GUIDELINES FOR DESIGNING
A SCHOOL GUIDANCE PROGRAMME
FOR SENIOR PRIMARY SCHOOL PUPILS

by

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SUPERVISOR: PROFESSOR E. WIECHERS

NOVEMBER 1994
"I declare that "Guidelines for Designing a School Guidance Programme for Senior Primary School Pupils" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references."

B G LABUSCHAGNE
ACKNOWLEDGEMENTS

I express my deepest thanks and appreciation to the following people for the different ways in which they helped me to complete this study.

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* Margie van Staden and Sanmarie Hugo for their help with the statistical techniques.
* Lizelle Fletcher for her helpful advice on the statistical analysis.
* Pupils, parents and teachers for completing the questionnaires.
* My friends, colleagues and family for their ongoing support.
* The standard four pupils who, with their continual desire to learn more, provided the basis for this study.

B G LABUSCHAGNE

NOVEMBER 1994
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DEGREE: MAGISTER EDUCATIONIS (Specialisation in Guidance and Counselling)

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***

SUMMARY

The need for personal guidance was identified amongst senior primary school pupils within a specific environment but no applicable programme was found and a programme needed to be designed.

A literature study investigated the development of senior primary children, the field of guidance and five need areas to include in a guidance programme. Guidelines for designing a programme were also identified. An empirical study examined guidance needs of the pupils through a questionnaire administered to them, their parents, teachers, and older pupils.

Senior primary pupils were not able to provide clear information as to their needs. Older pupils and parents did identify certain need areas. Based on this, and on the literature, plans to draw up a guidance programme to include all five need areas could continue. An introductory programme would also be run for parents and senior primary pupils.

KEY WORDS: guidance needs, senior primary pupils, personal guidance programme, need areas for personal guidance, guidelines for guidance programmes.
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CHAPTER 1
STATEMENT OF PROBLEM, AIMS AND RESEARCH PLAN

1.1 INTRODUCTION

It is generally agreed that the purpose of school guidance is to bring pupils into contact with the real world and teach them the appropriate life-skills and techniques in order that they may reach their potential in educational, personal, social and career spheres (NEPI 1993:20, Fredericks 1991:2, and Lindhard 1988:3). Petrick (1982:241), in speaking of school guidance, states that "Its aim is the total humanness of each child who is in communication in his totality in this world".

In order to enable them to achieve "total humanness", the school guidance programme must meet the needs of each child. Fredericks (1991:174), while investigating the guidance needs of coloured senior secondary school pupils, emphasised that guidance must "... continually focus upon identifying needs". This study also highlighted the fact that specific groups of pupils may have specific needs. This means that the context within which a group of pupils find themselves must be taken into account when designing the school guidance programme for them. It also means that the programme must be based on their specific needs and teach the skills which they require in order to cope with their present lifeworld, and prepare them for the future.

According to the National Education Policy Investigation (NEPI), school guidance only became a focus within the South African education system in 1967 (NEPI 1993:19). The report stated furthermore that the guidance service was only introduced into the schools under the administration of the Department of Education and Training (the education department traditionally responsible for the education of Blacks) as recently as 1981. The lack of guidance in Black schools is stated thus: "... despite policy decisions taken as a result of the De Lange report in 1981, guidance and counselling services continue to be almost non-existent in the African
schools" (NEPI 1993:24). The report also expressed the need for school guidance programmes to address such issues as "... violence, sexual abuse and school-drop out problems" (NEPI 1993:72).

1.2 THE PROBLEM IN BROAD PERSPECTIVE

1.2.1 Initial Awareness of the Problem

In order to describe the process of becoming aware of the problem, the background to the study is described and then the process by which the researcher became aware of a problem and received confirmation of it from others.

1.2.1.1 Background

The setting described in this study is a private school, catering for children from Grade 0 to Standard eight who previously attended schools under the administration of the Department of Education and Training. The school forming the setting follows the requirements laid down by the Transvaal Education Department (traditionally responsible for the education of White pupils in the Transvaal). Pupils at the school in question are some of the many children who have left the Department of Education schools in search of a better standard of education. This is because education in South Africa has been "... characterized by racial and regional inequalities of training in basic schooling and of access to post-basic education and training. The school system now accommodates almost all school-age children, but the education standards attained by large proportions of black-school leavers are deficient both as the foundation for further education and for the world of work" (NEPI 1993:135).

Pupils coming in search of a higher standard of education are often unfamiliar with concepts and ideas which they are now exposed to. Textbooks refer to situations which are foreign to them; in subjects like Maths and Science they do not have the background which enables them to cope with the subject matter.
Many of these problems of an academic nature are being dealt with by the teachers within the school environment as they provide the necessary programmes and techniques to enable pupils to reach the expected levels of performance.

1.2.1.2 An Observed Problem

On a social and personal level, the researcher became aware of pupils in the standard four class asking for guidance on various issues. They asked many questions about their own growth and development and also displayed immature social skills. Many incidents of conflict among pupils were observed, often resolved by fighting. Even older pupils did not appear to be capable of alternative methods of problem-solving and many pupils resorted to 'telling tales'.

1.2.1.3 Confirmation by Others

The researcher approached the standard two, three and five teachers at the same school in order to establish whether or not they felt that their pupils had the need to learn personal and social skills. Open-ended questions were asked in order to provide teachers the opportunity to express their own assessment of the situation. A copy of the questionnaire is provided in FIGURE 1 overleaf. (For the sake of convenience in presentation, the questionnaire has been shortened below in that fewer lines are shown for answers. In the original version more space was provided.)

Information received from the teachers indicated agreement that a school guidance programme was required to teach personal and social skills. Teachers in different standards indicated different issues as being important in their classes.

The standard two teacher, for example, felt that in terms of emotional and social development, her class was relatively trouble-free. Behaviour appeared to be age-appropriate with regard to self-confidence, friendships, and decision-making. This teacher felt, however, that a guidance programme was needed and identified one area requiring attention as being teaching children how to cope with violence. She cited examples of pupils having witnessed both domestic and community violence and
verbalising anxiety about these experiences. This point accords with the suggestions of the NEPI report as stated in section 1.1.

The standard three and standard five teachers identified a number of issues as being relevant to their classes, which the researcher had also noticed in the standard four class. These are listed below FIGURE 1.

**FIGURE 1 PILOT QUESTIONNAIRE TO DETERMINE TEACHERS' OPINIONS OF THE NEED FOR GUIDANCE FOR THEIR PUPILS**

Please indicate how you would rate each statement with reference to the majority of pupils in your class. Circle 3, 2 or 1 to indicate your rating. A 3 means good, 2 = average and 1 = weak. Try to commit yourself to using a 1 or a 3. In the space below each statement, please supply one or two reasons for your choice. You could use questions the pupils have asked, statements they have made, or behaviour you have observed.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils demonstrate self-confidence.</td>
<td>3</td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
<tr>
<td>Pupils have an appropriate sense of responsibility.</td>
<td>3</td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
<tr>
<td>Pupils take responsibility for their own decisions.</td>
<td>3</td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
<tr>
<td>Pupils can co-operate in a small group.</td>
<td>3</td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
<tr>
<td>Pupils can withstand negative influences.</td>
<td>3</td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
<tr>
<td>Pupils have appropriate friendships.</td>
<td>3</td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
<tr>
<td>They can make the decisions you expect of them.</td>
<td>3</td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
<tr>
<td>Pupils can set appropriate goals.</td>
<td>3</td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
</tbody>
</table>
FIGURE 1 CONTINUED

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do pupils ask questions about their physical development? Please give examples.</td>
<td></td>
</tr>
<tr>
<td>2. How do pupils in your class resolve conflict?</td>
<td></td>
</tr>
<tr>
<td>3. How are feelings (good or bad expressed)? Is this age-appropriate?</td>
<td></td>
</tr>
<tr>
<td>4. Do pupils ask questions about negative influences (drugs, alcohol, stealing etc)? Give examples.</td>
<td></td>
</tr>
<tr>
<td>5. Have you noticed any behaviour which makes you wonder about abuse of any kind?</td>
<td></td>
</tr>
<tr>
<td>6. Do you believe your class have a need for a school guidance programme? If yes, what would you like such a programme to include?</td>
<td></td>
</tr>
<tr>
<td>7. Any other comments?</td>
<td></td>
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List of similarities between standard three, four and five classes according to the pilot questionnaire:

(a) Pupils appeared to lack confidence and would often come and check individually with the teacher once instructions had been given.

(b) In terms of negative influences from the peer group, teachers felt that pupils did not have the skills to resist - they tended to follow others even when they did not agree with the behaviour. In the standard five and standard four classes pupils had asked questions about alcohol, drugs and stealing. This indicated that they were coming into contact with these issues and needing to decide on their own involvement with them.
Pupils were described as being unable to make their own decisions without a
great deal of encouragement. Most would only do exactly as suggested by the
teacher, even when given a choice.

In all classes, conflict is resolved through fighting and hitting. Pupils appear
to be ignorant of alternative methods of resolving arguments.

In the standard five and standard four classes pupils asked questions about
their bodies and growing up. They indicated that they would not be able to
ask their parents such questions.

The standard three and five teachers both expressed a need for a guidance programme
to teach communication skills, positive social behaviour, problem-solving techniques
and to provide information about development (moral and sexual). This need was the
same as that experienced by the researcher in the standard four class.

Informal contact between the researcher and parents of pupils indicated parents’
appreciation at having personal issues discussed with their children at school. Some
parents even specifically requested that issues (such as menstruation) be dealt with at
school, stating that they were not 'brave' enough to do it themselves.

1.2.1.4 Conclusion

The initial awareness led to the conclusion that a need existed for a guidance
programme which would meet the needs of the pupils, teachers and parents at the
school concerned.

1.2.2 Initial Understanding of School Guidance

As was stated above, school guidance attempts to enable pupils to reach "total
humaneness" and thus achieve their full potential. In order for a programme to do
this, it would have to include teaching on what it would mean for pupils to reach their
full potential, and it would have to provide them with the support they require as they
'discover' and develop themselves.
School guidance has been identified as having three components: educational guidance, vocational guidance and personal guidance (Visser et al. 1991:248). These three share many details and overlap as shown in FIGURE 2:

**FIGURE 2** DIAGRAM ILLUSTRATING THE THREE OVERLAPPING COMPONENTS OF SCHOOL GUIDANCE

![Diagram Illustrating the Three Overlapping Components of School Guidance]

Very briefly, these components can be described as follows (Visser et al. 1991:249-252):

**1.2.2.1 Educational Guidance**

Educational guidance includes teaching study methods and techniques, making subject choices, and the identification and diagnosis of individual pupils with problems.
1.2.2.2 Vocational Guidance

Vocational guidance involves guidance with regard to vocational education and the making of a responsible career choice.

1.2.2.3 Personal Guidance

Personal guidance involves providing information and support to the child on his way to adulthood (or 'total humanness'). "It includes information and support as regards his bodily, affective, cognitive, conative, social and religious life" (Visser 1991:252).

1.2.3 The Problem within the Framework of School Guidance

The brief description of the components of school guidance led to the conclusion that the problem of providing a guidance programme to teach personal and social skills lies mainly within the boundaries of personal guidance.

Having established this, it became necessary to investigate existing programmes in order to establish the viability of using one with this specific group of pupils.

1.2.3.1 Investigation of Available Programmes

The researcher consulted the following programmes:

(a) "All the Right Moves - Lifeskills for an Aids-free Generation" (Scripture Union 1993),
(b) "Lion's Quest Programme" (Lions International 1991),
(c) "Creative Guidance" (Edgecombe et al 1992), and
(d) "Lifeskills in the Classroom" (Lindhard & Dlamini 1992).
Comments about each of these are provided below:

"All the Right Moves" is a programme written for AIDS education. It includes lessons on a number of social and personal skills which could be applied with the pupils in question. Besides teaching about AIDS, lessons are included on improving the self-concept, relationships, appropriate dating behaviour and abstention from sexual activity. However, this only covers one aspect of the issues which seem to be required, and nothing is included in this programme about conflict resolution, for example. The programme would therefore not suffice.

The Lion's Quest Programme is again a programme written for a specific purpose. In this case the programme teaches about resisting peer pressure with regard to alcohol and drug abuse. Once again, there are relevant aspects but this programme has a distinct American frame of reference and so is not always applicable. A brief 'opinion poll', for example, by the researcher amongst the pupils in the setting, indicated that they are more likely to experience pressure to steal or obtain an illegal firearm, than to drink or smoke. The Quest programme also requires specialised training for the presenter and assumes that facilities and material are easily available. Practical details thus also make it difficult to use.

The programme "Creative Guidance" is a South African programme designed for Junior Secondary School Pupils (see definition in section 1.4.3) and so caters for the standard five to seven pupil. The format and lessons are easy to use and some may be relevant for use with the standard five pupils. However, most of the lessons are aimed at a higher level and are more appropriate for older pupils.

"Lifeskills in the Classroom" is also South African and covers all three components of school guidance. The programme is designed for high school pupils though, making it too difficult for use with the senior primary pupils.

Neither of the above programmes can therefore be successfully applied in their existing form. Even a combination of relevant aspects from each would still not cover all areas presumably needed. An effort was made to obtain other programmes...
but there did not appear to be a ready supply. From the literature it would also appear that the most effective programme for any group of children would be one specifically designed to meet their needs. Johnson (1968:25) wrote: "A first requirement ... would be to identify those needs of students in a particular school at a particular time ... effective guidance programs serve youth through activities that may be developmental, preventive, or remedial" (Italics added).

1.2.4 Statement of the Problem

It was apparent that a possible need existed for a personal guidance programme to teach senior primary school pupils personal and social skills. The researcher was now faced with the further problem that no ready-to-use programme existed and that a programme would therefore need to be drawn up. The following questions then arose:

(a) What guidelines should be followed when designing this programme, taking into account that it would have to meet the needs of the pupils?
(b) What are the needs of the pupils?
(c) Do pupils in different standards, and so of different ages, experience the same needs?
(d) Assuming that primary school pupils may not have enough insight to accurately reflect their own needs, would other members of the same school and home communities (older pupils, teachers and parents) provide further insight into what the programme should include?

Having realised the problem, it became possible to identify aims for further study.

1.3 AIMS OF THE RESEARCH

1.3.1 General Aim

The general aim of the research is to identify the guidelines to use when designing a personal guidance programme for the senior primary school pupils.
1.3.2 Specific Aim

The specific aim of the study is to determine:
(a) whether or not pupils in different standards identify the same needs,
(b) whether older pupils would identify other insights into the needs of primary school pupils, and
(c) whether parents and teachers of the pupils would identify the same needs for their children.

The terms used in the above discussion, and those which follow, may require clarification in order to eliminate any misunderstandings. The following section is therefore devoted to defining the concepts.

1.4 DEFINITION OF CONCEPTS

1.4.1 Personal Guidance

Personal guidance has already been briefly described in paragraph 1.2.2.3. "Guidance" itself is usually defined in terms of its function as it is carried out within a school. One popular definition which illustrates this fact is the one given by Shertzer and Stone (1981:40) "Guidance ..... is the process of helping individuals to understand themselves and their world". Chapter three provides a more comprehensive discussion of personal guidance.

1.4.2 Guidance Programme

A guidance programme is the methods used and the subject matter employed by the teacher in order to provide information, support and skill development for the pupil. In Chapter three details about the aims and the drawing up of a guidance programme are also discussed.
1.4.3 Senior Primary Pupils

The National Education Policy Act (Act 39 of 1967) made provision for a four-phase system of schooling as seen in FIGURE 3:

**FIGURE 3 DELINEATION OF STANDARDS WITHIN SCHOOL PHASES**

<table>
<thead>
<tr>
<th>Junior Primary Phase</th>
<th>Grade 0 - Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Primary Phase</td>
<td>Standard 2 - Standard 4</td>
</tr>
<tr>
<td>Junior Secondary Phase</td>
<td>Standard 5 - Standard 7</td>
</tr>
<tr>
<td>Senior Secondary Phase</td>
<td>Standard 8 - Standard 10</td>
</tr>
</tbody>
</table>

Standard five pupils thus officially fall into the junior secondary school phase, even though they are usually still physically on the same premises as the primary school. In reality then, this usually means that they are included in the primary school. For the purpose of this study, standard five pupils are included in the senior primary school phase.

The senior primary school pupil is therefore defined as the pupil in standards two to five and ranging from 9 years of age to age 14.

1.4.4 Older Pupils

Taking into account that senior primary pupils may not yet have developed enough self insight to identify their own needs, it was decided that some insight from older pupils may prove useful. It was important to choose those pupils old enough to be more aware of the needs of primary school pupils, and yet not so far removed from their own primary school days that they could not remember enough. For the purposes of this study, standard eight pupils were selected as the group of 'older pupils'.
1.5 METHOD OF RESEARCH

In this study, two methods of research were used, namely a literature study and an empirical study. The literature study involved obtaining the theoretical background to provide an understanding of the senior primary school child, as well as investigating different areas of need and ways of designing a successful guidance programme.

Empirical research methods were employed in order to investigate the guidance needs of the primary school pupils by approaching pupils themselves, older pupils, and teachers and parents for information.

1.6 RESEARCH PLAN

Chapter one provided the general orientation and background to the project as well as a description of what the study would involve. The literature study investigating the cognitive, psychosocial and normative development of the child at senior primary school level is given in Chapter two. In Chapter three, the focus shifts to an investigation into some of the literature available on personal guidance and personal guidance programmes. Suggested guidelines for drawing up a programme are also looked at as well as typical areas of guidance needs. The research design appears in Chapter four. Chapter five records the findings of the empirical research and Chapter six sums up the findings, as well as providing conclusions and recommendations for further research.
1.7 CONCLUSION

The above discussion provides the background to the proposed research into designing a personal guidance programme for a group of senior primary school pupils. The problem leading to the study has been examined and described. A proposed method of research has been set out, and terms used in the discussion defined.

In order to gain a firm understanding of the group of children in question, a literature study was undertaken. Chapter two is devoted to describing the cognitive, psychosocial and normative development of this age group.
CHAPTER 2
THE SENIOR PRIMARY SCHOOL CHILD - A LITERATURE STUDY

2.1 INTRODUCTION

In chapter one the pupils relevant to this study were identified as being those in standards two to five in the age range of 9 to 14 years. In response to perceived problems on social and personal levels, the need to develop a personal guidance programme was established. The purpose of this programme would be to help the pupils achieve 'total humanness', in other words, provide them with structured opportunities to develop into fully rounded individuals capable of achieving their full potential.

In order to understand the expected behaviour and typical characteristics of children between the ages of 9 and 14, it became necessary to study their development. Obtaining such information would provide insight into the level at which any programme could successfully be introduced, an idea of what content the programme should include, and an idea of some of the expected needs of this age group.

Human development occurs simultaneously at a number of different levels. Physical development, social development, emotional development, and intellectual development all occur concurrently in each individual. Although each aspect of development is important it would go beyond the scope of this study to research each in detail. Three aspects were considered to be relevant to this study are: cognitive development, psychosocial development and moral development. Reasons for selecting these aspects are:

(a) A better understanding of cognitive development enables the researcher to determine at what level of difficulty material can be introduced for each standard and what thinking skills the children can be expected to master. This knowledge would make it possible to know, for example, to what extent pupils
of different ages would be able to 'reason' about alternative ways of solving problems.

(b) Insight into the psychosocial and moral development of the child is crucial for this study as both aspects fall directly within the realm of personal guidance.

The age range from 9 to 14 years is a very broad one. During these years the child moves through late childhood into puberty and adolescence. Once again, a detailed look at all aspects of development at this age would be too extensive. Only the most relevant issues will be discussed as they apply to the group of children.

The results of the literature study into cognitive, psychosocial and moral development of the senior primary school child are now discussed.

2.2 COGNITIVE DEVELOPMENT OF THE SENIOR PRIMARY SCHOOL CHILD

2.2.1 Introduction and Definition of Cognitive Development

This section examines the cognitive development of the senior primary school child and highlights those aspects which must be taken into account when determining the level of difficulty of the subject matter included in the personal guidance programme.

Cognitive development is "... the development of a person's mental capacity, involving reasoning and dealing with various problems calling for objective thinking" (Mwamwenda 1989:337).

2.2.2 Jean Piaget's Theory of Cognitive Development

Jean Piaget has been described as the "... most influential developmental psychologist of the twentieth century" (Mussen 1984:222). Piaget stated that knowledge has a specific goal, which is to enable the child to adapt to his environment. He separates mental growth from physical growth and believes that the child acquires knowledge
and develops his thought processes as he interacts with his world. (Piaget 1969:vii).

Piaget’s view of cognitive development focuses on problem solving and reasoning and can always be traced back to four factors (Maier 1978:22):

(a) physical maturation
(b) experience (gained through interaction with the physical world)
(c) social transmission (through the active involvement of people with others)
(d) equilibrium (attaining self-regulation)

Adaptation is seen as being cognitive striving to achieve a balance between personal experience and the environment. Adaptation has also been described as a basic instinct by Louw (1985), when he says, "Adaptasie, [is] die basiese neiging om ter wille van oorlewing en groei by die omgewing aan te pas ... " (Louw 1985:138).

For Piaget, development takes place in a specific order within certain phases, each characterised by a particular thought mode. The phases are roughly age-related but this is not absolute. Phases will follow one another in a definite order no matter what the age of the child is. The three phases which Piaget distinguished are the sensorimotor phase, the concrete operations phase and the formal operations phase.

Piagetian scholars have tended to prefer a more expanded view of the phases and have developed five levels of cognitive development, namely, sensorimotor, preconceptual thought, intuitive thought, concrete operations and formal operations levels (Maier 1978:30).

The first three phases all occur during infancy and the first years of life. The phases of concrete operations and formal operations follow later. The concrete operational phase occurs from 7 to 12 years of age, and the formal operational phase starts from about the age of eleven. These two phases are thus most relevant to children in this study and will be examined in some detail.
2.2.2.1 Cognitive Development in the Concrete Operational Phase

Once they enter the concrete operations phase, children begin to show an ability to use adult logic although they still require concrete objects in order to think. They are not yet able to use abstract thought. "... the child thinks in operations but is tied to the observable and needs props to think with" (Sigel & Cocking 1977:65). Children in this phase also become capable of thinking in terms of classes, relations and number. This means they have understood reversibility and conservation (two Piagetian concepts).

Briefly, reversibility means that the child is capable of returning to an original point in thought, despite being interrupted. It means that he is capable of understanding, for example, mathematical concepts such as: \( 6 \times 4 = 24 \) and so \( 24 \div 6 = 4 \). Conservation means that the child is capable of recognising how the same object can have several properties or dimensions. He is able to understand how, for example a specific amount of liquid can appear to look like 'more' when poured into a narrow container than when the same amount is poured into a wide container.

Children in the concrete operational phase begin to recognise that different people can have different viewpoints about the same thing. These new levels of thinking bring about a new level of self-identity as the child compares his own ideas to the different viewpoints with which he now comes into contact.

During the concrete operational phase children start to use more initiative in thought. Instead of just accepting what they are told, they start to examine these things, albeit on a concrete level. They are capable of solving relatively complicated problems, thinking more deeply about issues, and can be challenged intellectually.

2.2.2.2 Cognitive Development in the Formal Operational Phase

According to Piaget, children move into the phase of formal operational thought at age 11. In this phase, their thought processes change in that they now can extend the way they think so that it goes beyond their own experience and beyond concrete
objects. This means they become capable of abstract thought and can begin to make hypotheses, generalize and reach sound conclusions based on the information they have received.

With regard to children moving into the formal operational level, Travers (Mwamwenda 1989:67) wrote: "In practice, however, not many people in Africa and Western countries operate at this phase". This contention is emphasised by the author saying that formal operational thought may only evolve in societies that are technologically advanced, and that, even in the USA, "... only about half of college first-year students demonstrate it" (Mwamwenda 1989:68). Numerous studies quoted by Mwamwenda have shown that both African and Western children will master Piagetian tasks, although Western children tend to attain these levels earlier than African children. It has been contended that this may purely be due to cultural and environmental reasons (Mwamwenda 1989:98).

Despite reports of children not necessarily achieving formal operational thought, according to Piaget, cognitive development at this age should be moving onto this level and if children have not yet reached it, they should be helped towards it. Some ways in which formal operational thought can be fostered are: by placing pupils in a situation where they have to solve problems, by discussing problems with them, by presenting them with questions and conflicting situations and establishing how they think, and by encouraging them to analyze their own thinking either individually or in groups (Mwamwenda 1989:71).

2.2.2.3 Conclusions regarding Piaget’s Theory

Piaget’s theory of cognitive development gives a clear idea of the level of thought of children at the senior primary school level. Taking the learning approach of the children who are functioning at the concrete operational level into account when developing any school programme (and specifically a personal guidance programme) means that the children can be faced with complicated situations, but that concrete aids should be used to help them solve the problems. For example, when talking about a topic such as peer pressure, not only should it be discussed on an abstract
level, but children could 'act out' the situations and attempt different solutions in a role-play-type situation.

Older students (those in, or moving towards the formal operations level) can be challenged even more by presenting them with a problem situation where others are attempting to get them to do something that they don’t want to do and letting them discuss and decide between conflicting solutions.

Not all psychologists and philosophers agree with the Piagetian idea that knowledge arises only from an individual’s interaction with his environment, or that cognitive development always takes place in qualitatively distinct phases. Two different viewpoints of cognitive development which provide further insight are examined in sections 2.2.3 and 2.2.4.

2.2.3 Cognitive Development according to the Theory of Leo Vygotsky

Vygotsky (Rieber & Carton 1987:220) believes that the role of the adult is important in the development of cognition in a child. A child does not learn and develop independently. Learning must happen with the assistance of an adult who gives direction and challenge. Vygotsky believes that "What the child is able to do in collaboration today, he will do independently tomorrow".

The implications of this idea for the present study is to stress the importance of the adult (or teacher in this case) when it comes to stimulating the child’s cognitive growth. Even in the context of a guidance programme, material must be presented in such a way that the teacher can help the child to interpret it, understand it, and incorporate it into his own development.

2.2.4 The Mediated Learning Experience Theory of Reuven Feuerstein

Feuerstein (Schwebel & Maher 1986:50) believes that cognitive development is affected by "Mediated Learning Experiences" (MLE). An MLE occurs when an adult "mediates" between the child and his environment in such a way that the stimuli
which reach the child are filtered and focused in order to bring about "active" and not "passive" interaction between the child and his environment.

In the light of the present study, this theory again highlights the need for the teacher to present material in such a way that the child’s active participation is encouraged. The child must be motivated to 'do' something in order to solve a problem and so enhance his development. The material should also be presented in such a way that it will positively engage him in problem-solving and decision-making.

2.2.5 Synopsis of Cognitive Development

(a) Cognitive development was defined as the development of the mental capacity and ability to reason and solve problems.

(b) The theory of Jean Piaget was examined as the basis for understanding the cognitive level of the senior primary child.

(c) The concrete operational and formal operational phases, as described by Piaget, provided an outline of the level of thought of children between the ages of 9 and 14. The two concepts, reversibility and conservation were seen as having been achieved at the concrete operational level. Achieving the formal operational level means that the child is able to think on the abstract level without the 'crutch' of a concrete object, and is capable of hypothesizing and reasoning.

(d) The importance of the involvement of the adult in helping the child achieve optimum cognitive development and learn to solve problems was stressed through descriptions of the theories of Vygotsky and Feuerstein. Both these theories emphasise the active participation of an adult in assisting a child to make sense of his world and its problems.

(e) Several conclusions were reached about the ways in which a personal guidance programme can best be adjusted in order to make it appropriate to the cognitive level of different ages of children in the senior primary school.
2.3 PSYCHOSOCIAL DEVELOPMENT OF THE SENIOR PRIMARY SCHOOL CHILD

2.3.1 Introduction and Definition of Psychosocial Development

This section will examine the psychosocial development of the senior primary school child and highlight those aspects to be taken into account in the determination of the content of the personal guidance programme.

Psychosocial development is the development of social relationships, including relationships formed with others and the self "... which involve psychological factors" (Mwamwenda 1989:352).

Besides being able to meet the challenges of life on a cognitive level, the individual (in this case, the senior primary school child) must also develop a healthy relationship with himself and a positive self-identity. Amongst other skills, he must learn to get on with others and learn the appropriate sex role (Vrey 1979:97-100).

The theory of Erik Erikson is one which explains how an individual develops the psychological strengths necessary for healthy living.

2.3.2 Erik Erikson's Theory of Psychosocial Development

Erikson emphasises the interaction between a person's internal characteristics and the stresses from the external culture and environment. Erikson's views are neo-Freudian and he builds strongly on psychoanalytic theory although his theory represents a broader and more versatile view of man.

Eight "ages of man", or phases of development, are identified (Erikson 1977:222-242). This theory is a dialectic one and describes psychosocial crises which must be resolved during each developmental phase. At each phase, the individual finds himself faced with two opposing poles between which he must orientate himself.
Development is described as being constantly in motion, following a predictable sequence whereby each crisis needs to be resolved. The resolution of each crisis brings about the possibility of new solutions for old crises and so a person can retain an earlier "theme". Both the past and the present struggles can affect personality.

The eight phases of development consist of five which occur in childhood and three in adulthood. Within the five childhood phases, three apply to the younger child and two to the child at senior primary school level. The five phases are mentioned below with brief explanations about the first three. A more detailed look is taken at the two phases which apply to the children in this study. (Erikson 1971, Erikson 1977, Maier 1978:89-120, and Mwamwenda 1989:258-259).

(a) **Developing a sense of basic trust while overcoming a sense of basic mistrust**

In the first phase the child experiences the constant care of the mother who meets his every need. The child thus develops trust. If his needs are not met, he will develop mistrust. Trust or mistrust will form the basis for how other people are perceived as the child grows up.

(b) **Developing a sense of autonomy while combating a sense of doubt and shame**

This is the phase where the child learns to control his environment. He develops a sense of autonomy by being given support and encouragement to master tasks. He develops a feeling of shame or doubt about himself if he does not experience success or if he does not learn autonomy, or if he is overprotected.

(c) **Developing a sense of initiative while overcoming a sense of guilt**

Having accomplished the basic tasks of learning to control his environment, the child develops a sense of initiative. If he has not accomplished such tasks, he will experience guilt.

(d) **Developing a sense of industry while fending off a sense of inferiority**

(e) **Developing a sense of identity while overcoming a sense of identity diffusion**
2.3.2.1 Acquiring a Sense of Industry and Fending Off a Sense of Inferiority

This phase occurs between the ages of 7 and 12. The child has a great interest in learning, and a greater ability to manipulate the "tools" or objects of learning within his culture. If he successfully manipulates and masters the tasks set for him, he develops a sense of industry. Failure to manipulate and master tasks results in feelings of inferiority.

The two opposing poles of this phase are, on the one hand, having the energy to master the tasks, but on the other, wanting to stay the same.

Successful personality development requires that the child experience success as this will solidify his sense of competence and industry.

The sense of industry will also determine a child’s future attitude to work and his work habits. The stage of industry is specifically characterised by such activities as work, doing, and creating.

Typical of play at this age is that the child incorporates real-life situations into his play. The two sexes tend to have different habits in play although they will play together as appropriate. Sonnekus and Ferreira (1987: 261) write, "Feitlik alle skrywers beklemtoon dat die groepsvorming tydens die senior primere periode 'n hoogs belangrike rol speel. Die groepsvorming vind egter plaas binne dieselfde geslag en die twee geslagte staan tydens hierdie periode waarskynlik die verste van mekaar ...". During this phase the child must thus acquire the skills he needs to relate to others in a meaningful and acceptable way.

Children of this age tend to remain dependent on their parents although they are beginning to emancipate. They begin identifying more strongly with peers and with other adults. Their peers, especially, provide the measure for success or failure.
During this stage, therefore, the child is expected to achieve a level of competence in school work and, at the same time, develop appropriate interpersonal skills.

2.3.2.2 Acquiring a Sense of Identity while Overcoming a Sense of Identity Diffusion

This phase is considered to be one of the most important and Erikson (1971; 1977) is renowned for his work on identity formation.

The phase of identity formation is reached at the stage of puberty (at about age 14) when the child’s body is going through physiological and anatomical changes and becoming more mature both physically and sexually. All existing balances are upset and it is especially necessary to have recognition and support from significant others which are mainly the peer group but significant adults also play a most important role.

“A sense of identity means a sense of being at one with oneself ...” (Maier 1978:109). In order to develop a sense of identity, the adolescent must feel that he has mastered childhood issues and be ready to face the challenges of the adult world. The adolescent must develop this sense of being at one with himself on three different dimensions (Louw 1985:120):

(a) The child must feel sure about his own particular characteristics and be able to answer the question, "Who am I?".

(b) He should be sure of his social identity and be able to answer the question, "Which group do I identify with and belong to?"

(c) The child should be sure of his own values and attitudes and be able to answer the question, "What do I want to achieve?"

Failure to answer these questions successfully can result in conflict, indecisiveness, anxiety and loneliness. Those who do not successfully resolve this crisis may remain in this phase for longer than normal. Those who do resolve the crisis usually move into the next phase by the age of 20.
Erikson distinguished between early and late adolescence. He described the young adolescent (who is under consideration in this study) as still needing close association with his parents, but beginning to associate more and more with his peers. The adolescent tends to establish close friendships and relies on his peers for feedback regarding his own acceptability.

The establishment of an identity includes developing a sex role identity and this period of life is characterised by beginning to establish and experiment with relationships with the opposite sex as well as learning to deal with sexual urges.

The development of an individual personality can bring the adolescent into conflict with societal norms and he needs to make choices about where he stands on societal issues and values. During this phase he must also decide on a suitable future occupation and this means becoming aware of his own possibilities and potential.

2.3.3 Conclusions and Implications of Erikson’s Theory of Psychosocial Development

Erikson emphasises the need for every individual to develop a well-established identity in order to function successfully in his environment, make appropriate choices and get along with others.

In order to help children in their own identity search, whether they be at the level of industry or the level of identity formation, appropriate modelling by an adult regarding his own feelings of self-worth is important. This would be especially important in the presentation of a personal guidance programme where the presenter should communicate his own positive (and honest) feelings about himself and aid the children to develop the same attitude.
The programme should not expose the child to tasks which he is incapable of completing successfully. The possibility of being able to experience success and be accepted by others for what he can do, should be made possible. The child must also learn how to appropriately choose the others who will provide him with the acceptance that he desires.

The child's ability to cope independently must also be encouraged. Opportunities can be provided for him to practice certain skills within a safe environment, for example, how to relate to others, how to express his own opinions, and other similar skills. He should be able to develop enough self-confidence to know he could transfer this learning into other situations.

The development of appropriate sex role behaviour must be encouraged with the older senior primary children. Besides needing information and reassurance about the changes happening in their own bodies, they also need to learn about changes happening in the opposite sex, about relationships, choices to make regarding sexual behaviour, and the consequences of certain behaviour.

2.3.4 Synopsis of Psychosocial Development

(a) Psychosocial development was defined as the learning of social behaviour and relationships with the self and others.

(b) Erikson's theory was used as the basis for understanding this aspect of development of the senior primary school child. His phases of industry and identity formation were seen as being appropriate for children in this study.

(c) His description of children in the phase where they are developing a sense of industry and overcoming a sense of inferiority led to an understanding that these children need to experience success in the work they do, and acceptance by their peers because of what they can do.

(d) The adolescent, busy developing a sense of identity, needs opportunities to discover his own feelings and attitudes. He needs to decide who he is, which group he belongs to and what he aims to achieve in life.
(e) Erikson’s theory emphasises the need for children at the levels of industry and identity formation to have positive feelings about who they are, and how this can affect their development as well as determine future choices about themselves and their lives.

(f) Several implications of Erikson’s theory for the development of a personal guidance programme were highlighted such as including opportunities to learn social skills, to cope independently, and to learn appropriate sex role behaviour.

2.4 MORAL DEVELOPMENT OF THE SENIOR PRIMARY SCHOOL CHILD

2.4.1 Introduction and Definition of Moral Development

Moral development refers to the way in which an individual learns to differentiate between right and wrong. Whilst Piaget made a significant contribution to the understanding of how children perceive this, the most comprehensive work in this field has been done by Lawrence Kohlberg. This section will take a brief look at Piaget’s input and then examine that of Kohlberg.

2.4.2 Piaget’s Contribution to Moral Development

Two categories of moral development are identified: morality of realism and morality of co-operation (Mwamwenda 1989:108).

Morality of realism occurs before the child is ten and means that most children in this study will have moved through this stage or be in the last stages of it. During this time the child does not perceive anything as being inherently right or wrong. Right and wrong are determined by what his parents say. He also tends to believe in immanent justice (Mwamwenda 1989:108), so that if someone does something wrong and gets hurt in the process, then he has been aptly punished.
Morality of co-operation means that the child begins seeing rules as something flexible which can be changed according to the situation. Rules protect the rights of individuals and wrong is judged according to the motive behind the behaviour.

2.4.3 Lawrence Kohlberg's Theory of Moral Development

Kohlberg (1976; 1981), in developing his theory, included the child's moral reasoning as well as the kinds of information that the child uses in reasoning. Three levels of moral development are identified: pre-conventional, conventional and post-conventional levels. Besides the three levels, the individual will also move through a number of different stages of moral development.

The pre-conventional level occurs before the age of ten and again means that most of the children in this study will have moved through it. In this level children move away from the point where they assess good or bad behaviour according to the rewards or punishments given by adults. They develop to the stage where good is determined by whether or not the needs of the person are satisfied. Children in this study could still be at this stage, implying that they will, for example, refrain from being unfair to others so that others are not unfair to them.

In the conventional level, which applies to the rest of the senior primary school children, right and wrong are determined by the usual conventional standards of society, the family and the church. This stage is also referred to as the "Good Boy - Good Girl orientation" phase. The child will conform to the opinion of the majority. In the first stages of this level, he will be 'good' because that is what is expected and the expectations of others must be met. He will attempt to win others' approval. In the second stage the child will move to the point where judgements are based on rules. The child will refrain from any behaviour as long as the law forbids it. He will accept or reject other people according to whether or not these people conform to the rules.
2.4.4 Conclusions and Implications of Moral Development in the Senior Primary School Child

Implications of the literature study with regard to moral development highlight the following points which must be taken into account in the development of a guidance programme for the senior primary child:

(a) For the younger children, the norms and values of society should be stressed and cognisance taken of the fact that they will not yet be at the stage of questioning these. There should rather be reinforcement of existing norms and expected standards of behaviour, so social skills can be taught and reinforced.

(b) They will have strong feelings about fairness with regard to punishment and must experience fairness and consistency within the presentation of a programme. The teacher should model appropriate behaviour.

(c) Their understanding of behaviour being 'good' because it makes you feel good can be used to reinforce their self-image, by providing opportunities for them to feel as if they are 'good'.

(d) With older pupils, discussions on the merits or otherwise of societal rules can be introduced. They can be encouraged to begin identifying and justifying their own values and attitudes. Societal norms and social skills can again be presented in as much as they enable positive growth.

(e) With the older children rules can also be examined for the ways in which they protect individuals and pupils can be encouraged to express their own feelings about this.

(f) Opportunities to experience the approval of others must be presented, especially within their peer group. This can be done by providing carefully guided discussions on acceptable and unacceptable behaviour.

2.4.5 Synopsis of Moral Development

(a) Moral development was defined as the understanding which children have at different ages about right and wrong.
(b) Piaget's ideas of moral development provided insight into the phases of moral realism and moral co-operation. The child moves from the position of simply accepting right and wrong as being what his parents say, to the point where he sees rules as being flexible and adaptable in different situations.

(c) Lawrence Kohlberg’s contribution in this field led to a better understanding of the senior primary school child. Firstly this implied simply behaving well in order to avoid punishment, and later the child develops to the point where he behaves well because of society’s expectations, and eventually because he wants to conform to the rules.

(d) A number of implications for this study were identified such as, with the younger child, reinforcing societal norms and values, modelling fairness and creating opportunities to practice being 'good'. Older pupils can be challenged to develop their own values, to question existing rules in society, and opportunities provided to experience approval by peers.

2.5 CONCLUSIONS

In this chapter, the researcher has attempted to give a very brief overview of information about the senior primary school child especially with regard to cognitive, psychosocial and moral development.

Cognitive development was examined in the light of the theories of Piaget, Vygotsky and Feuerstein, and the senior primary school child was seen as being one who is keen to learn and discover more. His thinking ability has increased to the point where he can reason logically although he does still use concrete aids. The teacher's role of being an able guide to this learning by interpreting stimuli and helping the child to make them meaningful, was emphasised.
Psychosocial development was looked at from the perspective of Erik Erikson who identifies the younger senior primary child as being in the stage of developing a sense of industry and therefore being actively working and doing. The need for the experience of success was stressed. Older senior primary children are beginning to develop a sense of identity and are therefore involved in the developmental tasks of the adolescent. This involves trying to find out who they are both individually and socially, and what they want to achieve in their lives.

Moral development was examined with insights from Piaget and Kohlberg and it is understood that children between the ages of 9 and 14 years are still strongly influenced by what is expected of them and are not yet really questioning authority or the value of rules.
CHAPTER 3
GUIDANCE AND GUIDANCE PROGRAMMES - A LITERATURE STUDY

3.1 INTRODUCTION

In chapter one school guidance was defined as being that which brings pupils into contact with the real world and teaches them appropriate life-skills and techniques to enable them to reach their potential in educational, personal, social and career spheres (see section 1.1). The purpose of teaching guidance was described as being in order to bring about the "total humanness of each child who is in communication in his totality in this world" (Petrick 1982:241).

In order to best facilitate the learning of life-skills and achievement of potential by the pupil, an appropriate method must be used. The method suggested is a carefully formulated guidance programme which would best suit the pupil's particular situation.

Much has been written about guidance and about what constitutes an effective programme. This chapter seeks to take an in-depth look at the topic of guidance, its different aspects, and the existing views of what makes a guidance programme effective.

3.2 WHAT IS GUIDANCE?

3.2.1 Some Popular Definitions

Shertzer and Stone (1981:40) raise an interesting point when they say that the term "guidance" has lost its meaning because it has been used in so many different ways.
Definitions of the word differ as authors appear to define it according to their own opinions. A few definitions, which apply to this study are given and then briefly discussed.

(a) "Guidance ..... is the process of helping individuals to understand themselves and their world" (Shertzer & Stone 1981:40).

This definition by Shertzer and Stone assumes that individuals who understand themselves and their world will be more effective, productive and happier human beings. They also quote Rogers (Shertzer & Stone 1981:40) as saying, "... the purpose of the helping professions, including guidance and counselling, is to enhance the personal development, the psychological growth toward a socialized maturity, of its clients". With the focus of this study being on personal guidance, the idea of enhancing self-understanding and facilitating personal growth is most appropriate.

(b) Lindhard defines guidance as "... an activity in which the teacher brings pupils or students into contact with the world as it really is and helps them to make choices wisely in their day-to-day lives." (Lindhard 1988:3).

In his definition, Lindhard describes guidance as the process of helping the pupil to develop. Without guidance, development would still occur but probably take longer, as the pupil would have to discover facts about himself and about life. The process can be shortened by providing opportunities and support to discover the facts in the guidance lessons.

Lindhard hereby agrees that self-understanding and personal growth is essential while his emphasis is on actively 'providing the opportunities' for this to occur.

(c) Peters and Shertzer (1974:35) introduce the term guidance as one which "... has evolved to describe the helping relationship extended by school staff members to students".
They quote a very full definition from Mathewson (Peters & Shertzer 1974:35): "Guidance is the systematic, professional process of helping the individual through educative and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities, in accordance with social and moral values."

In their discussion the relationship between the teacher and the pupil is emphasised. This ties in with Lindhard's definition above which spoke about providing active opportunities for learning. The relationship within which learning is done therefore becomes important.

(d) The idea of guidance being a process to facilitate the optimum development of the individual has been consistent over time. An old definition from Andrew and Willey (1958:1), stated the following: "Guidance .... refers to an organized group of services established for the purpose of assisting each student to attain his maximum potential development and adjustment."

Originally, guidance was only provided in response to crises. The focus later moved to becoming a preventative activity but this did not allow for actual identification of pupils with problems before their problems became too apparent. A developmental approach to guidance was therefore adopted and the definitions given above are within such a framework: guidance is concerned with all pupils, with the purpose of bringing about maximum social, physical, intellectual, and emotional development in each one (Borton 1968:6).

3.2.2 Particular Viewpoint of this Study

The previous paragraph provided, in a nutshell, the point of departure for the understanding of guidance in this study. Guidance is the response to the developmental needs of all pupils and serves to bring about their maximum growth.
This section will briefly investigate how guidance has been applied in South African schools, and then take an in-depth look at personal guidance.

3.2.2.1 Background to Guidance in South Africa

The Work Committee: Guidance of the Human Sciences Research Council (1981: 5) said of guidance: "... it is a practice, a process of bringing the pupil into contact with the world of reality in such a way that he acquires life-skills and techniques which allow him to direct himself competently (and become self-actualizing) within the educational, personal and social spheres and the world of work, in order to process and survive effectively."

In South Africa, guidance began predominantly as a result of the National Educational Policy Act of 1967 which introduced the principle of differentiated education (the principle which stated that education must be provided in accordance with each pupil's individual needs and abilities).

The policy of segregated educational systems in South Africa led to the situation whereby guidance was provided to a different extent in Black and White schools. The Department of Education and Training, as stated previously, introduced guidance into Black schools in the last decade but, because of a variety of factors, the programme has not achieved the aims and recommendations of the HSRC (Naudé & Bodiba 1990:3).

The HSRC published the following aims and recommendations with regard to guidance in South Africa (HSRC 1981:101-102):

(a) to help pupils cope successfully with their learning and maturing problems at school,

(b) to enable pupils to develop coping skills such as social skills, learning skills, communication skills, work skills, decision-making and problem-solving skills,

(c) to help pupils develop into mature, well-functioning and competent members of society,
(d) to assist pupils in the transition to adult status and to give them knowledge of sex, marriage and family responsibilities,
(e) to teach pupils what career and educational opportunities they have and how to choose between them in accordance with their needs and abilities
(f) to teach pupils how to look for work and how to keep a job and progress in it,
(g) to teach pupils how to deal competently with a fast changing world.

This study is therefore attempting to meet the observed personal guidance needs of senior primary school pupils within the background of very little previous school guidance. The aims and recommendations for school guidance set out above are the measure for what the researcher would be wanting to achieve.

3.2.2.2 Personal Guidance

As has been stated in section 1.2.2, guidance is concerned with supporting and facilitating learning in educational, emotional, social, and vocational fields. Guidance has been delineated into three broad components: Educational Guidance, Vocational Guidance, and Personal Guidance. In chapter one, the focus of this study was set on Personal Guidance and it thus became important to examine this component in more detail.

According to Lindhard (1988:4), the aim of Personal Guidance is to help students to know more about themselves (their strengths, weaknesses, abilities and values). His suggestions as to what should be included in a Personal Guidance programme include those things which would enable the pupils to gain insight into their own personality, into how they are perceived by others, how they affect others, and how others affect them. In terms of social skills, pupils should become aware of the roles they can play in their family and school communities, ways in which to live in peace and tolerance with the people around them and ways that they can contribute to the community as a whole. Other aspects he mentioned are social relationships and social conduct.
Shertzer and Stone (1985:314), provide further pointers for content which should be included in personal guidance. They contend that it should include that subject matter which will bring about the following in the pupil:

(a) Self insight and understanding.
(b) Mature relationships with the same and the opposite sex.
(c) An understanding of masculine and feminine sex roles.
(d) Personality development.
(e) An understanding of one's own behaviour and characteristics.
(f) An understanding of how the individual differs from others and in what ways he is like others.
(g) An understanding of others' behaviour and their needs.
(h) The ability to adjust, accept and understand his home conditions, other family members, and personal expectations.
(i) Knowledge of dating practices, sex information and marriage responsibilities.
(j) Physical and mental health development.
(k) An improved personal appearance, manners and etiquette.
(l) Social skills, financial planning and leisure-time activities.

In recent years, the term "Lifeskills" has been introduced to describe those skills which are needed by pupils in order to cope more effectively with their lives. Lifeskills are "... practical skills in the art of living" (Lindhard & Dlamini 1990:19). By teaching lifeskills, the teacher aims to develop the pupil's self-knowledge, his attitudes and values, and skills for life. 'Lifeskills' can thus aptly be used interchangeably with personal guidance skills for the purpose of this study.

The lifeskills which should be included in every pupil's education are listed by Lindhard and Dlamini as follows (Lindhard & Dlamini 1990:21-22):

(a) Skills with regard to self-knowledge: including self-exploration, self-knowledge and self-concept, knowledge of performance, insight into personality and related aspects and information as to what the individual can change about himself.
(b) Skills with regard to personal relationships: Including family members, peers, the opposite sex, and community members, friendships, communication, meaningful ways of spending leisure time, social responsibility, assertiveness and conflict resolution.

(c) Skills with regard to success in life: study skills, thinking skills, career choice, development of individual potential and lifestyle management.

(d) Skills with regard to planning for the future: further education, the management of change, time management, decision making and financial management.

Because of overlapping between the three components of school guidance, some of the mentioned areas of lifeskills include topics which, strictly speaking, fall within the realms of educational and vocational guidance. A 'personal' Lifeskills programme would specifically be those lifeskills which relate to personal guidance. They would, therefore, be those which would provide the pupil with information and support in order that he can (Visser & Kokot 1991:252):

(a) understand the changes happening in his body (as touched on in section 2.3.2.2)
(b) deal with his changing emotions in socially acceptable ways (section 2.3)
(c) reach his full cognitive potential according to expectations (section 2.2)
(d) develop appropriate social skills and conduct meaningful relationships (according to the expectations for his age as set out in section 2.3)
(e) make responsible decisions with regard to moral issues and other aspects of his life (as described in section 2.4).

Primary school children need particular personal lifeskills. Peters and Shertzer (1974:323) point out the needs of these children as follows: "As he moves into later childhood, [the pupil] is concerned with broadening his horizon and is beginning to sense ideas about people. He is beginning to be a little more self-conscious. He is undergoing continual change and rapid development ...... The child forms or alters emotional patterns set in the early childhood years. The school can be the place to allow the child to unfold in terms of a healthy self-concept. It is a spiralling process growing in depth and extent over the years. It is difficult to perceive the increments
of development of the self-concept in these formative years. If a child learns coping with, rather than merely adjusting to daily living, he will enjoy a healthy self-concept and be more able to handle his tensions.

During the primary school years there must therefore be optimum support in terms of the development of a healthy self-concept. This means providing opportunities for pupils to explore their strengths and weaknesses and develop to the point where they can accept who they are, and still feel that they are "OK". Opportunities must also be given for the development of coping skills so that pupils feel in control of their own lives and take responsibility for it.

3.2.3 Synopsis of the term 'Guidance'

Guidance has been defined in terms of the support and information which pupils need in order to develop to their full potential. Personal observation by the researcher, feedback received from others as reported in section 1.2.1.3, and comments from the NEPI Report (NEPI 1993:24) and by Naudé and Bodiba (1990:3), seem to reflect that the existing guidance system in South Africa has not yet achieved the development of the pupils' full potential.

Personal guidance has been described as being that aspect of guidance designed to meet the social and personal needs of the pupil. Some of the specific needs of the primary school pupil were highlighted, such as the importance of particularly focusing on the development of a healthy self-concept. An effective guidance programme could make it possible to meet these needs.
3.3 WHAT MAKES A GUIDANCE PROGRAMME EFFECTIVE?

3.3.1 Introduction

A guidance programme refers to how a school makes guidance available to its students.

There is consensus amongst writers in the field of guidance programmes that an important aspect of an effective programme is the way in which it meets the needs of the pupils for which it is designed. As quoted in chapter one, as early as 1968, Johnson wrote: "A first requirement ... would be to identify those needs of students in a particular school at a particular time ...... effective guidance programs serve youth through activities that may be developmental, preventive, or remedial. (Johnson 1968:25) (Italics added).

3.3.2 Essential Aspects of an Effective Guidance Programme

The essentials of an effective programme as described by Shertzer and Stone (1981:458-464), Heddesheimer (1975:10-12), and Ballast and Shoemaker (1978) are set out below, together with a brief discussion on each one:

(a) It is based on pupil needs: Need is defined as "... a lack of something which if present would tend to further the welfare of the organism ..... or facilitate its usual behaviour" (English & English 1958:338). Needs are always present and change over time. There are certain needs which develop as the individual matures and which require continuous guidance, such as: knowledge about physical and emotional changes and relationships with the same and the opposite sex. Other needs develop out of particular circumstances and so exposure to violence in South Africa can lead to a need for support and guidance for those who have experienced the violence.

In order to determine the specific needs of any group of pupils a needs assessment must be done and repeated every two to four years in order to assess changes.
In a needs assessment for primary school pupils the first concern must be the developmental characteristics and needs of all children of similar ages. This is then combined with the particular needs of children in the school. The perceptions of school staff, parents and other community members (who have insight into particular aspects of the 'home' life situation of the children) must also be taken into account, as well as the characteristics of the community in which the children live.

(b) **Appropriate goals must be set:** Once the needs have been assessed, a list of priorities must be drawn up and goals set to determine ways to address the priorities. The purpose of the goals is to define what the guidance teacher hopes to achieve. It thus provides the *purpose* and the focus for the programme.

(c) **An effective programme must be balanced:** This means that various components of the programme must be stressed in accordance with their relative importance in meeting pupils' needs. So, if there is more need for a specific form of guidance amongst a certain group of people, the programme should be designed to stress that aspect.

(d) **There should be programme stability:** The programme should be presented in a printed form so that any other guidance teacher could come in and take over where a previous one left off, should such a necessity arise.

(e) **There should also be programme flexibility:** A good programme will accommodate any necessary changes in order to reach changing objectives. Should a particular issue be relevant to a group at a specific time, the guidance teacher should change the planned programme to deal with that issue. For example, should there be a death of a classmate, it may be more relevant to the group to deal with the feelings arising from that death than to continue with a prearranged programme.
(f) **A guidance calendar must be drawn up:** This means a schedule of the order in which activities will be undertaken in order to achieve the goals. A programme aimed at improving social skills would need to start by making pupils aware of such skills, then progress to the stage where they determine the relevant skills needed by their group, and then to the stage of practising such skills, first with each other and then in other situations. Activities designed to achieve one goal may help towards achieving another, so practising social skills can improve friendships as well as relationships with the opposite sex.

Drawing up a calendar presupposes that goal priorities have been established. It would be impossible to implement all of the goals simultaneously.

(g) **An effective programme provides a balance of corrective, preventive and developmental content:** Pupils already involved in potentially problematic situations need help, but effort must be made to anticipate possible problems for all pupils in order to allow them time to practice coping skills. In terms of its developmental function, an effective guidance programme should plan for the future by providing situations in which pupils can explore possibilities and learn from their cumulative experience.

(h) **A means must be established for ongoing evaluation of the programme:** A system for ongoing feedback must be established with regard to achieving the goals of the programme in a climate which encourages new ideas from pupils, staff and parents. Regular evaluation of needs and ways in which the programme is meeting them, or falling short of doing this, must be carried out.

(i) **There must be cooperation amongst staff:** This applies specifically to cooperation between the guidance teacher and other teaching staff so that they may work together in order to reach a common goal.
(j) **Recognition of the fact that other resources need to be consulted:** Existing resources in the community or outside the school must be used as and when they apply to different guidance situations. For example, the information services in hospitals and clinics could be used to provide information regarding AIDS and other sexually transmitted diseases when discussing these aspects with older pupils.

(k) **Guidance teachers should have a clear understanding of their own role and function:** Being able to clearly understand and define their role within a school will aid guidance teachers by providing a clear focus for their activities, as well as the ability to confidently communicate the fact that the programme will be effective.

(l) **There should be an awareness among all pupils of the guidance service and its availability to them.**

### 3.4 CONCLUSIONS

Chapter three sought to provide a better understanding of the term 'guidance', an insight into what constitutes personal guidance, and aspects which must be taken into account when planning a guidance programme effectively to meet the needs of the situation.

In the discussion it was seen that many authors stress the importance of designing the guidance programme to meet the specific needs of pupils in a particular situation. Once the pupils' needs have been assessed, a list of priorities can be drawn up, and the programme can be designed. A number of other important steps (as detailed in section 3.3.2) must be met in order to ensure the effectiveness of the programme.
The next step in this study must therefore be a needs assessment in order to confirm the needs previously only observed amongst the senior primary pupils. As discussed previously, the needs assessment must include asking pupils, other staff members, parents and members of the communities in which the pupils live. The way in which the needs are to be assessed will be described in chapter four.
CHAPTER 4
RESEARCH DESIGN FOR THE EMPIRICAL RESEARCH

4.1 INTRODUCTION

The need has been established for a personal guidance or lifeskills programme which is specifically designed to meet the needs of senior primary children. In order to design such a programme, it was discovered that the first step must be to assess the pupils’ particular needs. The assessment must be done in a properly designed empirical fashion in order to ensure clarity and be scientifically correct. Once the needs have been established, further steps can be taken to develop the programme.

Chapter four seeks to specify the areas in which the personal guidance needs must be assessed, it discusses the manner in which the information will be obtained, defines the groups of people who will participate in the investigation and explains the research procedure.

4.2 NEEDS WHICH WILL BE ASSESSED

A number of areas of personal lifeskills were identified in the literature study in chapter three to be included in the personal guidance programme for senior primary school children. All the suggested content for a personal guidance programme gained from the literature study have been grouped together into five broad areas of need according to Lindhard and Dlamini’s (1990:21 & 22) five areas of lifeskills, as follows:

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4.2.1 The Need to develop Appropriate Social Skills and conduct Meaningful Relationships.

The pupil needs to learn how to
- adjust to, accept and understand his home conditions and other family members,
- conduct appropriate relationships with the same and the opposite sex,
- communicate and converse well,
- understand other people's behaviour and needs,
- understand masculine and feminine sex roles,
- gain information on sexual matters as well as knowledge of dating practices, and responsible behaviour within this context.

4.2.2 The Need to reach Full Cognitive Potential.

The pupil must be enabled to
- understand his own abilities,
- improve his motivation,
- develop study skills,
- learn ways to improve personal performance.

4.2.3 The Need to make Responsible Decisions.

The pupil must be enabled to
- know about and develop a system of values,
- understand right and wrong,
- understand social responsibilities,
- gain information on how to spend his leisure time responsibly,
- understand his responsibility towards his own community,
- make decisions about who God is and what role He plays in the pupil's life.
4.2.4 The Need to Express Emotions in Socially Acceptable Ways.

The pupil must be enabled to
- understand and develop his own personality,
- understand his own temperament,
- become assertive,
- learn the skills of conflict resolution.

4.2.5 The Need for Self-knowledge.

The pupil needs
- an understanding of the changes happening in his body,
- knowledge of and ways to develop a realistic self-concept,
- an understanding of his own abilities, strengths and limitations,
- an understanding of his own behaviour and characteristics.

Using these five areas as a guideline, the needs of the pupils in this study will be assessed.

4.3 FORMULATION OF HYPOTHESES

The general aim of this research was identified in section 1.3.1 as identifying the guidelines to follow when designing a personal guidance programme for use with senior primary school pupils.

The specific aim of the research is to identify whether or not
(a) different aged pupils within the senior primary school phase identify the same personal guidance needs,
(b) pupils in standard eight identify the same needs as the senior primary school pupils with regard to personal guidance in the senior primary school, and
(c) parents and teachers of senior primary school children identify the same needs as the children with regard to personal guidance.
The following four hypotheses are based on the above aims:

H1: There is a significant difference between the needs of pupils in different standards in the senior primary school phase regarding the five areas of need included in personal guidance.

H2: There is a significant difference between the needs identified by pupils in the senior primary phase and those of standard eight pupils for senior primary pupils regarding the five areas of need included in personal guidance.

H3: There is a significant difference between the needs identified by parents of senior primary school pupils and those identified by their children regarding the five areas of need included in personal guidance.

H4: There is a significant difference between the needs identified by teachers of senior primary school pupils with and the needs identified by the pupils regarding the five areas of need included in personal guidance.

4.4 RESEARCH METHOD

4.4.1 Introduction

From the variety of research methods which can be used when gathering data, it was necessary to select the most appropriate one for this study. In this section, the selection of the questionnaire method is discussed, as well as important points to consider when constructing a questionnaire.

4.4.2 Particular Research Method for this Study

The choice of a particular method or instrument to use for gathering the information is a "... matter of appropriateness" (Oppenheim 1992:12). Appropriateness is determined according to the nature of the problem and the kind of data required. Different instruments are more useful than others in obtaining specific data, for
example, a survey is a way to gauge public opinion on a certain issue, whilst an
interview might provide more in-depth information on the same issue.

This research study is concerned with determining the needs of senior primary school
children with regard to personal guidance. It is also concerned with empirically
testing the existing needs of these children, as well as testing their needs as
determined by their teachers and parents. The information gained will be used to
design a personal guidance programme.

An effective and appropriate method to use to gain information regarding needs is a
questionnaire. The questionnaire has therefore been selected as the measuring
instrument.

In the literature on research methods, some advantages of questionnaires are described
as being that they are easily self-administered and useful in group situations. Usually
the purpose of the questionnaire is explained and the respondents are then left to
complete the questions. People in the research group can easily remain anonymous,
thereby allowing for more honesty. A high response rate is often obtained if personal
contact takes place during the administration of the questionnaire.

4.4.3 Points to consider in the Construction of a Questionnaire

When constructing a questionnaire there are a number of important aspects which
must be taken into account to eliminate possible errors. Two aspects which are
particularly appropriate here are the objectivity and validity of the questions and these
are now briefly discussed.

4.4.3.1 Objectivity of the Questions

Questions must be worded in such a way as to avoid bias and minimise
misunderstanding by the respondents. The wording of the questions must not
4.4.3.2 Validity of the Questions

The questionnaire must have validity. Validity is the extent to which the questionnaire assesses what it sets out to assess. Validity is specific to the particular aspect that one wishes to assess - thus the questionnaire must be constructed in such a way as to obtain the purpose for which it is required. In the case of this study, the questionnaire must assess the personal guidance needs of the senior primary child.

Of the different kinds of validity which exist (content validity and construct validity), content validity is required for the present study. This implies that the questions should be set in such a way as to obtain the information about the needs of the pupils in the study. One way in which content validity can be assessed is by asking other teachers (or appropriately qualified and experienced people) to judge the questionnaire for adequacy. (Ary 1992:267).

Having selected the questionnaire as the method by which to determine the personal guidance needs of senior primary school children, the process involved in the formulation of this questionnaire will now be discussed.

4.5 FORMULATION OF THE QUESTIONNAIRE

4.5.1 Description of the Questionnaire

Based on the five need areas identified in section 4.2, a series of 75 questions was drawn up (15 questions per need area). These questions were based on the findings of the literature study as to what content should be included in the teaching of each need area. The original questions are to be found in appendix 1.

For each of the four research groups questions were worded differently so as to make them appropriate to the group. Each question in appendix 1 is marked Y or N to show whether a YES or a NO answer indicated that the respondent identified a need in that area.
Appendices 2 to 5 contain the questionnaires with the questions arranged according to the five need areas (in this order: need to develop appropriate social skills and conduct meaningful relationships, need to reach full cognitive potential, need to make responsible decisions, need to express emotions in socially acceptable ways and need for self-knowledge). Questions are also arranged within each areas from those which appeared easier to answer, to those which may have been more difficult. The four versions of the questionnaire are as follows:

4.5.1.1 Questionnaire 1 for Standards Two, Three, Four and Five Pupils (Appendix 2)

From the original list of 75 questions, a shortened list of 50 questions (10 per need area) was selection for administration to the senior primary school pupils. If presented with too many questions, these pupils may have become tired and thus tempted to give mechanical responses which would affect the validity of the results. As all 15 questions in each area were presumed to determine the needs in that area, the 10 questions selected for administration to the pupils were those that were seen as being most appropriate for the developmental level of the children. Questions were worded in the first person so as to verbalise individual needs and were phrased in age-appropriate language to make allowance for the differences in understanding and cognitive level of the children. In chapter two these different aspects were described and have been taken into consideration.

4.5.1.2 Questionnaire 2 for Standard Eight Pupils (Appendix 3)

The same 50 questions used in questionnaire for the children were used for the standard eight questionnaire (the shortened version of the original questionnaire to again ensure a higher degree of valid responses). Questions were worded so as to represent what these pupils believe their needs were during their own senior primary school years.
4.5.1.3 Questionnaire 3 for Teachers (Appendix 4)

The full list of 75 questions was used, worded to represent what the teachers would identify as being the needs of the senior primary school child.

4.5.1.4 Questionnaire 4 for Parents (Appendix 5)

Once again, 75 questions are used, worded this time to represent what parents would identify as being the needs of their senior primary-aged children.

4.5.2 The Format of the Questionnaires

The questionnaires (appendices 2 to 5) were each divided into two sections:

Section A: This section sought specific information. From the children this included their age, standard and sex. The standard eight’s were asked to provide their age, whilst teachers were asked to provide the standards taught. Parents were asked to give the standard of the child who brought the questionnaire home.

Section B: This section contained the specific questions as described in section 4.5.1 above for each research group.

4.5.3 Elimination of Possible Error Factors

The following measures were taken in order to eliminate possible problems in the answering of the questionnaires.

4.5.3.1 Control of Mechanical Responses

To prevent mechanical responses, certain questions required a "Yes" answer to identify a need while others required a "No" answer. The list of questions in appendix 1 indicates whether a positive or negative response indicated a need.
4.5.3.2 **Validity and Objectivity of the Questionnaires**

The questionnaires were prepared under the guidance of two educationists and an experienced Educational Guidance teacher who works with senior primary school pupils. This helped to ensure that the questions had content validity in order to determine the personal guidance needs of senior primary school children, and that the questions would be understood by prospective respondents.

4.6 **DESCRIPTION OF THE SAMPLE GROUPS**

In the literature study (in section 3.3.2) the assessment of needs for personal guidance was discussed and it was discovered that, besides only determining the needs of the specific group of pupil for whom the guidance is planned, it could also be useful to question other groups and obtain their insights into the needs of the pupils. For this reason, it was decided to include four groups in the sample group for this study. The four groups are: the senior primary pupils, standard eight pupils, teachers in the senior primary school phase and parents of the pupils. Besides their own specific characteristics, the standard eight and parent groups also represent 'others' from the same community as the primary school pupils and thus have the same frame of reference as them.

Although this study is concerned with developing a personal guidance programme for a specific group of senior primary school pupils, the number of pupils in the school was very small and, if used alone may have not provided reliable information. With a small sample it would also be difficult to make valid comparisons, or to use the data in meaningful ways.

Assuming that senior primary school pupils from the same background and in similar present settings would have similar needs, it was decided to use the same sample groups from another similar school in the same city centre, and combine the information with that obtained from the school forming the setting for the study.

Details regarding the four parts of the research group are as follows:
4.6.1 Senior Primary School Pupils

One class each of pupils from standards two to five in each school made up the sample. This meant a total of 187 pupils.

4.6.2 Standard Eight Pupils

One class of standard eight pupils at each of the two schools formed this sample. The group consisted of 52 pupils. It was assumed that these pupils had insight into the personal guidance needs of the senior primary school child, having only recently been the same age.

4.6.3 Teachers of Senior Primary School Pupils

The senior primary school teachers in the two schools formed the sample. The sample size was only 8.

4.6.4 Parents of Senior Primary School Pupils

All the parents of the senior primary school pupils in the first sample group formed this group. As not every parent responded, the sample size was 121.

4.7 ADMINISTRATION OF THE QUESTIONNAIRE

In order to ensure honest and reliable responses, it was mentioned in section 4.4.2 that honest and reliable answers are more likely if there is personal contact in the administration of the questionnaire. The researcher attempted to achieve this and administered the different versions of the questionnaire as follows:
4.7.1 Administration of Pupil and Standard Eight Questionnaires

The questionnaires were all personally administered by the researcher. Each group of pupils and standard eight's were given the same information about the purpose of the questionnaire, and questions were read through one-by-one, in each case the meaning of the two responses was explained.

4.7.2 Administration of Teacher Questionnaires

The questionnaires were handed to each teacher personally by the researcher at the different schools at the start of a week and collected three days later.

4.7.3 Administration of Parent Questionnaires

The questionnaires, with a covering letter, were sent home to parents via the pupils at the start of a week and collected three days later. In this case, personal contact was not possible and so the covering letter served to explain the questionnaire and request parents in a friendly manner to complete it. A copy of the covering letter is to be found in appendix 6.

4.8 PROCESSING OF RESULTS

Responses to the questions were coded as follows:

Questions requiring a "Yes" answer to indicate a need (see appendix 1) were assigned a score of 1. In the same way, a score of 1 was given to questions where a "No" answer indicated a need. In both cases, the answer which did not indicate a need was assigned a score of 0.

The data was then fed into the computer and the SAS-computer package used for statistical analysis. The findings of this analysis are presented in chapter five.
4.9 CONCLUSIONS

This chapter sought to explain the research method. The questionnaire was chosen as the most relevant method to use for this study. An overview was provided of the sample group, the administration of the questionnaire, and the foreseen processing of results. In chapter five, the results of the research are presented and analysed.
CHAPTER 5
PROCESSING AND INTERPRETATION OF DATA

5.1 INTRODUCTION

The literature study in chapter three emphasised the importance of constantly identifying the needs of any group of pupils for whom a guidance programme is planned. Study of the current literature on personal guidance and lifeskills (in chapter four) led to the identification of five main areas of need to be included in a personal guidance programme. These areas are repeated below:

(a) Need area 1: the need to develop social skills and conduct meaningful relationships (for the sake of convenience, abbreviated hereunder to need for skills)

(b) Need area 2: the need to reach full cognitive potential (abbreviated to need to achieve)

(c) Need area 3: the need to make responsible decisions (need to decide)

(d) Need area 4: the need to express emotions in socially acceptable ways (need to express)

(e) Need area 5: the need for self-knowledge (need for knowledge).

A questionnaire, based on the five need areas, was drawn up and used to investigate the personal guidance needs of senior primary school pupils within a specific school environment. This was done by administering the questionnaires to four groups: the senior primary pupils, standard eight pupils, parents and teachers.

The information received from the questionnaires was analysed using the SAS-computer programme with appropriate statistical techniques. Chapter five presents an analysis and interpretation of the data by examining its application to the hypotheses as stated in section 4.3.
Before testing the hypotheses, a brief look will be taken at the mean score and standard deviation (std dev) scores obtained by the senior primary pupils in each need area. This will provide a framework within which to compare their scores with those of the rest of the sample group.

5.2 SUMMARY OF DATA RECEIVED FROM SENIOR PRIMARY PUPILS

The group of children in the sample numbered 187. They completed the shortened version of the questionnaire which consisted of 50 questions (10 questions per need area). The mean and standard deviation scores for each need area are presented in TABLE 1.

<table>
<thead>
<tr>
<th>NEED AREA 1</th>
<th>NEED AREA 2</th>
<th>NEED AREA 3</th>
<th>NEED AREA 4</th>
<th>NEED AREA 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN</td>
<td>4.01</td>
<td>4.35</td>
<td>4.33</td>
<td>3.86</td>
</tr>
<tr>
<td>STD DEV</td>
<td>1.41</td>
<td>1.52</td>
<td>1.32</td>
<td>1.75</td>
</tr>
</tbody>
</table>

This data, when plotted on a bar chart, gives a picture as presented in FIGURE 4 on the following page.

The mean scores for the senior primary pupils range from 3.68 to 4.35. Pupils ranked the need to achieve as their highest need, followed by the need to decide, the need for skills, need to express and need for knowledge, in that order. It appears that pupils may place a higher priority on the more 'cognitive'-type issues than on the more personal or emotional-type ones. The difference between the mean scores does not appear to be very large, but further statistical techniques were used to identify more specific significant differences.
5.3 TESTING THE HYPOTHESES

5.3.1 Introduction

Four hypotheses were identified in section 4.3. These are repeated here for easy reference:

H1: There is a significant difference between pupils in different standards in the senior primary school phase regarding the five areas of need included in personal guidance.
H2: There is a significant difference between pupils in the senior primary phase and standard eight pupils regarding the five areas of need included in personal guidance for the senior primary phase.

H3: There is a significant difference between parents of senior primary school pupils and their children regarding the five areas of need covered by personal guidance in the senior primary phase.

H4: There is a significant difference between teachers and senior primary school pupils regarding the five need areas of personal guidance for senior primary pupils.

In each case, the null hypothesis would presume that there was no significant difference between the groups mentioned.

The researcher was interested in looking at the difference between mean scores of the different groups on the questionnaire and so the following statistical techniques were selected for use:

(a) Analysis of Variance Test (ANOVA) which is used to measure the difference between two or more means,
(b) the Bonferroni Test which analyses the differences a bit more and does a multiple group comparison in order to detect which groups differ from each other, and
(c) the t-test for measuring the difference between the means.

The ANOVA and Bonferroni tests were used to test hypothesis 1, while the t-test was used for hypotheses 2 to 4.

Besides the 187 senior primary pupils, the sample group also consisted of 52 standard eight pupils, 121 parents and eight teachers.
5.3.2 The testing of Hypothesis 1

The null hypothesis formulated for hypothesis 1 is:

**Null hypothesis (H_0):** There is no significant difference between pupils in different standards in the senior primary school phase regarding the five areas of need in personal guidance.

The results of the ANOVA test can be seen in TABLE 2.

<table>
<thead>
<tr>
<th>TABLE 2</th>
<th>RESULTS OF ANALYSIS OF VARIANCE BETWEEN SCORES OBTAINED FROM STANDARDS TWO, THREE, FOUR AND FIVE PUPILS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>df</td>
</tr>
<tr>
<td>NEED FOR SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>NEED TO ACHIEVE</td>
<td>3</td>
</tr>
<tr>
<td>NEED TO DECIDE</td>
<td>3</td>
</tr>
<tr>
<td>NEED TO EXPRESS</td>
<td>3</td>
</tr>
<tr>
<td>NEED FOR KNOWLEDGE</td>
<td>3</td>
</tr>
</tbody>
</table>

[Where: * indicates a significant difference at the 5% level, ** indicates significant difference at the 1% level, df = degrees of freedom, p = probability value, Need 1 = need for skills, Need 2 = need to achieve, Need 3 = need to decide, Need 4 = need to express, Need 5 = need for knowledge]
It can be seen that, in need areas 1 and 3 (the need for skills and the need to decide), there was no significant difference between the scores of pupils in the different standards. Pupils in the different standards therefore agreed regarding their experience of the need for guidance in these areas.

TABLE 2 indicates, however, a significant difference (at the 5% level) amongst pupils in different standards with regard to the need to achieve (need area 2) and the need to decide (need area 4) and, at the 1% level of significance in the area of need for self knowledge (need area 5).

Regarding the three areas where a significant difference was found, pupils in different standards experience the need for guidance to a different extent. The results of this test do not, however, indicate which standards differed from each other nor whether any one standard differed from all of the others. For this reason, the Bonferroni t-test for multiple comparisons was done. The results of this test, which specifically tested the three need areas in which pupils differed, appear in TABLE 3 on page 64.

According to this test, groups which received a different letter of the alphabet in the 'Bonferroni grouping' column, are the groups which differ significantly from each other. Thus, in need area 2 (the need to achieve), pupils in standard three and pupils in standard five differed significantly from each other in their need for guidance in that area, with standard three pupils obtaining a higher mean score than standard five pupils, thereby expressing a greater need for guidance with regard to achieving their full potential.

In need area 4 (the need to express), pupils in standards two and three differed significantly from each other. Again, the standard three pupils expressed the stronger need for guidance.
The other area in which there was a significant difference in results, was need area 5 (the need for self-knowledge). Here, the results showed a significant difference between pupils in standard three and those in standard four. The stronger need was once again expressed by the standard three group, with a mean of 4.40 as compared with the 3.40 of the standard four’s.

### TABLE 3

**RESULTS OF BONFERRONI T-TEST FOR NEED AREAS 2, 4 AND 5 FOR PUPILS IN DIFFERENT STANDARDS IN THE SENIOR PRIMARY SCHOOL**

<table>
<thead>
<tr>
<th>Bonferroni Grouping</th>
<th>Mean</th>
<th>Sample Size</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEED 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4.95</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>4.35</td>
<td>52</td>
<td>2</td>
</tr>
<tr>
<td><strong>NEED FOR SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>4.13</td>
<td>45</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>4.08</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td><strong>NEED 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4.53</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>3.98</td>
<td>45</td>
<td>4</td>
</tr>
<tr>
<td><strong>NEED TO EXPRESS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.72</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>3.37</td>
<td>52</td>
<td>2</td>
</tr>
<tr>
<td><strong>NEED 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4.40</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>3.54</td>
<td>52</td>
<td>2</td>
</tr>
<tr>
<td><strong>NEED FOR KNOWLEDGE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.52</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>3.40</td>
<td>45</td>
<td>4</td>
</tr>
</tbody>
</table>

The scores of the standard three pupils differed significantly from those of the other standards in three of the five need areas. In each need area, it was a different group of pupils which differed from the standard three’s, but each time this particular group expressed the greatest need. Pupils in standard three in the sample were in the age range of 9 to 12 years of age. This means that some of them are in the late childhood developmental stage whilst others are on the threshold of entering puberty.
They can be described as being 'in-between' developmental stages. Some members of the group are therefore still 'children' whilst others are beginning to grow up. This may mean that the group as a whole is unstable and that pupils are unsure of themselves and thus express a greater need for guidance.

The other three standards all rated the need areas in different orders and there was no apparent pattern in their choices.

The literature study in chapter two led to an expectation of a wider range of difference between pupils in different standards with regards to personal guidance needs. For example, the standard five group range in age from 12 to 14 years of age, with some of the members being clearly at the beginning of Erikson's phase of developing a sense of identity, and the rest very close to that. It could therefore be expected that there would be a greater need for guidance regarding self-knowledge, and social skills (which included relationships). This was, however, not the case.

One possible reason why a greater range of need was not expressed may be because, while the literature study focused on differences between children of different ages, the pupils in the different standards in the sample fell into a wide age range. There were, for example, children from the age of 9 to the age of 11 in the standard two group, and a similar spread in other standards.

It is also possible that the senior primary pupils in the study were not yet capable of standing back and realistically evaluating themselves and their needs. Taking into account their cognitive level, and Piaget's point that children are only able to think on an abstract level from about age 11 (and the theories that many never do as seen in section 2.2.2.2), the process of objective evaluation may still be difficult for senior primary children.
5.3.3 The testing of Hypothesis 2

The following null hypothesis pertained:

**Null hypothesis (H₀)**: No significant difference exists between pupils in the senior primary phase and standard eight pupils regarding the five areas of need in personal guidance for senior primary pupils.

TABLE 4 on the next page depicts the results of the t-test.

TABLE 4 shows that there was agreement between the senior primary pupils and the standard eight group with regard to needs 1, 3 and 5. The standard eight's therefore confirmed what the primary school pupils said about the need for skills, the need to decide and the need for self-knowledge. The null hypothesis must therefore be accepted with regard to these three need areas and no significant difference was found between senior primary pupils and standard eight's.

A significant difference was found between the mean scores of the two groups in two of the need areas. Regarding the need to achieve, this difference is at the 1% level, with standard eight pupils expressing the need for guidance in this area more strongly than their counterparts in the primary school. The null hypothesis is rejected and a significant difference found between senior primary pupils and standard eight's in the area of need to achieve.

In the area of need to express, once again a significant difference at the 1% level was found and, once again, the standard eight group expressed a stronger need. The null hypothesis is rejected and it is stated that a significant difference exists between senior primary pupils and standard eight's in the need to express emotions in socially acceptable ways.
TABLE 4

TABLE PRESENTING RESULTS OF THE T-TEST FOR THE DIFFERENCE BETWEEN THE MEAN SCORES OF SENIOR PRIMARY PUPILS (PUPILS) AND THE STANDARD EIGHT GROUP (STD 8’S)

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>STD DEV</th>
<th>T-SCORE</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEED FOR SKILLS (NEED AREA 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>4,01</td>
<td>1,41</td>
<td>-0,96</td>
<td>0,34</td>
</tr>
<tr>
<td>STD 8’S</td>
<td>52</td>
<td>4,23</td>
<td>1,66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEED TO ACHIEVE (NEED AREA 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>4,35</td>
<td>1,52</td>
<td>-2,84</td>
<td>0,01**</td>
</tr>
<tr>
<td>STD 8’S</td>
<td>52</td>
<td>5,06</td>
<td>1,81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEED TO DECIDE (NEED AREA 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>4,33</td>
<td>1,32</td>
<td>-1,57</td>
<td>0,12</td>
</tr>
<tr>
<td>STD 8’S</td>
<td>52</td>
<td>4,77</td>
<td>1,89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEED TO EXPRESS (NEED AREA 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>3,86</td>
<td>1,75</td>
<td>-3,14</td>
<td>0,00**</td>
</tr>
<tr>
<td>STD 8’S</td>
<td>52</td>
<td>4,73</td>
<td>1,88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEED FOR KNOWLEDGE (NEED AREA 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>3,68</td>
<td>1,81</td>
<td>-1,36</td>
<td>0,18</td>
</tr>
<tr>
<td>STD 8’S</td>
<td>52</td>
<td>4,06</td>
<td>1,53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Where \( p \) = probability, \( N \) = sample size, \( STD \) \( DEV \) = standard deviation, \* = a significant difference at the 5% level and \** = a significant difference at the 1% level]

Null hypothesis 2 can therefore not be accepted or rejected as a whole. Senior primary school pupils and standard eight pupils expressed the same need for guidance with regard to social skills, making of responsible decisions and self-knowledge.
They differed to a significant extent with regard to the need to achieve and the need to express emotions in acceptable ways.

The possibility of the standard eight group being influenced by their own needs when completing the questionnaire cannot be ruled out and this may provide an explanation for the differences between them and the senior primary pupils. Developmental issues which are currently important for the standard eight pupils may have played a part in their responses. In standard eight, it can be assumed that performance at school has become more important. They are beginning to make career choices and set long-term goals and would therefore be very aware of their own performance and express a 'need to achieve'.

Also, standard eight pupils (usually about age 16) are concerned with socially acceptable behaviour in that it is important to them to be accepted by their peers especially. It can be assumed that they therefore have a need to express emotions in socially acceptable ways and, thus expressed the greater need in this area.

5.3.4 The testing of Hypothesis 3

Null hypothesis 3 is as follows: No significant difference can be found between parents of senior primary school pupils and their children regarding the five areas of need included in personal guidance.

The t-test results are to be found in TABLE 5 overleaf.

The results indicated that senior primary pupils and their parents agreed with regard to the importance of two of the need areas and differed significantly in the other three areas. The areas in which they agreed were the need to achieve full cognitive potential and the need to express emotions in acceptable ways.

The groups differed regarding need area 1 (need for social skills), where the difference between them was significant at the 5% level of significance. Parents expressed a stronger need for guidance in this area than did the children.
### TABLE 5
**TABLE PRESENTING RESULTS OF THE T-TEST FOR THE DIFFERENCE BETWEEN THE MEAN SCORES OF SENIOR PRIMARY PUPILS (PUPILS) AND PARENTS**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>STD DEV</th>
<th>T-SCORE</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEED FOR SKILLS (NEED AREA 1)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>4,01</td>
<td>1,41</td>
<td>2,05</td>
<td>0,04*</td>
</tr>
<tr>
<td>PARENTS</td>
<td>121</td>
<td>4,35</td>
<td>1,40</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEED TO ACHIEVE (NEED AREA 2)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>4,35</td>
<td>1,52</td>
<td>1,45</td>
<td>0,15</td>
</tr>
<tr>
<td>PARENTS</td>
<td>121</td>
<td>4,68</td>
<td>2,14</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEED TO DECIDE (NEED AREA 3)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>4,33</td>
<td>1,32</td>
<td>2,47</td>
<td>0,01**</td>
</tr>
<tr>
<td>PARENTS</td>
<td>121</td>
<td>4,73</td>
<td>1,50</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEED TO EXPRESS (NEED AREA 4)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>3,86</td>
<td>1,75</td>
<td>0,17</td>
<td>0,87</td>
</tr>
<tr>
<td>PARENTS</td>
<td>121</td>
<td>3,89</td>
<td>1,70</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEED FOR KNOWLEDGE (NEED AREA 5)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUPILS</td>
<td>187</td>
<td>3,68</td>
<td>1,81</td>
<td>-7,84</td>
<td>0,00**</td>
</tr>
<tr>
<td>PARENTS</td>
<td>121</td>
<td>2,42</td>
<td>1,01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Where p = probability, N = sample size, STD DEV = standard deviation, * = a significant difference at the 5% level and ** = a significant difference at the 1% level]

With regard to the need to make responsible decisions, the difference between the mean scores of these two groups was greater (at the 1% level). Once again, it was the parents who expressed the stronger need.
The parents and pupils also showed a significant difference in their scores at the 1\% level in the area of need for guidance in self-knowledge. This need area was different from the others in that it was the pupils whose need was greater and not the parents.

The null hypothesis must once again be analysed as it applied to the five different need areas. For need areas 2 and 4, the null hypothesis was accepted and no significant difference was found between parents and senior primary pupils in those areas.

The null hypothesis was rejected, however, for need areas 1, 3 and 5. Parents and pupils displayed a significant difference for guidance regarding social skills, the need to decide and the need for knowledge with parents expressing a stronger need in areas 1 and 3; and pupils in area 5.

The reason for pupils expressing a stronger need for self-knowledge could be due to their developmental stage. Older pupils in the sample, especially, are beginning to develop a sense of identity (Erikson's phases as described in the literature study in chapter two). As such, these pupils are beginning to wrestle with the questions, "Who am I?", "Which group do I belong to?" and "What do I want to achieve?". This means that they must want to learn more about themselves and so would express a need for self-knowledge.

The two areas where parents express stronger needs are both to do with social skills and, as adults concerned with the bringing up of their children into responsible, socially acceptable people, it is understandable that they may be more concerned about these areas.

5.3.5 The testing of Hypothesis 4

Hypothesis 4, as presented in section 5.3.1, reads as follows:

There is a significant difference between teachers and senior primary pupils regarding the five need areas of personal guidance for senior primary pupils.
Unfortunately, the group of senior primary teachers at the two schools only numbered eight and was thus too small for hypothesis 4 to be tested in a statistically correct manner. The teachers were also a very homogenous group with the same background and experience as each other and so would probably have presented a biased opinion. No formal tests were therefore done.

The decision was made to compare the teachers’ results with those of the parents, on the assumption that if their results were similar, then it may have been possible to infer that the need areas which were identified as being important by the parents would also be true for the teachers. In other words, the results of hypothesis 3 could have been used to test hypothesis 4.

TABLE 6 below presents a comparison of mean and standard deviation scores of the two adult groups. The results are also depicted graphically in FIGURE 5 on the following page. [In both TABLE 6 and FIGURE 5, Need 1 indicates the need for skills, Need 2 the need to achieve, Need 3 the need to decide, Need 4 the need to express and Need 5 the need for knowledge].

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>NEED 1</th>
<th>NEED 2</th>
<th>NEED 3</th>
<th>NEED 4</th>
<th>NEED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS</td>
<td>8</td>
<td>7,25</td>
<td>7,67</td>
<td>5,75</td>
<td>7,17</td>
<td>4,50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1,31)</td>
<td>(1,13)</td>
<td>(1,33)</td>
<td>(1,32)</td>
<td>(2,36)</td>
</tr>
<tr>
<td>PARENTS</td>
<td>121</td>
<td>4,35</td>
<td>4,68</td>
<td>4,73</td>
<td>3,89</td>
<td>2,42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1,40)</td>
<td>(2,14)</td>
<td>(1,50)</td>
<td>(1,70)</td>
<td>(1,01)</td>
</tr>
</tbody>
</table>

[Where, for each group, the score on top is the mean and the score in brackets is the standard deviation]
It is interesting to note that, throughout the five need areas, teachers expressed what appeared to be a much stronger need for personal guidance than did the parents.

Teachers ranked the needs from highest to lowest as follows: need to achieve, need for skills, need to express, need to decide and need for self-knowledge. Parents, on the other hand, ranked need to decide first, followed by need to achieve, need for skills, need to express and need for self-knowledge. There was, therefore not much consent between the two groups, besides the fact that both ranked the need for self-knowledge last.

One possible reason for why there was such a difference in the mean scores of the two groups is the level of exposure to similar-type issues for teachers. The teachers were all white, TED-trained teachers who would have received a fair amount of exposure to guidance and lifeskills in their training. Parents, on the other hand,
would mostly come from the traditional DET education system and have had very little, if any, exposure to these issues.

The mean scores of the parents and those of the teachers differed too much to make it possible to use the scores as was anticipated. The testing of hypothesis 4 could not be inferred from the results of hypothesis 3. For this reason, hypothesis 4 could not be confirmed or rejected within the boundaries of this study.

5.3.6 Summary of Results

FIGURE 6 is a graphic representation of the mean scores of each of the four groups in the sample. It gives a clear indication of the results and makes it easier to summarize the findings of this chapter. [Once again, Needs 1 to 5 represent the need areas as elucidated above]

FIGURE 6 BAR CHART OF MEAN SCORES FOR ALL FOUR SECTIONS OF THE SAMPLE GROUP IN FIVE NEED AREAS
The figure shows how the results obtained from the teachers’ group differed the most from the others with regard to the rating of the need for personal guidance in the five identified areas. The other three groups in the sample were all very similar although, as has been seen in the discussion above, they differed to a significant extent in a number of areas.

Four hypotheses were stated and tested. A summary of results of each is as follows:

5.3.6.1 Results of Hypothesis 1

A significant difference was found between the way in which pupils in different standards rated the need to achieve full cognitive potential, the need to express of emotions in acceptable ways, and the need for self-knowledge. On closer scrutiny (using the Bonferroni test), it was seen that standard three pupils differed from their peers in all three of these areas, and that they expressed the greatest need for guidance of all of the senior primary groups.

Pupils in standards two to five agreed with regard to the need for guidance regarding the areas of the need for skills and the need to decide (no significant difference was found between their mean scores).

5.3.6.2 Results of Hypothesis 2

A significant difference was found between senior primary pupils and standard eight’s regarding the need to achieve full cognitive potential and the need to express emotions in socially acceptable ways. This difference was assumed to be the result of differing developmental stages with the standard eight’s being more concerned about their performance, and about being socially acceptable themselves. Their own issues were assumed to influence their responses.
5.3.6.3 Results of Hypothesis 3

Parents of senior primary pupils and their children differed to a significant extent with regard to the need for social skills, the need to make responsible decisions and the need for self-knowledge. Parents appeared to be more concerned about their children's social and responsible behaviour and pupils expressed a greater need for self-knowledge, presumably because of being at the developmental stage where they want to know more about themselves.

5.3.6.4 Results of Hypothesis 4

Due to a small teacher group, hypothesis 4 was not tested statistically. An attempt was made to infer from the results of the teachers' responses to those of the parents, but the scores appeared to differ too much to do this.

The mean scores of the teachers were higher than all of the other groups. As mentioned above, the teachers may have had prior exposure to the field of personal guidance. An alternative explanation may be that the teachers are not aware of the needs of their pupils.

Taking into account the possibility that the other three sections of the sample group may not be aware of personal guidance, they may require exposure to an introductory programme in order to raise their awareness of it. It is also possible that the pupils' needs, in fact, lie in other areas which were not tested by the questionnaire used in this study.
5.4 CONCLUSIONS

In chapter five the processing and interpretation of the data was presented. It became apparent that certain expectations arising from the literature study differed from the findings of the empirical research. Pupils in different standards only differed in their expression of their need for guidance in three of the five areas. Standard eight pupils and parents agreed with the senior pupils regarding their need for guidance in some of the five areas, but a number of interesting differences were noted. The results obtained from teachers, although not significant in terms of possibilities for generalisation, showed a much higher need for guidance in the five areas.

Chapter six will concentrate on drawing together all the information from the literature and empirical studies, and on coming to conclusions and making recommendations based on the findings of the research.
CHAPTER 6
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This study stemmed from an observation by the researcher that a group of senior primary pupils exhibited a need for personal guidance, and the fact that no appropriate ready-to-use programme was available. A literature study was carried out to investigate the typical characteristics of pupils of this age, as well as the guidelines which should be followed when designing a guidance programme. An empirical study followed in order to ascertain the specific needs of the pupils. Chapter six draws together the findings of the study.

6.2 FINDINGS FROM THE LITERATURE STUDY

6.2.1 Findings regarding the Development of the Senior Primary School Child

The literature study began with a look at the senior primary school pupil in order to gain an understanding of their cognitive, psychosocial and moral development. These findings were reported in chapter two.

Regarding cognitive development, senior primary pupils were defined as falling into the concrete operational and formal operational levels of thought as described by Jean Piaget. Younger pupils, in the concrete operational level, were seen to require concrete objects to enable them to think, and at this level they developed the concepts of reversibility and conservation. Pupils in the formal operational level were seen to be capable of thinking on an abstract level without necessarily requiring a concrete 'crutch'. The theories of both Leo Vygotsky and Reuven Feuerstein emphasised the extra dimension in promoting cognitive growth of the active involvement of an adult with the child.
Because of the different levels of cognitive functioning among senior primary school children it was concluded that an effective guidance programme should introduce topics and teach children through the use of appropriate methods in order to enhance their understanding of the material. It was suggested, for example, that when working with younger pupils, it would be important to include concrete examples to aid their thinking, should they still be at the concrete operations stage. Another example was to allow senior primary pupils much opportunity to enact different situations in seeking solutions to personal guidance problems. In order to cater for the different levels of cognitive functioning within the senior primary school, the guidance programme would thus have to be adapted as required.

Psychosocial development was examined in the light of Erik Erikson's theory. The eight stages of development according to Erikson include two which are appropriate for children at the senior primary school level. These are the phases of industry and identity formation. Children in the process of developing a sense of industry were seen as needing to experience success in their work as well as acceptance by their peers because of what they can do. Those in the process of developing a sense of identity were seen to need opportunities to discover their own feelings and attitudes in order to decide who they are, which group they belong to and what they aim to achieve in life.

Taking into account the psychosocial developmental level of senior primary pupils, the personal guidance programme should provide pupils with opportunities to learn and practice social skills, learn to cope independently, experience acceptance from their peers, and learn appropriate sex role behaviour. The standard five pupils should have the chance to discover more about themselves and learn to make decisions about where they belong and what they want to achieve.

The work of Jean Piaget was again consulted in the investigation into moral development. His ideas of moral realism and moral co-operation were highlighted and it was seen how children develop from the position where they simply accept right and wrong as being what their parents say, to the point where they see rules as being flexible and adaptable in different situations.
Lawrence Kohlberg described the younger child as simply behaving well in order to avoid punishment. This may apply to some of the youngest members of the sample group. Older children (those from about the age of 10 to 13) will first behave well because society expects it of them, and then develop to the point where they behave according to the laws.

The study of moral development led to the realisation that the guidance programme must reinforce societal norms and values for the younger child. The guidance teacher must model fairness to them and provide opportunities for them to practice being 'good'. The older pupils should be challenged to develop their own values, to question the existing rules in society, as well as have opportunities to experience the approval of their peers.

6.2.2 Findings regarding Guidance and Effective Guidance Programmes

It was found that the term guidance has been used in many different contexts and that different writers define the term as they intend to use it. For the purpose of this study, guidance was defined as the process involved in guiding pupils towards a better understanding of themselves and of the world, and actively providing opportunities for their discovery to take place under supervision.

A number of sources were consulted in order to see what makes a guidance programme effective. From the study, a list of important characteristics was drawn up. It was discovered that an effective programme should, firstly and foremostly, be based on pupil needs. Once needs were ascertained, appropriate goals should be set and a balanced programme drawn up. This programme needs to be both flexible and stable, allowing for it to cover topical issues which may arise and also be able to be continued by any other suitably trained person if the need allows. Guidance should also take place according to a carefully constructed calendar and provide a balance of corrective, preventive and developmental content as well as be regularly evaluated. The guidance teacher should initiate cooperation amongst staff, consult other resources and have a clear understanding of his or her own role and function. All pupils need to be made aware of the guidance service and its availability to them.
As it was seen that the first important aspect in drawing up a programme was that it should meet the pupils’ needs, the next logical step was to determine the needs of the pupils for whom the programme was being considered. A study was made of personal guidance needs and it was discovered that these fall into five broad areas.

6.2.3 Findings regarding the Personal Guidance Needs of Senior Primary School Pupils

These five areas of need which each incorporate different aspects are: the need to develop appropriate social skills and conduct meaningful relationships, the need to reach full cognitive potential, the need to make responsible decisions, the need to express emotions in socially acceptable ways, and the need for self-knowledge.

6.3 FINDINGS FROM THE EMPIRICAL RESEARCH

A questionnaire covering all aspects of the five need areas was drawn up and administered at two similar schools to senior primary pupils, to their parents and teachers, and to standard eight pupils.

Four hypotheses were stated and tested. It was discovered that pupils in different standards expressed the same needs with regard to two of the need areas (namely the needs for social skills and to make responsible decisions). They differed to a significant extent in the need to achieve full cognitive potential, the need for expression of emotions in acceptable ways, and the need for self-knowledge.

Standard three pupils differed in all three of these areas from pupils in other standards, and always expressed the greater need for guidance. It was concluded that the age range in the different standards of the sample group may have influenced the results. It was also speculated that standard three pupils may have specific needs because they are at the developmental stage where they are nearing the end of childhood and approaching puberty. They are beginning to question things which they have always taken for granted, wonder about themselves, and are possibly left feeling insecure and thus requiring specific guidance.
Senior primary pupils and standard eight's did not agree fully with regard to the areas in which they thought senior primary pupils needed guidance. There were differences in how they felt about the need to achieve full cognitive potential and the need to expression emotions in socially acceptable ways. This was explained as being due to the standard eight pupils’ own developmental level where performance has become of prime importance to them in their own schooling, and also where social acceptability is sought. In retrospect they probably feel that they need these skills and that it would have been to their advantage if they had been developed at a senior primary level.

Parents of senior primary pupils and their children differed to a significant extent with regard to the need for social skills, the need to make responsible decisions and the need for self-knowledge. Parents appeared to be concerned about their children developing the necessary social skills and becoming more responsible, whilst pupils who are in the process of beginning to develop their own identities, are understandably more concerned about gaining more self-knowledge.

It was not possible to test the hypothesis looking at teachers’ opinions of their senior primary pupils’ needs as the teachers group was too small. An attempt was made to infer results from the parents group to the teachers but there was not enough agreement between the two adult groups to allow this.

One possible conclusion which was postulated was that teachers may have differed from the rest of the sample group because of prior personal exposure to the guidance field, and because it would have been included in their training.

6.4 CONCLUSIONS FROM THE STUDY

The information received from the sample group has not led to much conclusive evidence regarding the specific personal guidance needs of these senior primary pupils, besides bringing out specific need areas for the standard three group. It has thus not been possible to effectively ascertain the needs of the pupils to the extent required to continue with the drawing up of a guidance programme. It appears that
more groundwork may be necessary before the process can continue.

The possibility exists that the senior primary pupils in the sample are not even aware of the fact that they need to develop certain skills. They may be unaware that such skills exist. It does, however, still remain necessary for them to receive the information and skills that a personal guidance programme would provide. Chapter three raised the point that guidance is a process which prepares pupils for adulthood and enables them to reach their potential (it thus includes a preventative function). The information received from the standard eight pupils indicates that they believe senior primary pupils do need personal guidance in certain areas. The opinion of these older pupils must be based on what they believe, in retrospect, they would have benefitted from in their own senior primary years. Standard eight pupils are in the position of being able to project a meta-perspective on the needs analysis and, incorporating what they say, lends further weight to the preventative aspect of a personal guidance programme. The same argument holds true for the information received from the parents. Parents, too, are aware of skills which their children will need in order to function adequately within their society in the future. The apparent lack of needs expressed by the senior primary pupils need, therefore, not serve as the only basis for deciding on a personal guidance programme. These pupils do need to be prepared for society and the five identified areas of need expressed in this study are the proven ones to include in such a process.

There is also the possibility that teachers in these classes are not in touch with their pupils’ needs. This may be a result of teachers not being part of the same community from which the pupils and the parents in the sample group come, and thus they do not have personal experience of the needs of the pupils. The other explanation for the difference between the teachers’ and the pupils’ opinions was explained as being due to the fact that the teachers would have had prior exposure to the field of personal guidance and so be more aware of its importance within the school curriculum.

Positive factors which were raised by the study were that the standard three group were identified as being particularly in need of guidance, and the point must thus be
made that this group requires special attention in any guidance programme. It also appeared as if the focus for the pupils was more on the 'cognitive' or practical need areas and less on the more personal ones. Follow-up work must take this into account.

The fact also emerged that pupils, and their parents, probably need an introductory course on the field of personal guidance and lifeskills in order to raise their awareness of the subject. This fact also provides more direction for follow-up work.

6.5 IMPLICATIONS AND RECOMMENDATIONS OF THE STUDY

(a) The first implication is that an introductory course to introduce the field of personal guidance and lifeskills must be run for the pupils and parents in the school concerned. Such a course would bring about an awareness of the importance of this subject in preparing the children for adulthood.

(b) More specific needs amongst the pupils must be identified, possibly through closer contact with the community from which they come. This aspect would require further research.

(c) More teachers in similar situations should be approached and made aware of the different needs of their pupils.

(d) A fourth implication is that close attention should be paid to the specific needs of pupils in standard three.

6.6 LIMITATIONS OF THE STUDY

The results obtained from the questionnaire did not provide the necessary information to continue with the drawing up of a specific personal guidance programme to meet the needs of these pupils. A great deal of further research is necessary before this can be done, unless the decision is made simply to go ahead with a conventional programme as suggested by the five identified need areas. The study itself did not provide clarification of this issue.
The possibility exists that the questionnaire covered areas which are not relevant to the specific pupils, and did not cover those areas which are.

Also, the sample group did not include enough teachers to provide any useful teacher information, and the rest of the sample group (which was big enough) were possibly not familiar with the field of study.

6.7 IN CONCLUSION

In this chapter the most important findings of the study have been summarised and conclusions were drawn. The implications and shortcomings of the research were also stated.

The purpose of this study was to investigate the guidelines which must be followed when designing an effective personal guidance programme for senior primary pupils. The researcher has been reminded anew of the many implications involved in attempting such a project, and encouraged continually to seek to meet the exact (and changing) needs of pupils.
BIBLIOGRAPHY


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APPENDIX 1

QUESTIONS FOR PUPILS

NEED TO DEVELOP APPROPRIATE SOCIAL SKILLS AND MEANINGFUL RELATIONSHIPS

1. I know how to make and keep friends. (N)
2. I am lonely and do not know how to make friends. (Y)
3. I would like to learn more about treating my friends properly. (Y)
4. Sometimes my friends force me to do things that I don't like doing. (Y)
5. I can easily talk to people I don't know. (N)
6. My family is very special to me. (N)
7. I get on well with my parents. (N)
8. I know the difference between male and female roles. (N)
9. I want to learn more about girlfriends and boyfriends. (Y)
10. I have many questions about sex but don't know how to ask them. (Y)

NEED TO REACH FULL POTENTIAL

1. I am working as hard as I can at my school work. (N)
2. I work hard at school but I don't do well. (Y)
3. I think my marks should be better than they are. (Y)
4. I know what study skills are. (N)
5. I find it hard to learn my work. (Y)
6. I would like to learn how to study properly. (Y)
7. I often don't do my homework. (Y)
8. Someone has to remind me to do my homework or I won't do it. (Y)
9. If the teacher goes out of the classroom I carry on working. (N)
10. I know how the work I am doing at school will help me in the future. (N)
NEED TO MAKE RESPONSIBLE DECISIONS

1. I think people should be able to do anything they like. (Y)
2. I know the difference between right and wrong. (N)
3. I think about what could happen before I do something. (N)
4. I know what steps to take when I have to make a decision. (N)
5. I would like to learn what my values are. (Y)
6. I know about God and what He means to me. (N)
7. I usually do the jobs I have to do at home. (N)
8. I think children should have special jobs to do in the community. (N)
9. I have a lot of free-time when I don’t know what to do with myself. (Y)
10. I can describe what adult responsibilities are. (N)

NEED TO EXPRESS EMOTIONS IN SOCIALLY ACCEPTABLE WAYS

1. I know how to cope with my problems. (N)
2. I can admit it and apologise if I do something wrong. (N)
3. I can control my temper when I get cross. (N)
4. I often get into fights with other children. (Y)
5. I easily get cross and hit other people. (Y)
6. I know what things I do that make other people cross. (N)
7. I know how to tell people when I don’t agree with them without starting a fight. (N)
8. I would like to learn how to live in peace with those around me. (Y)
9. I can explain how listening and talking can sort out problems. (N)
10. I ask my friends for help with work because I don’t know how to ask in class. (Y)

NEED FOR SELF KNOWLEDGE

1. I can describe myself to someone who does not know me. (N)
2. I can describe why I am an important person. (N)
3. I am not really good at anything. (Y)
4. I have got nothing to be proud of. (Y)
5. I am happy about who I am. (N)
6. I wish I was someone else. (Y)
7. I wonder if I am normal. (Y)
8. I understand myself. (N)
9. I have questions about how my body is changing but I don’t know who to ask. (Y)
10. I need to learn more about myself. (Y)

STD 8 QUESTIONS

NEED TO DEVELOP APPROPRIATE SOCIAL SKILLS AND MEANINGFUL RELATIONSHIPS

When I was still at primary school:

1. I knew how to make and keep friends. (N)
2. I was lonely and did not know how to make friends. (Y)
3. I would have like to learn how to treat my friends properly. (Y)
4. My friends sometimes forced me to do things that I did not like doing. (Y)
5. I could easily talk to people I didn’t know. (N)
6. My family was very special to me. (N)
7. I got on well with my parents. (N)
8. I knew the difference between male and female roles. (N)
9. I wanted to learn more about relationships between girls and boys. (Y)
10. I had many questions about sex but didn’t know how to ask them. (Y)

NEED TO REACH FULL POTENTIAL

1. I worked as hard as I could at my school work. (N)
2. I worked hard at school but I didn’t do well. (Y)
3. I thought that my marks should have been better. (Y)
4. I knew what study skills were. (N)
5. I found it hard to learn my work. (Y)
6. I would have liked to learn how to study properly. (Y)
7. I often didn't do my homework. (Y)
8. Someone had to remind me to do my homework or I wouldn't do it. (Y)
9. If the teacher went out of the classroom I carried on working. (N)
10. I knew how the work I was doing at school would help me in the future. (N)

NEED TO MAKE RESPONSIBLE DECISIONS

1. I thought people should be able to do anything they like. (Y)
2. I knew the difference between right and wrong. (N)
3. I thought about what could happen before I did anything. (N)
4. I knew what steps to take when I had to make a decision. (N)
5. I would have liked to learn what my values are. (Y)
6. I knew about God and what He means to me. (N)
7. I usually did the jobs I had to do at home. (N)
8. I thought that children should have special jobs to do in the community. (N)
9. I had a lot of free-time and did not know what to do with myself. (Y)
10. I could describe what adult responsibilities are. (N)

NEED TO EXPRESS EMOTIONS IN SOCIALLY ACCEPTABLE WAYS

1. I knew how to cope with my problems. (N)
2. I could admit it and apologise if I did something wrong. (N)
3. I could control my temper. (N)
4. I often got into fights with other children. (Y)
5. I easily got cross and hit other people. (Y)
6. I knew what things I did that made other people cross. (N)
7. I knew how to tell people when I disagreed with them without starting a fight. (N)
8. I would have liked to learn how to live in peace with those around me. (Y)
9. I could explain how listening and talking can sort out problems. (N)
10. I asked my friends for help with work because I couldn't ask in class. (Y)
NEED FOR SELF KNOWLEDGE

1. I could describe myself to a stranger. (N)
2. I could describe why I am an important person. (N)
3. I was not really good at anything. (Y)
4. I had nothing to be proud of. (Y)
5. I was happy about myself. (N)
6. I wondered if I was normal. (Y)
7. I wished I was someone else. (Y)
8. I understood myself. (N)
9. I wondered about how my body was changing but I didn’t know who to ask. (Y)
10. I needed to learn more about myself. (Y)

TEACHER QUESTIONS:

NEED TO DEVELOP APPROPRIATE SOCIAL SKILLS AND MEANINGFUL RELATIONSHIPS

SENIOR PRIMARY PUPILS:

1. They can make friends. (N)
2. They know how to keep friends. (N)
3. They would benefit from learning skills to treat their friends well. (Y)
4. They are influenced by peer pressure. (Y)
5. They can explain social skills. (N)
6. They exhibit conversational skills. (N)
7. They have many questions about sex but don’t know how to ask them. (Y)
8. They would benefit from learning more about relationships. (Y)
9. They know what sex roles mean. (N)
10. They need information about sexuality and growing up. (Y)
11. They should be given sex education at school. (Y)
12. They appear to have good family relationships. (N)
13. They share things about their families that are special. (N)
NEED TO REACH FULL POTENTIAL

1. They can describe what study skills are. (N)
2. They know how to learn. (N)
3. They would benefit from learning study skills. (Y)
4. They do their homework. (N)
5. They must be reminded to do homework. (Y)
6. They are able to work without constant supervision. (N)
7. They work as hard as they can. (N)
8. They are performing as well as possible. (N)
9. They are reaching their full potential. (N)
10. They could do better than they are doing. (N)
11. They try their hardest. (Y)
12. They know what they are capable of with regard to school performance. (N)
13. They enjoy school. (N)
14. They would benefit from learning how to improve their personal performance. (Y)
15. They know how the work they are doing at school will be of help in the future. (N)

NEED TO MAKE RESPONSIBLE DECISIONS

1. They know the difference between right and wrong. (N)
2. They think that people should be allowed to do whatever they like. (Y)
3. They would benefit from learning about values. (Y)
4. They know about God and what He means to them. (N)
5. They think about the consequences before they do things. (N)
6. They know what steps to take when making a decision. (N)
7. They need ideas for how to spend their free-time meaningfully. (Y)
8. They have a lot of free-time during which they are bored. (Y)
9. They usually do the jobs they have to do at home. (N)
10. They are involved in some kind of community work. (N)
11. They can describe what adult responsibilities are. (N)
12. They can be trusted. (N)
13. They are responsible. (N)
14. They are showing more self-control as they grow up. (N)
15. They need to learn more responsibility. (Y)

NEED TO EXPRESS EMOTIONS IN SOCIALLY ACCEPTABLE WAYS

1. They often get into fights with other children. (Y)
2. They can control their tempers. (N)
3. They easily hit others when cross. (Y)
4. They know how to tell people that they disagree with them without starting a fight. (N)
5. They admit to and apologise for mistakes. (N)
6. They get on well with others. (N)
7. They know what things they do which make other people cross. (N)
8. They can distinguish between things that are helpful or harmful to themselves. (N)
9. They know how to cope with their own problems. (N)
10. They would benefit from lessons on how to live in peace with those around them. (Y)
11. They can explain how listening and talking can sort out problems. (N)
12. They can describe ways to relax when feeling agitated. (N)
13. They know what makes them unhappy or cross and how to deal with those feelings. (N)
14. Would rather ask friends for help with work than ask a question in class. (Y)
15. They know how to live a balanced life. (N)

NEED FOR SELF KNOWLEDGE

1. They can describe themselves accurately to strangers. (N)
2. They are happy about who they are. (N)
3. They wish to be someone else. (Y)
4. They think they are not really good at anything. (Y)
5. They wonder if they are normal. (Y)
6. They think too much of themselves. (Y)
7. They think that they are not good enough. (Y)
8. They can describe their own special characteristics and how to develop them. (N)
9. They know their own strengths and weaknesses. (N)
10. They would benefit from lessons to learn more about themselves. (Y)
11. They are able to explain things about themselves that they are proud of. (N)
12. They can describe why they are important people. (N)
13. They understand their own behaviour. (N)
14. They would benefit from more self-insight. (Y)
15. They wonder about changes in their body but do not know how to ask. (Y)

PARENT QUESTIONS:

NEED TO DEVELOP APPROPRIATE SOCIAL SKILLS AND MEANINGFUL RELATIONSHIPS

MY CHILD:
1. Can make friends. (N)
2. Knows how to keep friends. (N)
3. Would benefit from learning how to treat their friends well. (Y)
4. Is influenced by friends to do wrong things. (Y)
5. Knows what social skills are. (N)
6. Knows how to have a conversation. (N)
7. Can listen and speak in order to understand others and be understood. (N)
8. Can communicate well. (N)
9. Has many questions about sex but doesn’t know how to ask them. (Y)
10. Would benefit from learning more about relationships. (Y)
11. Knows what sex roles mean. (N)
12. Needs information about sexuality and growing up. (Y)
13. Should receive sex education at school. (Y)
14. Gets on well with his/her parents. (N)
15. Recognises things about our family that are special. (N)

NEED TO REACH FULL POTENTIAL

1. Can describe what study skills are. (N)
2. Knows how to learn. (N)
3. Would benefit from learning about study skills. (Y)
4. Often does not do homework. (Y)
5. Must be reminded to do homework. (Y)
6. Is able to work without constant supervision. (N)
7. Works as hard as he/she can. (N)
8. Is performing as well as he/she can. (N)
9. Is reaching his/her full potential. (N)
10. Could do better than he/she is doing. (N)
11. Always tries his/her hardest. (Y)
12. Knows what he/she is capable of with regard to school performance. (N)
13. Enjoys school. (N)
14. Would benefit from learning how to improve his/her personal performance. (Y)
15. Knows how the work he/she is doing at school will be of use in the future. (N)

NEED TO MAKE RESPONSIBLE DECISIONS

1. Knows the difference between right and wrong. (N)
2. Thinks that people should be allowed to do whatever they like. (Y)
3. Would benefit from learning about values. (Y)
4. Knows about God and what He means to him/her. (N)
5. Does not think about the consequences before doing things. (Y)
6. Knows what steps to take when making a decision. (N)
7. Needs ideas for how to spend free-time meaningfully. (Y)
8. Has a lot of free-time during which he/she is bored. (Y)
9. Usually does the jobs they have to do at home. (N)
10. Is involved in some kind of community work. (N)
11. Can describe what adult responsibilities are. (N)
12. Can be trusted. (N)
13. Is responsible. (N)
14. Is showing more self-control as he/she grows up. (N)
15. Needs to learn more responsibility. (Y)
NEED TO EXPRESS EMOTIONS IN SOCIALLY ACCEPTABLE WAYS

1. Often gets into fights with other children. (Y)
2. Can control his/her temper. (N)
3. Easily hits others when cross. (Y)
4. Knows how to tell people that he/she disagrees with them without starting a fight. (N)
5. Admits to and apologises for mistakes. (N)
6. Gets on well with others. (N)
7. Knows what things he/she does that make other people cross. (N)
8. Can distinguish between things that are helpful or harmful to himself/herself. (N)
9. Knows how to cope with his/her own problems. (N)
10. Would benefit from lessons on how to live in peace with those around him/her. (Y)
11. Can explain how listening and talking can sort out problems. (N)
12. Can describe ways to relax when feeling agitated. (Y)
13. Knows what makes him/her unhappy or cross and how to deal with those feelings. (N)
14. Would rather ask friends for help with work than ask a question in class. (Y)
15. Knows how to live a balanced life. (N)

NEED FOR SELF KNOWLEDGE

1. Can describe himself/herself accurately to someone who does not know them. (N)
2. Is happy about who he/she is. (N)
3. Wishes to be someone else. (Y)
4. Thinks he/she is not really good at anything. (Y)
5. Wonders if he/she is normal. (Y)
6. Thinks too much of himself/herself. (Y)
7. Thinks he/she is not good enough. (Y)
8. Can describe his/her own special characteristics and how to develop them. (N)
9. Knows his/her own strengths and weaknesses. (N)
10. Would benefit from lessons to learn more about him/her self. (Y)
11. Is able to explain things about him/her self that he/she is proud of. (N)
12. Can describe why he/she is an important person. (N)
13. Understands his/her own behaviour. (N)
14. Would benefit from more self-insight. (Y)
15. Wonders about changes in his/her body but does not know how to ask. (Y)
APPENDIX 2

PUPIL QUESTIONNAIRE

THIS IS NOT A TEST BUT A QUESTIONNAIRE WHICH ASKS YOU WHAT YOUR NEEDS ARE FOR GUIDANCE LESSONS. THERE ARE NO RIGHT OR WRONG ANSWERS, YOU JUST FILL IN WHAT YOU THINK ABOUT EACH ITEM.

16. Read each item carefully.
17. Answer as truthfully as you can. You do not need to write down your name anywhere so nobody else will know what you answered.
18. You draw a cross over YES if an item says something that is true about you, or over NO if it is not true about you.
19. Fill in the details in Section A before you do Section B.

SECTION A

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SECTION B

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<td>I am lonely and don’t have friends</td>
<td>YES</td>
<td>C9</td>
</tr>
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<td>I would like to learn more about treating my friends properly</td>
<td>YES</td>
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<tr>
<td>4. Sometimes my friends force me to do things that I don’t like doing</td>
<td>YES/NO</td>
<td>C11</td>
</tr>
<tr>
<td>5. I can easily talk to people I don’t know</td>
<td>YES/NO</td>
<td>C12</td>
</tr>
<tr>
<td>6. My family is very special to me</td>
<td>YES/NO</td>
<td>C13</td>
</tr>
<tr>
<td>7. I get on well with my parents</td>
<td>YES/NO</td>
<td>C14</td>
</tr>
<tr>
<td>8. I know the difference between male and female roles</td>
<td>YES/NO</td>
<td>C15</td>
</tr>
<tr>
<td>9. I want to learn more about girlfriends and boyfriends</td>
<td>YES/NO</td>
<td>C16</td>
</tr>
<tr>
<td>10. I have many questions about sex but don’t know how to ask them</td>
<td>YES/NO</td>
<td>C17</td>
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<tr>
<td>11. I am working as hard as I can at my school work</td>
<td>YES/NO</td>
<td>C18</td>
</tr>
<tr>
<td>12. I work hard at school but don’t do well</td>
<td>YES/NO</td>
<td>C19</td>
</tr>
<tr>
<td>13. I think my marks should be better than they are</td>
<td>YES/NO</td>
<td>C20</td>
</tr>
<tr>
<td>14. I know what study skills are</td>
<td>YES/NO</td>
<td>C21</td>
</tr>
<tr>
<td>15. I find it hard to learn my work</td>
<td>YES/NO</td>
<td>C22</td>
</tr>
<tr>
<td>16. I would like to learn how to study properly</td>
<td>YES/NO</td>
<td>C23</td>
</tr>
<tr>
<td>17. I often don’t do my homework</td>
<td>YES/NO</td>
<td>C24</td>
</tr>
<tr>
<td>18. Someone must remind me to do my homework or I won’t do it</td>
<td>YES/NO</td>
<td>C25</td>
</tr>
<tr>
<td>19. If the teacher goes out of the classroom I carry on working</td>
<td>YES/NO</td>
<td>C26</td>
</tr>
<tr>
<td>ITEM</td>
<td>ANSWER</td>
<td>OFFICE USE</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>20. I know how the work I am doing will help me in the future</td>
<td>YES NO</td>
<td>C27</td>
</tr>
<tr>
<td>21. I think people should be able to do anything they like</td>
<td>YES NO</td>
<td>C28</td>
</tr>
<tr>
<td>22. I know the difference between right and wrong</td>
<td>YES NO</td>
<td>C29</td>
</tr>
<tr>
<td>23. I think about what could happen before I do something</td>
<td>YES NO</td>
<td>C30</td>
</tr>
<tr>
<td>24. I know what steps to take when I have to make a decision</td>
<td>YES NO</td>
<td>C31</td>
</tr>
<tr>
<td>25. I would like to learn what my values are</td>
<td>YES NO</td>
<td>C32</td>
</tr>
<tr>
<td>26. I know about God and what He means to me</td>
<td>YES NO</td>
<td>C33</td>
</tr>
<tr>
<td>27. I usually do the jobs I have to do at home</td>
<td>YES NO</td>
<td>C34</td>
</tr>
<tr>
<td>28. I think children should have special jobs to do in the community</td>
<td>YES NO</td>
<td>C35</td>
</tr>
<tr>
<td>29. I have a lot of free-time when I don’t know what to do with myself</td>
<td>YES NO</td>
<td>C36</td>
</tr>
<tr>
<td>30. I can describe what adult responsibilities are</td>
<td>YES NO</td>
<td>C37</td>
</tr>
<tr>
<td>31. I know how to cope with my problems</td>
<td>YES NO</td>
<td>C38</td>
</tr>
<tr>
<td>32. I can admit it and apologise if I do something wrong</td>
<td>YES NO</td>
<td>C39</td>
</tr>
<tr>
<td>33. I can control my temper when I get cross</td>
<td>YES NO</td>
<td>C40</td>
</tr>
<tr>
<td>34. I often get into fights with other children</td>
<td>YES NO</td>
<td>C41</td>
</tr>
<tr>
<td>ITEM</td>
<td>ANSWER</td>
<td>OFFICE USE</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>35.</td>
<td>I easily get cross and hurt other people</td>
<td>YES NO</td>
</tr>
<tr>
<td>36.</td>
<td>I know what things I do that make other people cross</td>
<td>YES NO</td>
</tr>
<tr>
<td>37.</td>
<td>I know how to tell people when I don’t agree with them without starting a fight</td>
<td>YES NO</td>
</tr>
<tr>
<td>38.</td>
<td>I would like to learn how to live in peace with those around me</td>
<td>YES NO</td>
</tr>
<tr>
<td>39.</td>
<td>I can explain how listening and talking can sort out problems</td>
<td>YES NO</td>
</tr>
<tr>
<td>40.</td>
<td>I ask my friends for help with work because I don’t know how to ask in class</td>
<td>YES NO</td>
</tr>
<tr>
<td>41.</td>
<td>I can describe myself to someone who does not know me</td>
<td>YES NO</td>
</tr>
<tr>
<td>42.</td>
<td>I can describe why I am an important person</td>
<td>YES NO</td>
</tr>
<tr>
<td>43.</td>
<td>I am not really good at anything</td>
<td>YES NO</td>
</tr>
<tr>
<td>44.</td>
<td>I have got nothing to be proud of</td>
<td>YES NO</td>
</tr>
<tr>
<td>45.</td>
<td>I am happy about who I am</td>
<td>YES NO</td>
</tr>
<tr>
<td>46.</td>
<td>I wish I was someone else</td>
<td>YES NO</td>
</tr>
<tr>
<td>47.</td>
<td>I wonder if I am normal</td>
<td>YES NO</td>
</tr>
<tr>
<td>48.</td>
<td>I understand myself</td>
<td>YES NO</td>
</tr>
<tr>
<td>49.</td>
<td>I have questions about how my body is changing but I don’t know who to ask</td>
<td>YES NO</td>
</tr>
<tr>
<td>50.</td>
<td>I need to learn more about myself</td>
<td>YES NO</td>
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</tbody>
</table>
APPENDIX 3

STD 8 QUESTIONNAIRE

THIS IS NOT A TEST BUT A QUESTIONNAIRE WHICH ASKS YOU WHAT YOUR NEEDS WERE WHEN YOU WERE IN PRIMARY SCHOOL. THERE ARE NO RIGHT OR WRONG ANSWERS. YOU MUST JUST FILL IN WHAT YOU THINK ABOUT EACH ITEM. YOUR ANSWERS WILL HELP US TO MAKE THE RIGHT KIND OF GUIDANCE PROGRAMME FOR THE PRIMARY SCHOOL.

1. Read each item carefully.
2. Answer as truthfully as you can. You do not need to write down your name anywhere so nobody else will know what you answered.
3. You make a cross over YES if an item says something that you think is true, and over NO if you think it is not true.
4. Fill in the details in Section A before you do Section B.

SECTION A

<table>
<thead>
<tr>
<th>PUPIL NUMBER</th>
<th>OFFICE USE</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>C1-3</td>
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<tr>
<td>1. YOUR AGE</td>
<td>C4-5</td>
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SECTION B

WHEN I WAS IN PRIMARY SCHOOL:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ANSWER</th>
<th>OFFICE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I knew how to make and keep friends</td>
<td>YES</td>
<td>C6</td>
</tr>
<tr>
<td>2. I was lonely and didn't have friends</td>
<td>YES</td>
<td>C7</td>
</tr>
<tr>
<td>3. I would have liked to learn how to treat my</td>
<td>YES</td>
<td>C8</td>
</tr>
<tr>
<td>friends properly</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>ITEM</td>
<td>ANSWER</td>
<td>OFFICE USE</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>4. My friends sometimes forced me to do things that I didn’t like doing</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>5. I could easily talk to people I didn’t know</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>6. My family was very special to me</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>7. I got on well with my parents</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>8. I knew the difference between male and female roles</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>9. I wanted to learn more about relationships between girls and boys</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>10. I had many questions about sex but didn’t know how to ask them</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>11. I worked as hard as I could at my school work</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>12. I worked hard at school but didn’t do well</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>13. I thought my marks should have been better</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>14. I knew what study skills were</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>15. I found it hard to learn my work</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>16. I would have liked to learn how to study properly</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>17. I often didn’t do my homework</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>18. Someone had to remind me to do my homework or I wouldn’t do it</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>19. If the teacher went out of the classroom I carried on working</td>
<td>YES</td>
<td>NO</td>
</tr>
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</table>

106
<table>
<thead>
<tr>
<th>ITEM</th>
<th>ANSWER</th>
<th>OFFICE USE</th>
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</thead>
<tbody>
<tr>
<td>20. I knew how the work I was doing at school would help me in my future life</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>21. I thought people should be able to do anything they like</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>22. I knew the difference between right and wrong</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>23. I thought about what could happen before I did anything</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>24. I knew what steps to take when I had to make a decision</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>25. I would have liked to learn what my values are</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>26. I knew about God and what He means to me</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>27. I usually did the jobs I had to do at home</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>28. I thought that children should have special jobs to do in the community</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>29. I had a lot of free-time and did not know what to do with myself</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>30. I could describe what adult responsibilities are</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>31. I knew how to cope with my problems</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>32. I could admit it and apologise if I did something wrong</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>33. I could control my temper</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>ITEM</td>
<td>ANSWER</td>
<td>OFFICE USE</td>
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<tr>
<td>------</td>
<td>---------</td>
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</tr>
<tr>
<td>34. I often got into fights with other children</td>
<td>YES NO</td>
<td>C39</td>
</tr>
<tr>
<td>35. I easily got cross and hit other people</td>
<td>YES NO</td>
<td>C40</td>
</tr>
<tr>
<td>36. I knew what things I did that made other people cross</td>
<td>YES NO</td>
<td>C41</td>
</tr>
<tr>
<td>37. I knew how to tell people when I disagreed with them without starting a fight</td>
<td>YES NO</td>
<td>C42</td>
</tr>
<tr>
<td>38. I would have liked to learn how to live in peace with those around me</td>
<td>YES NO</td>
<td>C43</td>
</tr>
<tr>
<td>39. I could explain how listening and talking can sort out problems</td>
<td>YES NO</td>
<td>C44</td>
</tr>
<tr>
<td>40. I asked my friends for help with work because I couldn’t ask in class</td>
<td>YES NO</td>
<td>C45</td>
</tr>
<tr>
<td>41. I could describe myself to a stranger</td>
<td>YES NO</td>
<td>C46</td>
</tr>
<tr>
<td>42. I could describe why I am an important person</td>
<td>YES NO</td>
<td>C47</td>
</tr>
<tr>
<td>43. I was not really good at anything</td>
<td>YES NO</td>
<td>C48</td>
</tr>
<tr>
<td>44. I had nothing to be proud of</td>
<td>YES NO</td>
<td>C49</td>
</tr>
<tr>
<td>45. I was happy about myself</td>
<td>YES NO</td>
<td>C50</td>
</tr>
<tr>
<td>46. I wished I was someone else</td>
<td>YES NO</td>
<td>C51</td>
</tr>
<tr>
<td>47. I wondered if I was normal</td>
<td>YES NO</td>
<td>C52</td>
</tr>
<tr>
<td>48. I understood myself</td>
<td>YES NO</td>
<td>C53</td>
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<tr>
<td>49. I wondered about how my body was changing but I didn’t know who to ask</td>
<td>YES NO</td>
<td>C54</td>
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<tr>
<td>50. I needed to learn more about myself</td>
<td>YES NO</td>
<td>C55</td>
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</table>
APPENDIX 4

TEACHERS' QUESTIONNAIRE

THIS IS A QUESTIONNAIRE ABOUT THE GUIDANCE NEEDS OF SENIOR PRIMARY SCHOOL CHILDREN. THE RESEARCHER IS IN THE PROCESS OF DEVELOPING A GUIDANCE PROGRAMME FOR USE IN THE SENIOR PRIMARY SCHOOL AND WOULD APPRECIATE YOUR INSIGHTS AS TO WHAT THE NEEDS ARE.

1. Read each item carefully.
2. Answer each item according to whether or not you believe that it suggests a need for the pupils. Use your own classes as a frame of reference. Obviously each item will not necessarily apply to the majority of pupils. If, however, there are 4 or 5 pupils in your class who you believe have such a need, please answer it as such.
3. Start immediately with Section B. The statement at the top is your reference 'question' in answering each item. You cross YES to agree with an item, and NO to disagree.
4. You will complete this questionnaire anonymously and so do not need to be concerned about specific statements. Your honest answers and help are much appreciated.

SECTION A

OFFICE USE

QUESTIONNAIRE NUMBER C1-3

SECTION B

SENIOR PRIMARY PUPILS:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ANSWER</th>
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</thead>
<tbody>
<tr>
<td>1. Can make friends</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>2. Know how to keep their friends</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3. They would benefit from learning skills to</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>treat their friends well</td>
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109
SENIOR PRIMARY PUPILS:

<table>
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<tr>
<th>ITEM</th>
<th>ANSWER</th>
<th>OFFICE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. They are influenced by peer pressure</td>
<td>YES</td>
<td>NO C7</td>
</tr>
<tr>
<td>5. They can explain social skills</td>
<td>YES</td>
<td>NO C8</td>
</tr>
<tr>
<td>6. They exhibit conversational skills</td>
<td>YES</td>
<td>NO C9</td>
</tr>
<tr>
<td>7. They can listen and speak in order to understand others and be understood</td>
<td>YES</td>
<td>NO C10</td>
</tr>
<tr>
<td>8. They exhibit communication skills</td>
<td>YES</td>
<td>NO C11</td>
</tr>
<tr>
<td>9. They have many questions about sex but don’t know how to ask them</td>
<td>YES</td>
<td>NO C12</td>
</tr>
<tr>
<td>10. They would benefit from learning more about relationships</td>
<td>YES</td>
<td>NO C13</td>
</tr>
<tr>
<td>11. They know what sex roles mean</td>
<td>YES</td>
<td>NO C14</td>
</tr>
<tr>
<td>12. They need information about sexuality and growing up</td>
<td>YES</td>
<td>NO C15</td>
</tr>
<tr>
<td>13. They should receive sex education at school</td>
<td>YES</td>
<td>NO C16</td>
</tr>
<tr>
<td>14. They appear to have good family relationships</td>
<td>YES</td>
<td>NO C17</td>
</tr>
<tr>
<td>15. They share things about their families which are special</td>
<td>YES</td>
<td>NO C18</td>
</tr>
<tr>
<td>16. They can describe what study skills are</td>
<td>YES</td>
<td>NO C19</td>
</tr>
<tr>
<td>17. They know how to learn</td>
<td>YES</td>
<td>NO C20</td>
</tr>
<tr>
<td>18. They would benefit from learning study skills</td>
<td>YES</td>
<td>NO C21</td>
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### SENIOR PRIMARY PUPILS:

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<tr>
<th>ITEM</th>
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<th>OFFICE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. They do their homework</td>
<td>YES NO</td>
<td>C22</td>
</tr>
<tr>
<td>20. They must be reminded to do homework</td>
<td>YES NO</td>
<td>C23</td>
</tr>
<tr>
<td>21. They are able to work without constant supervision</td>
<td>YES NO</td>
<td>C24</td>
</tr>
<tr>
<td>22. They work as hard as they can</td>
<td>YES NO</td>
<td>C25</td>
</tr>
<tr>
<td>23. They are performing as well as possible</td>
<td>YES NO</td>
<td>C26</td>
</tr>
<tr>
<td>24. They are reaching their full potential</td>
<td>YES NO</td>
<td>C27</td>
</tr>
<tr>
<td>25. They could do better than they are doing</td>
<td>YES NO</td>
<td>C28</td>
</tr>
<tr>
<td>26. They try their hardest</td>
<td>YES NO</td>
<td>C29</td>
</tr>
<tr>
<td>27. They know what they are capable of with regard to school performance</td>
<td>YES NO</td>
<td>C30</td>
</tr>
<tr>
<td>28. They enjoy school</td>
<td>YES NO</td>
<td>C31</td>
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<tr>
<td>29. They would benefit from learning how to improve their personal performance</td>
<td>YES NO</td>
<td>C32</td>
</tr>
<tr>
<td>30. They know how the work they are doing at school will be of help in the future</td>
<td>YES NO</td>
<td>C33</td>
</tr>
<tr>
<td>31. They know the difference between right and wrong</td>
<td>YES NO</td>
<td>C34</td>
</tr>
<tr>
<td>32. They would benefit from learning about values</td>
<td>YES NO</td>
<td>C35</td>
</tr>
<tr>
<td>33. They think that people should be allowed to do whatever they like</td>
<td>YES NO</td>
<td>C36</td>
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</table>
### SENIOR PRIMARY PUPILS:

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<tr>
<th>ITEM</th>
<th>ANSWER</th>
<th>OFFICE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. They know about God and what He means to them</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>35. They think about the consequences before they do things</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>36. They know what steps to take when making a decision</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>37. They need ideas for how to spend their free-time meaningfully</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>38. They have a lot of free-time during which they are bored</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>39. They usually do the jobs they have to do at home</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>40. They are involved in some kind of community work</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>41. They can describe what adult responsibilities are</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>42. They can be trusted</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>43. They are responsible</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>44. They are showing more self-control as they grow up</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>45. They need to learn more responsibility</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>46. They often get into fights with other children</td>
<td>YES</td>
<td>NO</td>
</tr>
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</table>
**SENIOR PRIMARY PUPILS:**

<table>
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<tr>
<th>ITEM</th>
<th>ANSWER</th>
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</thead>
<tbody>
<tr>
<td>47. They can control their tempers</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>48. They easily hit others when cross</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>49. They know how to tell people when they disagree with them without starting a fight</td>
<td>YES</td>
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<td>50. They admit to and apologise for mistakes</td>
<td>YES</td>
<td>NO</td>
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<td>51. They get on well with others</td>
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<td>52. They know what things they do which make other people cross</td>
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<td>55. They would benefit from lessons on how to live in peace with those around them</td>
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<tr>
<td>61. They can describe themselves accurately to people who don’t know them</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>62. They are happy about who they are</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>63. They wish to be someone else</td>
<td>YES</td>
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<tr>
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</tr>
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<tr>
<td>68. They can describe their own special characteristics and how to develop them</td>
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</tr>
<tr>
<td>69. They know their own strengths and weaknesses</td>
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</tr>
<tr>
<td>70. They would benefit from lessons to learn more about themselves</td>
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<td>NO</td>
</tr>
<tr>
<td>71. They are able to explain things about themselves that they are proud of</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>72. They can describe why they are important people</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>73. They understand their own behaviour</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>74. They would benefit from more self-insight</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>75. They wonder about changes in their bodies but do not know how to ask</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
APPENDIX 5

PARENTS QUESTIONNAIRE

THIS IS A QUESTIONNAIRE ABOUT THE GUIDANCE NEEDS OF YOUR SENIOR PRIMARY SCHOOL CHILDREN. THE RESEARCHER IS IN THE PROCESS OF DEVELOPING A GUIDANCE PROGRAMME FOR USE IN THE SENIOR PRIMARY SCHOOL AND WOULD APPRECIATE YOUR INSIGHTS AS TO WHAT YOU BELIEVE YOUR CHILD NEEDS.

1. Read each item carefully.
2. Answer each item according to whether or not you think it expresses a need for your child. You place a cross over YES to agree with an item and over NO to disagree.
3. Fill in the details in Section A before you do Section B.
4. You will complete this questionnaire anonymously and so do not need to be concerned about specific statements. Your honest answers and help are much appreciated.

SECTION A

<table>
<thead>
<tr>
<th>QUESTIONNAIRE NUMBER</th>
<th>OFFICE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. THE STANDARD OF THE CHILD WHO BROUGHT YOU THIS QUESTIONNAIRE</td>
<td>ANSWER C4</td>
</tr>
</tbody>
</table>
## SECTION B
### MY CHILD:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ANSWER</th>
<th>OFFICE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can make friends</td>
<td>YES</td>
<td>C5</td>
</tr>
<tr>
<td>2. Knows how to keep friends</td>
<td>YES</td>
<td>C6</td>
</tr>
<tr>
<td>3. Would benefit from learning how to treat his/her friends well</td>
<td>YES</td>
<td>C7</td>
</tr>
<tr>
<td>4. Is influenced by friends to do wrong things</td>
<td>YES</td>
<td>C8</td>
</tr>
<tr>
<td>5. Knows what social skills are</td>
<td>YES</td>
<td>C9</td>
</tr>
<tr>
<td>6. Knows how to have a conversation</td>
<td>YES</td>
<td>C10</td>
</tr>
<tr>
<td>7. Can listen and speak in order to understand others and be understood</td>
<td>YES</td>
<td>C11</td>
</tr>
<tr>
<td>8. Can communicate well</td>
<td>YES</td>
<td>C12</td>
</tr>
<tr>
<td>9. Has many questions about sex but doesn’t know how to ask them</td>
<td>YES</td>
<td>C13</td>
</tr>
<tr>
<td>10. Would benefit from learning more about relationships</td>
<td>YES</td>
<td>C14</td>
</tr>
<tr>
<td>11. Knows what sex roles mean</td>
<td>YES</td>
<td>C15</td>
</tr>
<tr>
<td>12. Needs information about sexuality and growing up</td>
<td>YES</td>
<td>C16</td>
</tr>
<tr>
<td>13. Should receive sex education at school</td>
<td>YES</td>
<td>C17</td>
</tr>
<tr>
<td>14. Gets on well with his/her parents</td>
<td>YES</td>
<td>C18</td>
</tr>
<tr>
<td>15. Recognises things about our family which are special</td>
<td>YES</td>
<td>C19</td>
</tr>
</tbody>
</table>
### MY CHILD:

<table>
<thead>
<tr>
<th>ITEM</th>
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<th>OFFICE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Can describe what study skills are</td>
<td>YES</td>
<td>C20</td>
</tr>
<tr>
<td>17. Knows how to learn</td>
<td>YES</td>
<td>C21</td>
</tr>
<tr>
<td>18. Would benefit from learning about study skills</td>
<td>YES</td>
<td>C22</td>
</tr>
<tr>
<td>19. Does his/her homework</td>
<td>YES</td>
<td>C23</td>
</tr>
<tr>
<td>20. Must be reminded to do homework</td>
<td>YES</td>
<td>C24</td>
</tr>
<tr>
<td>21. Is able to work without constant supervision</td>
<td>YES</td>
<td>C25</td>
</tr>
<tr>
<td>22. Works as hard as he/she can</td>
<td>YES</td>
<td>C26</td>
</tr>
<tr>
<td>23. Is performing as well as he/she can</td>
<td>YES</td>
<td>C27</td>
</tr>
<tr>
<td>24. Is reaching his/her full potential</td>
<td>YES</td>
<td>C28</td>
</tr>
<tr>
<td>25. Could do better than he/she is doing</td>
<td>YES</td>
<td>C29</td>
</tr>
<tr>
<td>26. Always tries his/her hardest</td>
<td>YES</td>
<td>C30</td>
</tr>
<tr>
<td>27. Knows what he/she is capable of with regard to school performance</td>
<td>YES</td>
<td>C31</td>
</tr>
<tr>
<td>28. Enjoys school</td>
<td>YES</td>
<td>C32</td>
</tr>
<tr>
<td>29. Would benefit from learning how to improve his/her personal performance</td>
<td>YES</td>
<td>C33</td>
</tr>
<tr>
<td>30. Knows how the work he/she is doing at school will be of use in the future</td>
<td>YES</td>
<td>C34</td>
</tr>
<tr>
<td>31. Knows the difference between right and wrong</td>
<td>YES</td>
<td>C35</td>
</tr>
<tr>
<td>32. Thinks that people should be allowed to do whatever they like</td>
<td>YES</td>
<td>C36</td>
</tr>
</tbody>
</table>
### MY CHILD:

<table>
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<tr>
<th>ITEM</th>
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</tr>
</thead>
<tbody>
<tr>
<td>33. Would benefit from learning about values</td>
<td>YES</td>
<td>NO C37</td>
</tr>
<tr>
<td>34. Knows about God and what He means to him/her</td>
<td>YES</td>
<td>NO C38</td>
</tr>
<tr>
<td>35. Thinks about the consequences before doing things</td>
<td>YES</td>
<td>NO C39</td>
</tr>
<tr>
<td>36. Knows what steps to take when making a decision</td>
<td>YES</td>
<td>NO C40</td>
</tr>
<tr>
<td>37. Needs ideas on how to spend free-time meaningfully</td>
<td>YES</td>
<td>NO C41</td>
</tr>
<tr>
<td>38. Has a lot of free-time during which he/she is bored</td>
<td>YES</td>
<td>NO C42</td>
</tr>
<tr>
<td>39. Usually does the jobs they have to do at home</td>
<td>YES</td>
<td>NO C43</td>
</tr>
<tr>
<td>40. Is involved in some kind of community work</td>
<td>YES</td>
<td>NO C44</td>
</tr>
<tr>
<td>41. Can describe what adult responsibilities are</td>
<td>YES</td>
<td>NO C45</td>
</tr>
<tr>
<td>42. Can be trusted</td>
<td>YES</td>
<td>NO C46</td>
</tr>
<tr>
<td>43. Is responsible</td>
<td>YES</td>
<td>NO C47</td>
</tr>
<tr>
<td>44. Is showing more self-control as he/she grows up</td>
<td>YES</td>
<td>NO C48</td>
</tr>
<tr>
<td>45. Needs to learn more responsibility</td>
<td>YES</td>
<td>NO C49</td>
</tr>
<tr>
<td>46. Often gets into fights with other children</td>
<td>YES</td>
<td>NO C50</td>
</tr>
<tr>
<td>47. Can control his/her temper</td>
<td>YES</td>
<td>NO C51</td>
</tr>
<tr>
<td>48. Easily hits others when cross</td>
<td>YES</td>
<td>NO C52</td>
</tr>
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</table>
MY CHILD:

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<tr>
<td>49. Knows how to tell people that he/she disagrees with them without starting a fight</td>
<td>YES NO</td>
<td>C53</td>
</tr>
<tr>
<td>50. Admits to and apologises for mistakes</td>
<td>YES NO</td>
<td>C54</td>
</tr>
<tr>
<td>51. Gets on well with others</td>
<td>YES NO</td>
<td>C55</td>
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<td>52. Knows what things he/she does that makes other people cross</td>
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<td>C58</td>
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<td>C59</td>
</tr>
<tr>
<td>56. Can explain how listening and talking can sort out problems</td>
<td>YES NO</td>
<td>C60</td>
</tr>
<tr>
<td>57. Can describe ways to relax when feeling agitated</td>
<td>YES NO</td>
<td>C61</td>
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<tr>
<td>58. Knows what makes him/her unhappy or cross and how to deal with those feelings</td>
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<td>C62</td>
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<td>59. Would rather ask friends for help with work than ask a question in class</td>
<td>YES NO</td>
<td>C63</td>
</tr>
<tr>
<td>60. Knows what it means to live a balanced life</td>
<td>YES NO</td>
<td>C64</td>
</tr>
<tr>
<td>61. Can describe himself/herself accurately to a stranger</td>
<td>YES NO</td>
<td>C65</td>
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<td>YES</td>
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<td>63. Wishes to be someone else</td>
<td>YES</td>
<td>C67</td>
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<td>64. Thinks he/she is not really good at anything</td>
<td>YES</td>
<td>C68</td>
</tr>
<tr>
<td>65. Wonders if he/she is normal</td>
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<tr>
<td>70. Would benefit from lessons to learn more about him/her self</td>
<td>YES</td>
<td>C74</td>
</tr>
<tr>
<td>71. Is able to explain things about him/her self that he/she is proud of</td>
<td>YES</td>
<td>C75</td>
</tr>
<tr>
<td>72. Can describe why he/she is an important person</td>
<td>YES</td>
<td>C76</td>
</tr>
<tr>
<td>73. Understands his/her own behaviour</td>
<td>YES</td>
<td>C77</td>
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<td>74. Would benefit from more self-insight</td>
<td>YES</td>
<td>C78</td>
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Dear Parents

As part of my UNISA studies, I am investigating the important aspects involved in developing an educational guidance programme for senior primary school pupils. In order to ensure that this programme meets the needs of the pupils, I have drawn up a series of questionnaires which will assist me to understand what their needs are. Your child completed one of these questionnaires at school today.

I would, however, also like your insight into what you believe your child needs. I want to know which things you think are important to include in an educational guidance programme. For this reason, I enclose a Parents Questionnaire and request that you please complete it and return it to school by Friday.

I know that you are all busy people and assure you that the questionnaire will only take a short amount of your time. The information which it will give me, however, will help to assure the continued good education of your child and I greatly appreciate your co-operation.

Thanking you most sincerely

B. LABUSCHAGNE (Mrs)