during the 1971-1972 academic year.

These students were located in fifty-seven different schools, including fourteen secondary schools and forty-four elementary settings. This student population was served by 1,528 teachers, two psychologists, and one social worker. Each secondary school had a guidance department but no direct, full-time guidance services were provided in the elementary schools.

#### The Dropout Problem in Windsor

In the City of Windsor, Ontario the problem of high school dropouts initially elicited little response until the situation became alarming.

Under the leadership of the assistant administrator of special services of the Windsor School Board, a dropout

committee was formed and a study of the problem was undertaken.

The final report was released in July of 1973 and indicated that the total number of dropouts during September 1971 to June 1972 amounted to 1,079 students out of a high school population of approximately 12,965.<sup>86</sup>

The committee's study involved telephone contacts with 180 students representing 45 percent of the total number of dropouts from September 1972 to December 1972, that is, 398 dropouts.

The dropouts were asked three questions:

1. Why did you leave school?
2. Did you find school a place you wanted to be?
3. Can you suggest adding something to the school environment that would have influenced your decision to remain in school?<sup>87</sup>

From the findings, the committee made twenty-eight recommendations in the areas of home and school; self concept; elementary and secondary school philosophies; administration; teachers; counselling; work-study program; alternative education; special programs; and research.

One of the conclusions reached was that

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<sup>86</sup> Statistics obtained from: Report of the Committee on the Study of Dropouts. J. K. Fleming, Chairman, Assistant Administrator of Special Services, Windsor Board of Education, Windsor, Ontario, June, 1972 (appendix); and Attendance Record, Board of Education, Windsor, Ontario, January 1971 - May 1973.

<sup>87</sup> Fleming, Report of the Committee, (appendix).

greater time and effort by both panels (elementary and secondary) be spent on orientation of the individual student.<sup>88</sup>

#### YMCA-YWCA Youth Counsellor Project

In view of the variety of problems experienced by adolescents and the limited personnel and services provided by the schools and other agencies in Windsor, a Youth Counsellor Project was established in 1970 at the YMCA-YWCA.


This service arose out of the recognized needs of youth who were asking for direct help but who were not utilizing the established agencies in the city. The project was implemented as a result of the collaboration of the Board of Directors of the YMCA-YWCA, the Maycourt Club of Windsor, and the School of Social Work at the University of Windsor.

The project began its operations in May of 1970 and was primarily concerned with offering the youth "aged 16 to 21, a multi-functional professional counselling service."<sup>89</sup> Initially the Project focussed on this group for three reasons: first, it was beyond the statutory limitations of provincial Children's Aid Societies; second, other traditional agencies were not able to reach these

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<sup>88</sup> Ibid., p. 21.

<sup>89</sup> Policy Statement, YMCA-YWCA Youth Counsellor Project, Windsor, Ontario (approved February 1, 1972).





adolescents; and third, there was a perceived need for services for this group.

The primary functions or objectives of the Project were:

- 1) to reach youth
- 2) to serve youth
- 3) to help the community understand and serve youth.<sup>90</sup>

The methods used by the counsellors were casework, groupwork, crisis intervention, and family intervention with special emphasis on individualization, self-determination and confidentiality.

The project was initially staffed by one graduate M.S.W. student. With a demonstration project grant from the United Community Service, the project was able to hire a full-time director in September, 1971. He was assisted by three students in the M.S.W. program and two students in the B.S.W. program in their field practice assignments.

#### Youth Counsellor Services in the Schools

From its inception, the Project was closely involved with area high schools but especially Patterson Collegiate Institute, a public secondary school within walking distance of the counsellor headquarters at the YMCA-YWCA.

Of 176 referrals received between October 1, 1971

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<sup>90</sup> Ibid., p. 2..

and February 29, 1972, 48 percent of all persons seen were referred by high schools and Patterson Collegiate was the source of all but seven.<sup>91</sup>

Total referrals presented a variety of problems, not unlike the problems and concerns of adolescents of a decade previous. The majority of the problems were defined as crises, i.e., they concerned finances or accommodations for "drop-ins." This category comprised fifty-one percent of total referrals. Family problems constituted thirty-four percent; while school and intrapsychic (emotional or psychological) problems made up thirty-two percent and thirty percent respectively.<sup>92</sup>

Because of the experimental nature of the Project and the very positive response of Patterson Collegiate, several programs were implemented. A follow-up study was made of students who had not returned to school in September with the aim of: determining reasons for their dropping out; informing them of the Project; and offering services if needed.

Casework with individual students was initiated with a variety of presenting problems which included school phobia; potential withdrawal from school; post pregnancy

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<sup>91</sup> Statistical Report. October 1, 1971 to February 29, 1972. Michael Lawson, Project Director, p. 4.

<sup>92</sup> Ibid., p. 1.

and adoption depression; and sexual education.

Groups were formed of students unmotivated in school work and failing subjects; pregnant students wishing to continue their education and graduate; boys who had dropped out of school and were working or attending adult education programs; welfare recipients; and adolescents who had left home.

The variety of existing problems, and especially the high number of grade niners at Patterson who were expressing difficulties in high school, prompted the writer to focus his attention on the possibility of some preventive services. Thus, it was the experimental nature of the Youth Counsellor Project, along with the guidance of Dr. Lola Beth Buckley, which ultimately led to the decision to implement an orientation to high school program. An elementary school in the immediate area of the YMCA-YWCA was chosen as the testing ground for the pilot project. Chapter IV discusses the project in depth.

## CHAPTER IV

### A PILOT PROJECT -

#### AN ORIENTATION TO HIGH SCHOOL PROGRAM

With very little theoretical knowledge of orientation programs at the time, other than the research<sup>93</sup> and direction of the field supervisor, the author made the necessary preparations to implement an orientation to high school program at St. Alphonsus elementary school.

A meeting was arranged with the principal of St. Alphonsus elementary school and the proposed program was discussed. The reception of the idea of the program was very positive, but it was pointed out that permission was needed of the Board of Education. This was readily granted with the help of the School Board's consulting Social Worker, Mr. Paul Marentette. Full co-operation was promised by all concerned including the Board of Education, School Social Worker, the principal, and the grade eight teacher, whose class would form the group.

Arrangements were made to meet the grade eight class and introduce them to the youth counsellor from the YMCA-YWCA Project. It was stated by the counsellor that the students ought to have the opportunity to make the choice

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<sup>93</sup> Buckley, The Use of the Small Group at a Time of Crisis.

of whether or not they wanted to attend. This was requested since the counsellor wanted the group to be a completely volunteer one. Staff and counsellor agreed that one session a week on Tuesday afternoons from 1:30 to 2:30 was appropriate.

### The Counsellors

The author, as has been stated, had had some limited experience with groups and also groups in a classroom setting. This had consisted of a leadership role in a summer camp, in church-related groups, and in the position of a substitute teacher in predominantly elementary school settings. Thus the role of group leader in the proposed orientation group was not completely foreign to him.

Prior to the commencement of the group, another counsellor from the Youth Counsellor Project asked if she could help out with the group since she was quite interested in both the subject matter of the program and the age range of the students. She was a fourth year student in the bachelor of Social Work program at the University of Windsor and had had experience with groups in day camp settings and parks and recreation programming.

Working together, the proposed program was revised by the two counsellors so that the two leaders could function together as a team or separate if the need arose to split the group. From the beginning it was intended

by both leaders to be very informal with the group in the hope of promoting affectional development and teaching the students to relate to adults in a trusting, yet relaxed and more open, manner.

A brief meeting with the class introduced the counsellors to a very active and verbal group. They appeared to be very enthusiastic about the program and all agreed to attend.

### The Orientation Group

#### Introduction

Attempting to describe a group and all the ramifications that "group" implies, is a difficult task. Therefore, the researcher sees it as very important to employ some kind of framework or model which will help him describe his group in a concise, logical, scientific fashion.

Mills points out that models

help organize disparate data into a more coherent whole,...(and) provide a frame for defining what is relevant or irrelevant, what is observable and what is not, what is comprehensible and what is not....<sup>94</sup>

Dunphy sees model as "a tool for understanding reality"<sup>95</sup> and presents a model for researching the primary group. He defines the primary group as

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<sup>94</sup>Theodore M. Mills, The Sociology of Small Groups (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1967), pp. 10-11.

<sup>95</sup>Dexter C. Dunphy, The Primary Group (New York: Appleton-Century-Crofts, 1972), p. 99.

a small group which persists long enough to develop strong emotional attachments between members, at least a set of rudimentary, functionally differentiated roles, and a sub-culture of its own which includes both an image of the group as an entity and an informal normative system which controls group relevant action of members.<sup>96</sup>

Since Dunphy includes classroom groups into the category of primary groups and because of the comprehensiveness, yet simplicity, of his model, it will be utilized in describing the orientation group.

#### The Model

An examination of Dunphy's model reveals four general classes of variables.<sup>97</sup> Borrowing from systems theory, it is stated that certain parts of an open system, e.g., the primary group, must specialize in adaptation to the environment and are concerned with the maintenance of group boundaries and in interchange with the environment with "input" and "output" from the system. These variables are called "adaptive variables." Those aspects of the system which remain relatively fixed over time make up the "structure" of the system. Since the group is a dynamic entity and exchanges between and among members occurs, the system has recognizable "content" subsequent to group

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<sup>96</sup> Ibid., p. 5.

<sup>97</sup> Ibid., pp. 95-98.

"processes" - the final variable in the Dunphy model.

Each variable, i.e., adaptive, structure, content, and process, is further subdivided to include five categories which demarcate and delimit the various aspects of the group. These include: "the global pattern" which refers to certain overall characteristics of the group taken as an "undifferentiated entity;" "interaction" describes the interchange within the group and between the group and its environment; "differentiation" refers to the specialization of functions within the group; "resources allocation" which shows how resources are spread throughout the group; and finally "integration" which has to do with the processes and mechanisms which maintain homeostasis or equilibrium in the group.

#### An Overview of the Model<sup>98</sup>

##### Global Pattern

1. Adaptive: "adaptive stability"  
The major settings in which the group operates and those persons, groups, or collectivities which exercise a significant influence on the group or are influenced by it. The stability of the relationships which are involved.
2. Structure: "group characteristics"  
The physical, temporal, and membership (personnel) boundaries of the group and the basic activities in which the group members are involved as a group.
3. Content: "group composition"  
Member characteristics which are

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<sup>98</sup>Adapted from Dunphy, The Primary Group, pp. 97-98.



properties of individual members but which influence the character of the group, e.g., age, sex, social class, roles held in the secondary system. Differential participation in different settings.

4. Process: "member turnover and attendance" Rates of recruitment, graduation, desertion, and expulsion from the group. Fluctuation in attendance in group settings.

#### Interaction

5. Adaptive: "the connection network" The transactional channels between the group and significant social objects in the environment.
6. Structure: "the communication network" The interactional channels within the group, i.e., who communicates with whom and how often.
7. Content: "the communication content" The major kinds of information circulating within the group.
8. Process: "the communication processes" The sequences of information transmission in the group.

#### Differentiation

9. Adaptive: "mediation roles" Roles specialized in mediating with the group's environment.
10. Structure: "internal roles" The differentiation of functions within the system and their allocation to specific positions in the group.
11. Content: "norms" The formulation of requirements for adequate role fulfilment by individuals.
12. Process: "role differentiation and role specialization" The processes by which roles become more or less differentiated and/or specialized.

### Resource Allocation

13. Adaptive: "adaptive systems"  
The input and output of resources to and from the system.
14. Structure: "status systems"  
The distribution of rank or status of various kinds among group members.
15. Content: "values, symbols, and goals"  
The key systems of meaning and orientation in the system which represent the important cultural resources of the group.
16. Allocation-process: "resource distribution"  
The processing, modifying and distributing of group resources.

### Integration

17. Adaptive: "enclosure"  
The degree of definition of group boundaries and the sharing of external reference groups and persons.
18. Structure: "cohesiveness and consensus"  
The attractiveness of the group to its members and the consensus which exists on this.
19. Content: "rituals and myths"  
The extent to which developed and accepted rituals, such as rites of passage, exist and the extent to which common myths exist about the nature and purposes of the group.
20. Process: "member satisfaction and socialization"  
Outputs to the personality from the system which affect the level of individual satisfaction and personal growth.

### Implementation of the Model

#### Global Pattern

This group of twenty-two students had as its setting

St. Alphonsus Separate School, one of the 50 schools in the Public School System in the City of Windsor which is parochial and of the Roman Catholic persuasion. It is a relatively new school, completed in 1965 and structurally one of two of its kind in the City of Windsor. It is of circular design accommodating approximately 300 students and is located only two blocks from downtown Windsor's main street, Ouellette Avenue. As such, the school serves an area incorporating a rather diverse population. On the one hand the school's boundaries include a rather old section of the city where many professionals and well established families reside; yet within only a few blocks there are neighbourhoods of much poorer proportions. Thus, the children are potentially from the full range of social and economic strata.

Since the time set for the meetings was during regular classroom time, it was speculated that attendance would be high throughout the program. This was later verified. There was little fluctuation in attendance which was partially due to the fact that attendance at the group afforded an opportunity to be absent from class.

#### Outline of Planned Program

- Week 1 What is an Orientation Program?
- 2 High School Programs - Academic, Vocational, Trade.
- 3 You and High School - What's it all about?

- 4 Social Roles - Changes and Expectations.
- 5 Coping with Problems in the High School Setting.
- 6 Same.
- 7 Open Discussion.
- 8 Student Evaluation of the Program.

The membership of the group turned out to be the entire grade eight class enrolled for the academic year 1971-72, totalling 22 students. There were ten girls ranging in age from 12.6 to 15.3 and twelve boys ranging in age from 13.4 to 16.2 years. The students were predominantly of Italian, French, and English families with several of the students from recently emigrated families. The addresses of the students gave rise to the speculation that many of the children were from lower-middle to lower class families as they resided generally within walking distance from the school and the immediate area was not a particularly affluent one. Actual residences were limited to only eleven distinct streets, the majority of which were only one to three streets parallel to the street where the school was located.

The group's global stability was reinforced by the nature of the group already established, its setting, and the relationships which were established previously. As a class, the group spent a full school day together, as a group, from 9:00 a.m. to approximately 3:45 p.m., excluding

the lunch period, 11:45 to 1:00. Similarly, the class time-table was identical for all students with little mobility from classroom to classroom during school hours. The majority of the day, except for physical education and library research, was spent in one classroom. During recess periods, the class tended to interact in subgroups but, for the most part, within the limits of the grade eight class, with the possible exception of some grade seven students who were friends of the grade eight students due to physical size, age, membership on the same intramural teams and in neighbourhood peer groups, or because they should have been in grade eight but had failed. The stability of the group was very much enhanced through the intramural sports teams, both male and female, which competed during lunch hours and after school.

Since the class pre-existed as a group since September of 1971 and the orientation program was begun in March of the same year, the members had been in actual interaction for several months forming various relationships and assuming different roles. Thus, when the group was started, all the members were already acquainted and there was no need for an introductory period. Most of the members were friends to some degree or another. However, close friendships appeared to be expressed by the formation of small subgroups which sat together during group meetings. The meetings were held in the school's library-

research room, a rather large, open area which was carpeted and pleasantly decorated. It had book shelves on all four walls and there were small tables which could be joined together to form larger work tables, spread throughout the room. There were also fairly comfortable chairs for seat work or reading.

Even though closer friendships were manifested in the form of small subgroups and "cliques" these somewhat closed clusters were much more open and fluid when particular tasks had to be accomplished. At such time, ascribed roles of "book worm," "loner," "scapegoat," were often dispensed with and these same members became collaborators.

The relationship between the group and the leader was initially a very formal one due to the students apparent perception of the leaders as authority figures. This was exemplified by the group's continued use of the term "sir" and "miss" even after the group was repeatedly encouraged to address the leaders by their first names. Before the program ended a few of the students were able to make the adjustment and called the leaders by their first names. However, even with these few, there was a perceived sense of novelty since they tended to use the names very emphatically and would often giggle or make body movements suggestive of nervousness.

#### Interaction

There was no formal transactional channel, as such,

between the group and significant social objects in the environment other than the group leaders. As a class of grade eight students, the case was otherwise. Both teachers and the principal would act in this capacity whenever contact with parents was necessary for whatever reasons. This also held true of contacts with other professionals who might directly influence the students, e.g., the school board's social worker, psychologist, educational specialist, a truant officer, a probation officer, etc. Contacts of the latter nature would probably be made through the principal.

Initially, the interactions between the group and the leaders were only two-way - from leader to group and from group to leader. This was due to the school setting and the communication network within the classroom where there was virtually no interaction among the students. Again this was overtly manifested by the students' constant use of hand-raising and the use of the label "sir" or "miss" to all interactions. However, there were innumerable covert and nonverbal communications among the students. These were manifested by glances, pokes, kicking under the tables, coughing, snickering, laughing, "cat calling," and, on a few occasions, low and drawn out whistles.

Individual members responded initially to the content of the planned program as outlined above. However, as the discussion progressed, the students who assumed leader-

ship roles began to emerge. Content circulated among the peripheral members and was transmitted to the leaders. These students generally were seated close to the front of the room and near the group leader. Attempts to expand the communication network and increase the interactions among the members was often frustrated by negative communications from the members by the use of humor, ridicule, or scapegoating. For example, when less passive members responded to questions concerning the differentiation of the types of high schools that the students would be attending the following year, there were sarcastic statements made to the respondents that they would be going to the "ding dong" school or the "retarded" school. Similarly, when certain students were labelled in such a manner a few members assumed the "retarded" role and provided comic relief by clowning.

By the third meeting, the content had switched from the outline to the students' complaints about the school system and their lack of involvement in its processes. There was a general feeling expressed that, as seniors, there were expectations demanded of them in terms of behavioral responsibility. Yet they felt that too little, if any, freedom and decision-making power accompanied the expected responsibility.

The communication process as stated was for certain members to feed the leaders the material and then give a



supportive role by agreement through the use of loud expletives of "yea," "that's the way things are around this dump," "this place is a real dump" and other similar responses. As these feelings became more negative, roles of class clown tended to increase thus heightening the emotionally charged atmosphere and at the same time relieving tensions. At this point, there was less leader-to-member, and vice-versa, communication, and more and more member interaction. The leaders attempted to channel the hostility into appropriate discussion and resolution of the problem. It was at this time in the group process that the counsellors modified the program so as to be able to discuss with the group the problem as they saw it. An attempt was made to relate the problem to the content of the program outline.

The discussion on the topic of social roles - changes and expectations - was one of the sessions which effected a great deal of interaction.

Initially the counsellors were upset because of the fact that a number of the students who showed leadership roles were fooling around and not entering into the discussion. Consequently, the researcher became angry and spoke to these feelings by telling the group of his frustration and anger. It was mentioned that the counsellors had given of their time and effort and the students were not taking advantage of the opportunity

to grow up and prepare themselves for high school. This elicited a negative response from many of the group members, primarily the boys. The girls, and especially Liz, made general statements about the boys being immature and not able to be serious about anything.

This elicited a response from the boys and a verbal battle ensued. The leaders used this reaction to begin talking about what they were doing and what they expected of each other as a group. This led very naturally into a discussion on role expectations in high school to which a large number of boys and girls responded.

#### Differentiation

Mediation roles within the group were established prior to the formation of the "orientation" program. These roles were formally differentiated through the formation of a student council whose function was to represent the student body. The process by which these roles were established was presumed to be based upon popularity, personality, and the ability to influence others in an effective and positive way. Thus these pre-established roles tended to be maintained within the boundaries of the new group experience and the representatives and the council executive became recognized group leaders and focal points of interaction. However, their roles as "mediators with the environment" was extremely

limited in the secondary system, that is in the school, and within the group was virtually non-existent.

Internal roles were very much established through the mediation of these leaders. Certain members were listeners, others were supporters - both verbally and non-verbally, some were ascribed roles of "helpers" and always performed the task of setting the room up for discussion and restoring it to its original order after the session was terminated. Similarly, although the "clown" roles often emerged spontaneously and not always from the same person, the role behavior was consistently reinforced by those in leadership roles and positions by laughter and verbal approval. Likewise roles of "brain," "retardate," "queer," and loner" to mention a few, emerged. Thus internal roles became differentiated through the process of designation by leaders, through ascription, or reinforcement of behavior of the individual.

As formal group organizers, the counsellors very much influenced the process of differentiation of norms and the development of such by imposing certain rules and regulations. Thus the group was told that although we were there to discuss freely different topics and exchange ideas and feelings, there were specific rules to be maintained: everyone had the right to speak but only one person spoke at a time; no one spoke for another; everyone that wanted to, voiced his own opinion and did

so freely without fear of being ridiculed - all opinions were valid.

Through the same process of ascription, and especially reinforcement, behavior norms were thus established. As the group progressed, the norms became more and more evident in terms of the expectations of the group. Thus, if something humorous was said, the clowns were expected to respond appropriately by loud laughter, sarcastic statements, and other exclamation which reinforced the humorous situation and kept the discussion off the topic of conversation. But when the behavior became excessive, the group also expressed limitations in terms of agreement with the formal leader's imposition of limitations and sanctions. This was exemplified when one member's behavior became very disruptive and he was asked to leave the group. The rest of the group made remarks about John's irresponsibility and reputation as a troublemaker.

#### Resource Allocation

Within the group the already differentiated role of leader emerged quickly and these members consequently tended to assume internal roles of power and status by allocating similar status and functions to other members. Thus, Tom tended to assume a power position and very effectively divided the group into two subgroups when the situation warranted it or the formal group leader

requested it, through direct and indirect means. Tom and other leaders would virtually divide the group through verbal, affective, and, at times, physical means. They would decide the centre line of the room and indicate by pointing, naming students, and designating locations for the two subgroups.

This kind of distribution of rank or status was accepted by the group because of the particular status that Tom held in the group. He was a fairly good looking boy, athletically inclined, and he had a rather pleasant personality. He could also play the "tough" role even though, physically, he was of smaller stature than some of the members whom he influenced. Status was accorded not only because of brawn but also due to "brain." Although often kidded about being the "brain" in the class, members of the group who showed themselves to be quite bright and especially articulate were looked up to and were either in the leadership circle or could influence members who were. This was exemplified by Tim, a quiet, somewhat shy, boy of fourteen who was elected student council president.

Thus status was ascribed because of power, influence, affection, affiliation, popularity, and friendship. This was evidenced by the subgrouping which occurred over the span of the eight week program. The same members tended to sit in the same subgrouping and

were visibly upset when they were divided into two groups for the sake of convenience.

Typically for a group of adolescents in the age bracket of this group and at their stage of development, there was a dichotomy set up between the boys and the girls although it was not a total one. Thus, affiliation, attraction, and friendship were generally between members of the same sex. This was evident by the fact that seating arrangements were, for the most part, sexually exclusive.

Up to about the sixth week, the polarization of sexes was symbolically represented by their refusal to sit with, or even near, their "opponents." But during the week of the sixth session, this dichotomy was further expressed through the verbal confrontation of a brother and a sister. Elizabeth, who held a prestigious leadership role among a number of the girls which was exemplified by her tendency to verbalize forcefully and articulately the needs of her subgroup on their behalf, confronted her brother, Tom, because of his refusal to discuss seriously the problem in which the majority of the class was interested. The argument became very personalized, leaving the domain of the primary group and even the secondary system and centered around familial interactions and the sibling rivalry which existed in the home.

The discussion in point was the student's percep-

tion of their own status as seniors, within the secondary system. This discussion, which carried over a few weeks, brought out clearly some of the values and goals which the group had. They generally felt that, as seniors, they were entitled to far more responsibility and prerogatives than they had been allowed up to that point. The consensus appeared to be that the expectations of the secondary system were that the grade eight students should act like adults and be models for the other grades; at the same time they were treated like children, not allowed to be involved in the decision-making process or even make decisions of their own.

The continued and progressively more serious disagreements between Elizabeth and Tom soon marked a transitional point in the development of the group. Two camps were established - the girls against the boys. Each camp became firmly entrenched behind their respective leaders. Role identification, status, communication networks, content and process, all became quite stabilized and formalized. Supportive roles emerged on both sides, exhibited as before, in terms of verbal and non-verbal behavior.

Up to this point, there had been a somewhat common consensus, affect, and attitude about the topic. However, during the sixth session Tom became uninterested in the topic mainly because he felt and expressed that the system was impenetrable and could not be changed. In his thinking

there was nothing that could be done so why complain. Elizabeth felt the contrary.

Since the expressed purpose and goals of the group as laid down by the formal organizer had been somewhat abandoned in terms of adherence to the content of the program, it was evident that the group had reached a particular stage in its development which could take a number of possible directions. The group could resolve the conflict and restore itself to its former level of cohesion, clarifying goals, values and norms, increasing interpersonal interactions, restore equilibrium and, in fact, increase the cohesion of the group or, the group could regress to a previous stage of development; or, it could completely disintegrate and terminate. The path chosen depended on the degree of cohesion and integration which had been established.

#### Integration

Since the group pre-existed as a grade eight class, the "enclosure" of the group was, in certain ways, consonant with that of the class as a whole. This is seen when we briefly examine some of the boundaries of the group and the class.

The group's membership was limited to actual grade eight students; the primary status of each member in both groups was that of student; the geographical boundaries



of the school and more exactly, the library-research room, were already an integral part of the member's school day territory; the time of the group sessions was related to a fixed period every week and replaced an actual classroom period.

In these areas, the degree of definition of the group boundaries was relatively rigid or, at least, very comparable to what the students already experienced.

However, in terms of communication patterns, the degree of definition of boundaries was not strictly similar to the classroom environment. It is postulated that interactions in the group might have occurred in the classroom had the students been afforded a less rigid classroom milieu and more flexible rules of communication. Similarly, it is hypothesized that in the actual classroom, surreptitious communications closely followed the patterns in structure, content and process as was experienced in the orientation group.

Likewise, since the group was the same as that of the class, the sharing of external reference groups and persons was similar where subgrouping existed and interests and affiliations were shared. Differentiation of subgrouping in terms of status and class affiliation, i.e., upper, middle, and lower as exemplified by the divergency of housing and neighbourhood, would result in antipathetic reference groups and persons. However, external reference

groups and persons would be virtually identical when it came to teachers, sport and entertainment idols. Therefore, from the standpoint of enclosure, the group was seen, as being, relatively highly integrated.

In terms of cohesiveness and consensus, as has been pointed out, there was disparity in consensus but cohesiveness in subgrouping. However, the very nature of the group, or at least the group as it developed, lent itself to the division into two distinct camps. Also, since it was a short term, informal group, it was to be expected that it would "form, flourish and disintegrate...." 99 That is what, in fact, occurred. By the seventh meeting, the group was unable to reach any consensus and attempted to symbolize the fact by suggesting a volleyball game. The boys were to be against the girls.

Member satisfaction and socialization was thus achieved by the very process which tended to polarize the two groups. In fact, goal consensus was achieved in terms of playing volleyball. Most agreed that the boys would compete against the girls.

Individual members, including Elizabeth and Tom, were reluctant, but group pressure prevailed and the game was played. Thus with reference to this particular incident, affective consensus was not achieved but

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<sup>99</sup> Dunphy, The Primary Group, p. 160.

cohesiveness and comradery in the opposing subgroups was deepened. As it happened, the boys won the game, Elizabeth was somewhat shattered, and Tom's ego was greatly strengthened.

#### Evaluation

Prior to the volleyball game, during the last session, the group was asked to evaluate the orientation program in a very brief questionnaire.<sup>100</sup> The results of this evaluation indicated that the students were very much in favour of such a program, found it helpful, and enjoyed the format.

The counsellor's personal opinions were less enthusiastic. It was felt that the group was too large, even though it was divided into two subgroups in the later sessions. Similarly, the consensus was that the leaders were inexperienced and that inexperience was revealed in terms of loss of control of the group at certain vital stages in the group process. However, the counsellors conceded that the group had had a fairly positive experience if only in terms of being able to interact as a group since it appeared that they were rather stifled in the classroom setting, or at least, perceived themselves in that situation. Also, the counsellors felt that although they had strayed from the prepared program, what

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<sup>100</sup> These results have been misplaced by the author and thus accurate data is unavailable.

they did cover sparked a good deal of discussion and interaction. This was especially true of the discussion concerning social roles.

#### Conclusion

The author's field placement in a setting geared to youth was a very rewarding and educational experience insofar as it exposed him to a problem area which he had never encountered in quite the same perspective.

Coming in contact with a substantial number of adolescents, ages 13 to 21, brought to the researcher's awareness the real world of troubled youth and the complexities of the problems with which they are faced.

The idea to implement an orientation program was a very feeble attempt, albeit an honest one, to put into practice the principles of preventive social work. Curiosity of whether or not there was success became the object of the present research.

## CHAPTER V

### THE RESEARCH DESIGN

#### Problem Formulation

Several months after the Orientation Program was completed and the grade eight pupils had passed into the ninth grade, the author was faced with the question of whether or not the program had facilitated the transition to high school of those grade eight students involved in the program.

A number of questions related to this arose: was the program successful in terms that were measureable? Had the program accomplished anything in terms of providing the students with a concrete learning experience which would make the move to high school less traumatic? Was the program, as implemented, merely an opportunity for the students to miss regularly scheduled classes and enjoy some "free" time? More importantly, the author questioned whether or not the transition really was a time of anxiety or concern for students. Thus, was there really a need for such a program? If there was a need, how could it have been better met? If students could have proposed their own program, how would they have responded? What did the students see as their own needs and how did they see these needs as being met? This questioning led to

certain research questions.

#### Research Questions.

1. What is it like being a student in grade eight and grade nine? Is there much difference between the two grades?
2. What are the social habits of adolescents in grade eight and grade nine? How much do they vary?
3. Is the transition from grade school to high school a time of concern or anxiety?
4. Do students in grade eight have actual concerns about going to high school?
5. What are the specific concerns of adolescents during this transitional period as related to school?
6. Does a person's sex have anything to do with the degree of concern that is experienced during the transition?
7. Does age have any bearing on the degree of concern?
8. Does having an older sibling in high school in any way relate to one's concerns?
9. Does having an older sibling who dropped out or graduated from high school affect one's concerns?
10. What are the concerns of the ninth grader and how are these related to his concerns in grade eight?
11. Do ninth graders see a need for orientation programs in grade eight?
12. Would individual grade nine students be willing to volunteer to help set up a program?

13. How would students organize such a program?
14. Was the orientation program implemented by the author in any way helpful?

### Hypothesis

In view of these questions, the author hypothesized that there were concerns about transferring from elementary to high school and the following hypothesis was formulated:

Grade eight students who are subjected to an orientation to high school program experience fewer concerns when starting high school than do students who have not been subjected to an orientation to high school program.

### Null hypothesis

Grade eight students who are subjected to an orientation to high school program do not experience fewer concerns when starting high school than do students who have not been subjected to an orientation to high school program.

### Formal Definition of Terms

Grade eight students - are those persons who were enrolled in the final year of elementary school in either a public or parochial school in Canada or the United States or its equivalent.

Subject to - brought under the control of; exposed to; influenced by.<sup>101</sup>

Orientation - the process of making a person aware of such factors in his school environment as rules, traditions, educational offerings, for the purpose of facilitating effective adaptation.<sup>102</sup>

High School - the educational setting enrolling students from grade nine to thirteen whether public or parochial.

<sup>101</sup> The Random House Dictionary of the English Language (Unabridged ed., New York: Random House, 1966), p. 1415.

<sup>102</sup> Good, Dictionary of Education, p. 379.

Program - any kind of formal or informal presentation by grade school or high school teaching, administrative, or ancillary (social worker, psychologist, nurse, clergyman) personnel or high school students; over a period of time or condensed into a day or classroom period; and possibly involving the use of a variety of aids such as visits to the perspective high schools, printed handouts, use of media, and social events.

Experience - meet with, undergo, feel.<sup>103</sup>

Concerns - worries, solitudes, anxieties.<sup>104</sup>

### Population

The population of the study included all grade nine students in the city of Windsor, Ontario who had graduated from a Canadian or American elementary school and passed into grade nine.

### The Sample

The sample consisted of all the adolescents who had been in the researcher's orientation program at St. Alphonsus elementary school (hereafter referred to as "group members"), along with all the grade nine students who were in the same homeroom classes as the group members.

The grade nine students, other than the group members, were chosen to act as a comparison group with the group members. This approach was used rather than selecting grade nine students or diverse classes at random, in an attempt to minimize the differences between the group members and

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<sup>103</sup> Random House Dictionary, p. 501.

<sup>104</sup> Ibid., p. 404.



and the comparison group and insure as much homogeneity as possible. From these remaining grade nine students, (hereafter referred to as the "residual sample") a group of fifteen "cohorts" was selected to be interviewed as were the group members.

Since the group members had graduated and entered various secondary school settings, the researcher excluded from the sample any group members who were attending non-academic secondary school settings.<sup>105</sup> The sample was thus reduced from twenty-two to fifteen of the original group members.

These fifteen group members were enrolled in three schools: F. J. Brennan High School; Assumption College School; and Hon. J. C. Patterson Collegiate Institute; and were distributed throughout a total of ten grade nine homeroom classes encompassing approximately 300 students.

#### Method of Data Collection

##### The Questionnaire

In order to survey the grade nine students' concerns and views of transition and orientation programs, an eighteen page questionnaire was compiled.<sup>106</sup> (See Appendix A). Fourteen of the nineteen pages contained material to be responded

<sup>105</sup> This included three vocational schools, one technical school and one training school and included several of the original group members.

<sup>106</sup> Sources: Buckley, Use of Small Groups; Coleman, The Adolescent Society; and Lutz, The Relative Effectiveness.

to by the students concerning grade eight and grade nine concerns and the other four pages contained instructional material. A face sheet was included to obtain statistical information and family history.

The questionnaire itself was divided into three parts. In the first twenty-six questions of the first part, the grade nine respondents had to recall how they felt in grade eight and score their concerns in the areas of: the high school they would be attending; their academic subjects; student-teacher relationships; peer relationships; and their social life.

Following these "concerns" were fifty-three items which constituted an "anxiety scale,"<sup>107</sup> intended to measure the students' feelings in retrospect.

Question fifty-four was intended to act as a measure of internal reliability insofar as it compared with answers dealing with specific concerns (that is, if the respondent answered a large proportion of questions eight to eleven in a manner indicating they were bothered "a whole lot" to "sometimes" and then answered question thirteen negatively, it could be inferred that there was some discrepancy regarding their degree of concern about going to high school).

Questions fifty-five to fifty-nine were meant to measure the degree of preparedness that the students experienced prior to going to high school.

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<sup>107</sup> Adapted from Alfred Castaneda and Boyd R. McCandless, "The Children's Form of the Manifest Anxiety Scale," Child Development, 27 (September, 1956), 317-325.

The second part of the questionnaire had to do with the students experience in the first few months of high school.

Although worded slightly differently and with varied response ranges, the questions were meant to coincide in content with the questions regarding concerns in the first part. Added to this were several questions concerning the social life of grade nine students. The inclusion of the question - "Did you have any particular problem this year with which you wanted help?" was intended to act as a measure of the intensity of the concerns expressed insofar as they became problematic. It was also meant to be a source of information for the type of person that the students turned to in times of stress.

Part three of the questionnaire was concerned with orientation programming and the students' feelings about the usefulness of such programs, their structure and content.

#### The Interview Schedule

In order to test the hypothesis that students who are subjected to an orientation program experience fewer concerns about going to high school than those who are not, the researcher developed an interview schedule, (See Appendix C) to be administered to the fifteen original group members and fifteen comparison elements or "cohorts" from the total sample. These cohorts were chosen as a stratified random sample according to homeroom and sex by using a table of random numbers as applied to the classmates in the same home room as the fifteen group members.

The interview schedule consisted of ten pages of questions requiring open-ended and multiple choice responses. It was intended to act as a source of information concerning the experiences of the respondents while in grade eight so as to determine the degree of concern experienced. Questions similar to those in the questionnaire in the area of explication of specific and general concerns were employed with the intention of comparing the questionnaire and the interview schedule. A comparison was possible by matching items such as age, birth date, street address, and elementary school attended, as found on the face sheets of the interview schedule and the questionnaire.

The final section of the schedule had to do with the respondent's view of the worthwhileness of an orientation program for grade eight students and how such a program would be organized.

#### Participants Evaluation of Group Orientation Program

Along with the interview schedule administered to the group members was a two page, ten item, evaluation of the original orientation program. (See Appendix D)

The evaluation consisted of both multiple choice and open-ended questions intending to elicit an evaluation of the program in terms of students' experience in view of their self perceived needs and what they saw the orientation program and the group process as accomplishing. Again, a direct question was inserted as to the advisability of

such a program for other grade eight students and the benefits to be derived.

### Pretest

The questionnaire was pretested at a fourth high school May 22, 1973 with twenty-five grade nine students from one class. The class was chosen by the principal because the class was fairly representative of the general grade nine population in terms of intelligence, having students of above average, average, and below average intelligence.

The time taken by the students to complete the questionnaire ranged from twenty-two to forty minutes, the average time being twenty-eight minutes. Two of the twenty-five students did not complete the questionnaire, leaving out the entire section on orientation programs.

Because of the length of time that the pretest took to complete and a variety of questions that were asked by the students, the questionnaire was altered and modified. (See Appendix B) The anxiety scale was omitted as the researcher questioned exactly what the scale was measuring - past anxiety as was intended, or present anxieties, which was not.

### Collection of Data

#### High School A

The four group members attending high school A were divided into two different grade nine homeroom classes. These classes were tested in their entirety and involved a total

of forty-four respondents.

#### High School B

Because of the large number of classes involved in high school B (eight group members from six different grade nine home rooms), the sample was reduced to four grade nine homeroom classes at the request of the principal. The three group members from the non-participating classes were included in the sample. This represented a total of 123 students.

#### High School C

Because of the lateness of the data collection and its proximity to the end of the 1972-73 academic year, the researcher was unable to utilize the proposed total number of grade nine classes at High School C. Thus one of the three classes which was available for research during a lunch period was chosen and the group members from the other two grade nine classes were included in the sample. The total number of students from High School C, excluding absentees, was thirty-six

The questionnaires were administered by the researcher himself and given in two parts. Each part was identically labelled by numbering them from 001 to 228. The questionnaires were handed out to the students in numerical sequence in order to facilitate the dispensing of the second part of the questionnaire. The respondents were instructed verbally to hold up the first part of the questionnaire when it was completed and the researcher collected it and gave out the

second part: Both portions were later reordered and stapled together along with the interview schedule and evaluation if the respondent was a cohort and group member respectively.

### Interviews

The researcher met with the group members the same day as the questionnaire was administered and asked them individually if they would be willing to be interviewed. All agreed and a schedule was arranged. Cohorts were contacted by telephone or personally at the school.

Interviews with the group members and cohorts from all three high schools took place at the school and also at the individual homes of the subjects since the interviews were not begun until two weeks after the administration of the questionnaire and summer vacation had already commenced.

### Method of Data Analysis

Due to the limitation of time, the researcher was unable to investigate all the questions which arose concerning the adolescent in transition from grade eight to grade nine. Therefore, the analysis of the data was centered around those areas which were directly related to the hypothesis. These involved:

1. Do students in grade eight experience any concerns about going to high school?
2. What are those concerns? Which are the more important concerns?
3. To what extent do students experience these concerns?

4. Did the students who received more preparation in grade eight experience less concern?
5. Did the students who attended the researcher's orientation program experience more preparation and consequently less concern than the cohorts who did not?
6. What were the other variables which affected student concerns?
7. What were the student's responses to the need for orientation programs?

### Methodology

1. In order to determine whether or not the transition from elementary school to high school was viewed by the students as a time of concern, responses to the question, "Did you have any concerns about going to high school when you were in grade eight?" were analyzed and tabulated to determine the percentage of possible positive replies.

2. To establish what the concerns were and which were more important to the students, a "hierarchy of concerns" was established. Twenty-two questions<sup>108</sup> were scored on a weighted rating of one to five corresponding to the possible replies: "it never bothered me" (1); "it hardly ever bothered me" (2); "it bothered me sometimes" (3); "it bothered me often" (4); and "it bothered me a whole lot." (5) These ratings were totalled for each individual item of concern and ranked to establish a "hierarchy of concerns" in grade eight.

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<sup>108</sup> Questions 8b, c, e, f, i, j; 9; 10; and 11 of part one of the questionnaire.



Questions of similar content but ranked in varying scales and of different values, were employed to discover the interests, attitudes, and feelings about grade nine. Content analysis was used to compare these grade nine responses with grade eight concerns.

3. To establish the degree of concern for each questionnaire, the ratings of the individual items of concern were totalled for each questionnaire resulting in a potential score of 22 to 110 for grade eight concerns. In order to establish a "high-low" degree of concern, the range of individual means of the total responses to all items of concern was dichotomized so that all responses above the mean were considered high in concern and all the responses below the mean were considered low in concern.

4. In an attempt to discover if preparedness was related to degree of concerns, it was necessary to establish the extent of preparedness of the total sample including the group members, the cohort group, and the residual sample. A value of one was assigned to "no" responses and a value of two was assigned to "yes" responses of questions related to same form of preparation for high school. The total responses to all five items was calculated and the mean established. Higher scores related to more preparation and lower scores were associated with less preparation. To establish an accurate "high-low" degree of preparedness for high school, the range of means of all the responses was dichotomized. Scores above the mean were considered high

in preparation and scores below the mean were considered low in preparation. A comparison of the three groups, that is, group members, cohorts, and residual sample, was made and chi square was employed to determine any significance in the degree of preparedness at the .05 level of significance. The degree of preparedness was then correlated to:

- a) "Did you think that you were prepared enough for high school?"
- b) "Did you have any concerns about going to high school?"

5. The effectiveness of the group orientation program was determined by considering the comparative scores of the three groups with regard to degree of concerns, degree of preparedness, and individual, open-ended and scored responses to the participants evaluation.

6. The relationship between other variables such as age, sex, parental history, among others, were cross tabulated and chi square was used at the .05 level of significance.

7. In order to determine the students' opinions about the need for orientation programs, a simple tabulation of responses to questions concerning this<sup>109</sup> was undertaken.

#### Limitations of the Study

##### The Design

Ideally this kind of research should have involved a longitudinal study which tested the hypothesis with an

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<sup>109</sup> Questions 42a and 43 to 51.

experimental and a control group. However, the fact remains that the research was carried out "after the fact" and is, therefore, subject to the limitations of the ex post facto design.<sup>110</sup>

Rosenberg maintains that the limitations of the ex post facto design can be overcome by the process of

drawing inferences from the interpretations and undertaking to test these inferences. The post factum interpretation is not the completion of the analysis but only the first step in it.<sup>111</sup>

Kahn points out that

most social work research deals with more complex issues and the ex post facto experimental design is commonly the only one possible....Validity (of these studies) seems to hinge, most often, on their ability to assert with confidence that groups which they are comparing after the fact were, actually, comparable before the fact...<sup>112</sup>

#### The Questionnaire

Although the questionnaire tapped vital sources of

<sup>110</sup> See Robert K. Merton, Social Theory and Social Structure (Glencoe, Ill.: The Free Press, 1949), p. 90. Also C. A. Moser and G. Kalton, Survey Methods in Social Investigation (New York: Basic Books, Inc., 1971), p. 225; Morris Rosenberg, The Logic of Survey Analysis (New York: Basic Books Inc., 1968), pp. 233-239.

<sup>111</sup> Rosenberg, Logic, p. 234.

<sup>112</sup> Alfred J. Kahn, "The Design of Research" in Social Work Research, ed. by Norman A. Polansky (Chicago: The University of Chicago Press, 1960), p. 53.

information and secured a wealth of knowledge about adolescents, their social habits, their concerns, feelings and attitudes about the transition from elementary school to high school, it was too lengthy and structurally limited. This was most evident in the comparison of grade eight and grade nine concerns. The limitation may have been prevented had the author utilized the same five point scale of responses for each item in each section.

#### The Nature and Scope of the Study

The very nature of the project and its scope was a limitation insofar as the researcher obtained data which were well beyond that needed for a research project at the level of a Master's program. The data provided enough material for two distinct studies.

#### The Time of the Collection of Data

Although the study was undertaken well in advance, the actual collection of data took place at a very inconvenient time for both the subjects and the researcher. The collection of data occurred near the end of the high school academic year and was, in fact, for some of the students, during examinations and summer vacation.

## CHAPTER VI

### RESEARCH FINDINGS

#### PART 1

#### Characteristics of the Sample

In the previous chapter, the author described the method of the collection of data. As was pointed out, the collection of data involved three high schools in the city of Windsor, each of which offered an academic program. Questionnaires were administered to a total of 200 students and open-ended interviews were conducted with the fifteen group members and fifteen control subjects or cohorts.

Table 2 indicates the total sample according to membership in the group, the cohorts and the residual or remaining sample.

TABLE 2

• SAMPLE ACCORDING TO GROUP TYPE

	Number of Responses	High School		
		A	B	C
Group Members	15	4	8	3
Cohorts	15	4	8	3
Residual Sample	170	36	104	30
Total	200	44	120*	36

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\* Initially, High School B involved 123 students, all of whom received questionnaires. However, two students invalidated their questionnaires by making obvious false responses, that is, answering all items with the identical

### Elementary School Attended

Table 3 indicates that 196 respondents attended fifty-nine different elementary or junior high school settings prior to their enrolment in high school. Four of the 200 students did not indicate their previous school attended.

TABLE 3  
SCHOOL SETTING PRIOR TO HIGH SCHOOL

Setting			Percent of Total
Parochial	Windsor	31	52
	Other	6	10
Public	Windsor	13	22
	Other	5	8
Junior High Schools		4	7
Total		59	100

"Parochial other" represented one separate school in another town in the county of Essex and five parochial schools in the United States. "Public other" included two schools in Toronto, Ontario and three schools from the United States. The four junior high schools were also located in the United States.

### Sex and Age of Respondents

The sample was also distinguished according to sex. Males constituted a total of 48 percent (96) members while females numbered 52 percent (104). Table 4 indicates the ages of the respondents.

response. Another student received an incomplete questionnaire which was not utilized. Thus the sample was reduced from 203 to 200 students.

TABLE 4  
AGES OF RESPONDENTS

Age	Number of Subjects	Percent
13	5	2.0
14	84	43.0
15	89	45.0
16	17	9.0
17	2	1.0
Total	197*	100.0

\*Three students did not respond.

The mean age of the total sample was 14 years.

#### Home Environment

##### Size of family

It was speculated that sibling experience in high school would influence the preparedness or readiness of the subjects because there would be a sharing or seeking of information. The respondents were asked to indicate the total number of children still living at home and the subjects' position in the family constellation.

Tables 5 and 6 show the data.

TABLE 5  
NUMBER OF CHILDREN LIVING AT HOME

Number of Children	Number of Responses	Percent
1	16	8.0
2	36	18.0
3	46	24.0
4	43	22.0
5	46	24.0
6	3	2.0
7 or more	3	2.0
Total	193*	100.0

\*Seven students did not respond to the question.

TABLE 6  
POSITION IN THE FAMILY CONSTELLATION

	Number of Responses	Percent
Only child	4	2.0
Youngest	36	18.0
Oldest	72	36.0
Middle	81	40.5
No response	7	3.5
Total	200	100.0

This table indicates that three-fourths of the respondents were either the oldest or middle child. Over one-third of the students did not have an older sibling who experienced the transition to high school.

Others living in the home

The students were asked to indicate whether or not there were people other than their immediate family living at home and how they were related to the respondents. Thirty-eight students, or nineteen percent, indicated others living in their homes. Table 7 shows these relationships to be primarily extended family members.

TABLE 7  
RELATIONSHIP OF OTHERS LIVING IN THE HOME TO RESPONDENTS

	Number of Responses	Percent
Grandparent	12	6.0
Aunt-Uncle	6	3.0
Cousin	2	1.0
Boarder	12	6.0
Other	6	3.0
No response	162	81.0
Total	200	100.0



"Other" in the categories accounted for six responses and included two step-parents and four foster siblings.

#### Parents

Since the family is the primary agent of socialization of the individual, a detailed study was made of the data concerning the parents of the subjects. This included: whether or not each parent was living; was each parent living at home; birthplace of parents; age and educational background; grade in school completed; and employment status and occupation.

TABLE 8

#### PARENTS LIVING

	Mothers	Percent	Fathers	Percent
Living	196	98.0	189	95.0
Deceased	1	0.5	9	4.0
No response	3	1.5	2	1.0
Total	200	100.0	200	100.0

Five percent of the students (10) experienced the loss of a parent. Of these students, two reported one parent deceased but the presence of a step-parent in the home. Death of parents occurred, for the most part, more than three years previously.

#### Parents at home

Tables 9 and 10 indicate that 86.0 percent of the students' parents were living at home and 14.0 percent were away. Of those not at home, 71.1 percent were fathers.

TABLE 9

## PARENTS AT HOME

		Percent
Yes	166	86.0
No	28	14.0
Total	194*	100.0

\*6 students did not respond

TABLE 10

## PARENT AWAY FROM HOME

		Percent
Mother	8	29.0
Father	20	71.0
Total	28	100.0

Birthplace of parents

The majority of the subjects were born in Canada or the United States. This was also true of their parents as is seen in Table 11. Mothers born in North America accounted for a total of 69.0 percent of the total sample and fathers made up 66.0 percent of the sample.

TABLE 11

## BIRTHPLACE OF PARENTS

	Mothers		Fathers	
		Percent		Percent
Canada	113	61.0	105	59.0
United States	14	8.0	12	7.0
South America	-	-	2	1.0
Europe	48	26.0	53	29.5
Africa	2	1.0	1	.5
China	2	1.0	2	1.0
Other	5	3.0	4	2.0
Total	184*	100.0	179*	100.0

\*16 students did not know mothers' birthplace and 21 students did not know fathers' birthplace.

Age and education of parents

Since the average age of the subjects was found to be fourteen years, it was speculated that their parents would range in age from thirty-five to forty-five. Table 12 shows this prediction to be fairly accurate.

TABLE 12

Ages	AGE OF PARENTS			
	Mothers	Percent	Fathers	Percent
20-30	2	1.0	0	0.0
31-40	81	45.0	47	28.0
41-50	71	40.0	88	52.0
51-60	24	14.0	28	17.0
61-70	0	0.0	6	3.0
Total	178*	100.0	169*	100.0

\*There were twenty-two no responses for age of mother and thirty-one missing responses for age of father.

It is noted that 3.0 percent of the fathers were between the ages of 61 and 70 while no mothers fell into this age range. Almost half of the mothers as compared with only fourteen of the fathers were forty or less.

The educational background of the subjects' parents was also thought to be an important factor in students' readiness for high school. Since a rather significant number of the parents were North American born it was thought that a large proportion of the parents would have completed elementary school and a good percentage would have made the transition into high school. Table 13 shows the educational background of the parents. Over one-quarter

of the mothers (27 percent) and nearly one-third (31 percent) of the fathers had not experienced the transition being considered by the research.

TABLE 13  
GRADE IN SCHOOL COMPLETED BY PARENTS

	Mother	Percent	Father	Percent
Less than grade 8	25	16.0	24	16.0
Grade 8	17	11.0	23	15.0
Grade 9 to 13	86	56.0	68	45.0
Post secondary attended	9	6.0	6	4.0
Post secondary completed	16	11.0	20	14.0
Post graduate			9	6.0
Total	153*	100.0	150*	100.0

\*There were 47 no responses to grade completed by mother and 50 missing or unknown responses to grade completed by father.

A comparison of fathers and mothers in completion of grades shows them to be relatively similar. However, six percent of the fathers completed post graduate studies while no mothers did. The information does not tell us whether any mothers were enrolled at that level.

#### Employment of parents

Because of their level of education, it was speculated that the majority of fathers would be employed and there would be a relatively even distribution of scores. Tables 14 and 15 indicate the employment status and type of work of both parents.

TABLE 14  
EMPLOYMENT STATUS OF PARENTS

	Mothers	Percent	Fathers	Percent
Full-time	55	30.0	177	94.0
Part-time	73	39.0	6	3.0
Unemployed	55	30.0	2	1.0
Retired	2	1.0	4	2.0
Total	185*	100.0	189*	100.0

\*There were 15 missing or unknown responses for mothers' employment and 11 for the fathers' employment.

Ninety-four percent of the fathers were employed full-time whereas only thirty percent of the mothers were in full-time employment. However, thirty-nine percent of the mothers were employed on a part-time basis with only thirty-one percent not working outside of the home at all.

TABLE 15  
OCCUPATIONAL CATEGORY OF PARENTS

	Mothers	Percent	Fathers	Percent
Professional	9	9.0	29	16.0
Skilled	22	21.0	83	45.0
Clerical	31	29.0	8	4.0
Sales	11	10.0	18	10.0
Factory	7	7.0	22	12.0
Labourer	0	0.0	23	13.0
Domestic	22	21.0	0	0.0
Unknown	3	3.0	0	0.0
Total	105*	100.0	183*	100.0

\*There were 95 no responses for mothers' occupation and 17 no responses for fathers' occupation.

The classification of "skilled" received the greatest number of responses for fathers. This classification admitted a wide range of occupations and was meant to encompass

any occupation which involved a formalized training program or apprenticeship. These included electricians, bricklayers, carpenters, chefs and foreman positions, among others.

#### Summary

The sample consisted of 200 high school students (96 males and 104 females) from three different schools in the city of Windsor. The students attended 59 different elementary or junior high school settings prior to their enrolment in high school.

The average respondent was fourteen years of age, was the oldest or middle child in his family and had from two to five siblings.

Five percent of the sample had experienced the loss of one parent by death and fourteen percent had one parent not living at home. Of the parents not in the home, the majority were fathers. Parents were, for the most part, Canadian or American born and were between the ages of thirty-one and fifty. Over one-quarter of the mothers and nearly one-third of the fathers did not attend high school and thus did not experience the transition from elementary school to high school.

Most of the fathers were working full-time at skilled, professional or labouring jobs, and many of the mothers worked at part-time jobs, most of which were clerical, skilled, or domestic.

## PART 2

Students' Concerns About What High School  
Would Be Like

This section of the chapter deals with the data collected from the first part of the questionnaires<sup>113</sup> regarding the students' feelings, attitudes, and concerns about high school as experienced in grade eight, insofar as they could recall them.

The students were asked whether or not they had any concerns about going to high school when they were in grade eight. Table 16 shows that more than four-fifths of the students did have concerns.

TABLE 16

## CONCERN ABOUT GOING TO HIGH SCHOOL

		Percent
Students who had concerns	164	82.0
Students who did not have concerns	35	18.0
No response	1	0.0
Total	200	100.0

The total responses were tabulated and the mean established for each of the twenty-two items. The items were then ranked according to their mean to form an "hierarchy of concerns," and are shown in Table 17.

## Concerns of the Total Sample

Items ranked above the mean, (1-9), were considered

<sup>113</sup> See Appendix B, questions 8, 9, 10, and 11.

TABLE 17

RESPONSES OF ALL STUDENTS TO CONCERNS ABOUT HIGH SCHOOL  
 FELT WHILE EIGHTH GRADERS  
 (N = 200)

Concerns	Bothered me					Whole Lot	No Response	Mean	Rank
	Never	Hardly Ever	Some-times	Often	Lot				
Moving from class to class	112	40	33	8	5	2	1.758	17	
Sharing a locker	91	32	28	12	30	7	2.264	10	
Changing clothes for gym	134	29	23	3	6	5	1.554	21	
Showering with other students	103	33	30	12	13	9	1.948	15	
Rules about clothes worn to school	61	26	47	21	43	2	2.793	5	
Other rules	52	45	61	19	19	4	2.531	8	
Subjects in high school	28	36	71	31	28	6	2.974	4	
The amount of homework	17	24	65	51	37	6	3.345	2	
Examinations	11	17	52	49	66	5	3.728	1	
Assignments, projects, essays	29	32	60	42	31	6	3.072	3	
Number of teachers	125	39	25	2	5	4	1.587	20	
How teachers would like student	70	51	47	17	11	4	2.224	11	
How students would like teachers	63	46	56	22	9	4	2.327	9	
Meeting boys and girls from other schools	90	34	45	17	9	5	2.082	13	
Making new friends	90	41	36	19	10	4	2.071	14	
Being accepted by other students	53	50	51	19	23	4	2.536	7	
Being in the youngest group	79	45	40	18	13	5	2.185	12	
Separated from old friends	68	27	50	26	24	5	2.544	6	
Staying out later	142	32	13	1	6	6	1.438	22	
High school dances	109	40	24	6	12	9	1.806	16	
Dating people from other schools	112	42	24	9	6	7	1.731	19	
Belonging to clubs	109	42	26	10	4	9	1.733	18	



TABLE 18

COMPARISON OF RANK ORDER OF CONCERNS IN GRADE EIGHT  
ACCORDING TO GROUP TYPE

Item	Concerns	Ranking by:		
		Group Members N = 15	Cohort Group N = 15	Residual Sample N = 170
1	Moving from class to class	8	12	21
2	Sharing a locker	17	4	9
3	Changing clothes for gym	16	14*	19
4	Showering with other students	18*	11	14
5	Rules about clothes worn to school	4	6	5
6	Other rules	5	5	6
7	Subjects in high school	15	2*	4
8	The amount of homework	2	2*	2
9	Examinations	1	1	1
10	Assignments, projects, and essays	3	3	3
11	Number of teachers	14	15	18
12	How teachers would like student	10*	9	10
13	How student would like teacher	12	8	8
14	Meeting boys and girls from other schools	7	13	12
15	Making new friends	6	10*	13
16	Being accepted by other students	13	10*	7*
17	Being in the youngest group	9	10*	11
18	Being separated from old friends	10*	7	7*
19	Staying out later	18*	17	20
20	High school dances	11	18	15
21	Dating people from other schools	13	16	16
22	Belonging to clubs	18*	14*	17
		Range		
		1 to 18	1 to 18	1 to 21

\* More than one item ranked at this level

high in concern and those below the mean, (10-22), were considered low in concern. Items ranking highest in concern, in descending order, had to do with academics, rules, peer relationships and student-teacher relationships.

When the items were ranked according to the three distinct group types, that is, group members, cohort group, and residual sample, the concerns of each group were readily identifiable. (See Appendices E, F, and G)

When the three groups were compared in their ranking of the concerns, some similarities were apparent but for the most part, each group was quite diverse. Table 18 shows the comparison of ranking.

The items of highest concern had to do with the area of academics and were ranked identically for all three groups. Similarly, concerns about the various rules of the schools the students attended were quite high in the hierarchy. There were some minor differences in the ranking of those concerns as shown in the table.

When the questions were divided into subgroups, the concerns fell into five distinct categories. These concerns were related to:

- I The high school as a new institution  
(Items 1-6)
- II Academics (Items 7-10)
- III Teacher-student relationships (Items 11-13)
- IV Peer relationships (Items 14-18)
- V Socialization (Items 19-22)

Following the methodology of Lutz<sup>114</sup> each category was analyzed to determine the greatest number of responses. This gave an indication of the extent of the students' feelings. Tables 19 to 23 show the results of the tabulated responses.

Category I - Concerns related to the High School as a new Institution.

Table 19 indicates that the response obtaining the highest frequency was, "It never bothered me." This accounted for 46 percent of the sample. Seventeen percent of the responses fell into the category "It hardly ever bothered me." The accumulated frequency of responses for bothering "often" and "a whole lot" totaled 63 percent, thus indicating that concerns related to the High School as a new institution were generally of no concern.

TABLE 19

SCALE OF RESPONSES FOR CATEGORY I

Concerns Related to the High School as a New Institution (6 items)	Number of Responses	Percent	Accumulated Percent
It never bothered me	553	46.0	
It hardly ever bothered me	205	17.0	63.0
It bothered me sometimes	222	19.0	19.0
It bothered me often	75	6.0	
It bothered me a whole lot	116	10.0	16.0
Missing responses	29	2.0	
Totals	1200	100.0	

Category II - Concerns related to the area of academics.

The responses of the students to concerns related to

<sup>114</sup>Lutz, The Relative Effectiveness, p. 61 ff.

academics indicate in Table 20 that the highest area of response was at the level of bothered them "often." Combined frequencies of responses show that the students indicated more concern than not over the area of academics. Forty-two percent of the responses indicated high concern while twenty-five percent indicated low or no concern.

TABLE 20  
SCALE OF RESPONSES FOR CATEGORY II

Concerns Related to the area of Academics (4 items)	Number of Responses	Percent	Accumulated Percent
It never bothered me	85	11.0	
It hardly ever bothered me	109	14.0	25.0
It bothered me sometimes	248	31.0	31.0
It bothered me often	173	22.0	
It bothered me a whole lot	162	20.0	42.0
Missing responses	23	2.0	
Totals	800	100.0	

Category III - Concerns related to teacher-pupil relationships.

A summary of the responses to the three items concerning teacher-pupil relationships shows that the students responded most often to the reply, "It never bothered me." Accumulated percentages of responses above the selected midpoint, point out that sixty-six percent of the students had little or no concern about what teacher-pupil relationships would be like in high school as opposed to the eleven percent who were concerned to a greater degree. These results are seen in Table 21.

TABLE 21  
SCALE OF RESPONSES FOR CATEGORY III

Concerns Related to teacher-pupil relationships (3 items)	Number of Responses	Percent	Accumulated Percent
It never bothered me	258	43.0	
It hardly ever bothered me	136	23.0	66.0
It bothered me sometimes	128	21.0	21.0
It bothered me often	41	7.0	
It bothered me a whole lot	25	4.0	11.0
Missing responses	12	2.0	
Totals	600	100.0	

Category IV - Concerns related to peer relationships.

As was the case with concerns related to teacher-pupil relationships, so too, the total responses to concerns related to peer relationships point out that there were very few concerns in this area. Table 22 shows that fifty-eight percent of the sample were "hardly ever bothered" or "never bothered" by concerns related to how they would relate to their peers when they reached high school.

TABLE 22  
SCALE OF RESPONSES FOR CATEGORY IV

Concerns Related to Peer Relationships (5 items)	Number of Responses	Percent	Accumulated Percent
It never bothered me	380	38.0	
It hardly ever bothered me	197	20.0	58.0
It bothered me sometimes	222	22.0	22.0
It bothered me often	99	10.0	
It bothered me a whole lot	79	8.0	18.0
Missing responses	23	2.0	
Totals	1000	100.0	

Category V - Concerns related to socialization.

The greatest number of responses in this category were to the answer, "It never bothered me" and secondly to, "It hardly ever bothered me." Totaled, these two responses constituted seventy-nine percent of the total number of possible responses showing little, if any, concern regarding socialization. These results can be seen in the following Table 23.

TABLE 23

## SCALE OF RESPONSES FOR CATEGORY V

Concerns Related to Socialization (4 items)	Number of Responses	Percent	Accumulated Percent
It never bothered me	472	59.000	
It hardly ever bothered me	156	19.500	79
It bothered me sometimes	87	10.875	11
It bothered me often	26	3.250	
It bothered me a whole lot	28	3.500	7
Missing responses	31	3.875	
Totals	800	100.0	

Generally the items of concern were ranked in the area of "never bothering" the students and it was this reply which received the most responses. However, when the responses of the group members and the cohorts were accumulated to the replies "it hardly ever bothered me," and "it bothered me sometimes," there was a greater percentage of responses falling into these categories than that of "it never bothered me." Accumulation of the response for the residual sample shows a difference of one percent between the two kinds of references. Thus the data suggests that a slight majority of the students showed definite concerns about going to high school.

TABLE 24

SUMMARY OF THE RESPONSES OF EACH GROUP TO THE  
FIVE CATEGORIES OF CONCERNS FELT  
IN GRADE EIGHT ABOUT HIGH SCHOOL

Response	Group Members (N = 15)		Cohort Group (N = 15)		Residual Sample (N = 170)	
	Number of Responses	Percent of Total Number of Possible Responses	Number of Responses	Percent of Total Number of Possible Responses	Number of Responses	Percent of Total Number of Possible Responses
It never bothered me	113	34.0	109	33.03	1526	40.0
It hardly ever bothered me	53	16.0	74	22.42	676	18.0
It bothered me sometimes	67	20.0	73	22.12	767	21.0
It bothered me often	43	13.0	40	12.12	331	9.0
It bothered me a whole lot	39	12.0	33	10.0	338	9.0
No response	15	5.0	1	.30	102	3.0
Totals	330	100.0	330	100.0	3740	100.0
Mean of Total Number of Responses	2.38		2.42		2.19	

### Related Factors to Concerns in Grade Eight

This portion of the chapter will relate the sex and the age of the respondents with the concerns they felt about going to high school while still in grade eight.

#### Sex

Table 25 presents the data and the level of statistical significance for the relationship between sex and concerns in grade eight.

TABLE 25

SEX OF RESPONDENTS AND CONCERNS IN  
GRADE EIGHT (22 items)  
(N = 200)

	Males	Percent	Females	Percent
Had concerns about going to high school	54	27.0	45	22.0
Did not have concerns about going to high school	42	21.0	57	30.0
Total	96	48.0	104	52.0

$\chi^2 = 2.86570$  significant at the .05 level.

The data indicate that students who responded to the twenty-two items of concern indicating "no concern" outnumbered those who indicated "some" degree of concern. However, the difference is very little. Table 25 points out that more males had concerns about going to high school than did females.

The correlation showed no statistical significance indicating that concerns about going to high school are not related to the sex of the respondent.



These responses, however, do not coincide with the data provided from the question following the twenty-two items of concern, "Did you have any concerns about going to high school?". This question elicited 82 percent (164) positive replies and only 18 percent (35) negative responses. Table 26 indicates how these responses were related to the sex of the respondents.

TABLE 26

SEX OF RESPONDENTS AND ANY CONCERNS  
ABOUT HIGH SCHOOL (1 question)  
(N = 199)\*

	Males	Percent	Females	Percent
Had concerns	74	37.0	90	45.0
Had no concerns	21	11.0	14	7.0
Total	95*	48.0	104	52.0

$\chi^2 = 1.99757$  significant at the .05 level.

\*one male student made no response.

The data show that girls were more likely to have concerns than were boys.

### Age

Table 27 summarizes the ages of the respondents and their positive or negative responses to the twenty-two items of concern in grade eight.

Again there is no statistical significance but definite trends are presented. The responses show that both boys and girls of ages fourteen and fifteen expressed the most concern about going to high school.

TABLE 27

AGE OF RESPONDENTS AND RESPONSES TO  
CONCERNS IN GRADE EIGHT  
(N = 197)\*

Age	Total Per Age Group	Had Concerns	Percent	Had No Concerns	Percent
13	5	3	1.0	2	1.0
14	84	39	20.0	45	23.0
15	89	43	22.0	46	23.0
16	17	10	5.0	7	4.0
17+	2	2	1.0	0	0.0
Total	197	97	49.0	100	51.0

\*Three students did not respond.

Summary

The data indicated that there were definite concerns experienced by the students prior to their entry into high school. These concerns were related to the areas of academics, rules, peer relationships and student-teacher relationships.

A comparison of the responses of the group members, the cohorts and the residual sample revealed a diversity in the ranking of individual items of concerns except for similarities in the areas of academics and rules.

The category which elicited the greatest number of responses indicating the concern was that of academics.

Factors related to concerns in grade eight were sex and age. Responses to the twenty-two items of concern showed that males had more concerns about going to high school than did females. However, the responses to a direct inquiry about having concerns shows that girls were more likely to have concerns than were boys. The data do not provide any apparent reason for this discrepancy. Students fourteen and fifteen years of age expressed the most concern about high school.

## PART 3

Preparation for High School

In order to determine whether the students had received any preparation for the transition from grade eight to high school, eight questions<sup>115</sup> were employed to discover sources of information and kinds of information.

It was speculated that the presence of older siblings in the home who were in high school or who had been in high school when the subjects were in grade eight would be an informal source of information about the various aspects of high school. Formal sources were considered programs, as defined previously, implemented by the high school or the grade school attended. Table 28 shows the number of students who had older siblings in high school or who had been, and whether or not they were actual sources of information.

TABLE 28

INFLUENCE OF OLDER SIBLINGS  
(N = 200)

	Number of Positive Responses	Percent
Older siblings in high school	94	47.0
Older siblings who dropped out of high school	43	22.0
Older siblings who graduated from high school	71	36.0
Older siblings who told respondents about high school	106	54.0
Subjects who asked older siblings about high school	96	49.0

<sup>115</sup> Questions 14 to 17 of Questionnaire.

The statistics in Table 29 show that 89.0 percent of the respondents indicated some preparation in elementary school and 87.0 percent expressed some form of preparation by personnel from a high school. The high school staff most often mentioned as a source of preparation was from the category "principal/vice-principal."

TABLE 29  
FORMAL SOURCES OF PREPARATION FOR HIGH SCHOOL  
(N = 200)

Source	Received information about high school	Did not receive information about high school	Total Responses	Percent of total possible responses
Grade school	178	17	195	89.0
High school	173	20	193	87.0
Person who gave information:				
Teacher	50	4	54	25.0
Guidance Personnel	72	11	83	36.0
Principal/vice-principal	98	4	102	49.0
Social worker	6	7	13	3.0
High school student	64	7	71	32.0

#### Kind of Preparation in Grade Eight

Students who replied affirmatively to the question, "Did any of your grade school teachers or your grade school principal each talk to you about high school?" were also asked what kind of information was given. The results are shown in Table 30.

TABLE 30

KIND OF INFORMATION RECEIVED  
IN GRADE EIGHT

	Positive Responses	Negative Responses	Total Responses	Percent of total possible responses
Program	127	18	145	64.0
Courses	157	9	166	79.0
What high school is like	111	28	139	56.0
Other	47	5	52	24.0

The data shows the item picked most often regarding information received was concerning courses, with "program," "what school was like" and "other" following. "Other" information included, "rules;" "how to get along with others;" "opportunities for social activity;" "how to stay out of trouble;" and a number of related responses.

## FIELD TRIPS

Field trips or visits to perspective high schools is one of the most common methods employed in orientation programs. The students were asked "when you were in grade eight did you ever have a field trip or a visit to the high school that you would be going to?". The data provided showed that fifty-nine percent of the students (117) went on a field trip to the high school that they would be attending. However, two-fifths (81) of the students did not experience a visit to their perspective high

school. Voluntary attendance of such outings may account for this rather large number of non-participants.

#### Student Perceptions of Preparedness

The researcher asked the students, "Did you think that you were prepared enough for high school?". Seventy-nine percent (159) of the total sample felt that they had received sufficient preparation.

Subgrouping of the sample regarding their preparedness for high school is presented in the following Table 31.

TABLE 31

#### SUFFICIENT PREPARATION FOR HIGH SCHOOL ACCORDING TO GROUP TYPE (N = 154) \*

	Had sufficient preparation	Percent	Did not have sufficient prepara- tion	Percent
Group Members	12	80.0	3	20.0
Cohorts	11	73.0	4	27.0
Residual Sample	136	80.0	28	16.0
Total	159		35	

\*Six made no response.

Appendix H shows how each group responded to the questions concerning the amount of preparation which they received and how the different kinds of preparation were ranked.

Table 32 indicates that the cohorts responded more positively to the five areas of preparation than did the group members or the residual sample with seventy-one percent of their responses positive. The residual sample expressed the second highest percentage of positive replies with sixty-seven percent positive replies. The low percentage of positive replies of the group members was affected by the substantial number of missing responses, (seventeen percent) resulting in only fifty-five percent positive replies.

TABLE 32

SUMMARY OF THE TOTAL NUMBER OF RESPONSES OF EACH GROUP ACCORDING TO THEIR PREPARATION FOR HIGH SCHOOL

Response	Group Members (N=15)		Cohort Members (N=15)		Residual Sample (N=170)		Percent of Total Possible Responses
	Number of Responses	Percent of Total Possible Responses	Number of Responses	Percent of Total Possible Responses	Number of Responses	Percent of Total Possible Responses	
Yes	41	55.0	53	71.0	570	67.0	
No	21	28.0	18	24.0	195	23.0	
No Res- ponse	13	17.0	4	5.0	85	10.0	
Total	75	100.0	75	100.0	850	100.0	



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## PART 4

Concerns of Students in High School

Since the students were in grade nine when the research was undertaken it was felt that some comparison should be made of the students' concerns after a few months in high school with those they expressed prior to enrolment in high school. This part of the chapter deals with the findings related to student concerns in grade nine.

As mentioned previously, the method of collection of this portion of the data coincided in kind but not in manner with that collected concerning grade eight concerns. Whereas a five point scale of responses ranging from "no bother" to "a whole lot" was used to discover grade eight concerns, the responses gathered of grade nine concerns implemented various kinds of questions. The responses will be shown and an analysis of content will be made.

Differences in Expectations

Introducing this portion of the questionnaire with the statement, "You probably had some idea of what high school would be like before you got here." the question was asked "Are things different than you expected them to be?". A summary of the responses is presented in Table 33.

Two-thirds of the respondents found that high school was different than what they had expected it to be like.

TABLE 33

## STUDENTS' INITIAL IMPRESSIONS OF GRADE NINE

	Number of Positive Responses	Percent
Different than expected	130	66.0
Same as expected	68	34.0
Total	198*	100.0

\*Two students did not respond.

When asked to qualify the difference which they experienced, the students who found high school different for the first few months than what they anticipated, responded in the manner shown in Table 34.

TABLE 34

## THE FIRST FEW MONTHS IN HIGH SCHOOL

	Number of Positive Responses	Percent
Better than expected	105	53.0
About what was expected	70	35.0
Worse than expected	24	12.0
Total	199*	100.0

\*One student did not reply.

The students were asked, "How long a time did it take to get used to high school?". Responses to this question are shown in the following Table 35. The term "get used to" was rather vague and unspecified but was meant to provide some indication of how long it took the students to become integrated to a comfortable degree,

into the school system.

TABLE 35

AMOUNT OF TIME TAKEN TO GET USED  
TO HIGH SCHOOL

	Number of Responses	Percent
1 to 3 weeks	118	59.0
4 to 6 weeks	59	29.5
7 weeks	21	11.0
More than 7 weeks	1	.5
Total	199	100.0

Thus approximately sixty percent of the total sample were used to the school within three weeks while thirty percent of the sample took four to six weeks to get accustomed.

Areas of Concern in Grade Nine  
Compared with Grade Eight

Moving from class to class

Since many of the students were not overly concerned about physical movement from class to class when they were in grade eight, it was anticipated that this would hold true when they attended high school. The responses to the question, "Did it take you a long time to get used to moving from class to class?" are found in Table 36.

TABLE 36

MOVING FROM CLASS TO CLASS

	Number of Responses	Percent
It took a long time	36	18.0
It didn't take a long time	162	81.0
No response	2	1.0
Total	200	100.0

Sharing a locker

Sharing a locker was not an item of high concern in grade eight. Thus it was not felt that it would cause concerns when the students went to high school. Table 37 shows the responses.

TABLE 37

## FEELINGS ABOUT SHARING A LOCKER

	Number of Responses	Percent
It does not bother me	24	69.0
It bothers me a little	7	20.0
It bothers me a lot	4	11.0
Total	35	100.0

Only 35 students shared a locker in grade nine. Of those sixty-nine percent (24) were not bothered by it.

Changing clothes for gym

The vast majority (99.5 percent) of the students reported that they had a place to change for gym. Their feelings about the fact of having to change are recorded in Table 38.

TABLE 38

## CHANGING CLOTHES FOR GYM

	Number of Responses	Percent
It does not bother me	167	84.0
It bothers me a little	25	12.0
It bothers me a lot	2	1.0
No response	6	3.0
Total	200	100.0

Eighty-four percent of the respondents (167) were not bothered by changing their clothes in front of other

students in preparation for gym or sport activities. However, twelve percent (25) did show a little concern about the practice.

#### Showering with other students

Showering with other students was not reported as a high concern in grade nine. Table 39 indicates that the majority of the students were not bothered by this experience in high school.

TABLE 39

#### SHOWERING WITH OTHER STUDENTS

	Number of Responses	Percent
It does not bother me	129	65.0
It bothers me a little	44	22.0
It bothers me a lot	14	7.0
No response	13	6.0
Total	200	100.0

#### Rules about clothes worn to school

Responses to this item showed that 85.0 percent of the students attended schools in grade nine that had rules about what could be worn in school. Table 40 indicates the feelings of the students about these rules.

TABLE 40

#### RULES ABOUT CLOTHES WORN TO SCHOOL

	Number of Responses	Percent
Agree strongly	22	11.0
Agree somewhat	55	28.0
No opinion	26	13.0
Disagree somewhat	45	23.0
Disagree strongly	33	16.0
No response	19	9.5
Total	200	100.0

The highest number of responses was in the category "agree somewhat" with accumulated percentages indicating that thirty-nine percent agreed to some extent and thirty-nine percent disagreed to some extent. Thus there was an equal percent of the respondents agreeing and disagreeing.

#### Other rules

Table 41 shows how the students felt about the other rules in their high school.

TABLE 41  
OTHER RULES IN HIGH SCHOOL

	Number of Responses	Percent
Agree strongly	22	11.0
Agree somewhat	80	40.0
No opinion	53	27.0
Disagree somewhat	28	14.0
Disagree strongly	12	6.0
No response	5	2.0
Total	200	100.0

Although students generally complain about school rules, more than half agreed to some extent with the rules of their school. Only one-fifth of the respondents disagreed to some extent.

#### Subjects taken in high school

In view of the students' responses to their concerns about the area of academics when in grade eight, it is of particular interest to notice their answers to the degree to which they enjoyed their courses in high school. This is seen in Table 42.

TABLE 42

FEELINGS ABOUT SUBJECTS TAKEN IN  
HIGH SCHOOL

	Number of Responses	Percent
Enjoy them a lot	101	51.0
Enjoy them a little	82	41.0
Don't enjoy them at all	14	7.0
No response	3	1.0
Total	200	100.0

Nine-tenths of the students (183) enjoyed their courses to a greater or lesser degree and only seven percent (14) did not enjoy them at all. Surprisingly ninety-two percent (183) responded favorably to the subjects they were taking.

Amount of homework

This too was an area of high concern for the students when they were in grade eight. Table 43 shows how they responded to the amount of homework they were getting in ninth grade.

TABLE 43

AMOUNT OF HOMEWORK

	Number of Responses	Percent
There is too little	17	9.0
It is just the right amount	135	67.0
There is too much	46	23.0
No response	2	1.0
Total	200	100.0

Students indicating that there was just the right amount of homework outnumbered those who felt there was



too much by almost 3 to 1.

### Examinations

The concern receiving the greatest number of responses of highest concern in grade eight was that of examinations. Table 44 shows how the students felt about the same area now that they were in high school.

TABLE 44

#### EXAMINATIONS

	Number of Responses	Percent
Love writing examinations	6	3.0
Like writing examinations	5	2.0
Am neutral about examinations	64	32.0
Do not like writing examinations	57	29.0
Hate writing examinations	67	33.5
No response	1	.5
Total	200	100.0

Almost one-third (64) of the respondents were neutral about writing examinations. However, of those that did respond and showed their feelings, almost sixty-three percent expressed disliking or hating examinations. Five percent had some positive feelings toward the writing of examinations. Obviously this is an area where eighth grade concerns have continued to be present.

### Assignments, projects, and essays

Table 45 shows how the students responded to this area of concern. Of the total population, it was ranked third by students as an area of concern in grade eight.

TABLE 45  
ASSIGNMENTS, PROJECTS, AND ESSAYS

	Number of Responses	Percent
Like doing them	49	25.0
Neutral about doing them	103	52.0
Don't like doing them	45	22.0
No response	3	1.0
Total	200	100.0

The large number of students who were neutral about this area of concern represented fifty-one percent of the total possible responses. Students liking and disliking the area were almost equal in number. What the neutral responses represent is not clear from the data available.

Number of teachers

The students were asked how they felt about having several different teachers. This was one of the lowest ranked concerns in grade eight. Grade nine responses are summarized in Table 46.

TABLE 46  
FEELINGS ABOUT HAVING SEVERAL TEACHERS

	Number of Responses	Percent
Like it	147	73.5
No opinion	46	23.0
Dislike it	6	3.0
No response	1	0.5
Total	200	100.0

Almost three-quarters of the sample (147) liked having more than one teacher while only three percent (6) disliked it.

Feelings about teachers liking student

This area of concern in grade eight was just below the mean of the total responses of all respondents, thus indicating little concern. The feelings about grade nine students and their relationship with teachers are summarized in Table 47 as responses to the question, "Do you think that most of your teachers like you?".

TABLE 47

DO YOU THINK MOST OF YOUR TEACHERS  
LIKE YOU?

	Number of Responses	Percent
Yes	103	52.0
No	9	4.0
Maybe	43	22.0
Don't know	26	13.0
Don't care	17	8.0
No response	2	1.0
Total	200	100.0

"Yes" and "maybe" comprise seventy-three percent of the total responses and only four percent of the responses indicate that the students feel that most of their teachers do not like them. Also of interest is the fact that eight percent of the sample do not care about how their teachers feel about them.

Students' feelings about teachers

Students' feelings about their teachers was an area of concern for grade eight students as it was ranked ninth in order of importance and just above the mean of all the responses. Table 48 points out the grade nine

students' responses to the question, "How do you like most of your teachers?".

TABLE 48  
STUDENTS LIKE TEACHERS

	Number of Responses	Percent
Very much	17	8.0
Quite a bit	49	25.0
Somewhat	59	30.0
A little	61	31.0
Not at all	11	5.0
No response	3	1.0
Total	200	100.0

Meeting new people

Meeting new people was not seen as a concern in grade eight by the total sample. It was ranked thirteenth out of twenty-two in the hierarchy of concerns. Table 49 shows the responses of the grade nine pupils questioned.

TABLE 49  
MEETING NEW PEOPLE

	Number of Responses	Percent
It bothers me a whole lot	102	51.0
It bothers me often	46	23.0
It bothers me sometimes	28	14.0
It hardly ever bothers me	12	6.0
It never bothers me	9	5.0
No response	3	1.0
Total	200	100.0

Contrary to their responses about their feelings in grade eight, the responses show that more than one-half of the sample were bothered "a whole lot" by meeting new people. When percentages were accumulated, eighty-eight

percent of the sample (176) expressed being bothered "a whole lot," "often," or "sometimes." Seventy-four percent (148) expressed being bothered "a whole lot" or "often." Only eleven percent of the responses (21) show "never" or "hardly ever" being bothered. Thus meeting new people is a real concern of the students in grade nine.

#### Making new friends

Closely aligned to meeting new people is making new friends. This was not seen as a particularly high concern in grade eight (ranked fourteenth out of twenty-two). Table 50 records the grade nine students responses to the same item.

TABLE 50

#### MAKING NEW FRIENDS

	Number of Responses	Percent
It bothers me a whole lot	108	54.0
It bothers me often	38	19.0
It bothers me sometimes	32	16.0
It hardly ever bothers me	9	4.0
It never bothers me	10	5.0
No response	3	2.0
Total	200	100.0

Again there is a discrepancy in responses between concerns in grade eight and grade nine. Fifty-four percent of the responses indicate that the students are bothered "a whole lot" about making new friends and accumulated percentages show that eighty-nine percent of the responses are in the categories indicating some degree of being bothered. Only five percent indicate that they

are "never" bothered by making new friends and four percent felt that it hardly ever bothers them.

Being accepted by other students

This item was expressed as a high concern in grade eight by the total sample and was ranked seventh in importance. Grade nine responses to this item are summarized in Table 51.

TABLE 51

BEING ACCEPTED BY OTHER STUDENTS

	Number of Responses	Percent
It bothered me a whole lot	51	26.0
It bothered me often	56	28.0
It bothered me sometimes	59	30.0
It hardly ever bothered me	15	7.0
It never bothered me	16	8.0
No response	3	1.0
Total	200	100.0

Being accepted by other students is another item which the students responded to in terms of a high degree of being bothered. Almost four-fifths (166) of the total sample indicated that they were bothered about being accepted by other students to the degree that it was "a whole lot," "often," or "sometimes."

Being in the youngest group of students in the school

Ranked number 12 by the total sample, Table 52 gives the responses of the grade nine pupils to the question, "How did you feel about being in the youngest group of students in the school?".

TABLE 52  
BEING IN THE YOUNGEST GROUP IN  
HIGH SCHOOL

	Number of Responses	Percent
It bothered me a whole lot	104	52.0
It bothered me often	37	19.0
It bothered me sometimes	43	22.0
It hardly ever bothered me	6	3.0
It never bothered me	7	3.0
No response	3	1.0
Total	200	100.0

The greatest number of responses occurred in the reply, "It bothered me a whole lot" with 104 responses. Accumulated frequencies show 184 students showing "botheredness," "a whole lot," "often," or "sometimes." This represents 92 percent of the total population. Again an indication of a concern not realized as being as important as it now seems.

Being separated from old friends

Table 53 shows how the students responded to the question, "How do you feel about being separated from old grade school friends who have gone to different high schools?". This item was ranked high in the concerns of grade eight (6 in 22) in the hierarchy of concerns.

Being separated from old friends is another item which received a large number of responses indicating that there was a high amount of concerns. Accumulated percentages of responses show that eighty-four percent of the sample were bothered about being separated from old friends either

"a whole lot," "often," or "sometimes."

TABLE 53  
SEPARATED FROM OLD FRIENDS

	Number of Responses	Percent
It bothered me a whole lot	85	43.0
It bothered me often	48	24.0
It bothered me sometimes	35	18.0
It hardly ever bothered me	13	6.0
It never bothered me	15	7.0
No response	4	2.0
Total	200	100.0

Getting behind in school work because of social activities

Although not validly comparable to the grade eight concern regarding "belonging to various clubs and organizations," this item attempts to discover to what extent the social life of the student is perceived by him as influencing his school work and becoming a possible concern. Table 54 shows the students' responses.

TABLE 54  
GETTING BEHIND IN SCHOOL WORK

	Number of Responses	Percent
It bothered me a whole lot	53	27.0
It bothered me often	32	16.0
It bothered me sometimes	53	27.0
It hardly ever bothered me	22	11.0
It never bothered me	35	17.0
No response	5	2.0
Total	200	100.0

The range of responses on this item is not widespread. Twenty-six percent state that getting behind in



school work bothers them a whole lot and the same number express the fact that the concern only bothers them sometimes. However, sixty-nine percent of the sample have indicated that they are bothered to some degree or another.

Table 55 summarizes and compares the findings of the data concerning the group members' and cohorts' attitudes about concerns in grade eight; their preparation for high school; and their concerns in grade nine. Results indicate no significant statistical difference between the two groups.

Thus the null hypothesis cannot be validated, nor invalidated since both the group members and the cohorts showed little difference in preparation and neither showed significant difference in concerns in grade nine.

Recognizing that the concerns of the ninth grade students differed from those of eighth graders, a more concise representation of the data is presented in Table 56 to illustrate the changes in concerns.

Although the data are obtained from questions utilizing different scaled responses, the data do represent the total positive responses of the students to all items having to do with concerns in each grade.

Analysis of the data shows that concerns lessen, for the most part, in grade nine in each of the areas or categories except for the one having to do with peer relationships. In this area there is a very marked increase in the concerns expressed by ninth graders. This finding

TABLE 55

COMPARISON OF GROUP MEMBERS AND COHORTS REGARDING CONCERNS IN GRADE EIGHT, PREPARATION FOR HIGH SCHOOL AND CONCERNS IN GRADE NINE

	N	Mean	S.D.	F-value	2-tail prob.	T-value	Pooled Variance Est.	D.F.	2-tail prob.	T-value	Separate Variance Est.	D.F.	2-tail prob.
Concerns in Gr. 8													
Group	15	52.4667	16.835										
Cohorts	15	53.4000	10.480	2.58	0.087	-0.18		28	0.857	-0.18		23.43	0.857
Preparation for High School													
Group	15	13.7333	2.520										
Cohorts	15	15.0000	3.485	1.91	0.238	-1.14		28	0.264	-1.14		25.50	0.264
Concerns in Gr. 9													
Group	15	39.4667	9.716										
Cohorts	15	41.5333	3.980	5.96	0.002	-0.76		28	0.452	-0.76		18.57	0.455

TABLE 56

CONCERNS OF STUDENTS EXPRESSED AS EIGHTH GRADERS  
 COMPARED WITH THE SAME CONCERNS  
 AS NINTH GRADERS

Concerns	Eighth Grade*	Ninth Grade*
1. Moving from class to class	23	13
2. Sharing a locker	24	31
3. Changing clothes for gym	16	14
4. Showering with other students	29	29
5. Rules about clothes worn to school	56	39
6. Other rules	50	20
7. Subjects in high school	67	7
8. The amount of homework	79	23
9. Examinations	86	62
10. Assignments, projects, and essays	69	22
11. Number of teachers	16	8
12. How teachers would like student	38	25
13. How student would like teachers	44	5
14. Meeting boys and girls from other schools	36	88
15. Making new friends	33	89
16. Being accepted by other students	47	84
17. Being in the youngest group	36	93
18. Separated from old friends	51	85

\*Figures represent percent of total affirmative responses.

coincides with the literature which sees adolescence as a time of crisis when the adolescent withdraws from the family and attempts to integrate into the peer group.

#### Summary

For students who had made the transition to high school there was still evidence of concern. Many students found that high school was not what they expected it to be. A little over half of the students found high school better than they expected, twelve percent found it worse.

Areas found to be of concern were examinations; meeting new people; making new friends; being accepted by other students; being in the youngest group in the school; and being separated from old friends. All of these areas, except examinations, were not recognized as a concern when the students were in grade eight.

## PART 5

Student Attitudes About  
Orientation Programs

Part III of the questionnaire had to do with orientation programs. The students were asked the question,

What do you think about all grade schools having a program or series of talks in grade eight, to prepare students for high school?<sup>116</sup>

The students' replies to the question are summarized in Table 57.

TABLE 57

STUDENT OPINIONS ABOUT ORIENTATION PROGRAMS  
FOR GRADE EIGHT STUDENTS

	Number of Responses	Percent
Agree strongly	91	46.0
Agree	72	36.0
No opinion	30	15.0
Disagree	5	2.0
No response	2	1.0
Total	200	100.0

The data show that the greatest response was to the reply "agree strongly" with "agree" in second place. Total number of responses agreeing to the need for orientation programs was 163 or 82.0 percent of the total sample indicating that the students feel quite strongly about the need for orientation programs.

## Areas for Discussion

The students were asked what kinds of things they

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<sup>116</sup> Question 42a.

would talk about if they were setting up some kind of a program. Their responses were examined and grouped under the following categories: academic, social, relationships, problems, plant (meaning the physical building), rules and other. Table 58 summarizes the respondents' replies.

TABLE 58

AREAS FOR DISCUSSION IN AN  
ORIENTATION PROGRAM  
(N = 200)

	Number of positive responses	Percent of total poss- ible responses	No response	Percent
Academic	120	60.0	80	40.0
Relation- ships (peer and teacher)	57	28.0	143	71.0
Social	56	28.0	144	72.0
Rules	36	18.0	164	82.0
Problems	35	17.0	165	82.0
Other	31	15.0	168	84.0
Plant	26	13.0	174	87.0

A very large percent of the sample did not respond to this question. Of those that did, the overwhelming area responded to was that of academics which received 120 responses. This was a category that covered a wide range of individual replies including "what subjects we will take," "the credit system," "what the courses are like," "examinations," "how are students graded," "homework," "learning how to study," and "how to concentrate," among many others.

#### Format of Program

Table 59 depicts the responses to the question about how such a program should be set up.

TABLE 59

## ORIENTATION FORMAT

	Number of Positive Responses	Percent
One-student-to-teacher	15	8.0
Small groups (5 to 8 students and teacher)	78	39.0
Larger groups (9 to 15 students and teacher)	37	19.0
Whole classes	58	29.0
Other	3	1.0
No response	9	4.0
Total	200	100.0

Small groups with a leader received the most number of responses. The next choice was whole classes followed by larger groups, plus a leader.

## School Personnel

When asked to suggest what personnel should be involved in the program the students responded as shown in Table 60.

TABLE 60

## SCHOOL PERSONNEL

	Number of Responses	Percent
Homeroom teacher	49	25.0
Guidance personnel	46	23.0
Vice-principal	7	3.0
Principal	9	4.0
Any teacher who wants	27	14.0
All of the above	34	17.0
Some of the above	19	10.0
No response	9	4.0
Total	200	100.0

Homeroom teacher was chosen by 49 students as the

school personnel to be involved in the orientation program. Very close to this was the response of 46 or 23.0 percent of the sample who chose the guidance personnel as their choice. Twenty-seven percent of the students felt that any teacher who wanted to be involved should be. Seventeen percent of the responses indicated that all the personnel mentioned should be involved while nineteen percent wanted "some" of the teachers. Most often the replies to this response were "homeroom teacher" and "guidance personnel."

#### Number of Sessions

Table 61 shows how often the program should be conducted.

TABLE 61

#### NUMBER OF SESSIONS

	Number of Responses	Percent
1 session only	28	14.0
2-3 sessions	87	44.0
4-6 sessions	44	22.0
7-9 sessions	13	6.0
10 sessions or more	22	11.0
No response	6	3.0
Total	200	100.0

The data indicated that the most responses were to the reply "2-3 sessions." The next highest item was "4-6 sessions" with 22 percent of the sample responding to it. Thus sixty-six percent of the students (131) felt that there should be two to six sessions.



## Number of Times per Week

Responses to this question are given in Table 62 and need no explanation.

TABLE 62

## NUMBER OF TIMES PER WEEK

	Number of Responses	Percent
Once a week	92	46.0
Twice	62	31.0
Three	20	10.0
Four	4	2.0
Five	7	3.0
No response	15	8.0
Total	200	100.0

## Length of Each Session.

Table 63 suggests how long each session should be according to the replies of the respondents.

TABLE 63

## LENGTH OF EACH SESSION

	Number of Responses	Percent
Less than 1 hour	47	24.0
One hour	92	46.0
One and a half hours	19	9.0
Two hours	22	11.0
More than two hours	8	4.0
No response	12	6.0
Total	200	100.0

The majority of the students saw one hour-once a week as the ideal time to schedule such a program.

## Month Beginning Program

Table 64 summarizes the months chosen by the students in which to begin the orientation program.

TABLE 64  
MONTH TO BEGIN PROGRAM

	Number of Responses	Percent
Sept./Oct.	29	15.0
Nov./Dec.	13	7.0
Jan./Feb.	38	19.0
Mar./Apr.	63	31.0
May/June	38	19.0
No response	19	9.0
Total	200	100.0

Most of the replies were "Mar./Apr." and of the two, the one receiving the greatest number of responses was "April."

#### Voluntary Attendance

Table 65 shows the number of responses to the question, "Should everyone in grade eight have to attend these sessions?".

Of those that responded to the question, the greatest response was for voluntary attendance with 53.0 percent of the sample replying in that manner.

TABLE 65  
VOLUNTARY ATTENDANCE

	Number of Responses	Percent
Voluntary attendance	106	53.0
Compulsory attendance	83	42.0
No response	10	5.0
Total	200	100.0

### Volunteers

The students were asked if they would be willing to volunteer to help start such a program. Table 66 shows their preference of "yes," "no" or "undecided."

TABLE 66

#### STUDENT VOLUNTEERS

	Number of Responses	Percent
Yes	86	43.0
No	20	10.0
Undecided	83	42.0
No response	11	5.0
Total	200	100.0

Those volunteering and those undecided were very close in number. Only ten percent refused to volunteer.

#### Summary

A review of the data on attitudes about orientation reveal that the majority of the respondents agree or strongly agree with the suggestion that all grade eight students have some kind of a program to prepare them for high school.

Areas of concern or topics for discussion include academics; relationship (peer and student-teacher); social activities; rules; problems encountered in high school; and the physical building.

The majority of the students feel that such a program should be conducted in small groups of five to eight persons or in whole classes with homeroom teachers and guidance people involved in leadership roles.

The program should be conducted for two to three sessions or four to six, once a week for one hour and should begin in March or April. Students feel that attendance at such a program should be voluntary.

## PART 6

### Evaluation of Orientation Program

A two page "Participants' Evaluation of Group Orientation Program"<sup>117</sup> was completed during the interviews with the group members to determine their thoughts and feelings about the orientation program that they had completed with the researcher. This part of the chapter will present the findings from the data.

#### Concerns about Going to High School

The interviewees were asked if they had any concerns about going to high school prior to the beginning of the orientation program. Twelve of the students or eighty percent of the group members said that they had some fear or concern about going to high school. Table 67 summarizes the extent of those concerns.

TABLE 67

#### CONCERNS OF GROUP MEMBERS ABOUT GOING TO HIGH SCHOOL

	Number of Responses	Percent
Very concerned	4	27.0
Somewhat concerned	6	40.0
A little concerned	2	13.0
Not at all concerned	3	20.0
Total	15	100.0

<sup>117</sup> See Appendix D.

## Helpfulness of Orientation

The program

When asked, "Did the program help you get rid of any fears or concerns you had?" all of the students who responded that they had had some concern also felt that the program had helped them. The respondents were asked how the program had helped them and a variety of answers were given. Many responded that the program "answered some of the questions which were concerning me." Others stated: "I knew what high school would be like and what to look out for." "It helped me socially." "It gave information I needed to know." The program helped to allay some of the specific fears of the students. "I was afraid I would get lost and you (the group leaders) assured me that I wouldn't." One student was concerned about making friends. She felt the program had helped her by "realizing that high school is not that difficult and you can make friends if you really try."

The majority of the students saw the program as being helpful in terms of giving information about what high school would be like and how potential problems could be avoided.

Some overall impressions expressed by individuals were:

"The group helped a lot - I wasn't as scared as I thought I'd be."

"Thought the experience was really great! What you said would happen really did happen!"

"Liked it because it taught me to mature and accept things in the future and get along with others."

"Group was really good - most of my fears went away."

"Liked it but there wasn't enough participation. Some of the students were there just to get out of classes."

"A lot of fun but not that much help. We didn't achieve what we set out to do. Everyone felt they were just getting out of classes."

The students were asked to what extent the program made it easier for them when they went to high school.

Table 68 summarizes their responses.

TABLE 68

ORIENTATION PROGRAM'S INFLUENCE ON THE EXTENT  
OF EASE IN MAKING THE TRANSITION  
TO HIGH SCHOOL

	Number of Responses	Percent
A lot easier	5	33.0
Somewhat easier	4	27.0
A little easier	4	27.0
Not at all easier	2	13.0
Total	15	100.0

The data show that eighty-seven percent of the group members found that the program made it easier for them to make the transition to high school. Thirty-three percent of those felt that the program had made it "a lot easier" for them.

The group experience

Since this program was the first time that the students had interacted as a group outside of the classroom situation, the researcher was interested in how they saw the helpfulness of the group, even though this was not the purpose of the group. They were first asked, "Did the group help you, to get to know the others in your group any better?" The students' replies are summarized in Table 69.

TABLE 69

THE GROUP PROCESS AND ITS EFFECT ON GETTING  
TO KNOW OTHERS BETTER

	Number of Responses	Percent
A lot better	1	6.0
Somewhat better	3	20.0
A little better	7	47.0
Not at all better	4	27.0
Total	15	100.0

The greatest percentage of responses was that the group helped to know others "a little better." However, seventy-three percent of the total group felt that the program had been helpful in getting to know their classmates better to some extent or another.

The students were asked if the group helped "in any way." Student responses are recorded in Table 70.

The statistics indicate that 40.0 percent was the greatest number of responses to any one area and that was to the reply "not at all helpful." However, accumulated

TABLE 70

## HELPFULNESS OF THE GROUP

	Number of Responses	Percent
Very helpful	5	33.4
Somewhat helpful	2	13.3
A little helpful	2	13.3
Not at all helpful	6	40.0
Total	15	100.0

responses show that 59.9 percent of the students stated that the program was helpful to some extent, varying from "very helpful" to "a little helpful."

Verbal responses as to how the group was helpful included: "helped in talking to others and made it easier to make friends;" "gave me a chance to get away from the teacher and relax;" "talking in the group helped me to solve some of my problems;" "group discussion gave me the chance to voice my opinion;" "helped solve my fear about having to swim during gym because I learned that there would be beginners' classes;" "the group helped me to speak up my opinion and say what was on my mind;" "gave me more self confidence;" "got to express myself better. I could talk better to people in my class."

Thus responses indicated that the group was seen as helpful by acting as an arena for problem solving and by increasing or enhancing individual's relating abilities.

#### Advantages of the group experience

The question was asked, "Do you think that you had



an advantage over those students who did not have any kind of program to prepare them for high school?" A summary of the replies is presented in Table 71.

TABLE 71  
ADVANTAGE OF THE GROUP EXPERIENCE

	Number of Responses	Percent
A greater advantage	4	27.0
Somewhat of an advantage	6	40.0
A little of an advantage	4	27.0
No advantage	1	6.0
Total	15	100.0

The results show that fourteen of the fifteen students felt that the program gave them an advantage over other students who did not have some kind of orientation program.

#### Suggested Changes in the Orientation Program

Since the researcher was interested in obtaining the students' views about orientation programs, the students were asked how they would change the program they had experienced. The answers were categorized under the headings: size of group, group membership, leadership roles, personnel, number of sessions, topics of discussion and no changes. The results are tabulated in Table 72.

The response elicited the most often had to do with leadership roles. Seven students felt that the leaders should have been stricter with the group and not allowed "so much fooling around."

TABLE 72

SUGGESTED CHANGES IN THE ORIENTATION  
PROGRAM

	Number of Responses	Percent
Size of group	3	20.0
Group membership	5	33.0
Personnel	2	13.0
Number of sessions	1	7.0
Topics of discussion	2	13.0
Leadership roles	6	40.0
No changes	1	7.0

Group membership was also an area of suggested revision. Three students felt that all the sessions should have been with boys and girls together while two students suggested the contrary, that is, that all sessions be sexually divided.

The students had contrasting views about the size of the groups. Two students preferred smaller groups, specifying eight to twelve in number, and one liked the idea of the whole class together "because it's easier to talk in a large group."

Two of the group members thought that more personnel should have been involved. One girl suggested that high school teachers should have participated, and another girl felt that high school students could have been used so that the group could have found out "what it was really like in high school." One student also felt that a social worker should be part of the program.

Students responding to changes regarding "topics of discussion" numbered two. One girl felt that the dis-

cussions should have been much more specific dealing with the courses and subjects they would be taking. She felt that the group did a lot of complaining about their present teachers and "it gave me a headache." One of the boys commented that the topics should have centered around the teachers they would have in high school and more explanatory of "the work we would have."

Only one student commented on the number of sessions and that was a boy who wanted more sessions. Similarly, only one student felt there was no need for any changes in the group orientation program.

#### Student Involvement in the Preparation of Programs

The students were asked if they felt that students should be involved in the preparation of the program. Eleven students felt that they should be and four responded negatively. Those who responded positively suggested that high school students would be able to share experiences with grade eight students and would be better able to help the eighth graders overcome their fears. One student felt that students should be totally in charge with the possible inclusion of a social worker.

The recommendation was made that grade eight students be involved in pre orientation discussion to determine "if they (programs) were really needed and if they were wanted." Others suggested that both grade eight and grade nine students be involved in planning to

determine the content, format, and programming of the sessions. Several students emphasized students' involvement in choosing the topics for discussion.

### Topics of Discussion

In terms of what should be discussed during orientation sessions, the students preferences were obtained by the question

Knowing what you know now as a ninth grade student, what are some of the things that you would want to talk about if you were getting ready to come to high school?

Their responses are tabulated in Table 73.

TABLE 73

#### TOPICS FOR DISCUSSION IN ORIENTATION SESSIONS

Areas of Discussion	Number of Responses	Percent Responding
Academic	7	46.6
Social Relations	11	73.3
Problems	11	73.3
Physical Building	5	33.3
Rules	12	80.0
Other	4	26.6
	3	20.0

Areas receiving the greatest number of responses were the physical building; social, that is, opportunities for joining clubs, and organizations and social events such as dances and special outings; relations, both teacher-pupil and peer. Also of interest but to a lesser degree were areas concerning academics, problems, and rules. "Other" included "sex education," "getting involved in

the community," "feelings about leaving friends behind."

### Summary

For the most part, the students who were involved in the group orientation program were satisfied with it and felt that it had been helpful for them in making the transition from grade school to high school. Although they felt that they had an advantage over students who had not been involved in such an experience, they were not at all hesitant about talking about the weaknesses of the program as they saw them. They made suggestions which they felt would enhance such a program and these were in the area of group size, membership, number of sessions, topics of discussion, personnel, and leadership roles.

A majority of the respondents expressed the opinion that students should be involved in both the planning, organization and implementation of the orientation program. Very concrete suggestions were made about the content of the discussions including such topics as: the physical building, relationships, socializing opportunities, studies, problems, rules, sex education, and separating from old friends.

## CHAPTER VII

### SUMMARY AND CONCLUSIONS

The purpose of the research was twofold: first, to examine that stage in development known as adolescence at the time of transition from grade school to high school; and secondly, to evaluate an "Orientation to High School" program initiated by the author.

The sample used for the study consisted of fifteen grade nine students, originally members of the author's grade eight orientation program, along with the other grade nine students in the same ninth grade homerooms as these fifteen members. The 200 students were enrolled in three different high schools and came from a total of fifty-nine different elementary or junior high school settings.

The study was an ex post facto one utilizing a questionnaire, an interview schedule and an evaluation form. The 200 students were given the questionnaire in two parts. The first part had to do with their concerns in grade school about going to high school; the second portion was related to their concerns in grade nine.

From the 185 students other than the original "group members," a cohort sample of 15 was selected at random as a comparison group. Both the group members and the cohorts were interviewed by the author. The

content of the interview schedule paralleled the questionnaire but emphasized descriptive responses. The group members were also asked to evaluate the orientation program which they had attended in grade eight.

### The Major Findings

From the questionnaire, the interview schedule, and the participants' evaluation form, the following results were obtained.

#### Concerns in Grade Eight

1. Responses to twenty-two questions having to do with concerns about grade eight revealed that a hierarchy of concerns was discernable among the students' responses. When the sample was subgrouped into group members, cohorts, and residual sample, the concerns expressed were, for the most part, similar with some minor differences in the rank ordering and the degree of concern.
2. Although the reply to the twenty-two items of concern, "It never bothered me," received the greatest number of responses, when the students were asked, "Did you have any concerns about going to high school when you were in grade eight?", eighty-two percent of the respondents replied that they did have concerns. This would seem to indicate that memories of the anxiety were still present even after the adjustment appeared to have been made.
3. Of the five areas of concern, the new school setting, as a new institution; academics; teacher-pupil relationships;

peer relationships and socialization, the area expressed as the one of highest concern was that of "academics." The other four areas ranked low when the items were grouped into the five categories. However, when individually ranked items were observed, the responses of all students indicated concern about areas other than academics. In descending order of importance they were:

- Rules about clothes worn to school.
- Being separated from old friends.
- Being accepted by other students.
- Other rules in high school.
- How students would like teacher.

These items ranked above the mean of all responses and consequently were considered high in concern.

4. Sex and age were examined as potential areas affecting types of concerns in grade eight. More boys than girls had concerns about going to high school in the twenty-two item scale. However, on the single question response, eight percent more girls than boys indicated concern. This difference was not statistically significant.

5. The age range of the respondents was thirteen years to seventeen or more years. When age was correlated with concerns about going to high school, there was no statistical significance. However, the data indicate that fourteen and fifteen year olds express the greatest number of affirmative responses to having concerns about going to high school.

#### Preparation for High School

1. Preparation for high school was considered to be formal



and informal. Formal sources were any kind of program at the grade school or high school level while informal sources were siblings who had attended high school while the respondents were in grade eight.

2. Grade school personnel was ranked highest as information sources according to the responses of all students with the four other sources ranked as follows in descending order:

High school personnel giving information.  
Older siblings told students about high school.  
Students asked elder siblings about high school.  
Students had a field trip to the perspective high school.

3. When the responses were subgrouped according to responses of the group members, cohorts and residual sample, there were slight alterations in the ranking. However, the grade school as a source of preparation remained in the upper levels for all three groups.

4. The cohorts responded more positively to the five areas of preparedness than did either the group members or the residual sample. However, the reliability of this finding is questionable because of the large percentage of missing responses by the group members.

5. Seventy-nine percent of the respondents answered affirmatively when asked if they had been prepared enough for high school. There was little difference among the three groups in the percent of positive replies.

#### Concerns in Grade Nine

1. Regardless of the kind and amount of preparation

received, two-thirds of the students found grade nine different than what they had anticipated and about half of the respondents found it better than they had anticipated.

2. Approximately ninety percent of the students took from one to six weeks to get used to high school.

3. Some concerns which ranked high in grade eight responses received neutral or no responses in grade nine resulting in low levels of concerns in certain areas.

This was true in the areas of: examinations; assignments, projects and essays; feelings about teachers; and teachers attitudes about students.

4. Ninety-two percent of the students enjoyed the courses which they took in high school in spite of the fear that they had about them while in grade eight. Similarly, the majority of the students (sixty-seven percent) expressed positive responses to the amount of homework they received in high school.

5. Contrary to their feelings experienced in grade eight, the grade nine students indicated a large number of responses positing much concern regarding meeting new people; making new friends; being accepted by other students; being in the youngest group in high school; and being separated from old friends.

6. A comparison of group members and cohorts regarding concerns in grade eight, preparation for high school and concerns in grade nine, revealed no statistical significance between the two groups.

Student Attitudes Regarding  
Orientation Programs

1. Regardless of the amount of preparation and lack of concerns at either the grade eight or grade nine level, the vast majority of respondents, eighty-two percent, felt that it was a good idea to have an orientation program of some kind for grade eight students.
2. Areas to be discussed in such programs were academics; relationships (peer and student-teacher); social; rules; problems encountered; and the physical building.
3. The format suggested was either small groups of five to eight students or whole classes of students.
4. Homeroom teachers and guidance personnel were seen as the most likely to conduct such programs.
5. The length of the program suggested was from two to six hourly sessions, once a week beginning in March or April.
6. Attendance should be voluntary.

Evaluation of Orientation Program Implemented  
by the Author

1. Eighty percent of the group members had some fear about going to high school.
2. Eighty-seven percent of the participants felt that the program made it easier for them to make the transition to high school.
3. The group process helped the majority of the students to know their classmates in grade eight better and almost

sixty percent of the respondents found that the group helped them in some way either as an arena for problem solving or by helping them to communicate more easily with their peers. Similarly, almost ninety-five percent of the group members felt that they had an advantage over students who had not participated in some kind of an orientation program.

4. In suggesting changes in the group orientation program, the respondents felt quite strongly that the program had limitations, suggested various changes and volunteered to be a part of a planning and organizing committee. The majority of the participants felt that students should be involved.

#### Discussion

The topic of orientation programs for elementary students about to enter high school is an area which has been sadly neglected in Canadian educational and social work discipline.

Adolescents are by nature in a period of transition. The added burden of going from a position of high esteem as a senior in grade eight to a junior in the vast complex of a secondary institution is no insignificant step.

Much of the data of this study speak for itself. Students in grade eight do have concerns about entering high school and the orientation which they receive can be instrumental in relieving some of the burden of concern

which adolescents in this period of change experience.

#### Changes in Concerns

The major change in concerns of students occurred in the area of peer relationships. The fact that most of the students did not see the area of relationships as potentially problematic when they were in grade eight, and yet found it of major concern in grade nine, may be directly related to their status in grade eight. Having attained the status of seniors in elementary school, they are assured a certain degree of prestige and emulation from their underlings. There is some degree of responsibility assigned by teaching and administrative staff to senior students and therefore they have a certain standing over junior students.

However, when the grade eight student makes the transition to high school his status is reversed. He is at the bottom of the social totem pole and more often than not in a setting much larger than his elementary milieu. Thus it can be seen why grade nine concerns are more centered around relationships with peers and superiors, and fear of separation from old friends.

Other reasons for the change in concerns may be sheer ignorance of what to expect from peers and how to relate to them. The fact that grade nine students are not with the same students and are mixed across neighbourhood areas and possibly even from different cities, adds to the non-homogeneity of the peer group. This makes it more

difficult for them to integrate. The deep need to integrate and the general feeling of insecurity experienced by adolescents can only make these concerns more prominent ones.

The data very explicitly indicate that the greatest concerns of grade niners are in the area of relationships. However, students who responded to the question regarding preferred areas of discussion for orientation programs indicated that relational concerns were secondary to academic concerns. There is perhaps a good deal of repression and denial by the students of the real concerns that they experience. Recent orientation programs have helped to minimize concerns about academics but the data clearly shows that after a whole year in the ninth grade, the students still have not resolved their concerns about peer relationships.

Another area of discrepancy is that of grade eight students' general concern about academics in high school and the positive regard that many of them often develop toward their subjects. Much of this change can be attributed to elementary school teachers' attitudes and methods of motivation. Interviews with a number of students and conversations with teachers at various levels of education reveal that many teachers of senior students use the threat of the demands of high school as a method of gleaning greater productivity from the grade eight students. The teacher's comment that the student "will never make it in high school" more often than not, does not motivate him

to greater achievement but rather instills a greater fear of that unknown called "high school." When he finally does reach high school and realizes that the intellectual tasks expected of him are generally commensurate with his stage of development, he can make the adjustment and find out that learning can be enjoyable and studies fun.

In terms of preparation of students for high school the data indicate that the greatest source of preparation is the elementary school. However, the focus of attention, by elementary school personnel, remains questionable. Although the students voice concerns about academics and the majority of the preparation appears to be in this area, concerns of students in grade nine suggest a need for concentration in other areas. Lutz suggests in his study that possibly some areas of concern as perceived by teachers are not really areas of concern for the student or else are concerns which maturation will resolve.<sup>118</sup> On the other hand, teachers may be prone to suggest that orientation is unnecessary, that all students eventually make the adjustment, and programs only create more concerns.

Thus any programming must look to the immediate needs of the students in grade eight and the anticipated needs of the student in high school. This would suggest that areas of concern and topics of discussion focus less on the academic and more on the relational tasks ahead

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<sup>118</sup> Lutz, The Relative Effectiveness, p. 126 ff.

of the student.

Obviously these kinds of needs cannot be met in an orientation program which lasts for only a day or two. It is of the utmost importance that these needs be met, for if the freshman cannot be helped to make a relatively smooth transition to high school, the concerns that he experiences could well develop into deep-rooted anxieties. Given these anxieties, plus a lack of interest on the part of the teachers and peers, the road is paved for a potential dropout.

#### The Group as a Vehicle for Orientation Programs

Very little has been discussed in this paper concerning the effectiveness of group process in orientation programs. The literature on orientation and suggested programs often utilize the group but generally only as a means of accommodating more individuals so that large amounts of information can be imparted once-for-all.

Much has been written on the group as an arena for treatment and effector of change. It is not the intent of the author to review these materials other than to state a very firm conviction that the use of groups, particularly for adolescents, is a method that needs to be employed more often and continually evaluated. For the adolescent who is breaking familial ties and reaching out to peer groups for support and understanding, the group can be an excellent and effective experience.



Implications for Educators

The primary task of the educator is to realize the tremendous responsibility that is his in the formation of character and attitudes of the child. It is maintained that the family is the primary agent of socialization of the child but considering the actual amount of time that the child is subject to the influence of the family, one questions this premise. However, when one looks at the amount of time that the child is influenced by the educational setting, it can be readily hypothesized that the school influences, to a great degree, the formation, attitudes and overall development of the child. This is particularly true during the formative years of adolescence when value systems are internalized. If the educator can adopt a view of the child as in transition to adulthood and adolescence as a stage in that development, the problems and tasks of adolescence might be more readily accepted and understood. The educator needs to have a profound understanding of the psychology of the adolescent and his needs - immediate and foreseeable. The anxiety of adolescence and the consequent rebelliousness needs to be looked upon as a task to be resolved and not a behavior to be punished.

Consequently educator conducted orientations for the adolescent need to be ongoing and developmental as opposed to once-for-all. Such progress should be continuous and progressive, not as an implement to instill

fear but an aid to enable the adolescent to see beyond immediate crises and concerns.

### Implications for Social Work

If the social worker wishes to realize his role as agent of change and facilitator of appropriate behavior, then an ideal field of endeavor is in the implementation of orientation programs for elementary students. The social worker's "separateness" from the educational setting permits him to look at the needs, tasks, and possibilities for change much more objectively. Furthermore, his knowledge of personality development and developmental tasks should be a resource to the teacher who is often times so enmeshed in the task of teaching and controlling the student that the obvious is difficult to see.

Even if it is impossible for the social worker himself to conduct orientation programs, he can act as a co-ordinator and teacher thus helping to establish programs, offer suggestions, and act as a resource person. Ideally, the social worker could act as catalyst and director of programming involving teachers, administrators, other ancillary staff such as psychologists, nurses, and educational social workers. The opportunity for initiating such programs and helping the student make the transition to high school is more than something to be desired - it is a need to be fulfilled.

Recommendations

In view of the literature reviewed, the data presented, and the analysis of the findings, the following recommendations are presented...

1. Schools presently involved in orientation programs seriously examine what is being provided and what needs are being met, particularly in the area of peer relationships and developmental tasks.
2. Since the students' needs are the sole purpose for existing or planned programs, students themselves while in grade eight should be consulted concerning areas for discussion and programing; and secondly that students at the grade eight and high school level be involved in planning and programing of such orientation endeavors.
3. All high school personnel, grade school personnel, ancillary staff (social workers, psychologists, psychomotrists and nurses), and parents, be involved in pre orientation planning and implementing of programs.
4. The focus of such orientation programs cannot be dictated by other established programs but must be unique to the individuals that are being served and in light of their own needs. This is not to say that guidelines cannot be implemented or suggestions accepted. It is only to suggest that no program, however successful, will fulfill the needs of all students, everywhere.
5. The content of orientation programs should focus on immediate and foreseeable needs of the student. This

will involve consulting the student and surveying his needs. Provisions must be made in orientation programs to meet the relational needs of adolescents. If these needs cannot be met effectively in orientation programs, some follow-up programs, preferably group oriented, must be implemented.

6. All elementary schools should conduct compulsory field trips to area high schools and arrangements be made to visit those high schools which service the entire city due to specialized education. Further to this, it is suggested that feeder schools initiate programs permitting senior elementary students the use of high school libraries, resource centres, and sports facilities on an on-going basis so as to enable the student to become acquainted with these services prior to entry into high school. This will also help the student learn about the school plant and meet students and teachers over a period of time prior to the final transition to the new setting and separation from the old.
7. The use of high school guidance personnel must be utilized to a greater degree in orienting students to their new surroundings in ways other than academics. Several visits over a few months time near the end of grade eight is suggested.
8. Periodic invitations to grade eight students to attend high school social functions would introduce them gradually to the social life of secondary school. Furthermore, actual membership in certain clubs and organizations might be helpful in this regard especially since socialization, meeting new people and making new friends is such an important task of the freshman.
9. A study similar to the present one

should be conducted using pre- and post- testing methods, thus avoiding the limitations of the ex post facto study. The present study should in no way be considered conclusive but, as has been suggested of all ex post facto studies, should be the starting point for further studies.

10. Finally, any program which is implemented needs to be evaluated continually. Success at one point is no measure or assurance of continued success.

**APPENDICES**

APPENDIX A

**INSTRUCTIONS TO THE STUDENT:**

The School of Social Work at the University of Windsor is interested in your opinions about the life of students in grade eight and grade nine and the time in between grade eight and grade nine. You can give your opinions by answering this questionnaire.

Listen very carefully to the directions for answering the questionnaire. Follow all the instructions carefully and answer all the questions as thoughtfully as you can.

Although the questionnaire looks lengthy, it will not take you long to complete it.

There are no right or wrong answers. Your opinions are what is important.

You do not have to put your name on the questionnaire. All information that you give is confidential.

Thank you for your time.

Walter J. Clemens  
School of Social Work  
University of Windsor.

PLEASE BEGIN.



TIME THAT YOU STARTED: \_\_\_\_\_

Although it has been almost a year since you graduated from grade eight, I would like you to try and remember what grade eight was like.

## QUESTIONNAIRE

1. a) Male \_\_\_\_\_ Female \_\_\_\_\_ (check one).  
b) Birthdate \_\_\_\_\_. Present age \_\_\_\_\_.  
c) Street where you live \_\_\_\_\_.  
d) What are the first two numbers of your home address?  
\_\_\_\_\_.  
e) How long have you lived at this address? \_\_\_\_\_.
2. a) Is your father or male legal guardian living?  
Yes \_\_\_\_\_ No \_\_\_\_\_.  
b) If "Yes" is he employed? Yes \_\_\_\_\_ No \_\_\_\_\_. (check one) full-time \_\_\_\_\_ part-time \_\_\_\_\_ unemployed at the present \_\_\_\_\_.  
c) What kind of work does he do? \_\_\_\_\_.  
d) If your father is not living did he die within the last three years? Yes \_\_\_\_\_ No \_\_\_\_\_.
3. a) Is your mother or female legal guardian living?  
Yes \_\_\_\_\_ No \_\_\_\_\_.  
b) If "Yes" is she employed outside of the home?  
Yes \_\_\_\_\_ No \_\_\_\_\_. (check one) full-time \_\_\_\_\_ part-time \_\_\_\_\_ unemployed at the present \_\_\_\_\_.  
c) What kind of work does she do? \_\_\_\_\_.  
d) If your mother is not living did she die within the last three years? Yes \_\_\_\_\_ No \_\_\_\_\_.
4. a) Birthplace of mother \_\_\_\_\_ Present age \_\_\_\_\_.  
b) Birthplace of father \_\_\_\_\_ Present age \_\_\_\_\_.  
c) What grade did your mother complete in school? \_\_\_\_\_.  
d) What grade did your father complete in school? \_\_\_\_\_.

5. a) Do people other than your parents, brothers, and sisters, live in your home? Yes \_\_\_\_\_ No \_\_\_\_\_  
If "Yes" how are they related to you? (example: aunt, uncle, cousin, boarder, etc.)  
\_\_\_\_\_
6. a) In your family are you:  
The only child? Yes \_\_\_\_\_ No \_\_\_\_\_. If "No" are you the youngest child \_\_\_\_\_ the oldest child \_\_\_\_\_ in between child \_\_\_\_\_ (check one).
- b) What is the total number of children in your family? \_\_\_\_\_
7. a) When you were in grade school in grade eight what school did you go to? \_\_\_\_\_
- b) In what city? \_\_\_\_\_

Sometime during GRADE EIGHT you probably thought about what HIGH SCHOOL was going to be like.

Pretend that you are back in GRADE EIGHT and thinking about GOING to HIGH SCHOOL.

Please tell me about your thoughts and feelings by answering the questions on the following pages.

TIME STARTED: \_\_\_\_\_

## INSTRUCTIONS:

Answer the following questions by printing A, B, C, D, or E, in the space after the question.

- A means It bothered me a whole lot.  
 B It bothered me often.  
 C It bothered me sometimes.  
 D It hardly ever bothered me.  
 E It never bothered me.

WHEN YOU WERE IN GRADE EIGHT how did you feel about:

1. a) the size of the high school you would be attending? \_\_\_\_\_.
- b) moving from classroom to classroom? \_\_\_\_\_.
- c) sharing a locker in high school? \_\_\_\_\_.
- d) sharing a locker in high school with a possible stranger? \_\_\_\_\_.
- e) changing your clothes in the locker room for gym period? \_\_\_\_\_.
- f) showering with the other kids after gym or sports? \_\_\_\_\_.
- g) using the high school library? \_\_\_\_\_.
- h) what you were going to do during your free periods in high school? \_\_\_\_\_.
- i) the rules about clothes you could wear to school? \_\_\_\_\_.
- j) the other rules that you would have to follow in high school? \_\_\_\_\_.

**REMEMBERS - YOU ARE PRETENDING THAT YOU ARE BACK IN GRADE EIGHT AND THINKING ABOUT WHAT HIGH SCHOOL IS GOING TO BE LIKE.**

2. a) what subjects you would take in high school? \_\_\_\_\_.
- b) the amount of homework that you would have every night? \_\_\_\_\_.
- c) examinations that you would have to write? \_\_\_\_\_.
- d) doing assignments, projects, and essays, in high school? \_\_\_\_\_.

Continued:

- A means It bothered me a whole lot.  
 B It bothered me often.  
 C It bothered me sometimes.  
 D It hardly ever bothered me.  
 E It never bothered me.

---

WHEN YOU WERE IN GRADE EIGHT how did you feel about:

3. a) the number of teachers that you would have in high school? \_\_\_\_\_.  
 b) how the teachers would like you? \_\_\_\_\_.  
 c) how you would like your teachers? \_\_\_\_\_.
4. a) meeting boys and girls from other schools? \_\_\_\_\_.  
 b) making new friends? \_\_\_\_\_.  
 c) being accepted by other students? \_\_\_\_\_.  
 d) being in the youngest group in a large school? \_\_\_\_\_.  
 e) being separated from your old friends because they were going to a different high school? \_\_\_\_\_.  
 f) being able to stay out later at night? \_\_\_\_\_.  
 g) going to high school dances? \_\_\_\_\_.  
 h) dating people from other schools? \_\_\_\_\_.  
 i) belonging to various clubs and organizations in high school? \_\_\_\_\_.

TIME COMPLETED: \_\_\_\_\_

TIME STARTED: \_\_\_\_\_

INSTRUCTIONS:

Answer YES or NO to the following questions.

---

WHEN YOU WERE IN GRADE EIGHT did you ever:

1. Find it hard to keep your mind on anything? \_\_\_\_\_.
2. Get nervous when someone was watching you? \_\_\_\_\_.
3. Feel that you had to be the best in everything? \_\_\_\_\_.
4. Blush easily? \_\_\_\_\_.
5. Like everyone you knew? \_\_\_\_\_.
6. Notice your heart beat very fast sometimes? \_\_\_\_\_.
7. Feel like shouting at times? \_\_\_\_\_.
8. Wish that you could be very far from where you were? \_\_\_\_\_.
9. Think that others could do things easier than you could? \_\_\_\_\_.
10. Want to win a game rather than lose it? \_\_\_\_\_.
11. Feel secretly afraid of a lot of things? \_\_\_\_\_.
12. Feel that others did not like the way that you did things? \_\_\_\_\_.
13. Feel alone even when there were people around? \_\_\_\_\_.
14. Have trouble making up your mind? \_\_\_\_\_.
15. Get nervous when things did not go right for you? \_\_\_\_\_.
16. Worry most of the time? \_\_\_\_\_.
17. Always be kind? \_\_\_\_\_.
18. Worry about what your parents would say to you? \_\_\_\_\_.
19. Often have trouble getting your breath? \_\_\_\_\_.
20. Get angry easily? \_\_\_\_\_.
21. Always have good manners? \_\_\_\_\_.
22. Have your hands feel sweaty? \_\_\_\_\_.

Answer YES or NO to the following questions.

---

WHEN YOU WERE IN GRADE EIGHT did you ever:

23. Think that you had to go to the toilet more than most people? \_\_\_\_\_.
24. Think that the other kids were happier than you were? \_\_\_\_\_.
25. Worry about what other people thought about you? \_\_\_\_\_.
26. Have trouble swallowing? \_\_\_\_\_.
27. Worry about things that did not really make any difference later on? \_\_\_\_\_.
28. Think that your feelings got hurt easily? \_\_\_\_\_.
29. Worry about doing the right thing? \_\_\_\_\_.
30. Worry about what was going to happen? \_\_\_\_\_.
31. Feel that you were always good? \_\_\_\_\_.
32. Find it hard to go to sleep at night? \_\_\_\_\_.
33. Worry about how well you were doing at school? \_\_\_\_\_.
34. Be nice to everyone, always? \_\_\_\_\_.
35. Get your feelings hurt easily when you were scolded? \_\_\_\_\_.
36. Tell the truth every single time? \_\_\_\_\_.
37. Often get lonesome when you were with people? \_\_\_\_\_.
38. Feel that someone would tell you that you did things the wrong way? \_\_\_\_\_.
39. Get afraid of the dark? \_\_\_\_\_.
40. Find it hard to keep your mind on your school work? \_\_\_\_\_.
41. Never get angry? \_\_\_\_\_.
42. Often feel sick to your stomach? \_\_\_\_\_.
43. Worry when you went to bed at night? \_\_\_\_\_.
44. Often do things that you wished you had never done? \_\_\_\_\_.



Continued:

Answer YES or NO to the following questions.

---

WHEN YOU WERE IN GRADE EIGHT did you ever:

45. Get headaches? \_\_\_\_\_.
46. Often worry about what could happen to your parents? \_\_\_\_\_.
47. Never say things that you shouldn't? \_\_\_\_\_.
48. Get tired easily? \_\_\_\_\_.
49. Think that it was good to get high grades? \_\_\_\_\_.
50. Have bad dreams? \_\_\_\_\_.
51. Get nervous? \_\_\_\_\_.
52. Never lie? \_\_\_\_\_.
53. Worry often about something bad happening to you? \_\_\_\_\_.

TIME COMPLETED: \_\_\_\_\_

TIME STARTED \_\_\_\_\_

REMEMBER - we are talking about when you were in GRADE EIGHT.

## INSTRUCTIONS:

Answer the following questions by putting a circle around YES, NO, or ?. (the question mark means you don't know).

- 
54. Did you have any concerns about going to high school when you were in grade eight? YES NO ?
55. a) Did you have any older brother(s) or sister(s) who were in any high school when you were in grade eight? YES NO ?
- b) Did you have any older brother(s) or sister(s) who had dropped out of high school? YES NO ?
- c) Did you have any older brother(s) or sister(s) who had graduated from high school? YES NO ?
- d) Did your older brother(s) or sister(s) ever tell you what high school would be like? YES NO ?
- e) Did you ever ask your older brother(s) or sister(s) what high school was like when you were in grade eight? YES NO ?
56. Did any of your grade school teachers or the principal ever talk to you about high school? YES NO ?  
If you answered "YES", was it about:
- i the program in which you would be enrolled? YES NO ?
- ii the courses you would be taking? YES NO ?
- iii something about what high school would be like? YES NO ?
- iv other (specify) \_\_\_\_\_
- 
57. Did you ever have any kind of a program, course or talk, while you were in grade eight, to help you learn about high school? YES NO ?
58. Did you ever have a field trip or a visit to the high school that you would be going to when you graduated from grade eight? YES NO ?

Continued:

**INSTRUCTIONS:**

Answer the following questions by putting a circle around YES, NO, or ?. (the question mark means you don't know).

---

59. a) Did anyone from any high school come to your grade school and talk to your class about high school? YES NO ?

b) If "YES" was it a: (check one)

Teacher \_\_\_\_\_.

Guidance Counsellor \_\_\_\_\_.

Vice-principal \_\_\_\_\_.

Principal \_\_\_\_\_.

Student \_\_\_\_\_.

Other (specify) \_\_\_\_\_.

TIME COMPLETED: \_\_\_\_\_



You are NOW in HIGH SCHOOL.  
In fact you have almost completed your  
FIRST YEAR.

Think about the PAST YEAR.

Especially try and remember what it was  
like for the first few months.

Tell me what it was like by answering the  
questions on the following pages.

TIME STARTED \_\_\_\_\_

You probably had some idea of what high school would be like before you got here.

60. a) Are things different than you expected them to be? Yes \_\_\_\_\_ No \_\_\_\_\_.
- b) In what ways are they different?  
 \_\_\_\_\_  
 \_\_\_\_\_
61. How did your first few months in high school compare with what you thought it would be like? (check one)
- i Better than you expected \_\_\_\_\_.
- ii About what you had expected \_\_\_\_\_.
- iii Worse than you expected \_\_\_\_\_.
62. What did you think about the size of the school when you first arrived at high school?
- i Bigger than you expected \_\_\_\_\_.
- ii About what you expected \_\_\_\_\_.
- iii Smaller than you expected \_\_\_\_\_.
63. What did you think about the size of the grounds when you first arrived in high school?
- i Bigger than you expected \_\_\_\_\_.
- ii About what you expected \_\_\_\_\_.
- iii Smaller than you expected \_\_\_\_\_.
64. How long a time did it take you to get used to high school?
- i 1 to 3 weeks \_\_\_\_\_.
- ii 4 to 6 weeks \_\_\_\_\_.
- iii 7 weeks, or more \_\_\_\_\_.
65. Did it take you a long time to get used to moving from classroom to classroom? Yes \_\_\_\_\_ No \_\_\_\_\_.
66. a) Do you have a locker? Yes \_\_\_\_\_ No \_\_\_\_\_.
- b) Do you share your locker with someone else? Yes \_\_\_\_\_ No \_\_\_\_\_. If "Yes"
- c) How do you feel about sharing your locker?
- i It doesn't bother me at all \_\_\_\_\_.
- ii It bothers me a little \_\_\_\_\_.
- iii It bothers me a lot \_\_\_\_\_.

REMEMBER - we're talking about how you feel NOW.

67. How do you feel about:

a) Changing your clothes in the locker room or changing room?

- i It doesn't bother me at all \_\_\_\_\_.
- ii It bothers me a little \_\_\_\_\_.
- iii It bothers me a lot \_\_\_\_\_.

b) Showering with other students after gym or sports activities

- i It doesn't bother me at all \_\_\_\_\_.
- ii It bothers me a little \_\_\_\_\_.
- iii It bothers me a lot \_\_\_\_\_.

68. Do you think that your high school library is:

- i More equipped than your grade school library \_\_\_\_\_.
- ii Equipped about the same as your grade school library \_\_\_\_\_.
- iii Less equipped than your grade school library \_\_\_\_\_.

69. a) What did you generally do during your free periods when you first started high school?

- i Did homework not done at home \_\_\_\_\_.
- ii Did homework assigned for the next day's class \_\_\_\_\_.
- iii Just fooled around \_\_\_\_\_.
- iv Sat around talking with friends \_\_\_\_\_.
- v Other (specify) \_\_\_\_\_.

b) What do you generally do now during your free periods?

- i Do homework not done at home \_\_\_\_\_.
- ii Do homework assigned for the next day's class \_\_\_\_\_.
- iii Just fool around \_\_\_\_\_.
- iv Sit around talking with friends \_\_\_\_\_.
- v Other (specify) \_\_\_\_\_.

70. a) What do you think about the dress code or regulations at your school? (check one)

- i Agree with them strongly, \_\_\_\_\_.
- ii Agree with them somewhat \_\_\_\_\_.
- iii No opinion about them \_\_\_\_\_.
- iv Disagree with them somewhat \_\_\_\_\_.
- v Disagree with them strongly \_\_\_\_\_.

b) What do you think of the other rules that you have to follow in high school? (check one)

- i Agree with them strongly \_\_\_\_\_.
- ii Agree with them \_\_\_\_\_.
- iii No opinion about them \_\_\_\_\_.
- iv Disagree with them \_\_\_\_\_.
- v Disagree with them strongly \_\_\_\_\_.

70. c) What do you think about the courses you are taking now?
- i Enjoy them a lot \_\_\_\_\_.
  - ii Enjoy them a little \_\_\_\_\_.
  - iii Don't enjoy them at all \_\_\_\_\_.
- d) What do you think about the amount of homework you get?
- i There is too little \_\_\_\_\_.
  - ii It's just right \_\_\_\_\_.
  - iii There is too much \_\_\_\_\_.
- e) How do you feel about writing examinations?
- i I love writing exams \_\_\_\_\_.
  - ii I like writing exams \_\_\_\_\_.
  - iii I am neutral about writing exams \_\_\_\_\_.
  - iv I don't like writing exams \_\_\_\_\_.
  - v I hate writing exams \_\_\_\_\_.
- f) How do you feel about doing assignments, projects, and essays in high school?
- i Like doing them \_\_\_\_\_.
  - ii Neutral about doing them \_\_\_\_\_.
  - iii Don't like doing them \_\_\_\_\_.
- g) How much do you think you learn by doing these assignments, projects, and essays?
- i A great deal \_\_\_\_\_.
  - ii Quite a bit \_\_\_\_\_.
  - iii Something \_\_\_\_\_.
  - iv Very little \_\_\_\_\_.
  - v Nothing at all \_\_\_\_\_.
71. a) How do you feel about having several different teachers?
- i Like it \_\_\_\_\_.
  - ii No opinion \_\_\_\_\_.
  - iii Dislike it \_\_\_\_\_.
- b) Do you think that most of your teachers like you?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_ Don't know \_\_\_\_\_
- c) How do you like most of your teachers?
- i Very much \_\_\_\_\_.
  - ii Quite a bit \_\_\_\_\_.
  - iii Somewhat \_\_\_\_\_.
  - iv A little \_\_\_\_\_.
  - v Not at all \_\_\_\_\_.

REMEMBER - we're talking about what you think and feel NOW

72. a) Did you have any particular problem this year with which you wanted help? Yes \_\_\_\_\_ No \_\_\_\_\_. If "Yes" to whom did you go for help?
- i Family member \_\_\_\_\_.
  - ii Principal \_\_\_\_\_.
  - iii Vice-principal \_\_\_\_\_.
  - iv Homeroom teacher \_\_\_\_\_.
  - v Guidance counsellor \_\_\_\_\_.
  - vi Classmate \_\_\_\_\_.
  - vii Kept it to yourself \_\_\_\_\_.
  - viii Other (specify) \_\_\_\_\_.
- b) What kind of a problem was it? \_\_\_\_\_
- 

Please tell me about your feelings to the next several questions by circling A, B, C, D, or E.

- A means It bothers me a whole lot.
- B It bothers me often.
- C It bothers me sometimes.
- D It hardly ever bothers me.
- E It never bothers me.

73. How do you feel about:
- a) meeting new people? A B C D E
  - b) making new friends? A B C D E
  - c) being accepted by other students? A B C D E
  - d) being in the youngest group of students in the school? A B C D E
  - e) being separated from old grade school friends who have gone to different high schools? A B C D E
  - f) getting behind in your studies because of school-centered activities (example: belonging to a team, a school club, etc.) A B C D E



74. Now that you are in high school are you allowed to stay out later at night? Yes \_\_\_\_\_ No \_\_\_\_\_. If "Yes" how late? (Put a check mark in the appropriate boxes)

	10:00 or earlier	10:30	11:00	11:30	12:00	12:30	1:00	1:30 or later
Mon								
Tue								
Wed								
Thu								
Fri								
Sat								
Sun								

75. Now that you are in high school are you allowed to date: Yes \_\_\_\_\_ No \_\_\_\_\_. If "No" how do you feel about it?

- i It bothers me a whole lot \_\_\_\_\_.
- ii It bothers me often \_\_\_\_\_.
- iii It bothers me sometimes \_\_\_\_\_.
- iv It hardly ever bothers me \_\_\_\_\_.
- v It never bothers me \_\_\_\_\_.

76. If you are allowed to date answer the next questions: (76 a,b,c,d.)

a) Do you go steady? Yes \_\_\_\_\_ No \_\_\_\_\_.

b) How well do your parents know your steady?

- i Very well \_\_\_\_\_.
- ii Quite well \_\_\_\_\_.
- iii Not very well \_\_\_\_\_.
- iv Not at all \_\_\_\_\_.

c) What kinds of things are you more likely to do when you go out?

- i Go to parties \_\_\_\_\_.
- ii Go to a movie \_\_\_\_\_.
- iii Go to a sporting event or a game \_\_\_\_\_.
- iv Go for a walk \_\_\_\_\_.
- v Other (specify) \_\_\_\_\_.

d) Do you date people from other high schools? Yes \_\_\_\_\_ No \_\_\_\_\_.

77. a) Are you on any school teams? Yes \_\_\_\_\_ No \_\_\_\_\_. If "Yes" what kind? \_\_\_\_\_.
- b) Are you on any teams outside of the school setting? Yes \_\_\_\_\_ No \_\_\_\_\_. If "Yes" what kind? \_\_\_\_\_.
- c) Do you belong to any clubs or organizations at school? Yes \_\_\_\_\_ No \_\_\_\_\_. If "Yes" what are they? \_\_\_\_\_.
- d) Did you always get on any team that you tried out for? Yes \_\_\_\_\_ No \_\_\_\_\_. If "No" how did you feel about it?
- i It bothered me a whole lot \_\_\_\_\_.
  - ii It bothered me often \_\_\_\_\_.
  - iii It bothered me sometimes \_\_\_\_\_.
  - iv It hardly ever bothered me \_\_\_\_\_.
  - v It never bothered me \_\_\_\_\_.
78. a) Does your high school have dances? Yes \_\_\_\_\_ No \_\_\_\_\_.
- b) Do you enjoy going to high school dances? Yes \_\_\_\_\_ No \_\_\_\_\_. If "Yes" how often do you go to dances?
- i As often as there is one \_\_\_\_\_.
  - ii Once in a while \_\_\_\_\_.
  - iii Never \_\_\_\_\_.
79. a) How often do you go to the movies?
- i Never, or almost never \_\_\_\_\_.
  - ii About once a month or less \_\_\_\_\_.
  - iii About once every two or three weeks \_\_\_\_\_.
  - iv About once a week \_\_\_\_\_.
  - v About twice a week \_\_\_\_\_.
  - vi More than twice a week \_\_\_\_\_.
80. With whom do you go out most often?
- i By yourself \_\_\_\_\_.
  - ii With a date \_\_\_\_\_.
  - iii With other boys only \_\_\_\_\_.
  - iv With other girls only \_\_\_\_\_.
  - v With a mixed group of boys and girls \_\_\_\_\_.
  - vi With a member(s) of my family \_\_\_\_\_.
  - vii Other (specify) \_\_\_\_\_.
81. a) Do you receive an allowance? Yes \_\_\_\_\_ No \_\_\_\_\_. If "Yes" about how much allowance do you get a week? \_\_\_\_\_.
- b) Do you have a part-time job \_\_\_\_\_ or full-time job \_\_\_\_\_ during the school year? (check one of the above)
- c) How many hours a week do you work? \_\_\_\_\_.

- d) About how much money do you earn a week? \_\_\_\_\_.
- e) If you have a part-time job do you also receive an allowance? Yes \_\_\_\_\_ No \_\_\_\_\_.
- f) If you have a full-time job do you receive an allowance? Yes \_\_\_\_\_ No \_\_\_\_\_.

## PART III

In view of your own experience:

82. What do you think about all grade schools having a course or program in grade eight to prepare students for high school?

- i Agree strongly \_\_\_\_\_.
- ii Agree \_\_\_\_\_.
- iii No opinion \_\_\_\_\_.
- iv Disagree \_\_\_\_\_.

If you disagree, why? \_\_\_\_\_.

83. If you could have had a course or program in grade eight to prepare you for high school, what kinds of thing would you have suggested for discussion? (list as many suggestions as you wish - use the back of the paper if you wish)
- \_\_\_\_\_
- \_\_\_\_\_

84. How should such a program be conducted?

- i On one-student-to-a-teacher basis \_\_\_\_\_.
- ii In small groups (5 to 8 students and a leader) \_\_\_\_\_.
- iii In larger groups (9 to 15, students and a leader) \_\_\_\_\_.
- iv In whole classes \_\_\_\_\_.
- v Other (specify) \_\_\_\_\_.

85. What school personnel should be involved in these programs?

- i Homeroom teachers \_\_\_\_\_.
- ii Guidance counsellors \_\_\_\_\_.
- iii Vice-principal \_\_\_\_\_.
- iv Principal \_\_\_\_\_.
- v Any teacher who wants to get involved \_\_\_\_\_.
- vi All of the above \_\_\_\_\_.
- vii Some of the above (specify) \_\_\_\_\_.

86. How many sessions should the program have?

- i 1 session only \_\_\_\_\_.
- ii 2 to 3 sessions \_\_\_\_\_.
- iii 4 to 6 sessions \_\_\_\_\_.
- iv 7 to 9 sessions \_\_\_\_\_.
- v 10 sessions or more \_\_\_\_\_.

87. How many times a week should the program be carried on? \_\_\_\_\_.

88. How many hours should each session be? \_\_\_\_\_.

89. Should the program be scheduled:

- i During school time? Yes \_\_\_\_\_ No \_\_\_\_\_.
- ii After school time? Yes \_\_\_\_\_ No \_\_\_\_\_.
- iii During lunch breaks? Yes \_\_\_\_\_ No \_\_\_\_\_.
- iv During free periods? Yes \_\_\_\_\_ No \_\_\_\_\_.

90. What time of year should the program start? (month) \_\_\_\_\_

91. Should everyone in grade eight have to attend these sessions? Yes \_\_\_\_\_ No \_\_\_\_\_.

92. As a ninth grade student would you be willing to volunteer to help start such a program?

Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_.

TIME COMPLETED: \_\_\_\_\_

**APPENDIX B**

**INTRODUCTION TO THE STUDENTS:**

My name is Walter Clemens and I am a student at the University of Windsor in the School of Social Work.

I am here today to conduct some research as part of the requirements for a Master's degree in Social Work.

I have chosen to study the opinions and feelings of grade nine students about what it's like to be a student in grade eight and grade nine and what the passage between the two grades is like.

Thus your co-operation in this research is very important for the completion of the study.

**LISTEN CAREFULLY TO THE INSTRUCTIONS:**

1. The questionnaire comes in two parts. When you have finished the first part raise the paper and the second part will be given to you.
2. In the questionnaire there are **NO RIGHT OR WRONG ANSWERS**. What is important are **YOUR OPINIONS**. Please fill in the questionnaire honestly and as thoroughly as possible. **PLEASE** do not leave out any questions and their answers.
3. You do not have to put your name on the paper. All information is strictly confidential. Remember, absolutely no one, including myself, is going to know who answered what questionnaire. If some questions seem too personal just remember that no one is going to know your answer. So please, I repeat, answer all questions - honestly.
4. Follow the written instructions very carefully and you shouldn't have any trouble completing the form.
5. The questions can be answered in several ways. Mostly you will fill in the blank with the appropriate answer given; pick one of the choices presented; write in yes or no; circle an appropriate letter. Whenever you see the word Other (specify) that means you write in your own answer. If you wish to write in any opinions on any question, please do.

**INSTRUCTIONS TO THE STUDENT:**

Please read the questions very carefully.

Read everything in each question before answering it.

There are no right or wrong answers:

**YOUR OPINIONS and FEELINGS are what is IMPORTANT.**

**NO names are to be put on the questionnaire.**

**PLEASE answer ALL questions.**

Thank you very much for your  
time and co-operation.

Walter J. Clemens  
School of Social Work  
University of Windsor.

**PLEASE BEGIN**

## QUESTIONNAIRE

1. a) Male \_\_\_\_\_ Female \_\_\_\_\_ (check one).  
 b) Birthdate \_\_\_\_\_ Present age \_\_\_\_\_  
 c) Street where you now live \_\_\_\_\_  
 d) What are the first two numbers of your home address? \_\_\_\_\_  
 e) How long have you lived at this address? \_\_\_\_\_
2. a) Is your father or male legal guardian living? Yes \_\_\_\_\_  
 No \_\_\_\_\_  
 b) If Yes is he employed? Yes \_\_\_\_\_ No \_\_\_\_\_. (check one)  
 Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Unemployed at the  
 present \_\_\_\_\_ Retired \_\_\_\_\_  
 c) What kind of work does/did he do? \_\_\_\_\_  
 d) If your father is not living did he die within the last  
 three years? Yes \_\_\_\_\_ No \_\_\_\_\_
3. a) Is your mother or female legal guardian living? Yes \_\_\_\_\_  
 No \_\_\_\_\_  
 b) If Yes is she employed outside the home? Yes \_\_\_\_\_ No \_\_\_\_\_.  
 (check one) Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Unemployed  
 at the present \_\_\_\_\_ Retired \_\_\_\_\_  
 c) What kind of work does/did she do? \_\_\_\_\_  
 d) If your mother is not living did she die within the last  
 three years? Yes \_\_\_\_\_ No \_\_\_\_\_
4. a) Birthplace of mother \_\_\_\_\_. Mother's present age \_\_\_\_\_  
 b) Birthplace of father \_\_\_\_\_. Father's present age \_\_\_\_\_  
 c) What grade in school did your mother complete? \_\_\_\_\_  
 d) What grade in school did your father complete? \_\_\_\_\_
5. a) Do people other than your parents, brothers, and sisters,  
 live in your home? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, how are  
 they related to you? (example: aunt, uncle, cousin,  
 boarder, etc.) \_\_\_\_\_



- d) Do both of your parents live in the same house as you do?  
Yes \_\_\_\_\_ No \_\_\_\_\_. If No, which parent does not live  
with you? (check one) Father \_\_\_\_\_ Mother \_\_\_\_\_.
6. a) In your family are you:  
The only child? Yes \_\_\_\_\_ No \_\_\_\_\_. If No, are you the  
youngest child \_\_\_\_\_ the oldest child \_\_\_\_\_ in between  
child \_\_\_\_\_ (check one):
- b) What is the total number of children in your family  
living at home? \_\_\_\_\_.
7. a) When you were in grade school in grade eight what school  
did you go to? \_\_\_\_\_.
- b) In what city? \_\_\_\_\_.

Although it has been almost a year since you graduated from GRADE EIGHT, I would like you to try and REMEMBER

what GRADE EIGHT was LIKE.



Sometime during GRADE EIGHT you probably thought about what HIGH SCHOOL was going to be like.

Pretend that you are back in GRADE EIGHT and thinking about GOING to HIGH SCHOOL.

Please tell me about your thoughts and feelings by answering the questions on the following pages.

## INSTRUCTIONS:

Answer the following questions by printing, A, B, C, D, or E, in the space after the question.

- A means It bothered me a whole lot.  
 B It bothered me often.  
 C It bothered me sometimes.  
 D It hardly ever bothered me.  
 E It never bothered me.

WHEN YOU WERE IN GRADE EIGHT how did you feel about:

8. a) the size of the high school you would be attending? \_\_\_\_\_.  
 b) moving from classroom to classroom? \_\_\_\_\_.  
 c) sharing a locker in high school? \_\_\_\_\_.  
 d) sharing a locker in high school with a possible stranger? \_\_\_\_\_.  
 e) changing your clothes in the locker room for gym period? \_\_\_\_\_.  
 f) showering with the other kids after gym or sports? \_\_\_\_\_.  
 g) using the high school library? \_\_\_\_\_.  
 h) what you were going to do during your free periods in high school? \_\_\_\_\_.  
 i) the rules about clothes you could wear to school? \_\_\_\_\_.  
 j) the other rules that you would have to follow in high school? \_\_\_\_\_.

REMEMBER - YOU ARE PRETENDING THAT YOU ARE BACK IN GRADE EIGHT AND THINKING ABOUT WHAT HIGH SCHOOL IS GOING TO BE LIKE.

9. a) what subjects you would take in high school? \_\_\_\_\_.  
 b) the amount of homework that you would have every night? \_\_\_\_\_.  
 c) examinations that you would have to write? \_\_\_\_\_.  
 d) doing assignments, projects, and essays, in high school? \_\_\_\_\_.



REMEMBER - we are talking about when you were in GRADE EIGHT.

INSTRUCTIONS:

Answer the following questions by putting a circle around YES or NO.

- 
13. Did you have any concerns about going to high school when you were in grade eight? YES NO
14. a) Did you have any older brother(s) or sister(s) who were in any high school when you were in grade eight? YES NO
- b) Did you have any older brother(s) or sister(s) who had dropped out of high school? YES NO
- c) Did you have any older brother(s) or sister(s) who had graduated from any high school? YES NO
- d) Did your older brother(s) or sister(s) ever tell you what high school would be like? YES NO
- e) Did you ever ask your older brother(s) or sister(s) what high school was like when you were in grade eight? YES NO
15. Did any of your grade school teachers or your grade school principal ever talk to you about high school? YES NO
- If you answered Yes, was it about:
- the program in which you would be enrolled? YES NO
- the courses you would be taking? YES NO
- something about what high school would be like? YES NO
- other (specify) \_\_\_\_\_
16. When you were in grade eight did you ever have a field trip or a visit to the high school that you would be going to? YES NO
17. a) Did anyone from any high school come to your grade school and talk to you or your class about high school? YES NO
- b) If Yes was it a:
- Teacher \_\_\_\_\_
- Guidance Counsellor \_\_\_\_\_
- Vice-principal \_\_\_\_\_
- Principal \_\_\_\_\_
- Student \_\_\_\_\_
- Other (who) \_\_\_\_\_

c) Did you think that you were prepared  
enough for high school?

YES NO

You are NOW in HIGH SCHOOL.  
In fact you have almost completed your  
FIRST YEAR.

Think about the PAST YEAR.  
Especially try and remember what it was  
like for the first few months.

Tell me what it was like by answering the  
questions on the following pages.



You probably had some idea of what high school would be like before you got here.

18. a) Are things different than you expected them to be?

Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes:

b) In what ways are they different?

---



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19. How did your first few months in high school compare with what you thought it would be like? (check one)

Better than you expected \_\_\_\_\_.

About what you had expected \_\_\_\_\_.

Worse than you expected \_\_\_\_\_.

20. What did you think about the size of the school when you first arrived at high school?

Bigger than you expected \_\_\_\_\_.

About what you expected \_\_\_\_\_.

Smaller than you expected \_\_\_\_\_.

21. What did you think about the size of the grounds when you first arrived in high school?

Bigger than you expected \_\_\_\_\_.

About what you expected \_\_\_\_\_.

Smaller than you expected \_\_\_\_\_.

22. How long a time did it take you to get used to high school?

1 to 3 weeks \_\_\_\_\_.

4 to 6 weeks \_\_\_\_\_.

7 weeks or more \_\_\_\_\_.

23. Did it take you a long time to get used to moving from classroom to classroom? Yes \_\_\_\_\_ No \_\_\_\_\_.

24. a) Do you have a locker? Yes \_\_\_\_\_ No \_\_\_\_\_.

b) Do you share your locker with someone? Yes \_\_\_\_\_ No \_\_\_\_\_  
If Yes

c) How do you feel about sharing your locker?

It doesn't bother me at all \_\_\_\_\_.

It bothers me a little \_\_\_\_\_.

It bothers me a lot \_\_\_\_\_.

- d) Does your school have a place where you change into your gym uniform? Yes \_\_\_\_\_ No \_\_\_\_\_.
- e) Does your school have showers for you to use after gym? Yes \_\_\_\_\_ No \_\_\_\_\_.

REMEMBER - we're talking about how you think and feel NOW.

25. How do you feel about:

- a) Changing your clothes in the locker room or changing room?

It doesn't bother me at all \_\_\_\_\_.  
It bothers me a little \_\_\_\_\_.  
It bothers me a lot \_\_\_\_\_.

- b) Showering with other students after gym or sports activities?

It doesn't bother me at all \_\_\_\_\_.  
It bothers me a little \_\_\_\_\_.  
It bothers me a lot \_\_\_\_\_.

26. Do you use your high school library:

More than you used your grade school library \_\_\_\_\_.  
About the same amount \_\_\_\_\_.  
Less than \_\_\_\_\_.

27. a) What did you generally do during your free periods or spares when you first started high school?

Did homework not done at home \_\_\_\_\_.  
Did homework assigned for the next day's class \_\_\_\_\_.  
Just fooled around \_\_\_\_\_.  
Sat around talking with friends \_\_\_\_\_.  
Other (specify) \_\_\_\_\_.

- b) What do you generally do now during free periods or spares?

Do homework not done at home \_\_\_\_\_.  
Do homework assigned for the next day's class \_\_\_\_\_.  
Just fool around \_\_\_\_\_.  
Sit around talking with friends \_\_\_\_\_.  
Other (specify) \_\_\_\_\_.

28. a) Do you have rules about what you can wear to school?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes:

- b) What do you think about the dress code or rules at your school?

Agree with them strongly \_\_\_\_\_.  
 Agree with them somewhat \_\_\_\_\_.  
 Have no opinion about them \_\_\_\_\_.  
 Disagree with them somewhat \_\_\_\_\_.  
 Disagree with them strongly \_\_\_\_\_.

- c) What do you think of the other rules that you have to follow in high school?

Agree with them strongly \_\_\_\_\_.  
 Agree with them somewhat \_\_\_\_\_.  
 Have no opinion about them \_\_\_\_\_.  
 Disagree with them \_\_\_\_\_.  
 Disagree with them strongly \_\_\_\_\_.

29. a) What do you think about the courses you are taking now?

Enjoy them a lot \_\_\_\_\_.  
 Enjoy them a little \_\_\_\_\_.  
 Don't enjoy them at all \_\_\_\_\_.

- b) What do you think about the amount of homework you get?

There is too little \_\_\_\_\_.  
 It's just right \_\_\_\_\_.  
 There is too much \_\_\_\_\_.

- c) How do you feel about writing examinations?

I love writing exams \_\_\_\_\_.  
 I like writing exams \_\_\_\_\_.  
 I am neutral about writing exams \_\_\_\_\_.  
 I don't like writing exams \_\_\_\_\_.  
 I hate writing exams \_\_\_\_\_.

- d) How do you feel about doing assignments, projects, and essays in high school?

Like doing them \_\_\_\_\_.  
 Neutral about doing them \_\_\_\_\_.  
 Don't like doing them \_\_\_\_\_.

- e) How much do you think you learn by doing these assignments, projects, and essays?

A great deal \_\_\_\_\_.  
 Quite a bit \_\_\_\_\_.  
 Something \_\_\_\_\_.  
 Very little \_\_\_\_\_.  
 Nothing at all \_\_\_\_\_.

30. a) How do you feel about having several different teachers?

Like it \_\_\_\_\_.

No opinion \_\_\_\_\_.

Dislike it \_\_\_\_\_.

b) Do you think that most of your teachers like you?

Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_ Don't know \_\_\_\_\_

Don't care \_\_\_\_\_.

c) How do you like most of your teachers?

Very much \_\_\_\_\_.

Quite a bit \_\_\_\_\_.

Somewhat \_\_\_\_\_.

A little \_\_\_\_\_.

Not at all \_\_\_\_\_.

REMEMBER - we're talking about what you think and feel NOW

31. a) Did you have any particular problem this year with which you wanted help? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes to whom did you go for help?

i Family member \_\_\_\_\_.

ii Principal \_\_\_\_\_.

iii Vice-principal \_\_\_\_\_.

iv Homeroom teacher \_\_\_\_\_.

v Guidance counsellor \_\_\_\_\_.

vi Classmate \_\_\_\_\_.

vii Kept it to yourself \_\_\_\_\_.

viii Other (specify) \_\_\_\_\_.

b) What kind of a problem was it? \_\_\_\_\_

Please tell me about your feelings to the next several questions by circling A, B, C, D, or E.

A means It bothers me a whole lot.

B It bothers me often.

C It bothers me sometimes.

D It hardly ever bothers me.

E It never bothers me.

32. How do you feel about:

a) Meeting new people?

A B C D E

b) Making new friends?

A B C D E

- c) Being accepted by other students? A B C D E
- d) Being in the youngest group of students in the school? A B C D E
- e) Being separated from old grade school friends who have gone to different high schools? A B C D E
- f) Getting behind in your school work because of school-centered activities (example: belonging to a team, a school club, etc.) A B C D E

33. Now that you are in high school are you allowed to stay out later at night? Yes \_\_\_\_\_ No \_\_\_\_\_.  
 (Put a check mark in the appropriate boxes)

	10:00 or earlier	10:30	11:00	11:30	12:00	12:30	1:00	1:30 or later
Mon								
Tue								
Wed								
Thu								
Fri								
Sat								
Sun								

34. Now that you are in high school are you allowed to date? Yes \_\_\_\_\_ No \_\_\_\_\_. If No how do you feel about it?

- It bothers me a whole lot \_\_\_\_\_.
- It bothers me often \_\_\_\_\_.
- It bothers me sometimes \_\_\_\_\_.
- It hardly ever bothers me \_\_\_\_\_.
- It never bothers me \_\_\_\_\_.

35. If you are allowed to date, DO you date? Yes \_\_\_\_\_ No \_\_\_\_\_.  
 Sometimes \_\_\_\_\_.

a) Do you go steady? Yes \_\_\_\_\_ No \_\_\_\_\_.

b) How well do your parents know your steady?

Very well \_\_\_\_\_  
 Quite well \_\_\_\_\_  
 Not very well \_\_\_\_\_  
 Not at all \_\_\_\_\_

c) What kinds of things are you more likely to do when you go out?

Go to parties \_\_\_\_\_  
 Go to a movie \_\_\_\_\_  
 Go to a sporting event or a game \_\_\_\_\_  
 Go for a walk \_\_\_\_\_  
 Other (specify) \_\_\_\_\_

d) Do you date people from other high schools? Yes \_\_\_\_\_  
 No \_\_\_\_\_

36. a) Are you on any school teams? Yes \_\_\_\_\_ No \_\_\_\_\_. If  
Yes, what kinds? \_\_\_\_\_

b) Are you on any teams outside of the school setting?  
 Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, what kinds? \_\_\_\_\_

c) Do you belong to any clubs or organizations at school?  
 Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, what are they? \_\_\_\_\_

d) Did you always get on any team that you tried out for?

It bothered me a whole lot \_\_\_\_\_  
 It bothered me often \_\_\_\_\_  
 It bothered me sometimes \_\_\_\_\_  
 It hardly ever bothered me \_\_\_\_\_  
 It never bothered me \_\_\_\_\_

37. a) Does your high school have dances? Yes \_\_\_\_\_ No \_\_\_\_\_

b) Do you enjoy going to your high school dances? Yes \_\_\_\_\_  
 No \_\_\_\_\_. If Yes, how often do you go to high school  
 dances?

As often as there is one \_\_\_\_\_  
 Once in a while \_\_\_\_\_  
 Never \_\_\_\_\_

38. How often do you go to movies?

Never \_\_\_\_\_  
 About once a month or less \_\_\_\_\_  
 About once every two or three weeks \_\_\_\_\_  
 About once a week \_\_\_\_\_  
 About twice a week \_\_\_\_\_  
 More than twice a week \_\_\_\_\_

39. What do most of the friends that you hang around with do for entertainment?

---

40. With whom do you go out with most often?

By yourself \_\_\_\_\_.  
 With a date \_\_\_\_\_.  
 With other boys only \_\_\_\_\_.  
 With other girls only \_\_\_\_\_.  
 With a mixed group of boys and girls \_\_\_\_\_.  
 With a member(s) of my family \_\_\_\_\_.  
 Other (specify) \_\_\_\_\_.

41. a) Do you receive an allowance? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, about how much allowance do you get a week? \_\_\_\_\_
- b) If you don't get an allowance do you get money whenever you need it, at least most of the time? Yes \_\_\_\_\_ No \_\_\_\_\_
- c) Do you have a part-time job during the school year? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, what kind of a job? \_\_\_\_\_
- d) About how many hours a week do you work, on the average? \_\_\_\_\_
- e) About how much money do you earn a week? \_\_\_\_\_
- f) If you have a part-time job do you also receive an allowance? Yes \_\_\_\_\_ No \_\_\_\_\_

### PART III

In view of your own experience:

42. a) What do you think about all grade schools having a program or series of talks, in grade eight, to prepare students for high school?
- Agree strongly \_\_\_\_\_.  
 Agree \_\_\_\_\_.  
 No opinion \_\_\_\_\_.  
 Disagree \_\_\_\_\_.
- b) If you disagree, why? \_\_\_\_\_
43. If you were setting up a program or a series of talks for grade eight students to prepare them for high school, what kinds of things would you discuss?
-

44. How should such a program be conducted?

- On one-student-to-a-teacher basis \_\_\_\_\_  
 In small groups (5 to 8 students and a leader) \_\_\_\_\_  
 In larger groups (9 to 15 students and a leader) \_\_\_\_\_  
 In whole classes \_\_\_\_\_  
 Other (specify) \_\_\_\_\_

45. What school personnel should be involved in these programs?

- Homeroom teachers \_\_\_\_\_  
 Guidance Counsellors \_\_\_\_\_  
 Vice-principal \_\_\_\_\_  
 Principal \_\_\_\_\_  
 Any teacher who wants to get involved \_\_\_\_\_  
 All of the above \_\_\_\_\_  
 Some of the above (indicate which ones) \_\_\_\_\_

46. How many sessions should the program have?

- 1 session only \_\_\_\_\_  
 2 to 3 sessions \_\_\_\_\_  
 4 to 6 sessions \_\_\_\_\_  
 7 to 9 sessions \_\_\_\_\_  
 10 sessions or more \_\_\_\_\_

47. How many times a week should the program be carried on?  
\_\_\_\_\_

48. How many hours should each session be? \_\_\_\_\_

49. Should the program be scheduled:

- |                      |           |          |
|----------------------|-----------|----------|
| During school time?  | Yes _____ | No _____ |
| After school time?   | Yes _____ | No _____ |
| During lunch breaks? | Yes _____ | No _____ |
| During free periods? | Yes _____ | No _____ |

50. What time of year should the program start? (month) \_\_\_\_\_

Should everyone in grade eight have to attend these sessions?  
Yes \_\_\_\_\_ No \_\_\_\_\_

51. As a ninth grade student would you be willing to volunteer to help start such a program? Yes \_\_\_\_\_ No \_\_\_\_\_  
Undecided \_\_\_\_\_

Thank you very much for your  
co-operation.



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APPENDIX C

## INTERVIEW SCHEDULE

1. a) Male \_\_\_\_\_ Female \_\_\_\_\_ (check one).
- b) Birthdate \_\_\_\_\_. Present Age \_\_\_\_\_.
- c) Street where you now live. \_\_\_\_\_.
- d) What are the first two numbers of your home address? \_\_\_\_\_.
- e) How long have you lived at this address? \_\_\_\_\_.
2. a) Is your father or male legal guardian living?  
Yes \_\_\_\_\_ No \_\_\_\_\_.
- b) If Yes is he employed? Yes \_\_\_\_\_ No \_\_\_\_\_. (check one)
- c) What kind of work does/did he do? \_\_\_\_\_.
- d) If your father is not living did he die within the last three years? Yes \_\_\_\_\_ No \_\_\_\_\_.
3. a) Is your mother or female legal guardian living?  
Yes \_\_\_\_\_ No \_\_\_\_\_.
- b) If Yes is she employed outside the home?  
Yes \_\_\_\_\_ No \_\_\_\_\_.  
(check one): Full-time \_\_\_\_\_ Part-time \_\_\_\_\_  
Unemployed at the present \_\_\_\_\_ Retired \_\_\_\_\_.
- c) What kind of work does/did she do? \_\_\_\_\_.
- d) If your mother is not living did she die within the last three years? Yes \_\_\_\_\_ No \_\_\_\_\_.
4. a) Birthplace of mother \_\_\_\_\_. Mother's present age \_\_\_\_\_.
- b) Birthplace of father \_\_\_\_\_. Father's present age \_\_\_\_\_.
- c) What grade in school did your mother complete? \_\_\_\_\_.
- d) What grade in school did your father complete? \_\_\_\_\_.
5. a) Do people other than your parents, brothers, and sisters, live in your home? Yes \_\_\_\_\_ No \_\_\_\_\_.  
If Yes, how are they related to you? (example: aunt, uncle, cousin, boarder, etc.) \_\_\_\_\_.
- b) Do both of your parents live in the same house as you do? Yes \_\_\_\_\_ No \_\_\_\_\_. If No, which parent does not live with you? (check one) Father \_\_\_\_\_ Mother \_\_\_\_\_.

6. a) In your family are you:  
The only child? Yes \_\_\_\_\_ No \_\_\_\_\_. If No, are  
you the youngest child \_\_\_\_\_ the oldest child \_\_\_\_\_  
in between child \_\_\_\_\_ (check one).
- b) What is the total number of children in your family  
living at home? \_\_\_\_\_.
7. a) When you were in grade school in grade eight what  
school did you go to? \_\_\_\_\_.
- b) In what city? \_\_\_\_\_.

Although it has been almost a year since you graduated from grade eight, I would like you to try and remember what it was like when you were a grade eight student and tell me about it by answering the following questions:

Part I

1. a) Did you think that your school was very big? \_\_\_\_\_.
2. a) Did you move from classroom to classroom for the  
different subjects that you took? Yes \_\_\_\_\_ No \_\_\_\_\_  
If Yes, how did you feel about moving from classroom  
to classroom?  
\_\_\_\_\_.
- b) If No, did your teachers move from classroom to  
classroom? Yes \_\_\_\_\_ No \_\_\_\_\_.
- c) If you didn't move from classroom to classroom, how  
did you feel about staying in the same classroom?  
\_\_\_\_\_.
3. a) Did you have a locker in your school? Yes \_\_\_\_\_  
No \_\_\_\_\_. If Yes:
- b) Did you share it with someone else? Yes \_\_\_\_\_ No \_\_\_\_\_.
- c) Did you like sharing it with someone else? Yes \_\_\_\_\_  
No \_\_\_\_\_.
4. a) Did you have a regular physical education period at  
your school? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes:
- b) Did you generally have to change your clothes for  
this class? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes:

- c) Was there a changing room? Yes \_\_\_\_\_ No \_\_\_\_\_.
- d) Was there a shower room? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, how did you feel about taking a shower with the other kids? \_\_\_\_\_  
\_\_\_\_\_.
- 3) How did you feel about changing in front of the other students?  
\_\_\_\_\_.
5. a) Was there a library or a resource centre in your school? Library \_\_\_\_\_ Resource centre \_\_\_\_\_.
- b) How often did you generally use the library or resource centre?  
once a day \_\_\_\_\_.  
more than once a day \_\_\_\_\_.  
once a week \_\_\_\_\_.  
twice a week \_\_\_\_\_.  
three times a week or more \_\_\_\_\_.
- c) Did you enjoy using the library or resource centre? Yes \_\_\_\_\_ No \_\_\_\_\_.
6. a) Was there a playground at your school? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes:
- b) Did the boys and girls use the same playground during recess? Yes \_\_\_\_\_ No \_\_\_\_\_. If No, how did you feel about being separated?  
\_\_\_\_\_.
- c) What did you generally do during recess?  
Play games or sports with others \_\_\_\_\_.  
Stand around and talk with friends \_\_\_\_\_.  
Stay in school and help the teacher \_\_\_\_\_.  
Stay in school and do my work \_\_\_\_\_.  
Other (specify) \_\_\_\_\_.
7. a) When you were in grade eight were there rules about how to dress? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, how did you feel about those rules?  
\_\_\_\_\_.

8. a) How did you feel about the other rules at your school?  
\_\_\_\_\_

9. a) Did you have a Student Council at your school when you were in grade eight? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes:

b) Were you on the Student Council? Yes \_\_\_\_\_ No \_\_\_\_\_.

c) What kinds of things did the Student Council do?  
\_\_\_\_\_

d) How did you feel about the Student Council?  
\_\_\_\_\_

Part II

10. a) What subjects did you like and dislike the most in grade eight? (rank the ones you liked best from 1 to 4 - also the ones you liked least)

LIKED	SUBJECT	DISLIKED
_____	Science courses	_____
_____	Mathematics	_____
_____	Social Studies	_____
_____	History	_____
_____	Geography	_____
_____	English	_____
_____	French	_____
_____	Music	_____
_____	Art	_____
_____	Other	_____

b) How much homework, on the average, did you do outside of school?

None \_\_\_\_\_.

Less than 1/2 hour a day \_\_\_\_\_.

About half an hour a day \_\_\_\_\_.

About 1 hour a day \_\_\_\_\_.

About 1 1/2 hours a day \_\_\_\_\_.

About 2 hours a day \_\_\_\_\_.

Three or more hours a day \_\_\_\_\_.

- c) How did you feel about the amount of homework that you had to do?  
\_\_\_\_\_

11. Some teachers give periodic tests during the school year and more detailed examinations half way through and at the end of the school year.

- a) Did any of your teachers give you tests on your school work during the school year? Yes \_\_\_\_\_  
No \_\_\_\_\_. If Yes, how often? \_\_\_\_\_.

- b) How did you feel about these short tests?

They bothered me a whole lot \_\_\_\_\_.

They bothered me often \_\_\_\_\_.

They bothered me sometimes \_\_\_\_\_.

They hardly ever bothered me \_\_\_\_\_.

They never bothered me \_\_\_\_\_.

- c) Did you have examinations which covered more material than your tests did? Yes \_\_\_\_\_ No \_\_\_\_\_.  
If Yes, about how often?

Once a year \_\_\_\_\_.

Twice a year \_\_\_\_\_.

Three times a year \_\_\_\_\_.

Four times a year \_\_\_\_\_.

More than four times a year \_\_\_\_\_.

- d) How did you feel about those examinations?

They bothered me a whole lot \_\_\_\_\_.

They often bothered me \_\_\_\_\_.

They bothered me sometimes \_\_\_\_\_.

They hardly ever bothered me \_\_\_\_\_.

They never bothered me \_\_\_\_\_.

12. a) In the various subjects that you took in grade eight did you have to do special assignments and projects? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes:

- b) Did you like doing these special assignments and projects? Yes \_\_\_\_\_ No \_\_\_\_\_.

- c) How much do you think you learned from doing these special assignments and projects?

A great deal \_\_\_\_\_.

Quite a bit \_\_\_\_\_.

Something \_\_\_\_\_.

Very little \_\_\_\_\_.

Nothing at all \_\_\_\_\_.

Part III

13. a) How many teachers did you have in grade eight? \_\_\_\_\_.  
How many males? \_\_\_\_\_.  
How many females? \_\_\_\_\_.

- b) Did you generally prefer your male \_\_\_\_\_ or female \_\_\_\_\_ teachers? Why? \_\_\_\_\_.

14. a) Did you think that your teachers liked you when you were in grade eight? Yes \_\_\_\_\_ No \_\_\_\_\_.  
If No, how did you feel about it?

It bothered me a whole lot \_\_\_\_\_.

It often bothered me \_\_\_\_\_.

It bothered me sometimes \_\_\_\_\_.

It hardly ever bothered me \_\_\_\_\_.

It never bothered me \_\_\_\_\_.

15. a) Did you think that your teachers were generally fair to you? Yes \_\_\_\_\_ No \_\_\_\_\_.

16. Think of your favorite grade school teacher.

- a) Was that teacher a male \_\_\_\_\_ or a female \_\_\_\_\_?

- b) What made you feel about that teacher as you did?  
\_\_\_\_\_

- c) Was there anything about that teacher that you disliked? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, what was it?  
\_\_\_\_\_

17. Think about the grade eight teacher that you disliked the most.

- a) Was that teacher a male \_\_\_\_\_ or a female \_\_\_\_\_?
- b) What made you feel about that teacher as you did?  
\_\_\_\_\_
- c) Was there anything about that teacher that you liked? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, what was it?  
\_\_\_\_\_

## Part IV

18. What did you think was more important to you when you were in grade eight:
- Teachers to be fair in their judgment of you \_\_\_\_\_?
- Other students to be fair in their judgment \_\_\_\_\_?
- Other \_\_\_\_\_?
19. a) About how many close friends did you have when you were in grade eight? \_\_\_\_\_.
- b) How many were males? \_\_\_\_\_ How many were females? \_\_\_\_\_.
- c) What makes a close friend? \_\_\_\_\_  
\_\_\_\_\_
20. When you had a special problem that you wanted to talk about, to whom did you go when you were in grade eight? (mark in order of preference):
- Clergyman \_\_\_\_\_.
- Family member (which ones) \_\_\_\_\_.
- Friend \_\_\_\_\_.
- Teacher \_\_\_\_\_.
- Other (specify) \_\_\_\_\_.
21. Listed are some things that you probably thought about when you were in grade eight. How important were these things to you when you were in grade eight? (rank 1, 2, 3, or 4. 1 for the highest in importance; 2 for the next highest in importance, etc.)



Pleasing your parents \_\_\_\_\_.

Learning as much as you could \_\_\_\_\_.

Having a good time \_\_\_\_\_.

Being accepted and liked by your classmates \_\_\_\_\_.

22. a) When you were in grade eight were you a part of the "in" crowd? Yes \_\_\_\_\_ No \_\_\_\_\_. If No, do you know why you were not in with this crowd?  
\_\_\_\_\_
- b) If you weren't a part of that crowd did you want to be? Yes \_\_\_\_\_ No \_\_\_\_\_.
23. a) Did you have friends other than the ones that you had at school? Yes \_\_\_\_\_ No \_\_\_\_\_.
- b) Where did you meet those friends? \_\_\_\_\_.

#### Part V

24. When you were in grade eight what nights were you allowed to go out and until what time? (check the appropriate boxes).

	9:00 or earlier	9:30	10:00	10:30	11:00	11:30	12:00	1:00 or later
Mon								
Tue								
Wed								
Thu								
Fri								
Sat								
Sun								

25. a) Were you allowed to date when you were in grade eight? Yes \_\_\_\_\_ No \_\_\_\_\_. If No, how did you feel about it?  
\_\_\_\_\_

GIRLS b) Did you have a boyfriend? Yes \_\_\_\_\_ No \_\_\_\_\_.

BOYS Did you have a girlfriend? Yes \_\_\_\_\_ No \_\_\_\_\_.

c) Was that person your "steady"? Yes \_\_\_\_\_ No \_\_\_\_\_.

d) How well did your parents know that person?

Very well \_\_\_\_\_.  
 Somewhat \_\_\_\_\_.  
 Not very well \_\_\_\_\_.  
 Not at all \_\_\_\_\_.

26. If you answered yes to 25c: "that you had a steady" )

a) What kinds of things were you more apt to do when you dated your steady? (chose from the list and/or add to it).

Go to parties \_\_\_\_\_.

Go to school dances \_\_\_\_\_.

Go to a movie \_\_\_\_\_.

Go to a sporting event \_\_\_\_\_.

Go for a walk \_\_\_\_\_.

Other (specify) \_\_\_\_\_.

27. a) During grade eight about how many boyfriends/girlfriends did you have? \_\_\_\_\_.

b) About how many "steadies" did you have? \_\_\_\_\_.

c) Approximately how long did you go out with these different steadies? \_\_\_\_\_.

28. a) Did you date people from other schools? Yes \_\_\_\_\_  
 No \_\_\_\_\_.

29. a) Were you on any school teams? Yes \_\_\_\_\_ No \_\_\_\_\_.  
 If Yes, which ones? \_\_\_\_\_.

b) Were you on any teams outside of the school ones?  
 Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, which one(s)?  
 \_\_\_\_\_.

c) Did your school have any clubs or organizations?  
 Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, what kinds?  
 \_\_\_\_\_.

d) Did you belong to any clubs or organizations at school when you were in grade eight? Yes \_\_\_\_\_  
 No \_\_\_\_\_. If Yes, which one(s)?  
 \_\_\_\_\_.

- e) Did you always get on any team that you tried out for? Yes \_\_\_\_\_ No \_\_\_\_\_. If No, how did you feel about it?

It bothered me a whole lot \_\_\_\_\_.

It bothered me often \_\_\_\_\_.

It bothered me sometimes \_\_\_\_\_.

It hardly ever bothered me \_\_\_\_\_.

It never bothered me \_\_\_\_\_.

30. a) Did your grade school have dances? Yes \_\_\_\_\_  
No \_\_\_\_\_.

- b) Did you go to the school dances? Yes \_\_\_\_\_  
No \_\_\_\_\_. If Yes,

- c) How often did you go? \_\_\_\_\_.

As often as there was one \_\_\_\_\_.

Once in a while \_\_\_\_\_.

Never \_\_\_\_\_.

31. About how often did you go to the movies when you were in grade eight? 7

Never \_\_\_\_\_.

About once a month or less \_\_\_\_\_.

About once every two or three weeks \_\_\_\_\_.

About once a week \_\_\_\_\_.

About twice a week \_\_\_\_\_.

More than twice a week \_\_\_\_\_.

32. With whom did you do things when you went out when you were in grade eight:

By yourself \_\_\_\_\_.

With a date \_\_\_\_\_.

With other boys only \_\_\_\_\_.

With other girls only \_\_\_\_\_.

With a mixed group of boys and girls \_\_\_\_\_.

With a member(s) of my family \_\_\_\_\_.

Other (specify) \_\_\_\_\_.

33. a) Did you receive an allowance when you were in grade eight? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, about how much did you get a week? \_\_\_\_\_.

- b) Did you have a part-time job \_\_\_\_\_ or a full-time job during the school year when you were in grade eight? \_\_\_\_\_
- c) How many hours a week did you work? \_\_\_\_\_.
- d) About how much money did you earn a week? \_\_\_\_\_.
- e) If you had a part-time job when you were in grade eight did you also receive an allowance? Yes \_\_\_\_\_  
No \_\_\_\_\_.
- f) If you had a full-time job when you were in grade eight did you also receive an allowance? Yes \_\_\_\_\_  
No \_\_\_\_\_.

## Part VI

Some students get anxious about going to High School.

34. Did you have any fears at all about going to high school? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, what were they?  
\_\_\_\_\_.
35. Was there anyone you could talk to about these fears? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, who? \_\_\_\_\_.
36. Do you think that high school is much different than grade school? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, in what ways?  
\_\_\_\_\_  
\_\_\_\_\_.
37. If Yes, do you think that the difference is great enough to cause grade eight students serious problems when they get to high school? Yes  No \_\_\_\_\_. If Yes, what kinds of problems?  
\_\_\_\_\_  
\_\_\_\_\_.
38. An orientation to high school program is one way suggested to make the transition from grade school to high school as smoothly as possible.  
  
In view of your own experience do you think such a program would be worthwhile for grade eight students? Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_.
39. How would you set up such a program?  
\_\_\_\_\_.

40. Would your program be set up in grade eight or in grade nine? Grade eight \_\_\_\_\_ Grade nine \_\_\_\_\_.
41. Should all students in grade eight/grade nine have to attend your program? Yes \_\_\_\_\_ No \_\_\_\_\_. If No, what would be a reason for not attending?  
\_\_\_\_\_
42. a) When would your program start? (month) \_\_\_\_\_.
- b) How long would it last? (how many sessions)  
\_\_\_\_\_
- c) How long would each session be? \_\_\_\_\_.
43. If you were asked to volunteer would you be willing to help set up such a program? Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_.

APPENDIX D

PARTICIPANTS' EVALUATION OF GROUP  
ORIENTATION PROGRAM

Respondent \_\_\_\_\_

Date of Interview \_\_\_\_\_ Place \_\_\_\_\_

Time taken for Interview \_\_\_\_\_ Minutes.

Last April, Theresa Boland and myself went to your grade school and set up a group to discuss your move to high school. The group lasted eight weeks. I would like you to share with me some of your impressions about your experience in that group.

1. a) Before the group started do you remember having any fears or concerns about going to high school?

Very concerned \_\_\_\_\_.

Somewhat concerned \_\_\_\_\_.

A little concerned \_\_\_\_\_.

Not at all concerned \_\_\_\_\_.

- b) Did the program help you get rid of any fears or concerns you had? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, how?

2. a) What do you recall as being the most helpful thing about the program?

- b) What did you enjoy least about the program?

3. a) Did the program make it easier for you when you went to high school?

A lot easier \_\_\_\_\_.

Somewhat easier \_\_\_\_\_.

A little easier \_\_\_\_\_.

Not at all easier \_\_\_\_\_.

- b) If the program did make it easier for you in any way, how did it do so?

---

4. Do you think that you had an advantage over those students who did not have any kind of program to prepare them for high school?

A greater advantage \_\_\_\_\_.

Somewhat of an advantage \_\_\_\_\_.

A little of an advantage \_\_\_\_\_.

No advantage \_\_\_\_\_.

- b) If it was an advantage, how was it an advantage?

---

5. a) Did the group help you to get to know the others in your group any better?

A lot better \_\_\_\_\_.

Somewhat better \_\_\_\_\_.

A little better \_\_\_\_\_.

Not at all better \_\_\_\_\_.

- b) If the group helped you to get to know the others better, how did it do this?

---

6. a) Did the group help you in any way?

Very helpful \_\_\_\_\_.

Somewhat helpful \_\_\_\_\_.

A little helpful \_\_\_\_\_.

Not at all helpful \_\_\_\_\_.

- b) If it was helpful, how was it helpful?

---

7. a) What do you think of having every grade eight student in such a group?

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- b) Of what benefit do you think it would be for those students?

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8. As you recall your group, in what ways would you change it if you could?

---

9. Do you think that students as well as faculty should be involved in the preparation of such a program? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes, in what ways should they be involved?

---

10. Knowing what you know now as a grade nine student, what are some of the things that you would want to talk about if you were getting ready to come to high school?

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Thank you very much for your time and co-operation.

**APPENDIX E**

**RESPONSES OF GROUP MEMBERS TO CONCERNS ABOUT HIGH SCHOOL  
FELT WHILE EIGHTH GRADERS  
(N = 15)**

Concerns	Bothered Me					Mean	Rank
	Never	Hardly Ever	Some- times	Often	Whole Lot		
Moving from class to class	5	3	4	3	0	2.333	8
Sharing a locker	8	3	0	1	1	1.533	17
Changing clothes for gym	9	1	3	0	1	1.666	16
Showering with other students	7	2	2	1	0	1.400	18
Rules about clothes worn to school	3	5	1	2	4	2.933	4
Other rules	2	5	4	0	3	2.600	5
Subjects in high school	3	4	1	3	3	1.733	15
Homework	0	3	1	5	5	3.600	2
Examinations	0	0	4	4	6	3.866	1
Assignments	2	0	4	3	5	3.400	3
Number of teachers	8	3	3	1	0	1.800	14
How teachers like pupils	5	3	6	1	0	2.200	10
How pupils like teachers	7	2	4	2	0	2.066	12
Meeting new boys and girls	5	1	7	2	0	2.400	7
Making new friends	5	2	3	5	0	2.533	6
Being accepted	1	3	5	2	4	2.000	13
Being in the youngest group	7	3	2	0	3	2.266	9
Separated from old friends	5	1	2	5	2	2.200	10
Staying out later	11	2	2	0	0	1.400	18
High school dances	6	2	4	0	2	2.133	11
Dating people from other schools	6	2	4	2	0	2.000	13
Belonging to clubs	8	3	1	1	0	1.400	18

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APPENDIX F

RESPONSES OF COHORTS TO CONCERNS ABOUT HIGH SCHOOL  
 FELT WHILE EIGHTH GRADERS  
 (N = 15)

Concerns	Bothered Me					Mean	Rank
	Never	Hardly Ever	Some- times	Often	Whole Lot		
Moving from class to class	8	2	2	1	2	2.133	12
Sharing a locker	4	2	3	2	4	3.000	4
Changing clothes for gym	8	3	3	0	1	1.866	14
Showering with other students	5	2	5	1	1	2.200	11
Rules about clothes	3	5	3	0	4	2.800	6
Other rules	3	3	4	3	2	2.866	5
Subjects in high school	0	3	5	3	4	3.533	2
Homework	1	2	3	6	3	3.533	2
Examinations	1	0	3	6	5	3.933	1
Assignments	2	0	6	5	2	3.333	3
Number of teachers	8	5	1	1	0	1.666	15
How teachers like pupils	3	6	5	0	1	2.333	9
How pupils like teachers	4	3	7	0	1	2.400	8
Meeting new boys and girls	5	6	3	1	0	2.000	13
Making new friends	6	3	2	4	0	2.266	10
Being accepted	3	7	3	2	0	2.266	10
Being in the youngest group	5	3	5	2	0	2.266	10
Separated from old friends	3	5	3	2	2	2.666	7
Stay out later	10	4	0	0	1	1.533	17
High school dances	11	3	1	0	0	1.333	18
Dating people from other schools	8	5	2	0	0	1.600	16
Belonging to clubs	8	2	4	1	0	1.866	14

**APPENDIX G**

RESPONSES OF RESIDUAL SAMPLE TO CONCERNS ABOUT HIGH SCHOOL  
 FELT WHILE EIGHTH GRADERS  
 (N = 15)

Concerns	Bothered Me					Mean	Rank
	Never	Hardly Ever	Some- times	Often	Whole Lot		
Moving from class to class	99	35	27	4	3	1.040	21
Sharing a locker	79	27	25	9	25	2.170	9
Changing for gym	117	25	17	3	4	1.470	19
Showering with other students	91	29	23	10	12	1.870	14
Rules about clothes	55	16	43	19	35	2.747	5
Other rules	47	37	53	16	14	2.435	6
Subjects in high school	25	29	65	25	21	2.841	4
Homework	16	19	61	40	29	3.188	2
Examinations	10	17	45	39	55	3.588	1
Assignments	25	32	50	34	24	2.911	3
Number of teachers	109	31	21	0	5	1.523	18
How teachers like pupils	62	42	36	16	10	2.164	10
How pupils like teachers	52	41	45	20	8	2.288	8
Meeting new boys and girls	80	27	35	14	9	2.000	12
Making new friends	79	36	31	10	10	1.964	13
Being accepted	49	40	43	15	19	2.429	7
Being in the youngest group	67	39	33	16	10	2.105	11
Separated from old friends	60	21	45	19	20	2.429	7
Staying out later	121	26	11	1	5	1.382	20
High school dances	92	35	19	6	10	1.723	15
Dating people from other schools	98	35	18	7	6	1.647	16
Belonging to clubs	93	37	21	8	4	1.658	17

APPENDIX H



RESPONSES OF GROUP MEMBERS REGARDING PREPARATION  
FOR HIGH SCHOOL  
(N = 15)

	Yes	No	No Response	Mean	Rank
Did your older brother(s) or sister(s) ever tell you what high school would be like?	7	8	0	1.466	2
Did you ever ask your older brother(s) or sister(s) what high school was like when you were in grade eight?	4	10	1	1.200	4
Did any of your grade school teachers or your grade school principal ever talk to you about high school?	13	2	0	1.866	1
When you were in grade eight did you ever have a field trip to the high school you would be going to?	8	0	7	1.066	5
Did anyone from your high school come to your grade school and talk to you about high school?	9	1	5	1.266	3
Total	41	21	13		
Percent	55.0	28.0	17.0		
Pooled Mean				1.372	

RESPONSES OF COHORTS REGARDING PREPARATION  
FOR HIGH SCHOOL  
(N = 15)

	Yes	No	No Response	Mean	Rank
Did your older brother(s) or sister(s) ever tell you what high school would be like?	8	6	1	1.466	1
Did you ever ask your older brother(s) or sister(s) what high school was like when you were in grade eight?	7	7	1	1.050	5
Did any of your grade school teachers or your grade school principal ever talk to you about high school?	13	2	0	1.400	2
When you were in grade eight did you ever have a field trip to the high school you would be going to?	13	1	1	1.350	3
Did anyone from your high school come to your grade school and talk to you about high school?	12	2	1	1.300	4
Total	53	18	4		
Percent	71.0	24.0	5.0		
Pooled Mean				1.313	

RESPONSES OF RESIDUAL SAMPLE REGARDING PREPARATION  
FOR HIGH SCHOOL  
(N = 170)

	Yes	No	No Response	Mean	Rank
Did your older brother(s) or sister(s) ever tell you what high school would be like?	91	77	2	1.523	3
Did you ever ask your older brother(s) or sister(s) what high school was like when you were in grade eight?	85	82	3	1.482	4
Did any of your grade school teachers or your grade school principal ever talk to you about high school?	152	13	5	1.864	1
When you were in grade eight did you ever have a field trip to the high school you would be going to?	106	17	47	1.347	5
Did anyone from your high school come to your grade school and talk to you about high school?	136	6	28	1.635	2
Total	570	195	85		
Percent	67.0	23.0	10.0		
Pooled Mean				1.570	

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## VITA AUCTORIS

Walter J. Clemens was born April 17, 1940 in Sarnia, Ontario. He obtained his elementary school education at Our Lady of Mercy School, Sarnia; St. Anne's School, Hamilton; and Sacred Heart School, Sarnia. His secondary school education was begun at St. Patricia's Junior High School and completed at St. Patrick's Senior High School in Sarnia in 1961.

Following a year of employment, Mr. Clemens attended St. Peter's Seminary for five years. He completed his B. A. degree at the University of Windsor, Windsor, Ontario and graduated in 1969. During the next two years he was employed by the Roman Catholic Children's Aid Society, Essex County, as a chief child care worker at the Roy J. Bondy Children's Centre, and as a casework social worker in the Agency's Child Care Department.

In July of 1971, Mr. Clemens enrolled in the B.S.W. program at the University of Windsor, graduated in May of 1972, and was accepted into the M.S.W. program in September of 1972. He expects to graduate in October of 1973.

Field experience in the B.S.W. program was with the Youth Counsellor Project of the Windsor YMCA-YWCA and in the M.S.W. program Mr. Clemens was a group worker with the Windsor Group Therapy Project. Mr. Clemens has had other case and group work experience in his capacity as a child care worker at Madam Vanier Institute for Emotionally Disturbed Children, London, Ontario and as a group leader in a camp and church related group settings.