

https://dspace.org/

# Training student teachers for roles as mentors of pupils

**Janse van Rensburg, Annette**

**2015-02-06**
http://hdl.handle.net/10539/16909

Downloaded from a DSpace repository. https://dspace.org/

# TRAINING STUDENT TEACHERS FOR ROLES AS MENTORS OF PUPILS

Annette Janse van Rensburg

A Dissertation submitted to the Faculty of Arts,
University of the Witwatersrand, Johannesburg,
in partial fulfilment of the requirements for
the Degree of Master of Arts (Social Work)

Johannesburg, 1981

I dedicate this study to Cornelius, my husband.

'There is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things. For the reformer has enemies in all who profit by the old order, and only lukewarm defenders in all those who would profit by the new order. This lukewarmness arises partly from fear of their adversaries who have law in their favour, and partly from the incredulity of mankind who do not truly believe in anything new until they have had actual experience of it.' -

Machiavelli

DECLARATION

I, Annette Janse van Rensburg, hereby declare that: This dissertation is my own unaided work and that the assistance obtained has been only in the form of professional guidance and supervision; that neither it nor any part of this dissertation has previously been submitted to, or is to be submitted to, any other university for a degree save the one in which I am presently a candidate; that the information used in this dissertation has been obtained by me whilst training the students who form the sample of this study at the Rand College of Education, Johannesburg, in my capacity as a Senior Tutor at the School of Social Work, University of the Witwatersrand, Johannesburg.

Annette Janse van Rensburg

August 1981
Date

## ACKNOWLEDGEMENTS

First and foremost to God who not only created man with the ability to work towards a goal but provided the supports that would be needed along the way in the process of achieving those goals.

Dr Wilma Hoffmann who supervised this dissertation and to whom I owe my deepest gratitude for her expertise and for having experienced through her guidance the utmost in the art of supervision.

Hereafter I would like to thank all people and institutions who contributed towards the development and completion of this study. In particular I would like to thank:

Professor Cecil Muller whose belief in man's capacity to grow, and develop his potential if given a fair and equal chance, served as inspiration to this research.

The Rector of the Rand College of Education, Johannesburg, Mr G. Broom and staff members Mr J.G. Winnaar and Mr W. Hoskins. The Chief Inspector of Coloured Education in the Transvaal (at the time of the study), Mr C.D. Beukes. The Headmaster of Wilhelmina Hoskins Primary School, Mr M. Soudien, his staff members and the pupils who were mentored. Without their keen interest, approval and co-operation, the study could not have materialized.

Mr A. Vos who administered the pre- and post-training test to students in Control Group II and the students at Perseverance College, Kimberley, who were prepared to participate in the study as Control Group II.

The students at the Rand College of Education, and the pupils they mentored, whose participation in the study as Control Group I was most essential and deeply appreciated.

The students at the Rand College who participated in the study as the Experimental Group. Observing the change in their

attitudes and values towards the teaching profession, the development of their potential to form relationships with pupils, and their willingness to learn and grow, was a most valuable and gratifying experience.

Miss H. Muller, Mrs M. Heilbronn, Mr M. Anstey, Mr Mac B. Charles, Mrs M. Martin and Mrs B. Livingstone, who sacrificed their time to add to the theory content in training students in the Experimental Group. Dr B. McKendrick and students in the M.A. group for sharing, helping and support. Dr C.G. Heyman, Dr P. Fatti and Mr D.S. Kew for statistical assistance.

My brother Vernon for valuable advice and assistance.

Mrs E. Towsey for competently typing this dissertation.

Mrs P. Shongwe who substituted the role of mother to my sons when work prevented me from doing so.

My Mother, for her interest, encouragement and assistance with the references in the study.

My husband and sons: Charl-André, Johan and Corné, to whom I owe deep gratitude for their concern, caring and endurance.

## ABSTRACT

The study is a partial response to the need expressed by educational administrators and curriculum planners for content that will enrich student training experiences without unsettling the formally prescribed teaching practice which takes place under the supervision of traditionally educated classroom teachers.

The text is a detailed account of the research exercise set up to expose a group of first year students at the Rand College of Education to a 'new' experience i.e. to shift from being teacher only, to being teacher plus confidant, friend and guide: adding up to being a MENTOR.

The study pursued two main aims:-

1. To create in student-teachers an awareness of their potential to view and relate to a pupil in terms of a totality of his* needs.
2. To develop a course for student-teachers incorporating knowledge from both the teaching and social work professions to equip them as mentors and thereby increasing:
   a) their understanding of pupils as individuals;
   b) their capacity to relate to pupils on a one-to-one basis;
   c) their motivation to continue with a career in teaching;
   d) their skills in 'empathising', 'respecting the individual', 'acting concretely', 'reflecting genuineness', 'confronting' and 'self-exploration'.

Three groups of respondents participated in this study, an Experimental Group and two Control Groups. The Experimental Group attended a course designed to impart mentoring skills.

Apart from attendance at the course, they were required to participate in supervised practice in the role of mentor.

---

* Throughout the study pupils are referred to in the male gender.

Two tests, the Minnesota Teachers' Attitude Inventory and the Carkhuff Scale of Measurement, were used to test effectiveness in acquiring the role of mentor. The Experimental Group completed the Minnesota Teachers' Attitude Inventory and the Carkhuff Scale of Measurement before and after the training programme. Both Control Groups completed the measurement exercises but did not participate in the training programme.

The outcomes highlight the value of supportive services for the beginning teacher to increase his motivation to 'stay the pace' and to reinforce positive expectations he nurtures for himself.

Major findings emerging in accordance with the study's aims showed that students who participated in the complete training programme for mentors:

1. showed greater improved skill in forming interpersonal relationships when relating to their pupils as individuals on a one-to-one basis, than students who only mentored a pupil without being exposed to the theoretical component of the course or those who did not mentor a pupil at all;
2. were well motivated to continue with their career in teaching, whereas a high drop-out rate was evident amongst students in the two Control Groups.



TABLE OF CONTENTS


| | Page |
|---|---|
| DEDICATION .. .. .. .. .. .. | ii |
| QUOTATION .. .. .. .. .. .. | iii |
| DECLARATION .. .. .. .. .. .. | iv |
| ACKNOWLEDGEMENTS .. .. .. .. .. | v |
| ABSTRACT .. .. .. .. .. .. | vii |
| ILLUSTRATION .. .. .. .. .. .. | ix |
| LIST OF TABLES .. .. .. .. .. .. | xvii |
| LIST OF FIGURES .. .. .. .. .. | xix |
| LIST OF APPENDICES .. .. .. .. .. | xx |
| CHAPTER ONE - INTRODUCTION TO THE STUDY .. .. .. | 1 |
| 1.1 MOTIVATION .. .. .. .. | 1 |
| 1.2 RELATIONSHIP SKILLS AS AN AREA COMMON TO THE HELPING PROFESSIONS OF TEACHING AND SOCIAL WORK | 3 |
| 1.3 TRAINING STUDENT TEACHERS IN RELATIONSHIP SKILLS THROUGH A MENTORING PROGRAMME .. | 4 |
| 1.4 AIMS .. .. .. .. .. | 6 |
| 1.5 METHODOLOGY .. .. .. .. | 7 |
| 1.6 HYPOTHESES .. .. .. .. | 8 |
| 1.7 POTENTIAL USEFULNESS .. .. .. | 8 |
| 1.8 LIMITATIONS .. .. .. .. | 9 |
| 1.9 DEFINITION OF TERMS .. .. .. | 10 |
| 1.10 OVERVIEW OF DISSERTATION .. .. .. | 12 |
| 1.11 USE OF REFERENCES AND FOOTNOTES .. .. | 12 |
| CHAPTER TWO - RESEARCH DESIGN AND METHODOLOGY OF THE STUDY | 13 |
| 2.1 TYPE OF RESEARCH .. .. .. .. | 13 |
| 2.2 METHODOLOGICAL STAGES .. .. .. | 14 |
| 2.3 RESEARCH TECHNIQUES .. .. .. | 18 |
| 2.3.1 The tests .. .. .. .. | 20 |
| 2.3.1.1 The Minnesota Teacher Attitude Inventory .. .. .. | 20 |

TABLE OF CONTENTS


| | Page |
|---|---|
| DEDICATION .. .. .. .. .. .. | ii |
| QUOTATION .. .. .. .. .. .. | iii |
| DECLARATION .. .. .. .. .. .. | iv |
| ACKNOWLEDGEMENTS .. .. .. .. .. | v |
| ABSTRACT .. .. .. .. .. .. | vii |
| ILLUSTRATION .. .. .. .. .. .. | ix |
| LIST OF TABLES .. .. .. .. .. .. | xvii |
| LIST OF FIGURES .. .. .. .. .. | xix |
| LIST OF APPENDICES .. .. .. .. .. | xx |
| CHAPTER ONE - INTRODUCTION TO THE STUDY .. .. .. | 1 |
| 1.1 MOTIVATION .. .. .. .. | 1 |
| 1.2 RELATIONSHIP SKILLS AS AN AREA COMMON TO THE HELPING PROFESSIONS OF TEACHING AND SOCIAL WORK | 3. |
| 1.3 TRAINING STUDENT TEACHERS IN RELATIONSHIP SKILLS THROUGH A MENTORING PROGRAMME .. | 4 |
| 1.4 AIMS .. .. .. .. .. | 6 |
| 1.5 METHODOLOGY .. .. .. .. | 7 |
| 1.6 HYPOTHESES .. .. .. .. | 8 |
| 1.7 POTENTIAL USEFULNESS .. .. .. | 8 |
| 1.8 LIMITATIONS .. .. .. .. | 9 |
| 1.9 DEFINITION OF TERMS .. .. .. | 10 |
| 1.10 OVERVIEW OF DISSERTATION .. .. .. | 12 |
| 1.11 USE OF REFERENCES AND FOOTNOTES .. .. | 12 |
| CHAPTER TWO - RESEARCH DESIGN AND METHODOLOGY OF THE STUDY | 13 |
| 2.1 TYPE OF RESEARCH .. .. .. .. | 13 |
| 2.2 METHODOLOGICAL STAGES .. .. .. | 14 |
| 2.3 RESEARCH TECHNIQUES .. .. .. | 18 |
| 2.3.1 The tests .. .. .. .. | 20 |
| 2.3.1.1 The Minnesota Teacher Attitude Inventory .. .. .. | 20 |

Page

2.3.1.2 Corkhuff Scale of Measurement .. 21

2.3.1.3 Evaluation of the teacher's role 26

2.3.2 The questionnaires and administered schedules 26

2.3.3 Content analysis .. .. .. .. 28

2.3.3.1 Analysis of assignment set for students during August 1979 .. 29

2.3.3.2 Analysis of mentoring records .. 30

CHAPTER THREE - TEACHING AND SOCIAL WORK .. .. 32

3.1 INTRODUCTION .. .. .. .. 32

3.2 COMMON AREAS OF FOCUS IN TEACHING AND SOCIAL WORK .. .. .. .. .. 34

3.3 SELECTING AND ORGANISING CONTENT FROM SOCIAL WORK TO AUGMENT THE TRAINING OF THE TEACHER 37

3.3.1 Values and attitudes basic to teaching .. 37

3.3.2 Values and attitudes basic to social work .. 41

3.3.3 Commonality in values and attitudes basic to teaching and social work .. .. 42

3.3.4 Augmenting values and attitudes in the student teacher .. .. .. .. 43

3.4 CONTENTS OF THE MENTORING PROGRAMME .. 48

3.4.1 Theoretical content .. .. .. 48

3.4.1.1 The life cycle of the child 48

3.4.1.2 Human growth, behaviour and the social environment .. .. 49

3.4.1.3 Reaching out to the child - 'the art of helping' .. .. .. 51

3.4.1.4 Enhancing the self-concept of the child .. .. .. .. 54

3.4.1.5 Behaviour modification .. .. 57

3.4.2 The practical component .. .. .. 60

3.4.2.1 Training to establish a relationship with a pupil on a one-to-one basis: mentoring .. .. .. 60

3.4.2.2 Supervision in training .. .. 62

TABLE OF CONTENTS (contd.)


| | | Page |
|---|---|---|
| CHAPTER FOUR - | THE SETTING FOR THE MENTORING PROGRAMME .. | 69 |
| 4.1 | INTRODUCTION .. .. .. .. | 69 |
| 4.2 | THE RAND COLLEGE OF EDUCATION .. .. | 69 |
| 4.3 | THE TRAINING SYSTEM FOR TEACHERS REGISTERED FOR THE PRIMARY TEACHERS' DIPLOMA .. | 70 |
| 4.3.1 | Training system .. .. .. .. | 70 |
| 4.3.2 | Training centres .. .. .. .. | 71 |
| 4.3.3 | Course content .. .. .. .. | 72 |
| 4.3.4 | Practical training .. .. .. | 76 |
| CHAPTER FIVE - | PARTICIPANTS IN THE MENTORING PROGRAMME .. | 78 |
| 5.1 | INTRODUCTION .. .. .. .. | 78 |
| 5.2 | STUDENT-PARTICIPANTS IN THE MENTORING-PROGRAMME .. .. .. .. .. | 78 |
| 5.3 | PUPIL-PARTICIPANTS IN THE MENTORING-PROGRAMME | 83 |
| 5.3.1 | Background information .. .. .. | 83 |
| 5.3.2 | Attitudes in general .. .. .. | 85 |
| 5.3.3 | Pupils' attitudes toward their parents and the school .. .. .. .. | 86 |
| 5.3.4 | Pupils' attitudes toward their mentors in the early stage of the mentoring programme .. | 86 |
| CHAPTER SIX - | THE MODEL ON WHICH THE MENTORING PROGRAMME WAS BASED .. .. .. .. .. | 89 |
| 6.1 | SELECTING A MODEL .. .. .. .. | 89 |
| 6.1.1 | Aims and objectives .. .. .. | 91 |
| 6.1.2 | Selection and organization of content .. | 91 |
| 6.1.3 | Planning patterns and situations for teaching and learning .. .. .. .. | 92 |
| 6.1.4 | Organising teaching-learning situations .. | 93 |
| 6.1.5 | Evaluation .. .. .. .. | 94 |

TABLE OF CONTENTS (contd.)


| | | Page |
|---|---|---|
| CHAPTER SEVEN - | PRESENTATION OF FINDINGS: THE TRAINING PROGRAMME .. .. .. .. | 95 |
| 7.1 | SELECTION OF THE SAMPLES OF THE STUDY .. | 96 |
| 7.2 | SELECTING AND DESIGNING THE RESEARCH TOOLS | 96 |
| 7.3 | ADMINISTRATION OF RESEARCH TOOLS .. .. | 97 |
| 7.4 | ALLOCATION OF RESPONSIBILITIES .. .. | 97 |
| 7.5 | PARTICIPANTS IN PLANNING AND ARRANGING THE MENTORING PROGRAMME .. .. .. | 98 |
| 7.6 | THE DIARY .. .. .. .. .. | 98 |
| 7.7 | ADMINISTRATION OF POST-TRAINING TESTS .. | 106 |
| 7.8 | CERTIFICATE CEREMONY .. .. .. | 106 |
| CHAPTER EIGHT - | PRESENTATION OF FINDINGS: THE TESTS .. | 107 |
| 8.1 | INTRODUCTION .. .. .. .. | 107 |
| 8.2 | THE MINNESOTA TEACHERS' ATTITUDE INVENTORY (MTAI) .. .. .. .. | 107 |
| 8.3 | THE CARKHUFF SCALE OF MEASUREMENT OF HELPING SKILLS (CSM) .. .. .. | 116 |
| 8.3.1 | The raters .. .. .. .. | 117 |
| 8.3.2 | Ratings awarded in the pre- and post-tests and an example of a response to the problem statement .. .. .. .. | 117 |
| 8.3.3 | Correlating the ratings of the three raters | 123 |
| 8.4 | EVALUATION OF A TEACHER'S ROLE (ET) .. | 127 |
| CHAPTER NINE - | THE PRESENTATION OF FINDINGS: THE QUESTIONNAIRES, SCHEDULES, ASSIGNMENTS AND MENTORING RECORDS .. .. .. .. | 131 |
| 9.1 | INTRODUCTION .. .. .. .. | 131 |
| 9.1.1 | The questionnaires: The experiences and attitudes of Mentors/Pupils in the Experimental Group, as at August 1979 (QSI) .. .. | 131 |
| 9.2.1 | Section A .. .. .. .. | 132 |
| 9.2.2 | Section B .. .. .. .. | 134 |

TABLE OF CONTENTS (contd.)


| | | Page |
|---|---|---|
| 9.3 | QUESTIONNAIRE (Q2) .. .. .. | 141 |
| 9.4 | THE ASSIGNMENTS (A1) .. .. .. | 142 |
| 9.4.1 | Forming a positive relationship with a pupil during practice teaching .. .. .. | 143 |
| 9.4.2 | The emotional needs of a primary school pupil and how to meet those needs as a school teacher | 145 |
| 9.5 | MENTORING RECORDS (R1) .. .. .. | 146 |
| CHAPTER TEN - | CURRICULUM FOR A TRAINING COURSE FOR MENTORS | 152 |
| 10.1 | INTRODUCTION .. .. .. .. | 152 |
| 10.2 | COURSE SEQUENCES .. .. .. .. | 152 |
| 10.3 | EVALUATION AND ACCREDITATION .. .. | 152 |
| 10.4 | PARTICIPANTS IN THE COURSE .. .. | 152 |
| 10.5 | PRELIMINARY PLANNING: A MEETING BETWEEN TRAINER AND MENTOR .. .. .. | 153 |
| 10.5.1 | Aims of the meeting .. .. .. | 153 |
| 10.6 | PRESENTATION OF THE COURSE .. .. | 153 |
| 10.6.1 | Training session 1: Entering the World of the Child .. .. .. .. | 154 |
| 10.6.2 | Training session 2: Entering the World of the Child (contd.) .. .. .. | 157 |
| 10.6.3 | Training session 3: The Life Cycle, Human Development and Behaviour .. .. | 158 |
| 10.6.4 | Training session 4: The Life Cycle, Human Development and Behaviour (contd.) .. | 162 |
| 10.6.5 | Training session 5: The Life Cycle, Human Development and Behaviour (contd.) .. | 163 |
| 10.6.6 | Training session 6: The Life Cycle, Human Development and Behaviour (contd.) .. | 166 |
| 10.6.7 | Training session 7: The Teacher's Role .. | 168 |
| 10.6.8 | Training session 8: Enhancing Self-concept in Pupils .. .. .. .. .. | 169 |
| 10.6.9 | Training session 9: Enhancing Self-concept in Pupils (contd.) .. .. .. | 171 |
| 10.6.10 | Training session 10: Enhancing Self-concept in Pupils (contd.) .. .. .. | 175 |

TABLE OF CONTENTS (contd.)


Page

10.6.11 Training session 11: Evaluation and Preparation for Practice Teaching .. .. .. 177

10.6.12 Training session 12: Communication Skills: 'The Art of Helping' .. .. .. 178

10.6.13 Training session 13: Communication Skills: 'The Art of Helping' (contd.) .. .. 183

10.6.14 Training session 14: Communication Skills: 'The Art of Helping' (contd.) .. .. 185

10.6.15 Training session 15: Communication Skills: 'The Art of Helping' (contd.) .. .. 189

10.6.16 Training session 16: The Mentor as Future Teacher .. .. .. .. 191

10.6.17 Training session 17: The Mentor as Future Teacher (contd.) .. .. .. .. 193

10.6.18 Training session 18: Behaviour Modification of Pupils .. .. .. .. 194

10.6.19 Training session 19: Behaviour Modification of Pupils (contd.).. .. .. .. 198

10.6.20 Training session 20: Behaviour Modification of Pupils (contd.).. .. .. .. 200

10.6.21 Training session 21: Behaviour Modification of Pupils (contd.).. .. .. .. 202

10.6.22 Training session 22: Evaluation of Mentoring Programme .. .. .. 203

10.6.23 Final session: Accreditation Ceremony .. 203

CHAPTER ELEVEN - SUMMARY OF STUDY, MAIN FINDINGS AND RECOMMENDATIONS

11.1 INTRODUCTION .. .. .. .. 204

11.2 AIMS .. .. .. .. .. 205

11.3 RESEARCH METHODOLOGY .. .. .. 205

11.4 HYPOTHESES AND MAIN FINDINGS .. .. 206

11.5 RECOMMENDATIONS .. .. .. .. 210

11.5.1 General recommendations .. .. .. 210

11.5.2 Specific recommendations .. .. .. 211

11.6 CONCLUSIONS .. .. .. .. 211

TABLE OF CONTENTS (contd.)


| | Page |
|---|---|
| APPENDIX A .. .. .. .. .. .. | 213 |
| APPENDIX B(i) .. .. .. .. .. | 214 |
| APPENDIX B(ii) .. .. .. .. .. | 217 |
| APPENDIX C (Afrikaans) .. .. .. .. .. | 218 |
| APPENDIX D .. .. .. .. .. .. | 219 |
| APPENDIX E .. .. .. .. .. .. | 220 |
| APPENDIX F .. .. .. .. .. .. | 221 |
| APPENDIX G(i) .. .. .. .. .. | 225 |
| APPENDIX G(ii) (Afrikaans) .. .. .. .. .. | 232 |
| APPENDIX H .. .. .. .. .. .. | 233 |
| APPENDIX I .. .. .. .. .. .. | 234 |
| APPENDIX J .. .. .. .. .. .. | 235 |
| BIBLIOGRAPHY .. .. .. .. .. .. | 237 |

LIST OF TABLES


| | | Page |
|---|---|---|
| I | Allocation of time in thirty-five minute periods of course components, in P.T.D. course .. .. | 74 |
| II | Drop-out rate of respondents to the MTAI administered before and after training as mentors .. .. | 107 |
| III | The number of respondents whose scores reflected improvement and deterioration in the pre- and post-training administration of the MTAI .. .. | 109 |
| IV | Respondents' scores in the pre- and post-training administration of the MTAI according to each sample group .. .. .. .. .. | 110 |
| V | Mean movement in scores of respondents reflecting improvement in attitude attained in pre- and post-training administration of the MTAI according to each sample group .. .. .. .. | 111 |
| VI | Differences in scores of respondents attained in the pre- and post-training administration of the MTAI according to each sample group .. .. | 113 |
| VII | One-way analysis of variance reflecting variation of mean movement in scores according to each sample group, attained in the pre- and post-training administration of the MTAI .. .. .. | 114 |
| VIII | Significance of difference of mean movement in scores attained in the pre- and post-training administration of the MTAI between individual pairs of respondents in each sample group .. .. | 116 |
| IX | Individual ratings of the three Raters of the responses of the Experimental Group in the pre- and post-training application of the Carkhuff Scale of Measurement of Helping Skills .. .. .. | 119 |
| X | Individual ratings of the three Raters of the responses of Control Group I in the pre- and post-training application of the Carkhuff Scale of Measurement of Helping Skills .. .. .. | 120 |
| XI | Correlation coefficient between 'overall' ratings assigned by Raters 1 and 2 and Raters 1 and 3 in the pre- and post-training administration of the CSM in the Experimental Group and Control Group I | 125 |
| XII | Responses of pupils reflecting the most important person in their lives .. .. .. | 133 |

LIST OF TABLES (contd.)


| | | Page |
|---|---|---|
| XIII | Pupils' reasons for enjoying mentoring sessions .. | 134 |
| XIV | Views of mentors on children in general .. .. | 136 |
| XV | Attributes in teacher behaviour leading to respect from pupils .. .. .. .. | 138 |
| XVI | Reasons for selecting a pupil for mentoring during practice teaching .. .. .. | 143 |
| XVII | Nature of intervention by mentor .. .. | 144 |
| XVIII | Illustration of criteria reflecting the quality of the mentor-pupil relationship .. .. .. | 149 |

LIST OF FIGURES


| | | Page |
|---|---|---|
| 1. | Degree of participation in mentoring-programme by respective groups in sample .. .. .. | 16 |
| 2. | Similarity between interventions of teaching and social work .. .. .. .. .. | 34 |
| 3. | Composition of courses in first-year primary teacher training .. .. .. .. | 73 |
| 4. | Motivations for choice of teaching as a career: Pre-training .. .. .. .. .. | 80 |
| 5. | Components of the mentoring-programme .. .. | 89 |
| 6. | Mean of ratings assigned by the three Raters to the responses of the Experimental Group and Control Group I in the pre- and post-training application of the CSM .. .. .. .. .. | 126 |
| 7. | A comparison of how mentors felt in their mentor role as at March 1979 and August 1979 .. .. | 135 |
| 8. | Shift in emphasis in the mentor/pupil relationship in the beginning, middle and end phases of the mentoring programme, according to the selected criteria .. .. .. .. .. | 150 |
| 9. | The life cycle in human development .. .. | 160 |

LIST OF APPENDICES


| | | Page |
|---|---|---|
| APPENDIX A | QUESTIONNAIRE GATHERING IDENTIFYING INFORMATION FROM STUDENTS .. .. | 213 |
| APPENDIX B(i) | MINNESOTA TEACHER ATTITUDE INVENTORY QUESTIONNAIRE .. .. .. .. | 214 |
| APPENDIX B(ii) | MINNESOTA TEACHER ATTITUDE INVENTORY SCORE SHEET .. .. .. .. | 217 |
| APPENDIX C | 'SKEDULE VIR SKOLIERE' .. .. .. | 218 |
| APPENDIX D | HYPOTHETICAL PROBLEM: PRE- AND POST-TEST .. .. .. .. .. | 219 |
| APPENDIX E | ASSIGNMENT FOR STUDENT-TEACHERS .. | 220 |
| APPENDIX F | REPORT OF 'PROGRESS' DISCUSSION .. | 221 |
| APPENDIX G(i) | A MENTOR'S EXPERIENCES WITH A PUPIL IN 1979 .. .. .. .. .. | 225 |
| APPENDIX G(ii) | KONTROLE SKEDULE VIR SKOLIERE .. .. | 232 |
| APPENDIX H | EVALUATIVE QUESTIONNAIRE FOR MENTORS AND PUPILS .. .. .. .. .. | 233 |
| APPENDIX I | PROGRAMME OF CERTIFICATE CEREMONY .. | 234 |
| APPENDIX J | CERTIFICATE .. .. .. .. | 235 |

## CHAPTER ONE - INTRODUCTION TO THE STUDY

### 1.1 MOTIVATION

'A society develops its human resources by educating and training its members' (26, p.1). Negative behaviour of children is frowned upon by society as this reflects on their potential to become the adults of tomorrow, who should make a positive contribution to society. Such behaviour ranges from mildly maladaptive to seriously maladaptive. The school is the catchment system for all children and the adults they become depends to a large extent on the experiences they have during their school days. The school-teacher is therefore of primary importance in detecting maladaptive behaviour that needs modification and which if treated timeously, would prevent its continuation and reinforcement.

This study is concerned with developing skills in, and educating student teachers to become sensitive to the needs of children and the communities they represent. 'Teachers have a responsibility to society represented in part by the school system, in part by pressure groups, but more accurately and subtly by expectations of society' (69, p.45).

The teacher can no longer see his task as only teaching pupils during school hours and within the four walls of the classroom. The school is the link between childhood and adulthood, between a protected home-life and an ever-increasing technological, industrialized world. It is during his school years that a child is equipped to meet the growing demands of the adult world.

The nature of an educational system distinctly contributes to the quality of community life.'

> By seeing the school and the education authority as academic things-in-themselves, teachers and educational administrators have been out-manoeuvred. A system has resulted, which by a mixture of default and accident, does reflect some of the needs and some of the traits of our society. It could hardly do otherwise: the character of an institution must inextricably be flavoured by its host society. But if the education system could be consciously steered, with open eye, towards meaningful and aware integration with all social provision, indeed with all social and communal development, then hopes for a more productive pay-off might be raised (73, p.17).

If the school environment sees its task as being sensitive and promotive to the child in his totality the emphasis would be on bringing about healthy children by modifying and upgrading their behaviour and maintaining this state by adequately equipping each child to cope with his life in the community.

The major facilitator in working towards this objective can be the school-teacher who is in the position of being in daily contact with the child, thereby having a tremendous influence on the life of that child. Social responsibility assumed for pupils adds an extra dimension to the role of the teacher for which he may not be sufficiently equipped during his traditional training as a teacher.

An obvious gap in the training curriculum* supporting the above premise relates to the area of the relationship between the teacher and the pupil, more specifically, the actual training to acquire skills in relationships.

This then was the focus of this study and the means selected by which to meet this challenge was to train student teachers to mentor pupils, assuming that by doing so their professional capacities to relate to pupils would be extended, at the same time making them aware of the wide variety of needs of children and their responsibility in meeting such needs.

---

* See p.70.

## 1.2 RELATIONSHIP SKILLS AS AN AREA COMMON TO THE HELPING PROFESSIONS OF TEACHING AND SOCIAL WORK

The main focus in teacher training is to equip teachers to impart knowledge meaningfully to scholars.

The bridge across which this occurs is the teacher-pupil relationship. However, the primary aim of this relationship is to impart knowledge and the functioning of the child-in-his-community is not the main area of emphasis.

> The narrow definition of education could be described as focusing on the cognitive and developmental needs of children, while the broader definition excludes, or over emphasises, the socialisation aspects (88, pp.9 and 10).
>
> Student teachers thus are trained to meet the schools' primary goal - to prepare individuals to meet the knowledge and skill requirement for adult occupational roles (42, p.431).

In teacher training students are required to practice teaching for six weeks at a school during each year of their training. A tutor system exists whereby one tutor is responsible for fourteen to sixteen students. Students receive group supervision and although the teacher-pupil relationship is stressed the aim of practice teaching is to evaluate the students' skill in imparting knowledge.*

Training for social work exposes students to active participation in working with individuals, groups and communities. Students are required to spend up to a total of 1 150 hours *during their three- or four-year period* of training** at service organisations as part of a course: Field Instruction in Social Work

---

* The Johannesburg College of Education, Community Service as an additional course will be compulsory as from 1981 (43). Students in their fourth year of training are required to spend thirty hours at a human service organisation, exposing them to community life.

** The training of social workers extends over a period of either three or four years depending on the policy and requirements of the University.

Practice. Each student receives individual supervision from a field practice teacher. Emphasis in supervision is on helping the student to interpret theory and practice, develop values and attitudes appropriate to the profession and to acquire practice skill, with emphasis on relationship skills.

From the above it may be assumed that teacher training could incorporate not only learning to enable students to take cognisance of and understand the child-in-his-community, but also to equip them to relate to the child on that basis. Furthermore social work is another helping profession, where the primary focus is on man-in-his-environment, as well as helping the individual through use of the professional relationship to maximise his interaction with his environment. This could make a contribution from its educational programme to the educational programme of the teacher.

Lembo (66, p.1) reinforces this observation:

> The feeling is that much of the content that teachers emphasize is trivial and 'what they consider important is not in keeping with the reality the learner knows'. What is needed are schools that help 'our young people to become more open and more sensitive to their environment; to communicate with a minimum of damaging distortion, to develop a view of themselves as competent and productive people, to cope with changing knowledge, to deal effectively with problems of racial conflict, war, pollution, drug addiction, alienation, crime and mental illness, to cope with a continually changing code of social ethics and values; to understand their culture and to recognize and perpetuate in a deliberate fashion that which is of value in it.

## 1.3 TRAINING STUDENT TEACHERS IN RELATIONSHIP SKILLS THROUGH A MENTORING PROGRAMME

The manual for The Primary Teaching Diploma (3, p.12) issued

by the Administration of Coloured Affairs* during 1978 stipulated the requirement that training colleges should in future provide a well-planned course, training students in extra-mural activities. The course should be presented after the usual college hours** in one of the following activities: sport, cultural activities or youth leadership. Participation in such a course should aim at preparing prospective teachers in contributing to the communities where they are appointed as teachers. It is further stated that communities expect their teachers to participate actively in community life. Within this framework of 'extra mural activities' the programme was developed for this study, whereby student-teachers in their first year of study, were trained to mentor primary school pupils on a one-to-one basis.

The introduction of the 'Extra-mural Activity' course was perceived as an opportunity for the cross-fertilization between teaching and social work. The mentoring-programme provided the support system within which the student teacher befriended the pupil, developed and reinforced the skills that promote good teacher-pupil relationships, and eliminated on the other hand, behaviours that could harm relationships. Participation in the mentoring programme would bring about in students a change in values and attitudes on which appropriately developing relationships could be built. The mentoring programme equipped teachers for a role far more extensive than that of the imparter of knowledge within the framework of the School Syllabus.

---

* Known as: the Administration of Coloured Affairs until 31 April 1980; the Department of Coloured Relations for the period 1 May 1980 to 30 June 1980; the Department of Coloured Affairs for the period 1 July 1980 to 31 October 1980; the Department of Interior Matters (Coloured Affairs) as from November 1980 to date (10, verbal communication).

** Daily formal college hours are from 08h00 to 13h30 and 'College' hereafter refers to the Rand College of Education in Johannesburg which is one of eight training colleges for Coloured Primary School Teachers in South Africa.

## 1.4 AIMS

The study was designed to develop a training programme for student teachers as mentors to pupils. The training programme comprised three components, namely a theoretical, practical, and supervisory component. The theoretical component concentrated on improving the pupil-teacher relationship and drew on social work and educational theory. The practical component required each student-teacher in the programme to mentor a pupil on a regular basis, thereby implementing and consolidating the knowledge acquired in the component previously mentioned. The supervisory function reinforced these learning experiences.

In line with the study premise the following aims were formulated for the study:

a) To create in student-teachers an awareness of their potential to view and relate to a pupil in terms of a totality of needs, i.e. educational, emotional and social through the process of the teacher mentoring a pupil.

b) To develop a course for student-teachers, incorporating knowledge from both the teaching and social work professions to equip them as mentors, thereby:

(i) increasing their understanding of pupils as individuals;

(ii) increasing their capacity to relate to pupils on a one-to-one basis (as individuals);

(iii) increasing their motivation to continue with a career in teaching;

(iv) increasing their skills in

empathising
respecting the individual
acting concretely
reflecting genuineness
confronting
self-exploration

## 1.5 METHODOLOGY

The study extended over the College academic year of 1979 for a period of eight months from February 1979 to October 1979. All students, 122 in number, who enrolled for the first year of study in the Primary Teachers Diploma at the Rand College of Education and the Perseverance College, during February 1979 were included in the study. These students were divided into three groups: an Experimental Group and two Control Groups, Control Group I and Control Group II.* The Experimental Group consisted of twenty-six students residing in the Rand College hostel. These students participated in the theoretical training course for mentors, mentored a Standard V pupil once a week for one hour each and submitted weekly records of their interaction with their pupils. The latter were used as a basis for supervision which was received weekly and individually for periods of ten minutes. These students travelled to a neighbouring school to mentor their pupils. Control Group I consisted of thirty-four 'day' students attending the Rand College. These students' participation was limited to mentoring a Standard V pupil once per week for an hour and submitting records on interaction with their pupils. They received no supervision. Pupils mentored were selected from any schools accessible to the students. The Experimental Group and Control Group I completed pre-training and post-training tests. Control Group II comprised sixty-two students attending the Perseverance College. These students did not participate in the mentoring-programme but completed one of the tests** the other two groups completed at the beginning of the experimental study and at the end.

---

* See Chapter Seven, p.96.

** See Chapter Seven, pp.96 and 97.

## 1.6 HYPOTHESES

In line with the aims of the study the following hypotheses were formulated:

a) That the Experimental Group would show an awareness and ability to view and relate to pupils in terms of the totality of their needs, i.e. educational, emotional and social. Furthermore, they would have acquired knowledge from both the social work and teaching professions equipping them to increase their understanding of pupils as individuals; capacity to relate to pupils on a one-to-one basis; motivation to continue with a career in teaching; and skills in empathising, respecting the individual, acting concretely, reflecting genuineness, confronting and self-exploration.

b) That the two Control Groups, Groups I and II, would not show increased knowledge, awareness and potential to relate in the areas stipulated above in a).

In accordance with the methodology of the study both hypotheses were tested by means of the Minnesota Teachers' Attitude Inventory and the Carkhuff Scale of Measurement.

The Minnesota Teachers' Attitude Inventory measured capacities to form interpersonal relationships and satisfaction within the teaching career.

The Carkhuff Scale of Measurement indicated the extent to which helping skills had developed.

## 1.7 POTENTIAL USEFULNESS

> The significant role of the school is to accept children, to understand their circumstances, and upon this acceptance and understanding to create an environment which compliments the rest of their living (64, p.6).

The programme whereby student teachers act as mentors to pupils was an attempt to extract from social work and teaching theories the knowledge that would equip teachers with the necessary skill to fulfil that broader, more significant role facilitated by a positive pupil-teacher relationship.

This study enabled the writer to devise and test a programme designed to increase: the understanding prospective teachers have of pupils and their ability to interact positively with them.

A curriculum was compounded* which could be used by Colleges of Education in the compulsory course** 'Extra-Mural Activity'.

## 1.8 LIMITATIONS

1.8.1 Students in the sample were both English and Afrikaans speaking. Provision for this was made by using both languages in lectures and tests, except for the Minnesota Teachers' Attitude Inventory which was available and administered in English only. Among Afrikaans-speaking students there might have been uncertainty as to the exact meaning of phrases in the Inventory during the pre- and post-testing.

1.8.2 Whilst participating in the mentoring-programme, students from the Experimental Group were trained in 'The Art of Helping' as designed by Dr. R. Carkhuff. This training could only extend over a bare minimum of five hours whereas Carkhuff demands a far lengthier and more in-depth training as a prerequisite for effectiveness.

1.8.3 The Carkhuff Scale of Measurement devised by Dr. Robert Carkhuff incorporates exercises requiring both a response to a problem, as well as interchangeable responses between the Helper

---

* See Chapter Ten, p.152.

** See Chapter One, p.5.

and Helpee.* The problem and situation posed to the students, whereby their helping skills were tested both before and after participation in the mentoring-programme, did not allow for interchangeable responses other than the problem statement and the helpers' responses. Extended communication and observation would have provided better insight into the students' ability in applying helping skills.

1.8.4 The higher drop-out rate amongst students in Control Group I detracted from comparative value in analysis of the post-tests.

1.8.5 The parents of the pupils mentored were contacted by most mentors on one occasion only. More regular contact may have afforded students deeper insight into the lives of the pupils they mentored.

1.8.6 Students resident in the hostel constituted the Experimental Group, for practical reasons of transport. It may therefore be said that sampling was not strictly random.

## 1.9 DEFINITION OF TERMS

1. Mentor

A student-teacher assuming a 'big brother' or 'big sister' role to a primary school pupil with the purpose of assisting the pupil with homework and any other personal problems the pupil may be experiencing (34, p.346).

2. Pupil

A young person attending a primary school. The term is used interchangeably with 'child'. The term 'helpee' will be used interchangeable with 'pupil' in the text.

3. Skills Training

A method of developing those characteristics necessary to establish a relationship that will facilitate effective teaching and helping (19, p.43).

---

* Helpee: the person whose problem is being attended to.
Helper: the person attending to the person with a problem.

4. Student

A young adolescent enrolled for the Primary Teachers' Diploma in their first year of study. The term 'helper' will be used interchangeably with 'student' in the text.

5. Curriculum

Components of a training course.

6. Self-concept

The attitude a person has towards himself, usually moulded by or developed in response to persons with whom he interacts in early childhood (25, p.98).

7. Training

'To instruct and discipline for a profession or occupation' (93, p.2227).

8. Teacher

A trained adult person equipped to educate pupils on subject matter, i.e. 'teaching elementary school pupils academic, social, and manipulative skills in a public or private educational system' (93, p.68).

9. Empathy

'The ability to recognise, sense and to understand the feelings that another person has associated with his behavioural and verbal expressions, and to accurately communicate this understanding to him' (19, p.266).

10. Concreteness

'... involves the first person helping the second person to explore and develop fully in definite and specific terms, the areas of life which are important to him' (19, p.266).

11. Genuineness

'... the first person expresses what he truly feels in a non-destructive manner without insincere professional role playing (19, p.266).

4. Student

A young adolescent enrolled for the Primary Teachers' Diploma in their first year of study. The term 'helper' will be used interchangeably with 'student' in the text.

5. Curriculum

Components of a training course.

6. Self-concept

The attitude a person has towards himself, usually moulded by or developed in response to persons with whom he interacts in early childhood (25, p.98).

7. Training

'To instruct and discipline for a profession or occupation' (93, p.2227).

8. Teacher

A trained adult person equipped to educate pupils on subject matter, i.e. 'teaching elementary school pupils academic, social, and manipulative skills in a public or private educational system' (93, p.68).

9. Empathy

'The ability to recognise, sense and to understand the feelings that another person has associated with his behavioural and verbal expressions, and to accurately communicate this understanding to him' (19, p.266).

10. Concreteness

'... involves the first person helping the second person to explore and develop fully in definite and specific terms, the areas of life which are important to him' (19, p.266).

11. Genuineness

'... the first person expresses what he truly feels in a non-destructive manner without insincere professional role playing (19, p.266).

12. Respect

'... expressing to a second person an honest concern that what he does is of real importance to the first person' (19, p.266).

13. Confrontation

Challenging discrepancies and 'employing unused resources' (33, p.98).

14. Self-exploration: exploring feelings and behaviours associated with incidents experienced at a specific time (19,p.266)

## 1.10 OVERVIEW OF DISSERTATION

The dissertation is divided into eleven chapters. Chapter One provides a general introduction, whilst Chapter Two describes the research design and methodology. Chapter Three introduces the reader to theory content from both teaching and social work which was incorporated into the mentoring-programme. Chapter Four outlines the setting of the study whilst Chapter Five describes the respondents. Chapter Six leads on to discuss the model selected for developing the curriculum for a mentoring-programme with a Diary reflecting day-to-day implementation of the mentoring-programme in Chapter Seven.

Chapters Eight and Nine present further findings of the investigation. A curriculum for a training programme is presented in Chapter Ten and Chapter Eleven concludes the dissertation with a summary, conclusions and recommendations.

## 1.11 USE OF REFERENCES AND FOOTNOTES

Figures given in parentheses throughout the text are keyed to the bibliography and acknowledgements are made to authors providing the theoretical background to the study.

## CHAPTER TWO - RESEARCH DESIGN AND METHODOLOGY OF THE STUDY

### 2.1 TYPE OF RESEARCH

Evaluating the mentoring-programme was of major importance if it were to be considered worthy of inclusion in a teaching curriculum. It was therefore necessary to select the 'logical strategy of the experimental research design' (56, p.48).

The

> 'distinguishing features of the experimental research design include the experimental manipulation of one or more independent variables, the use of control groups and the employment of randomization procedures to assure that the experimental and control groups can be regarded as equivalent' (102, p.183).

In this study the mentoring-programme constitutes the independent variable and although not strictly randomly selected all students in their first year of study* at the Rand College of Education and Perseverance College were included in the sample participating in either the Experimental Group, Control Group I or Control Group II.

In addition to these requirements Tripodi, Fellin and Meyer add the following when classifying a study as experimental ...

> There must be an explicit or implicit hypothesis that is being investigated, the variable in the hypothesis of the study must be operationally defined so that measurement is possible. The *independent variable must be manipulated by the* experimenter. Randomization procedures must be employed in the assignment of subjects to experimental and control groups (102, pp.29-30).

These requirements were met in that the summarized hypotheses tested in this study refers to students' increased ability to form a relationship with a child as a result of participating in the mentors' training-programme.** Carefully selected tests

---

* See Chapter One, p.7.
** See Chapter One, p.6.

allowed students in the Experimental Group as well as Control Groups I and II to be evaluated before and after the mentoring-programme, and quantitative descriptions amongst variables were ascertained providing evidence for the association between independent and dependent variables. The researcher (experimenter) trained and supervised the students in the Experimental Group and finally the randomization procedures employed in dividing all first-year students into an Experimental Group or Control Group I was based on whether or not they were residing in the College hostel or were attending the College as 'day' students, for mere reasons of practicality.

In order to further refine and determine growth in the Experimental Group the researcher resorted to *longitudinal (Cohort)* studies (56,p.60). The students in this group were given additional tests at various points in their training.

In addition to the experimental nature of the study a diary *was kept and a subsequent curriculum** was designed for a* Mentor's Training programme.

## 2.2 METHODOLOGICAL STAGES

Designing the fieldwork of the study involved five main stages.**

Firstly, negotiations had to be undertaken with authorities to secure the setting of the study. The four authorities concerned were: the Chief Inspector of Education in Coloured Schools; the Rector of the Rand College of Education, Johannesburg; the Headmaster of the Wilhelmina Hoskins Primary School, Johannesburg; and the Rector of Perseverance College, Kimberley.

Secondly, *a sample had to be selected. This total sample* of 112 was drawn from two training institutions, namely the Rand College of Education and the Perseverance College. The sample

---

* See Diary, Chapter Seven, p.95 and 'Curriculum', Chapter Ten, p.152.
** See Diary, Chapter Seven, pp.96-98.

was subdivided into three groups comprising an Experimental Group and two Control Groups, Groups I and II. The total number of sixty first-year students enrolling for the Primary Teachers' Diploma Course at the Rand College of Education in 1979, were included in the sample. All the students residing in the hostel, twenty-six in total, were selected for the Experimental Group. The balance of thirty-four day students formed Control Group I. All first-year students, totalling 62, enrolling for the Primary Teachers' Diploma at the Perseverance College in Kimberley during 1979 constituted Control Group II.

The design selected was experimental in nature in that all persons in the sample were tested prior to the introduction of the mentoring-programme and on completion all persons in the sample had an equal chance of being included in any of the three groups. The theory content and supervision component of the mentoring-programme was applied as the experimental variable to the Experimental Group only, whilst both the Experimental Group and Control Group I mentored pupils. Control Group II did not participate in any aspect of the mentoring-programme. Therefore, conditions, other than the mentoring-programme, were identical to all three groups included in the sample (109, pp.67-68).

The diagram overleaf illustrates the degree of participation of the three groups in the mentoring-programme.

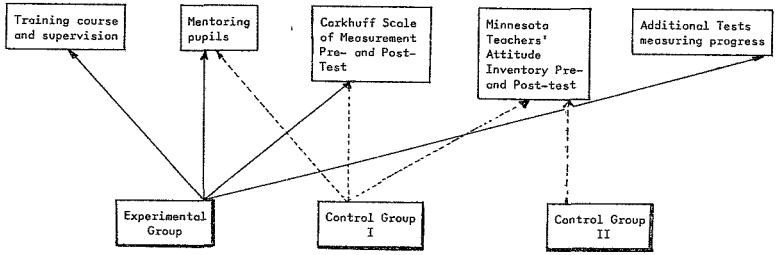



Figure 1 - Degree of participation in mentoring-programme by respective groups in sample

Thirdly, the research design, tools and techniques had to be selected in accordance with the aims.*

The research tools selected were two-fold:

- a curriculum
- a set of measuring instruments

The former was constructed by drawing from social work and teaching theories for didactic teaching content and by providing supervision on a group as well as an individual basis to the mentors in the Experimental Group. Built into this research tool, namely the curriculum, were further research assignments for both mentors and pupils.

The students in the Experimental Group had to complete a questionnaire** administered to gain information on their 'profiles'; an Interim Assessment Questionnaire;*** two written assignments,**** evaluate a film***** and evaluate the mentoring programme****** together with the pupil they had mentored.

The pupils mentored by students in the Experimental Group had to complete:

- a schedule administered to gain information on their profiles;
- an Interim Assessment Questionnaire; and finally
- participate in evaluating the mentoring programme together with their mentors.******

The set of measuring instruments consisted of the Minnesota Teachers' Attitude Inventory and the Carkhuff Scale of Measurement.

The Minnesota Teachers' Attitude Inventory aimed at measuring 'those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships' (24,p.3). This was administered to the entire sample on a pre- and post-test basis.

The Carkhuff Scale of Measurement measured growth in relationship skills, and was administered to the Experimental Group and Control Group I, also on a pre- and post-test basis.

The fourth main stage of the fieldwork of the study, required a time phase to be assigned to its execution. It

---

* See Chapter One, p.6.
** See Appendix A, p.213
*** See Appendix G(i), p.225.
**** See Appendix E, p.220.
***** See Chapter Eight, p.127.
****** See Appendix H, p.233.

extended over the academic year of the College, beginning in March 1979 and ending in October 1979.

Fifthly, responsibilities for administering the programme had to be allocated and clearly delineated:

The Researcher:

- ... Provided the Experimental Group with theoretical training and group supervision at the College once per week for the period March 1979 to October 1979.
- ... Supervised the mentoring of the pupils by the students in the Experimental Group which was undertaken at the Wilhelmina Hoskins School. Supervision was given once per week for an hour for the period March 1979 to October 1979 during which time the researcher met individually with students to discuss records they had written of their encounter with their pupils.
- ... Administered tests to both the Experimental Group and Control Group I.

A staff member at the College:

- ... Arranged for students in Control Group I to mentor pupils at primary schools convenient to them, meeting pupils at a venue accessible to both mentor and pupil.
- ... Held group discussions with Control Group I, during which the records they had submitted of their encounters with their pupils were discussed.

A staff member at Perseverance College, Kimberley:

- ... Administered a pre- and post-test to Control Group II at that College.

## 2.3 RESEARCH TECHNIQUES

In line with the aims of the study, the research techniques selected had a dual focus. Firstly, a training programme had to be devised and administered and then secondly, the effectiveness of this programme had to be tested. The latter required a multi-

facetted testing procedure incorporating the pre- and post-testing of the three sets of respondents at successive stages of the fieldwork of the study. Thus three tests were administered all in all. These were*:

1) The Minnesota Teachers' Attitude Inventory;

2) The Carkhuff Scale of Measurement and

3) Evaluation of the teacher-role.

In addition to this type of research procedure, two further types of tools were used, namely

1. Questionnaires and schedules:

a) a questionnaire administered to the students was designed to enable the writer to compile a social profile of the students participating in the mentoring programme;

b) a schedule administered to the pupils was designed to enable the writer to compile a profile of attitudes and feelings of the pupils participating in the mentoring-programme;

c) a further questionnaire was designed to evaluate mentors' experiences with their pupils after having participated in the programme for six months. Attached to this questionnaire was a schedule administered to the pupil of each mentor, controlling accuracy of the information; and

d) a further questionnaire was administered jointly to each mentor and pupil during their final meeting to evaluate the mentoring-programme.

2. Content analysis

a) Students were required to hand in two written assignments. Contents were analysed to evaluate students' understanding of and ability to apply theoretical knowledge to practical teaching situations;

b) Content analysis was used in ordering the content of case records written by mentors of their encounters with their pupils.

---

* See following page, 2.3.1.

3. The training programme

A training programme was designed to have three components:

a) A theoretical component - constituting didactic teaching, and including the following course sequences

'entering the world of the child';

'the life cycle: human development and behaviour';

'gaining the trust of pupils';

'enhancing self-concept in pupils';

'drawing on a school principal's experiences; and

'behaviour modification'.

b) A mentoring component - whereby each student mentored a pupil, helping that pupil with homework once a week for an hour and in the process attempting to acquire skills in establishing a relationship with a child.

c) A supervisory component whereby students in the Experimental Group were individually guided, supported and evaluated in the process of interacting with their pupils.

2.3.1 The tests

2.3.1.1 The Minnesota Teacher Attitude Inventory

The Minnesota Teacher Attitude inventory is 'an instrument designed to assess how well a teacher will get along with pupils in interpersonal relations, and indirectly how well-satisfied he will be with teaching as a vocation' (15 p.512). The Minnesota Teacher Attitude Inventory consists of 150 attitude statements validated after a preliminary try-out of 164 items from an original reservoir of items. In order to obtain an adequate sampling of attitudes, five areas were selected:

- Moral status of children in the opinion of adults, especially as concerns their adherence to adult-imposed standards, moral or otherwise. Example: Children should be seen and not heard.
- Discipline and problems of conduct in the classroom and elsewhere and methods employed in dealing with such

problems. Example: Pupils found writing notes should be severely punished.

- Principles of child development and behaviour related to ability, achievement, learning, motivation and personality development. Example: The boastful child is usually overconfident of his ability.
- Principles of education related to philosophy, curriculum and administration. Example: Pupils should be required to do more studying at home.
- Personal reactions of the teacher, likes and dislikes, sources of irritation. Example: Without children life would be dull. (24,p.10)

The Inventory is administered and subjects are required to read and thereafter rate each of the 150 statements on a scale ranging from Strongly Agree, Agree, Undecided, Disagree to Strongly Disagree.

In the actual scoring (by mark) the range may vary from plus 150 to minus 150*.

2.3.1.2 Carkhuff Scale of Measurement

Dr Robert R Carkhuff developed a programme for developing skill in helping and human relations, namely ... The Art of Helping (20,p.7). He is the only researcher to date who has measured the dimensions of helping skills. He divides the helping skills, that will enable a helper to respond and act upon a helpee's problem effectively, into:

1. Facilitative conditions described as
   - 1.1 Empathy or understanding
   - 1.2 Respect, or caring for someone
   - 1.3 Concreteness or being specific
2. Action conditions described as
   - 2.1 Genuineness, or being real
   - 2.2 Confrontation, or telling like it is
   - 2.3 Self exploration, or what he discovers about his problems (19, p.4).

---

* See Appendix B(ii), p.217.

When responding to a helpee the helper's ability to communicate helpfully in each of the above conditions is rated on a scale of

Level 1 response - Very Ineffective

Level 2 response - Ineffective

Level 3 response - *Minimally Effective*

Level 4 response - Very Effective

Level 5 response - Extremely Effective

In addition to communicating helpfully, helpers are trained to discriminate helpful responses, applying the scale above.

The helping conditions are measured on the following scale:*

Empathy

Level 1 'The helper does everything but express that he is listening, understanding, or being sensitive to even the most obvious feelings of the helpee in such a way as to detract significantly from the communication of the helpee'.

Level 2 'The helper tends to respond to other than what the helpee is expressing or indicating.'

Level 3 'The helper is responding so as to neither subtract from or add to the expressions of the helpee. He does not respond accurately to how that person really feels beneath the surface feelings, but he indicates a willingness and openness to do so.
This level constitutes the minimal level of facilitative interpersonal functioning.'

Level 4 'The helpers' responses add deeper feeling and meaning to the expressions of the helpee.'

---

* Extracted in summarized version (17, pp.174-193).

Level 5 'The helper is responding with a full awareness of who the other person is and with a comprehensive and accurate empathic understanding of that individual's deepest feelings.'

Respect

Level 1 'The helper communicates a total lack of respect for the feelings, experiences and potentials of the helpee.'

Level 2 'In many ways the helper displays a lack of respect or concern for the helpee's feelings, experiences and potentials.'

Level 3 'In many ways the helper communicates the possibility that who the helpee is and what he does may matter to the helper, at least minimally.'

Level 4 'The helper communicates a very deep caring for the feelings, experiences, and potentials of the helpee.'

Level 5 'The helper does everything he can to enable the helpee to act most constructively and emerge most fully.'

Concreteness

Level 1 'The helper makes no attempt to lead the discussion into the realm of personally relevant specific situations and feelings.'

Level 2 'The helper does not elicit discussion of most personally relevant feelings and experiences in specific and concrete terms.'

Level 3 'The helper is open to consideration of personally relevant specific and concrete instances, but these are not always fully developed.'

Level 4 'The helper is very helpful in enabling the discussion to centre around specific and concrete instances of most important and personally relevant feelings and experiences.'

Level 5 'The helper facilitates a direct expression of all personally relevant feelings and experiences in concrete and specific terms.'

Genuineness

Level 1 'There is evidence of a considerable discrepancy between the helper's inner experiencing and his current verbalizations, or where there is no discrepancy the helper's reactions are employed solely in a destructive fashion.(1)

Level 2 'The helper is usually responding according to his prescribed role rather than expressing what he personally feels or means. When he is genuine his responses are negative and he is unable to employ them as a basis for further enquiry.'

Level 3 'The helper appears to make appropriate responses that do not seem insincere but that do not reflect any real involvement either.'

Level 4 'The helper responds with many of his own feelings and there is no doubt as to whether he really means what he says. He is able to employ his responses, whatever the emotional content, as a basis for further enquiry into the relationship.'

Level 5 'The helper is clearly being himself and employing his own genuine responses constructively.'

Confrontation

Level 1 'The helper simply disregards all of those discrepancies in the helpee's behaviour that might be fruitful areas for consideration.'

Level 2 'The helper disregards the discrepancies in the helpee's behaviour and, thus, potentially important areas of enquiry.'

Level 3 'While the helper does not disregard discrepancies in the helpee's behaviour, he does not point up the directions of the discrepancies.'

Level 4 'The helper specifically addresses himself to discrepancies in the helpee's behaviour.'

Level 5 'The helper does not neglect any potentially fruitful inquiry into the discrepancies in the helpee's behaviour.'

Carkhuff's Scale of Measurement for Self-exploration in Interpersonal processes are applied on the following levels (111,p.115).

Level 1 The helpee does not discuss personally relevant material, either because he has no opportunity to do so or because he is actively evading the discussion even when it is introduced by the helper.

Level 2 The helpee responds with discussion to the introduction of personally relevant material by the helper but does so in a mechanical manner and without demonstrating feelings.

Level 3 The helpee voluntarily introduces discussions of personally relevant material but does so in a mechanical manner and without demonstrating emotional feeling.

Level 4 The helpee voluntarily introduces discussions of personal material with both spontaneity and emotional proximity.

Level 5 The helpee actively and spontaneously engages in an inward probing to newly discovered feelings or experiences about himself, and his world.

In the present study the Carkhuff Scale of Measurement was divided into these several dimensions and adapted to measure the skills of the sample described.

A pre- and post-test were administered to students in the Experimental Group and Control Group I,* to test their ability to communicate helpfully by presenting a problem typical of the

---

* See Chapter Five, p.83.

pupils (socio-economic and culturally) with whom they were interacting during their mentoring-programme.*

Students had to formulate their written responses to a child presenting such a problem. These responses were analysed using the above scales of measurement.

2.3.1.3 Evaluation of the teacher's role

Students in the Experimental Group were exposed to a film entitled 'Conrack' and were thereafter requested to evaluate the role of the school teacher, both prior to their participation in the mentoring-programme and thereafter.

'Conrack' was an idealistic white teacher appointed to a teaching post in a two-man school on an East Indian island. The Black children he was to teach had all been exposed to primitive living conditions, and the teaching approach of his predecessor, who was an authoritarian teacher, who believed corporal punishment to be the only effective manner in dealing with children's misbehaviour. She furthermore felt in control only when children were suppressed and belittled by her. Conrack appeared as a warm, accepting person who loved teaching as well as his pupils and he indulged in unorthodox ways to develop his pupils' interests beyond the mere subjects he taught. He set out to enhance the self-concept of his pupils, improving their individual functioning and their quality of life in general.

In the administration of the above testing procedure, evaluations of each student written in the pre-test and post-test were compared to assess if students' perceptions had been influenced by their viewing the film and at the same time participating in the mentoring programme (120).

2.3.2 The questionnaires and administered schedules

A short questionnaire consisting of eleven open-ended questions was administered to the students at the outset of their participation in the mentoring-programme. These questions were directed mainly at identifying details of the students. The data

* See Chapter Eight, p.121.

pupils (socio-economic and culturally) with whom they were interacting during their mentoring-programme.*

Students had to formulate their written responses to a child presenting such a problem. These responses were analysed using the above scales of measurement.

2.3.1.3 Evaluation of the teacher's role

Students in the Experimental Group were exposed to a film entitled 'Conrack' and were thereafter requested to evaluate the role of the school teacher, both prior to their participation in the mentoring-programme and thereafter.

'Conrack' was an idealistic white teacher appointed to a teaching post in a two-man school on an East Indian island. The Black children he was to teach had all been exposed to primitive living conditions, and the teaching approach of his predecessor, who was an authoritarian teacher who believed corporal punishment to be the only effective manner in dealing with children's misbehaviour. She furthermore felt in control only when children were suppressed and belittled by her. Conrack appeared as a warm, accepting person who loved teaching as well as his pupils and he indulged in unorthodox ways to develop his pupils' interests beyond the mere subjects he taught. He set out to enhance the self-concept of his pupils, improving their individual functioning and their quality of life in general.

In the administration of the above testing procedure, evaluations of each student written in the pre-test and post-test were compared to assess if students' perceptions had been influenced by their viewing the film and at the same time participating in the mentoring programme (120).

2.3.2 The questionnaires and administered schedules

A short questionnaire consisting of eleven open-ended questions was administered to the student at the outset of their participation in the mentoring-programme. These questions were directed mainly at identifying details of the students. The data

* See Chapter Eight, p.121.

obtained from students' responses provided material necessary to construct a social profile.*

A schedule consisting of twenty-two closed and open-ended questions was administered to pupils at the outset of their participation in the mentoring-programme. The data obtained from the schedules were discussed under three headings, i.e. Pupils' attitudes in general; Pupils' attitudes towards their parents and the school; and Pupils' attitudes towards their mentors in the early stage of the mentoring-programme.** The data provided insight into the attitudes and feelings of the pupils mentored. Pupils indicated preference for Afrikaans as their preferred medium of communication and the schedule was compiled accordingly.

During August 1979, after having participated in the mentoring-programme for six months, i.e. since March 1979, two tools were compiled, one for mentors and one for pupils to evaluate mentors' and pupils' experiences and attitudes.

The questionnaire for mentors*** contained in the following categories:

a) Information about the pupil mentored
b) Relationship in mentoring
c) The student teacher
d) Attributes in teaching

The total of twenty closed and open-ended questions were compiled to extract information sought from the respondents.

A pilot study undertaken on three students (who enrolled for training as teachers after the mentoring programme commenced****)

---

* See Chapter Five, p.78.

** See Appendix C, p.218.

*** See Appendix G(i), p.225.

**** These three students were independently mentoring pupils and were not included in the sample.

helped to refine the questionnaire.

The final question provided students with the opportunity to express their needs for theoretical content that could be built into the remainder of the training course.

In order to confirm the reliability of the mentors' responses the second tool was constructed. The schedule for pupils* comprised twelve open-ended and closed-ended questions and was divided into two sections. Questions one to nine closely compared with the first nine questions on the questionnaire for the mentors with the purpose of controlling how well mentors and pupils had become acquainted. Questions ten to twelve were constructed to obtain data on pupils' attitudes towards their mentors at this stage of the programme

A pilot study undertaken on three pupils (mentored by the students enrolling for the Primary Teachers' Diploma as late-comers and not part of the sample) helped to refine the schedule. The schedule was compiled in Afrikaans as pupils indicated this language as their preferred medium of communication.

Finally a Mentors' and Pupils' questionnaire was compiled to evaluate jointly the outcome of the mentoring-programme.** The purpose of this questionnaire was for mentor and pupil to engage in evaluative discussion whilst responding to one open-ended and two closed-ended questions.

2.3.3 Content analysis

The content of the written material received from students in the course of the mentoring-programme was analysed. This was done in two instances, namely an assignment set for students during August 1979, and an essay on Meeting the Emotional Needs of the Primary School Child.

---

* See Appendix G(ii), p.232.
** See Appendix H, p.233.

2.3.3.1 Analysis of assignment set for students during August 1979

Students were assigned a two-fold task: (a) to select one pupil who would benefit from a personal relationship with them during their practice teaching, to apply these skills acquired through participation in the mentoring-programme and to establish a purposeful relationship with that pupil. Students furthermore were expected to submit a report on their progress with that specific pupil;* (b) students had to write an essay on 'The Emotional Needs of the Primary School Child and How they would attempt to meet those Needs as a School Teacher'.

Analysis of the first assignment described above was based on the following criteria:

i) the reason for selecting a specific pupil;

ii) extent of observation in order to evaluate students' skills in detecting a pupil that would benefit from a closer personal relationship and their ability to observe and describe the pupil selected.

iii) details of the selected pupil's personal circumstances in order to ascertain students' skills in obtaining significant information relevant in getting to know the pupil.

iv) the quality of the personal relationship established with the pupil in order to ascertain whether the relationship helped the pupil in any way.

v) the nature of any problem-solving activity and assistance given in order to determine whether students were able to give constructive help where needed.

These assignments were carefully analysed and discussed individually with students during supervision.**

Analysis of the second assignment described above, was based on the following criteria:

---

* See Chapter Nine, p.149.Chapter

** See Chapter Seven, p.98, Column 4.

i) whether students were able to define the needs of the primary school child;

ii) whether students were able to understand the teacher's role in meeting these needs.

The purpose of this assignment was not only for students to rely on knowledge acquired through the training-course and their interaction with the students but to encourage additional exploration of reading matter on these topics.

2.3.3.2 Analysis of mentoring records.

Mentors in both Experimental and Control Group I were required to record their interaction during mentoring sessions with their pupils for purposes of supervision. The records were written in process style* with the purpose of aiding the student to evaluate and to plan for the next mentoring session. The records were analysed by the writer. This analysis served two purposes. Firstly, to provide the content from which to extract appropriate teaching points on which to base supervision; and secondly, to monitor the interaction between mentor and pupil thereby facilitating the establishing of a constructive relationship between mentor and pupil.

The content of all the records submitted by the twenty-six students in the Experimental Group were divided into three phases, i.e. beginning, middle and end phases. For the purpose of quantification one record was drawn at random from each of the three phases in respect of each student and analysed according to the following criteria:

- Facilitating good pupil/mentor relationship, i.e. presence of warmth, empathy, acceptance, respect, closeness.
- Help received with schoolwork i.e. practical help in completing homework, explanations in areas where difficulties with schoolwork were encountered and attempts to make work interesting for the pupil.

---

* Hamilton describes process style as a good medium directing attention to attitudes, behaviour and motivation. It is used to describe the process or interaction within the interview (47, p.37).

- Help received with a personal problem - i.e. evidence of constructive action in helping.
- Understanding pupils'personal needs i.e. upholding the right of and respect for individuality of the pupil.

Additionally three extracts from each student's records were made to illustrate the nature of comments made in the recordings.*

The nature of the study enabled the writer to observe closely the development of the mentor/pupil relationship facilitated by close interaction with the pupils and mentors throughout the mentoring-programme. These observations in addition to the techniques described above measured the outcome of the study. Analyses of the data involved both descriptive and inferential statistics. Descriptive data was summarized and reduced to a few meaningful statistics, pertaining both to the nature of relevant characteristics of each institution and to the nature of the relations between the independent and dependent variables in the hypotheses (62, p.128).

---

* See Chapters Seven, Eight and Nine, pp.95-142.

## CHAPTER THREE - TEACHING AND SOCIAL WORK

### 3.1 INTRODUCTION

The first evidence of teaching and learning was written pictographically on clay tablets excavated in as far back as 2 500 B.C. in Shurupak, the home of Noah (61, p.10). Philosophies underlie the teaching profession, such as naturalism, realism, modern psychology, liberalism, pragmatism and existentialism which indicate the set of values and principles applied. Existentialism in short, emphasizes the human as a spiritual and social being who has potential to be educated to accept responsibility, to be free and independent. The human-being is regarded as a total person communicating with the outside world. Other philosophies supplement beliefs about the human-being such as naturalism emphasizing education by means of natural and free learning, pragmatism, emphasizing problem-solving and social interaction and modern psychology, emphasizing human relationships (83, p.84).

Present Western and South African educationalists and policy-makers base their educational aims on this wide variety of philosophies but the main theme emerging from this conglomerate of objectives seems to be that: 'Education in its true sense is not the mere instruction of Latin, English and French. It is the unfolding of the whole of human nature. It is growing up in all things to our highest possibility ' (22). The Massey Commission endorses this definition by stating that 'Education is the progressive development of the individual in all his faculties, physical and intellectual, aesthetic and moral ... as a result of which a balanced development of all his powers will lead to full realization of his human possibilities (98, p.6).

Amongst educationalists from the earliest history there is consensus that teaching is never only confined to classroom matter but with the learner as a total social human being. Walker states

> The aims of education as distinct from instruction are achieved through the efforts of individual teachers interacting with individual children. Each child reacts to ideas in his own way. The master teacher sets out to interact with each child in such a manner as to arouse his interest and enthusiasm while contributing to his knowledge and understanding. This education relationship, aimed at releasing the full potential of the individual pupil, is based not on a mere physical proximity but on personal interaction (107, p.43).

The aims of teaching heavily emphasise

a) understanding the child in his totality, the-child-in-his-community and the importance of

b) the teacher-pupil relationship. These factors become a prerequisite if effective learning and classroom teaching is to take place.

In order to equip students for their role and contribution in fulfilling the aims of teaching, students are trained for a minimum of three years to become professional teachers. Training is defined as 'to treat so as to bring to the proper or desired form' (93, p.2227). The desired form referred to is that of effective professional teacher. O'Dowd referred to a professionally qualified person being characterized by:

- An ability to act at their own discretion with a responsibility based on their own acquired knowledge;
- possessing skills to be exercised devotedly in the interest of and benefit to society;
- being part of a closed society of people who monopolize that specific exercise and who exercise disciplinary powers over each other.(75)

Goldstein as quoted in Robinson attempts to define social work as

> a form of social intervention which enhances consensus and augments the means by which mankind personally, individually or collectively, can resolve disruptions in their social existence. The nature of the profession is governed by the combined recognition of the individual as a unique and active organism, the social environment as a dynamic force and the effects of their interaction (87,p.4).

The Social Worker deals with man in his environment, the main focus being on relationships and ability to interact with every other human being in that environment.

## 3.2 COMMON AREAS OF FOCUS IN TEACHING AND SOCIAL WORK

The philosophy of social work and teaching coincide and mutually augment one another in many aspects. Both professions are concerned with the individual in-his-community and establishing a workable relationship with an individual.

Both teachers and social workers are agents of society with tasks delegated to them through the systems within which they work at both national and local level. Robinson states that schools are concerned with the social functioning of all school children whilst social work agencies concern themselves with the social functioning of some children, their families and pre-school children and adults. The area of shared concern is for some school children and their families - be it concurrently or consecutively (87,p.36). Robinson continues that teachers and social workers use their knowledge differently but apply techniques appropriate to their individual professions to enhance the psycho-social functioning of the child.

Figure 2, below, illustrates the similarity that Robinson sees between the social worker's and the teacher's intervention (87,p.52).

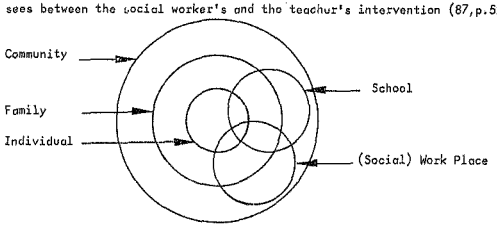



Figure 2 - Similarity between interventions of teaching and social work

Teachers are primarily concerned with the educational needs of school-children, whereas social workers concern themselves primarily with social malfunctioning of individuals, groups and communities and its prevention. Yet both professions are concerned with enabling individuals who are part of large social systems such as families and communities. Therefore knowledge and skills common to both professions could supplement each other thereby enhancing the knowledge and service of each.

Robinson sees the primary task of the school as reinforcing and extending socialization processes begun within the family system, whereas the primary task of the social work system is to engage in compensatory or resocialization processes not only of individuals and families, but also of other socializing institutions (87,p.24). Goldstein as quoted in Robinson argues that

> the profession's commitment to the social wellbeing of persons demands continuous examination of existing policies, programmes and services of institutions and their impacts on special populations in functional, ethical and value terms (58, p.18).

This implies moving beyond the goal of teaching the child per se but developing community minded teachers with wider and broader aims in teaching children. In social work practice the emphasis of dealing with individuals has shifted to recognition of the value of dealing with total communities.

The mutual objective of moving towards greater community involvement implies a concentration on the part of both professions in prevention. Polatinsky sees prevention as the most important prerequisite in assuring public health for communities.(82, p.20).

Prevention falls into three main categories:

1) Primary prevention, that is effecting changes in the immediate environment at an early stage in the life of an individual before he has committed himself to a specific set of attitudes, behaviour or values and thereby preventing deviance (innoculate child against influences).

2) Secondary prevention, which is attempting to prevent situations from worsening.

3) Tertiary prevention, which is treatment rehabilitation services and school re-integration.

The inaccessibility of the child in school to the social work profession, by virtue of policy in state schools in this country limits its contribution mainly to secondary and tertiary prevention. The teacher is in close daily contact with the school-going child and if sensitive and responsive to his needs will observe the early signs of dysfunctioning in the child, caused by external or internal forces in his life. The teacher who forms a helping positive relation with a child is able to serve the community through primary prevention.

If the teacher is trained to develop the ability to deal effectively and competently within specific helping strategies, with issues arising from teacher-child day-to-day contact, this contribution could be enhanced. Thus, emotional and intellectual needs of the child could be met, thereby combating social pathology.

Apart from understanding a child from a specific community the relationship with that child, which will facilitate or block growth, is of utmost importance. During 1932 Waller saw the teacher-pupil relationship as a form of institutionalized dominance and subordination (79,p.15). Teachers are trained during the present era that a teacher-pupil relationship is based on mutual trust, insight and understanding and sympathetic guidance where pupils are encouraged to interact on a mutual basis with their teacher (63, p.44).

Both professions agree on the importance of relating to the child-in-his-community. The manner in which students are equipped to perform these functions differs vastly and it is in this area that social work can make its contribution to the training of teachers under supervision with particular reference to developing skills in relationships.

2) Secondary prevention, which is attempting to prevent situations from worsening.

3) Tertiary prevention, which is treatment rehabilitation services and school re-integration.

The inaccessibility of the child in school to the social work profession, by virtue of policy in state schools in this country limits its contribution mainly to secondary and tertiary prevention. The teacher is in close daily contact with the school-going child and if sensitive and responsive to his needs will observe the early signs of dysfunctioning in the child, caused by external or internal forces in his life. The teacher who forms a helping positive relation with a child is able to serve the community through primary prevention.

If the teacher is trained to develop the ability to deal effectively and competently within specific helping strategies, with issues arising from teacher-child day-to-day contact, this contribution could be enhanced. Thus, emotional and intellectual needs of the child could be met thereby combating social pathology.

Apart from understanding a child from a specific community the relationship with that child, which will facilitate or block growth, is of utmost importance. During 1932 Waller saw the teacher-pupil relationship as a form of institutionalized dominance and subordination (79,p.15). Teachers are trained during the present era that a teacher-pupil relationship is based on mutual trust, insight and understanding and sympathetic guidance where pupils are encouraged to interact on a mutual basis with their teacher (63, p.44).

Both professions agree on the importance of relating to the child-in-his-community. The manner in which students are equipped to perform these functions differs vastly and it is in this area that social work can make its contribution to the training of teachers under supervision with particular reference to developing skills in relationships.

## 3.3 SELECTING AND ORGANISING CONTENT FROM SOCIAL WORK TO AUGMENT THE TRAINING OF THE TEACHER

### 3.3.1 Values and attitudes basic to teaching

When attempting to delineate true values and attitudes basic to teaching, it is imperative to reflect on the pedagogics* of education, which is recognised as an independent science with its own study field, own methods, history, literature, concepts and practitioners.** The word pedagogics has been incorporated to denote the science of education. Pienaar (106, pp.92-126) thus describes pedagogic categories revealed in concrete educational situations as:

- Openness, whereby both the child and the educator enter the teaching situation in their own individual way and opportunity must be provided for both parties to 'stand opposite each other in solitarity as well as together in solidarity'.
- Exploration, which occurs when the educator reaches out to the child with a view to assisting him to take the risk of exploring within the security of the teaching situation. The educator in turn explores the particular child he is educating.
- Encounter based on the principle of acceptance.

  'In his encounter with the educator the educand trusts whatever happens, is meant to promote his well-being. From being the object he becomes a fellow subject in the education situation'

  Thereby he is accepted by the educator as a person i.. co-existence.

---

* Derived from Greek words which mean 'child' and to 'lead'. The words are related to the slaves taking Greek children by the hand to schools in Ancient Greece (106, p.17).

** People continue to learn from childhood to old age; therefore the term education is very broad, but in this context, it refers to the process of formal schooling (95, p.23).

- Authority, resting on three pedagogic postulates: i.e. the child is someone who desires to be somebody himself, in fulfilling this desire he needs adult support, and the adult responds to this appeal. The educator is subject to authority of human values such as cultural heritage and traditions as embodied in the total framework of society which the child must strive to attain as an individual being who creates culture.
- Expectation. The child initiates education by appealing for and expecting response to his appeal. On the other hand the educator summons the child to accept responsibility in order to attain independence and in turn expects a response from the child.
- Freedom through education as it aims at leading the child to independence and acquisition of freedom.
- Futurity denoting the anticipated image-of-what-will-be, in the pedagogic situation.
- Support in education, whereby it does not mean 'cramming knowledge into the child, but discloses reality as being support in exploring, controlling and mastering the world as reality to become a world-for-himself.'
- Security which ultimately lies in the fact that the child is understood and receives aid.
- Normativity implying respect for human dignity. Education is not only a matter of applying norms but also a matter of interpreting culture as the content of values to the child in terms of norms.

These categories simultaneously form the point of departure as well as the ultimate aim in the teaching situation and are all essential to facilitate deeper understanding of the values and attitudes in teaching. Pedagogic criteria is next reviewed:

'Criterion' implies the meaning of judgement taking place on the grounds of categories. The categories above set the claim for authenticity for the education situation but must be reset in question form and this is what criteria are meant to be.

Criteria derived from

- Openness, i.e. authentic dialogue based on meaningful and understandable interchanged speech or non-verbal language. Addressing through the initial dialogue and each open answer directed at an open partner. Audience by both partners intently and intentionally listening.
- Exploration and answering, where the child does what he presumes the educator claims from him and the educator is responsible to the answers-in-exploration in the pedagogic situation, taking liability for the child and questioning which alternates between questioning of his educator and himself in the process of becoming what he ought to be.

Criteria derived from

- Encounter, and self-knowledge and making room for the other by accepting him for what he is with a view to what he can be within a mutual situation and eventual 'engagement'.

Criteria derived from

- Authority, refer to obedience by the child obeying the adult in the education situation as well as the educator showing obedience to the existential appeal of what he ought to be, and achievement realised through such obedience.

Criteria derived from

- Expectation, refer to making a choice in the degree of resoluteness.

Criteria derived from

- Freedom, refer to self-forsaking where the child places himself at stake within the education situation and self-setting

where he should first occupy the room one is accustomed to occupy before being in a position to make room for another.
Criteria derived from

- Futurity, as it is manifested in future planning whereby the educator and the child anticipates a definite future for the child and the prospect of re-engagement whereby the 'partners-in-education' look forward to meeting again.
Criteria derived from
- Support, i.e. in rendering help, making it 'mutually possible' and creating an inclination to protect each other.
Criteria derived from
- Security, i.e. being-somebody-oneself by giving the child the opportunity not only to be himself but also to become himself in a secure atmosphere; equally in the education situation; the educator must also find scope to be someone himself. The educator and the child should experience risking with and for each other.
Criteria derived from
- Normativity, found in providing choices with the view of promoting a child's progress towards independent self-decision. In the education situation life-fulfilment is in the first place observed through the measure in which the example set by the educator coincides with the interpretation thereof which he gives to the child in the actual claims he sets the latter.

In conclusion there is consensus amongst pedagogics that an authentic scientific perspective or education in itself is of no use but that these scientific findings should be made 'serviceable'

3.3.2 Values and attitudes basic to social work

Social work seeks to assist individuals, groups and communities to reach the highest possible degree of social, mental and physical well-being (103, p.10). As opposed to other professions, such as medicine, law, the ministry and teaching, social work operates in consideration of all social, economic and psychological factors that influence the life of the individual, the family, the social group and the community' (40, p.7).

The social worker has a professional responsibility towards his client* based on social work values and manifested in attitudes. Such values are spelled out in principles that underlie professional practice, seven in number. These as defined by Biestek are:

Individualization, purposeful expressions of feelings, controlled emotional involvement, acceptance, a non-judgemental attitude, client self-determination and confidentiality.

- Individualization refers to the right of human beings to be treated as a particular human-being with his personal differences taken into account.
- Purposeful expression of feelings recognises the individual's need to express his feelings freely including negative ones.
- Controlled emotional involvement refers to the social worker's ability to understand the feelings associated with and the meaning of the client's experiences and to respond appropriately to these.
- Acceptance is an action wherein the client is perceived and dealt with as he really is; the emphasis being on the 'real' and not the 'good'.
- A non-judgemental attitude is based on the premise that the social worker's attitude excludes assigning guilt or innocence or degree of client responsibility for causation of the problems or needs, but does include making

---

* Client is the service recipient in Social Work.
Child is the service recipient in Teaching.

evaluative judgements about the attitudes, standards or actions of the client. The attitude which involves both thought and feeling elements is transmitted to the client, i.e. judging the action but not the client.

- Client self-determination recognises the right and need for freedom in making choices and decisions.
- Confidentiality rests on the belief that information divulged by the client will never be disclosed, in order to create a secure relationship of trust between the social worker and the client (9, pp.33-137).

Acquisition of professional attitudes requires incorporation of values along these guidelines. As aptly stated by Meyer

> It is not an academic pursuit where knowledge is all, it is an activity supported by specialized necessary knowledge. It is not merely an expression of human values, it must pass the test of effectiveness (72,p.2).

3.3.3 Commonality in values and attitudes basic to teaching and social work

In general the values and attitudes common to both teaching and social work are respect for and acting in the interest of mankind. Although there seems to be this common base the specifics of knowledge imparted during the training of these two sets of practitioners differs in content and in instances where content is similar, in emphasis.

Both professions value an open, non-judgemental attitude towards the individual with whom they enter into a relationship. In establishing this relationship the individual has to feel secure in order to explore areas of knowledge or the problem he faces which is facilitated by encountering an accepting attitude. The social worker facilitates this by allowing for purposeful expression of feelings and controlled emotional involvement; the teacher, by acting as an authority in a specific area or as model.

Acceptance of the individuality of each person is strongly emphasized in social work and to a certain degree in teaching.

The value of expectation linked with purposeful expression of feelings, mutually augment each other in allowing for an individual's need to express what he feels.

Freedom of choice and self-determination develops in, and is facilitated by, a supportive, secure relationship, defined by confidentiality.

Ultimately both professions seek to enhance through normativity, independent, adjusted human beings equipped to function adequately within a sound environment.

In studying the sets of values inherent in both teaching and social work it can be said that in teaching, they provide the basis for effective teaching and set the scene for imparting knowledge.

In social work they are an integral part of the helping process itself.

Both professions stress the importance of theory implementation and it is in this area where social work may augment teaching. The study and understanding of human behaviour and the environment is a prerequisite for effective social work and it is from this vast area of knowledge that social work may attempt to augment the training for teaching where human behaviour is secondary to the primary aim of imparting knowledge.

Students best incorporate values and manifest these in attitudes through practice. Social work training provides for such practice to a greater degree, than teacher training.

In training students for any profession cognisance needs to be taken of their basic values and attitudes shaped by their social environment and individual life experience up until the time of their entry into a training institution.

3.3.4 Augmenting values and attitudes in the student teacher

Students enter the training college with an idea of the role of the teacher based on their own experiences with teachers

during their school-years. Thus during their first year of training a mentoring programme for students can be introduced when a set of values and attitudes already exists in each student. Rosenberg states that attitudes are typically defined as predispositions to respond in a particular way towards a specified class of objects. The types of responses that are commonly used as indices of attitudes fall into three major categories, namely cognitive, affective and behavioural (90,p.1).

- Cognitive being those responses perceiving and integrating impressions resulting in awareness - the 'think process' (39,p.147) which creates an attitude.
- Affective being those responses whereby the emotional feeling aspect is stimulated to create an attitude. The Oxford Dictionary defines the affective as 'to produce effect on, to touch the feelings' (39,p.14).
- Behavioural being those responses ultimately expressed in terms of what has been perceived, integrated and felt in terms of a manner of conduct (39,p.64).

What students have perceived during their schooling as teachers' attitudes, enforces their beliefs of what the acceptable attitudes for a teacher should be. This implies that teachers act as role models to their pupils. Should a negative model* have been presented and modelled, certain types of teacher behaviours become perpetuated. In developing communities the school teacher is generally afforded a high social status. His presence and knowledge is respected by the community. However if this status afforded her** is misused then it may result in her being a very authoritarian teacher.

Children are often ridiculed in the presence of others. Teachers may openly display their dislike of children and cause

---

* Negatively reflecting a model that prevents constructive pupil-teacher relationships developing.

** In this text the school teacher is referred to in the female gender

development of poor concepts within their pupils. Teachers displaying inaccessible attitudes towards children in general prevent and are not interested in establishing a good pupil-teacher relationship. Such teachers teach for the sake of imparting knowledge irrespective of feedback from their audience or atmosphere in the classroom situation.

A pupil exposed to these negative experiences of schooling emerges with a very confused impression of the school teacher's role. *It is of the utmost importance to break down misconceptions* at the onset of training by involving student teachers in experiences that will convince them of the negative and destructive consequences of any preconceived negative ideas as well as their being unsuccessful in establishing a positive teaching relationship with a child. Kanfer and Goldstein (58,p.54) propose two models of procedure in helping people change attitudes. The first model is based on psychological health which indicates what attitudes will be when changes have taken place successfully.

'Psychologically healthy teachers' in this study refers to teachers who believe in the necessity and potential of a positive pupil-teacher relationship. This attitude was developed by exposing students to a different concept of the role of the teacher.

The second model is based on procedures of helping, such as:

1. establishing the conditions for attitude changes;
2. selecting and implementing a theory of attitude change; and
3. stabilizing new attitudes by building supports which will maintain them.

In the mentoring programme students' experiences with their pupils promoted attitude change. The theoretical knowledge in the programme contributed to increased awareness and attitude change and supervision provided to students stabilized new attitudes and provided supports to maintain these newly acquired attitudes.

Once changes in attitudes had been achieved, the aim was to facilitate stabilization by:

1. repeated discussion so that new attitudes became integrated into the attitude system of the students;

2. firmly embedding these in chains of causation with their consequences; for example, if you treat a child with contempt he will disrespect you;

3. challenging the new attitude with mild arguments against them and in so doing stimulating development of strong arguments supporting new attitudes and defending them against future change attempts;

4. enhancing the students' feelings of being personally responsible for change.

If student teachers develop an attitude towards children, whereby they respect the potential of each individual pupil to develop the maximum of his abilities and set about to create a relationship and classroom atmosphere to facilitate this, training could expand and enhance existing concepts with the advantage that teachers will be concerned with the emotional and intellectual development of children.

In the programme of mentoring a child, values and attitudes were imparted through 'essential knowledge to develop feelings and attitudes in the student that made it possible to think and act appropriately' (101, p.8) in their association with their pupils. Values are characterized by motivational components such as 'cognitive, affective and behavioural' (88, p.3). change needs to occur on all three levels in order to assure modified attitudes.

Components selected for the theoretical content of the course, together with mentoring, provided cognitive stimulation but certainly needed to be supplemented by affective and behavioural components which came into play when students mentored pupils and subsequently received supervision. This process enabled students to

learn on a cognitive level the profession's values, discover or reaffirm personal values and note concurrence or differences between personal and professional values. In addition Pfeiffer and Jones place stress on experiential learning as 'one must experience one's own values to develop the affective component of valuing' (81, pp.23-25).

Apart from the learning and 'doing' components the teacher acted as 'role model' for the students. According to Simon values are learned and changed by teaching (moralising), laissez-faire (letting students formulate their own values) and through modelling of desired behaviour (94, p.14). The component of supervision of mentors' interaction with pupils added a variable of reinforcement to the trainer's task. Thus the trainer can be said to have applied two techniques, one described by Verplanck as 'taking a piece of behaviour already in a person's repertoire and increasing the likelihood of its occurrence (105, p.668) and the second of 'shaping behaviour' as described by Harris et al (50, pp.35-41). These theories underlay the approach in training mentors.

Theoretical content needed to be 'child'-focused and therefore a useful knowledge base selected to facilitate both understanding of and identification with pupils mentored evolved around 'entering the world of the child'. This centred on the child's developmental abilities and needs, physically, morally and socially. Centuries ago children were looked at simply as small-scale adults. Today we know that childhood is a distinct stage of life, that children become adults through a gradual process of physical, social, emotional, moral and mental growth. The most dramatic growth, the most noticeable change takes place in childhood. During this growth they understand, react and perceive in accordance with their years. To teach children successfully it is essential to have a sound knowledge of how the child thinks and responds.

## 3.4 CONTENTS OF THE MENTORING PROGRAMME

In line with the aims of the study* the programme was divided into theoretical content and practical content."

### 3.4.1 Theoretical content

Hurlock (52, p.vii) stressed the necessity of knowing what went before and what is likely to happen in future as essential in understanding a person.

> When one takes a look at life from the beginning to the end, it becomes readily apparent that what the person does at one age becomes an impression on his attitudes and future activities which may never be completely eradicated.

The teacher needs to understand the life cycle of the child with its accompanying needs and in addition should be reminded of her own childhood experiences with teachers and the significance of these experiences in developing her concept of a teacher-pupil relationship. Virginia Axline (6, p.81) emphasizes this by questioning 'who can love, respect and understand another person, if they have not had such experiences themselves'.

Theoretical content included The Life Cycle of the Child; Human Growth Behaviour and the Social Environment; Reaching out to the Child 'The Art of Helping'; and Enhancing the Self-Concept of the Child.

#### 3.4.1.1 The life cycle of the child

This sequence included a general overview of human growth emphasizing the development of the child. It was anticipated that its inclusion would help a student-teacher to (a) realise the importance of knowing the nature of the human material entrusted to their care; (b) to make an in-depth study of the stage of development the pupil-sample of children were at; and (c) to have realistic expectations and ideals as to the stage a child had reached when he or she faced them in the classroom, as this played a significant role in the child's readiness to learn (116,p.5).

---

* See Chapter One, p.6.

The principles of development as described by Yelon and Weinstein (116, pp.5-22) were included as a sequence, namely that

1. Each child is an individual developing at its own pace. It is necessary to understand 'averages' and 'norms' but never to forget the individuality of a person. A child should be seen as a unique package of emotional, mental and physical traits.

2. All growth is related. Thus, every aspect of human growth influences every other aspect.

3. Development has direction: each human being goes through the same stages. Normal development is associated with a given period of life resulting in certain developmental traits found at particular stages - called age-level characteristics. Stages overlap and are continuous.

4. Development is influenced by heredity and environment. Most psychologists agree that both elements play an important role in development, interacting in complex ways. The environment modifies the basic genetic endowment. Social class, educational level of parents, quality of care, parental love and acceptance all influence the course of development.

5. Enrichment and Deprivation. Studies of children raised in understaffed institutions have shown that children brought up in stimulus-poor environments with inadequate interaction with adults, do not develop as rapidly as children in enriched home environments. Such children have consistent difficulty in grasping concepts, relating to others and behaving according to accepted norms.

3.4.1.2 Human growth, behaviour and the social environment

In order to achieve the goal of understanding the total child and providing him with a positive experience, the components in the course in Human Behaviour and Development may subsequently be considered. Human development is the change in the structure,

thought or behaviour of a person as a function of both biological and environmental influences (25, p.22).

Thus, in addition to the theoretical content of this sequence stipulated below, it was suggested to the student teachers that they take a walk through the neighbourhood in which the school is located, in order to gain knowledge about the social environment of their pupils (21, p.13)

An overview of basic human development and behaviour stressed the Oral, Anal, Genital, Latency, Puberty and Adolescent stages (115, pp.22-29). Clarification of selected concepts included the concept of human development, maturation, learning, hereditary and environment. These four were defined as follows:

Human Development is the change in the structure, thought or behaviour of a person as a function of both biological and environmental influences.

Maturation is a biological process of the unfolding of of hereditary potentials.

Learning is the process of behavioural change within the individual brought about by the influences of the environment and

Heredity and Environment are the interacting influences in shaping the behaviour and development of the individual (25, p.22).

An overview of ego-development described the emerging ego identity which bridges the early childhood stages when the body ego and the parent images are given their specific meanings and the later stages, when a variety of social roles become increasingly coercive. A lasting ego identity cannot begin to exist without the trust of the first oral stage; it cannot be completed without a promise of fulfilment which from the dominant image of adult-hood reaches down into the baby's beginnings and which, by the tangible evidence of social health

creates at every step an accruing sense of ego strength. The eight stages of man as the criteria by which the individual demonstrates that his ego, at a given stage, is strong enough to integrate the timetable of the organism with the structure of social institutions provided useful learning material.

Dinkmeyer and McKay (31, p.203) state that rapid social change has left many teachers unprepared to meet the challenges presented by children today. They may have limited training in understanding child behaviour or be unaware of practical approaches to misbehaviour and learning problems. As a result, teachers become discouraged when faced with expectations they cannot fulfil.

Mead and MacGregor '71, p.3) stress that this is an age of awareness and that it has become a moral imperative to know the complexity of the life a child will live, to understand it and to act upon an understanding of it. In addition it is fortunate that 'many colleges are becoming aware of the need to provide teachers with practical methods applicable to their classroom experience' (31, p.203).

3.4.1.3 Reaching out to the child - 'the art of helping'

Communication is an essential factor in interaction with a child and therefore an essential sequence in the training programme. In order to facilitate this it was necessary

1. To create self-awareness within the student-teacher of how she is perceived by the child;

2. to increase communication skills in student-teachers as well as their ability to handle problems presented by children and 3. to enhance the self-concept of pupils.

The student-teacher needs to relate from his or her own frame of reference to the world of the child and establish a positive relationship instilling confidence in the child as 'the quality of our lives is distilled from the aspirations, anxieties

achievements, violence, warmth, delights and fears of those with whom we live (64, p.8). The teacher is in the unique position of being a role model in daily contact with children who are at an impressionable age. The teacher's ability to form positive helping relationships will contribute not only to healthier functioning of their pupils in childhood but will also contribute to the community in that he in turn will relate well to other human beings. During their training it is essential that teachers realize that

> it is impossible to teach by coercion and that the the good-will of the pupil is always essential. The pupil's desire to express and thus to relieve himself of desire, is the means which the teacher must [illegible] how shape into an appropriate of action. The c[illegible]tion of appropriateness is always found in the pupil, and one can do nothing better with him than his own desire and satisfaction will permit. For this reason teaching is a work of art, and the teacher an artist who engages the aesthetic impulses of his pupils. These impulses are to gain something of value, both as an end and as the proper means whereby the end is achieved (77, p.19).

The teacher requires training to assist him to be effective as a helper to children.

Dr Robert Carkhuff (20, p.4) who was intensely and intimately involved in helping people, classified the helping process into its effective ingredients. 'The Art of Helping' is a distillation of these efforts. It aimed to enable man to resolve his own problems and those of people in his community. The first and foremost purpose of The Art of Helping was to instruct persons from all walks of life to acquire the necessary skills to help those with whom they came into daily contact. Thus it could apply to teachers who wanted to help their pupils function more effectively.

The 'Art of Helping' sequence was adapted appropriately for

the student/teachers participating in this study and was geared to produce counsellors who could effectively relate to persons in need of help and facilitate their positive movement. This programme focused on two areas:

1) sensitivity training in acquiring interpersonal skill and

2) inducing change in the personality and the attitude of the trainee himself. The programme is built around *such prerequisites as 'understanding', 'regard' and 'genuineness'* (17, p.9).

Carkhuff (15, p.9) states that 'the first and most basic principle of helping and human relations is the ability to see the world through the eyes of the other person' and to communicate accurately to him what we see. 'We must listen and more important, hear. Related to these propositions is the principle of competency in definable helping skills.'

The general goal of 'The Art of Helping' is to teach effective communication in the responsive and initiative dimensions of helping.

Students in the roles of helpers were trained to respond to a pupil with a problem by role-playing and practising in groups of two the theory taught, in order to understand the model sequence in The Art of Helping. The model sequence comprises the helper attending to the helpee's problem by observing and listening and communicating interest in the problem. Thereafter the helper leads the helpee on to self-exploration and in the process understands exactly how the helpee feels about his problem. The helper interprets to the helpee what the solution to the problem would be and what steps need to be taken in reaching the solution.

Responsive and initiative skills* had to be acquired in mastering the art of helping. Delward and Moore (28, p.431) write that responsive skills consist of communicating to the helpee

---

* May also be referred to as the core dimensions of helping.

or in this case the pupil, accurate empathy, respect, genuineness and concreteness. Initiative skills taught consisted of 'self-exploration' and 'confrontation'.

Effectiveness of communication on each of the core dimensions of helping is behaviourally defined by Carkhuff on a 5-level scale. Helpers who perform at levels one and two are ineffective in facilitating the helpees' personal growth in working towards a solution of his problem. Level 3 is 'minimally facilitative' and levels 4 and 5 add to the helpees' ability to facilitate such growth.*

3.4.1.4 Enhancing the self-concept of the child

The child's attitude towards himself is affected by the attitudes of significant people in his environment, namely his parents, teachers, siblings and peers, towards him. His self-concept is made up of 'reflected appraisals'. If these appraisals are favourable the child will have a favourable self-concept, otherwise he will tend to devalue himself. In many cases, the child's belief of how people appraise him are not in harmony with their real appraisals, but he bases his self-concept on what he believes their appraisals to be (52, p.210).

Ringness (86, p.33) states that self-concept is the total attitude a person has of himself and furthermore that it is formed cognitively, largely from the feedback one gets from others. It is effective, however, in that one is happy or unhappy with his feedback. One tends to internalize it, and in turn evaluates oneself as adequate or inadequate, acceptable or unacceptable. Schools need to promote healthy self-concepts by providing success experiences; equally, they must refrain from damaging children's self-concepts by allowing them to infer that they are inferior, unwanted or disliked.

The majority of children have some fantasy about school-life and of the teachers' role before attending school (57, p.147). The teacher becomes the person that the child desires to please. If

---

* See Chapter Two, p.22.

the teacher succeeds in helping the child believe in his own ability to achieve he will not be paralyzed by a fear of his own inadequacy. A poor self-concept is part of the personality make-up of so many children, especially those from malfunctioning* parental homes or from underprivileged societies. The mentoring programme afforded the mentor in his contact with a pupil, an opportunity to practise and develop his own ability to enhance the self-concept of a child.

Horrocks (53, p.141) summarizes that

> of all man's attributes, the self-concept is least tangible, but it is a necessary possession for it is the mediator with which the individual makes sense of his interior and exterior world. The period over which the self-concept develops extends over the childhood years and must be achieved before psychological maturity may be reached. Thus the teacher makes a very definite contribution to the development or destruction of the child's self-concept.

Reynolds found in a study of fifty-four school-children that self-esteem related to academic achievement as well as classroom behaviour (84, pp.273-277).

Principles in modifying self-concept

Ringness (86, pp.135-136) found a 'healthy self-concept to be related to both the attainment of self-actualization and the promotion of excellent human relationships'. Furthermore, he states that the dimensions of a healthy concept have been spelled out to be:

1. Clarity of who one is, what his attributes are, what he believes.
2. Self-Acceptance whereby one accepts himself as a good and adequate person.
3. Stability whereby a person is stable in his belief of himself no matter what other people say.
4. Realism which is self-knowledge. Misconception may be based on misinterpretation of feedback, lack of feedback

inappropriate feedback from others. We may be using defenses; to be self-actualized we need to recognize our true characteristics.

Canfield and Wells (16, p.4) stress the following principles when modifying self-concept:

- It is possible for teachers to change self-concept. This change may be effected either positively or negatively. A teacher who humiliates children with sarcasm and ridicule, makes learning a negative experience whilst teachers who communicate a sense of caring and personal worth ensures a significant impact on the child.
- Changing a poor self-concept is a slow process. 'Self concept builds the same way muscles do, slowly and often, at first, imperceptibly.'
- Central beliefs are more difficult to change but make a bigger impact on the pupil. A significant difference will have been made in the life of the pupil who doubts his intellectual ability to succeed. It helps him see himself as intelligent and able to cope.
- Peripheral experiences are important. Complimenting a pupil or calling him by his own name helps 'to create a sense of self-worth'.
- Strengths and successes should be related to one another. A pupil who learns a poem in a short space of time should be appraised with: 'You really are able to grasp and learn quickly.' This comment relates the pupil's ability to learn quickly to a more central belief about himself - that he is intelligent.

In addition to these principles an environmental dimension of trust, caring and openness is an essential climate in which a pupil's self-concept can be enhanced.

Woolner (46, p.129) writes that a positive self-concept produces achievement in school, whilst a negative self-concept

produces underachievement and maladjustment. It is a primary task of both mentor and teacher to work at improving the self-concept of each pupil encountered.

3.4.1.5 Behaviour modification

The final sequences included in the mentoring-programme related to the management of behaviour in children: developing an understanding of the behaviour of the child per se was not thought sufficient in relating to the child. A skilled ability to respond to the child is also required. Therefore, a number of techniques called 'Behaviour Modification Techniques' were included in the teaching programme. This method of response was aimed at alleviating the difficulties children suffer in their day-to-day adjustment. Yen and McIntire (117, p.238) stated that the value of teaching behaviour modification techniques in a university or college setting could not be over-emphasized, especially if the goal of the institution is to bring about social change in the community. The course presented to mentors focused on modifying the pupil's behaviour.

Ringness (86, pp.72-73) defines behaviour modification as a number of techniques aimed at eliminating undesired behaviours and reinforcing desired ones. It goes beyond operant conditioning per se, in that it may utilize imitation or modelling, behaviour rehearsal, or other techniques; nevertheless reinforcement principles are prominent in most behaviour modification attempts. He proceeds to summarize general basic principles as follows:

1. To reduce inappropriate behaviour and institute desirable behaviour.

2. For inappropriate behaviour to be reduced it needs to be carefully observed for frequency and the conditions under which it occurs. Thus if a child frequently bothers other children, one wants to know how often he does it, when, what he does, and so on. A chart of such behaviour is kept, thus providing baseline data against which progress can be assessed.

3. What is reinforcing the undesirable behaviour needs to be ascertained. Is the child being laughed at? Surreptitiously encouraged?

4. Determine more appropriate behavioural objectives. Those objectives are discussed with the child, and he is encouraged to accept them as alternatives.

5. The contingencies are stated. The student teacher tells the pupil that when he seeks attention inappropriately, she would ignore him and when he does certain things she approves of, she would reinforce him in certain ways.

6. Consistently reinforcing the child in his appropriate behaviour.

7. Post-treatment data is gathered at intervals to see how the treatment is working. If it is not working, perhaps other reinforcers or modification technique should be tried.

The various techniques applied to either strengthen, weaken or maintain target behaviour are listed below as set out by Bryen (14, p.143).

Brief overview of behaviour modification techniques

1. Positive Reinforcement - Rewarding a desired act has the effect of strengthening that response. The reward may be a primary reinforcer, such as food, or it may be a secondary reinforcer, such as a social praise, a gummed star or a hug. This technique is especially effective in developing and maintaining desirable behaviour.

2. Extinction - This technique is used to decrease or eliminate disturbing behaviour and is facilitated by the constant withdrawal of reinforcers. Clarizio and Yelon (116) noted that this procedure is effective with such behaviours as excessive talking, tantrum behaviour and academic errors.

3. Reinforcing Incompatible Responses - The technique involves rewarding action that is incompatible with bothersome behaviour, for example, talking aloud. The teacher decides to

reward a child for completing ten arithmetic problems. In order to accomplish this task and to obtain the reward, the child is too busy to talk. The desired action is incompatible with talking loudly. Not only does this approach reduce disturbing behaviour, but it also increases desirable academic performance.

4. Punishment - When punishment is the consequence of a certain action it has the effect of arresting or suppressing that behaviour, without eliminating or extinguishing it. It is beneficial only when applied to specific acts (running out into the street) rather than generalized situations (being a naughty child). Momentarily stopping an undesirable behaviour has positive effects when it is accompanied by the demonstration and reinforcement of alternative responses.

5. Discrimination Learning - Children sometimes exhibit deviant behaviour because they have failed to learn in which situations certain responses are, or are not appropriate. This results in over-generalization of behaviour. Yelling loudly to gain attention may be appropriate at home or on the playground, but it is bothersome and inappropriate in the classroom.

6. Desensitization - This technique is used primarily with the extremely fearful or phobic child. The aim of the process is to have the child develop a relaxed response in a situation which previously produced anxiety or fear. By developing a hierarchy of acts involved in completing the behaviour, the teacher starts with the least threatening one, and exposes the child to a series of situations which successively approximate the feared event. Frequently each approximation is accompanied by a reward, thus making the behaviour more tolerable for the child.

Problems encountered in school settings take many forms. Fischer and Gochros (37, p.370) identify the problems as being either <u>behavioural excesses</u> i.e. those behaviours occurring too often (getting out of seat without permission) or behavioural deficits, i.e. those behaviours that do not occur frequently enough

(not responding to teachers' questions). A wide variety of interpretive techniques may be used with either of these sub-categories. Some of the school-related problems considered suitable for behaviour modification techniques are: 1) social withdrawal; 2) inadequate learning patterns; 3) talking too much or too little; 4) disruptive behaviour; and 5) chronic absenteeism.

Fischer and Gochros (37, p.368) quote Klein, et.al stating that

> Teachers often say, and rightly so, that they have for the most part been poorly prepared to cope with many of the student difficulties that are in the classroom. There has been little effort made to provide teachers with useful classroom techniques which would enable them to carry out those professional responsibilities in as effective a manner as possible.

3.4.2 The practical component

Theory extracted from the educational and social work fields are valuable teaching material in training student teachers as mentors but needs to be supplemented and reinforced by personal experience and application of knowledge. In addition to acquiring theoretical knowledge student teachers should be involved in a regular experimental programme under supervision of a professional social worker or teacher skilled in interpersonal relationship techniques.

3.4.2.1 Training to establish a relationship with a pupil on a one-to-one basis: mentoring

Students training for teacher are required to do practice teaching. This practice experience focuses in the main on: demonstration lessons by a lecturer or senior student to the students or to a small group of children in the presence of the students; criticism lessons by the student to an audience of pupils; trial lessons by the student to a group of pupils in a formal classroom situation; and practice teaching by the student to a classroom of pupils in the presence of the class-teacher

who evaluates the student. The emphasis is mainly on the students' ability to impart knowledge to groups of pupils.

Robinson (87, p.211) in critically discussing the components of the teacher's education course states that it is a common criticism made by teachers that the course as a whole 'gives too much emphasis to theory and insufficient emphasis to practice....' Hannam (87, p.213) reported in Robinson, at Bristol University developed a scheme whereby students undertaking teaching training were allocated one or two secondary pupils with learning difficulties. They had to spend one afternoon per week with them on unstructured activities out of school. This activity enabled students to improve their communication with adolescents. An experimental programme like a mentoring-programme, can be designed to afford a student the experience of establishing a positive relationship with a primary school child on a one-to-one basis at frequent regular intervals. The objective being to gain insight into the feelings, thoughts and functioning of a child at his particular stage of development would enable the student to assist the pupil with difficulties experienced in his homework but would create an atmosphere of confidentiality and security whereby the pupil would come to trust the student to the extent of sharing the concerns of 'his world' with her.** The student could also meet the child's parents and school teacher to gain insight into the facets that make up the total world of the child and in turn apply the acquired skills in helping the child.

According to Knox such structured experience could provide the child with a role-model who would demonstrate alternative modes of role performance and who could help people (children) alter their own structure of participation in similar directions. Furthermore Knox sees this 'mentor' as about ten years older than the pupil and in a role such as teacher, supervisor ... establishing a 'big brother' or 'big sister' relationship (60, p.346).

---

* See Chapter One, p.10.

The training programme for mentors could provide a variable, practical and realistic orientation for student teachers who in their day-to-day life are involved with the problems of children, and children being mentored experience all the support and advantages that such a relationship may offer both scholastically and socially.

Such an experiential programme would go beyond instructional methods. It could be seen as responsive teaching. Yen and McIntire (117,p.193) describe responsive teaching as well beyond the goals of most teaching programmes. In most programmes the goal is to train individuals to implement techniques. Responsive teaching emphasizes the implementation and evaluation of the techniques and careful assessment of behaviour.

Feedback on this experience is essential and can be submitted in the form of a written process record for the purposes of supervision which is dealt with in the next section. Yen and McIntire (117,p.192) write of feedback that

> once teachers have developed preliminary skills, feedback may be useful in refining these skills and sustaining performance. Perhaps, more than any other single conclusion, teachers in training need to incorporate a reinforcement system where actual behaviour in the situation is consequated.

Reinforcement of behaviour can be gained through individual supervisory sessions as well as supervision in groups where mutual experiences are shared.

3.4.2.2 Supervision in training

In training social workers supervision of training practice is of primary importance. Supervision serves to concretize and reinforce learning experiences.

A common factor in social work and teaching is the need for a personality to develop during the training years to equip and prepare students for their professional tasks. It is in 'doing' this one learns best: in the nursing career, the nurse experiences her training and theory supplements her 'doing;'

the engineer designs a bridge and then builds it; the medical practitioner treats a patient who recovers as a result of the knowledge he applied and in architecture a building is built from a plan and after a model is built on which the actual work is based.

In teaching there is concrete subject-content but the actual relationship so essential in transferring knowledge from teacher to pupil, is overlooked to a large extent and students do not receive adequate training in developing skills on how to relate to children.

Social work has developed a body of knowledge related to relationships with accompanying instructional skills on how to train students in the use of relationships.

Training is thus done by means of supervision of the learner by an experienced professional on both a one-to-one and small group basis.

To supervise means to oversee, to direct, to superintend (108, p.852). Here quotes Robinson (48, p.217) who states that in practice supervision has taken on itself the additional responsibility of teaching the learner the skill required. Supervision is furthermore referred to (35, p.9) as 'a teaching situation of a very special kind', and is a 'combination of administrative, teaching and helping functions (80, p.15).

During social work training, supervision consists of a succession of individual conferences between supervisor and student, which are of a tutorial nature. The supervisor bases preparation for the individual conference on the written record of the student's experience in the practice of social work. In adapting social work supervision techniques to that of teacher training, the supervisor would fulfil the role of Educator, Helper and Administrator.

The supervisor as educator is responsible for planning a

programme; creating a climate for learning, teaching directly and dealing with personal feelings that may arise. In the actual teaching situation, the following educational principles need to be adhered to (155, pp.130-149, 163):

(a) If the student is motivated to increase knowledge, he learns best if (i) usefulness of the content should be taught

(ii) learning is made useful in terms of the students' individual motives and needs. Motivation needs stimulation.

(iii) Low areas of motivation are tied up with high areas of motivation. 'We learn only when we want to learn, when we feel a need to learn'

(b) The best learning takes place by incorporating the following into the teaching/learning situation:

(i) clarifying the rules of supervision with regard to time, place, expectations, limits and objectives with the student;

(ii) allowing the student to find her or her own solutions;

(iii) creating an atmosphere of acceptance and security for the student;

(iv) utilizing and acknowledging what the student already knows and can do;

(v) moving from the familiar to the unfamiliar;

(vi) enabling the student to experience that the supervisor has confidence in his ability to learn.

(vii) being ready and willing to impart knowledge.

(c) The best learning takes place when it is attended by positive satisfactions such as success and reward. Therefore, (i) conditions of learning must be set that will ensure success;

(ii) praise and acknowledge success;

(iii) evaluate results through positive feedback especially while the learning situation to which it applies is still fresh and vivid;

(iv) partialize learning, offering manageable experiences at a time;

(v) present learning material in graded sequence moving from the simpler to the more complex;

(vi) the student should be prepared for experiencing some failure.

(d) The best learning takes place through active involvement. Thus,

(i) the student must participate in planning the contents of the supervisory session;

(ii) encourage the student to question, discuss, express doubt and think;

(iii) opportunities to apply knowledge acquired in real-life situations must be provided.

(e) The best learning takes place if the content is presented in a meaningful manner. Therefore

(i) organize content into a theoretical framework;

(ii) teach selectively;

(iii) provide repetition of experiences that teach the same idea in different ways;

(iv) plan teaching in terms of 'continuity, sequence and integration'.

The best learning takes place when the supervisor sees the student's uniqueness as a learner. A diagnosis should be made as to what the student knows, what he needs to know and what he wants to know in addition to his intellectual ability to learn.

Feldman quoting Davey (36, p.156) states that

> Teaching carries with it the responsibility for understanding the needs and the capacities of the individuals who are learning at a given time. It is not enough that certain materials and methods have proved effective with other individuals at other times. It is important to pay attention to what is educative with particular individuals at particular times.

In supervision of a social work student Young (35, pp.13-29) sees a three-fold responsibility: Educator, Helper and Administrator. Adapted to the role of the supervisor of the mentor, these are the following:

1. The supervisor as educator

In the role of educator, the supervisor plans a programme whereby:

1) the student is introduced to the organisation where mentoring is to occur;

2) a climate for learning is created by establishing a warm relationship within which the student may participate and reciprocate in the learning process;

3) the student is directly taught any relevant theory which he can then apply in (mentoring) practice;

4) feelings blocking effective delivery of service are acknowledged and discussed.

2. The supervisor as helper

In being a helper the supervisor focuses on the following target areas:

1) assisting the student in finding a balance between dependency and competence;

2) encouraging the student to draw from his/her past life experiences;

3) guiding the student to refrain from becoming over-involved on the one hand and detached on the other, in her interaction with her pupils; and

4) helping the student overcome his or her fear of the unknown on entering into the mentoring relationships with the necessary preparation to reach out to the child.

3. The supervisor as administrator

The administrative function of the supervisor in the mentoring programme can be said to be

- helping the mentor identify with the teaching profession and the staff and school where the mentoring takes place; and in
- ensuring that mentors are regular in meeting their pupils, carrying out the objectives of the training programme and submitting a record for supervisory purposes after each encounter with their pupil.

4. Methods used in supervision

The two methods used in supervision are:

(i) the individual conference. Kadushin (55, p.163) sees the individual conference as the principal focus of supervision and defines it as 'essentially a dyadic interview to fulfil the administrative, educational and supportive functions of supervision'.

(ii) the group conference. Botha (11, 1972) sees an equally useful function in the group conference.

For the purpose of the mentors' training programme, it was thought that students would benefit from both methods of supervision if used interchangeably.

The supervisory relationship

Student teachers require individual assistance in not only developing their ability to impart knowledge, understanding the needs of their pupils, but also in becoming well-integrated personalities as 'personal adjustment depends in large measure upon the extent to which they can free themselves from a number of persistent infantile reactions and emotional compulsions' (14, p.699).

According to Hester the relationship between the supervisor and the supervised is the medium through which learning takes place and through which the supervisory purpose is achieved (51),

> it should be a friendly and warm relationship, giving security to the worker (mentor) and convincing him that the supervisor wants him to succeed ... it should enable him to ask for help and to acknowledge what he does not know, to differ with the supervisor, to try out his own thinking and test that of the supervisor. This relationship should support him during discouragement, meet a valid dependency need; permit expression of feelings without fear; and stimulate him to learn through the supervisor's interest and the recognition of what he does well.

The quality of the supervisory relationship will in turn determine the extent to which the mentor is motivated to give his best to the pupil he mentors.

An experimental training programme as outlined can be regarded as a starting point to motivate teachers to acquire further knowledge and skill in establishing relationships with pupils. Mager states: 'the sole intent is to aid in sending students away from your institution anxious to use what you have taught them - and eager to learn more' (69, p.3).

## CHAPTER FOUR - THE SETTING FOR THE MENTORING PROGRAMME

### 4.1 INTRODUCTION

Education authorities are in agreement that teaching is no longer an end in itself. The school teachers is the most potent, single influencing factor, in the life of the child and should therefore be utilized more fully than only for the sake of instilling knowledge.

Reaffirmation of this philosophy is contained in the Primary Teachers' Training Manual which prescribes that students are required to participate in at least two courses of extra-mural community activity during the course of their training (3, (p.12). Such participation is aimed at increasing in student teachers an awareness not only of the value inherent in gaining a workable knowledge of the families and communities from which their pupils stem, but also of their responsibility to be more active in the school-community where they teach.

In line with the above requirement, it was suggested to the appropriate educational authorities in 1979 to incorporate a mentoring programme* for students registered for the first year of study for the Primary Teachers' Diploma at the Rand College of Education.

### 4.2 THE RAND COLLEGE OF EDUCATION

The Rand College of Education under the aegis of the Administration of Coloured Affairs** has been in existence since 1959 and was established with the purpose of training Coloured Teachers. The institution is situated in South Western Johannesburg and is accommodated in what used to be a mining camp. Adequate administrative training and hostel facilities are provided.

According to an information booklet the following four courses are offered at the college:

---

* The mentoring programme referred to was the programme on which this study focused.

** Presently known as the Department of Interior Matters (Coloured Affairs).

- Lower Primary Teachers' Certificate - training extending over two years for women with a Junior Certificate to teach from Sub A to Standard II.
- Lower Primary Teachers' Certificate Special Course - a continuation of the aforementioned course; training extends over a year, in Music, Needlework, Physical Education or Junior Primary Classes.
- Primary Teachers' Diploma - training extends over three years and a Senior Certificate is a requirement for enrolment for the course. This course is subdivided into three streams, as follows:
  a) Academic: to teach subjects at senior primary level (i.e. Standards II to V) and three subjects in junior secondary classes.
  b) Junior Primary: to teach subjects up to Standard II but mainly at Sub A and B level.
  c) Practical: to teach up to senior secondary classes (i.e. Standard V) Music, Physical Education Needlework or Domestic Science.
- Primary Teachers' Certificate - The requirement to register for this course is a Senior Certificate. An examination is written at the end of the second year of study for the abovementioned Primary Teachers' Diploma Course and success in such examinations allows the student to commence teaching. This course may also be taken part-time extending over a two-year period (99, p.5).

Students enrolled at the Rand College total 325 whereas training staff total 33, an approximate ratio of ten students per staff member.

4.3 THE TRAINING SYSTEM FOR TEACHERS REGISTERED FOR THE PRIMARY TEACHERS' DIPLOMA

4.3.1 Training system

The Department of Interior Matters (Coloured Affairs) under whose auspices teacher training falls, operates three

separate systems for the training of teachers in South Africa. Venter describes these systems as being: Training in the Zonneblom mould; Training at the University of the Western Cape;* and Training at various Colleges of Education (104, p.335).

1. The Zonneblom training originally provided a basic teaching training whilst equipping students at the same time with skills in shoe-making, printing, book-binding and tailoring. Half the students spend the mornings attending lectures whilst the other half learn a trade. In the afternoons the routine is reversed. At present this training programme qualifies students in possession of a Standard 8 certificate with a diploma to teach at Lower Primary School level i.e. Sub A to Standard II. Apart from academic subjects, the training equips teachers to teach sewing, art, music and physical training. The training extends over three years.

2. The University of the Western Cape offers a Degree in Education. The University of the Witwatersrand, Johannesburg also offers a Bachelor of Arts Degree in Education.

3. Colleges of Education train prospective teachers with a matriculation certificate for a period of up to two years leading to the Primary Teachers' Diploma.

The participants in the mentoring-programme fell into the third category.

4.3.2 Training centres

Training is presented at the following colleges:

- The Rand College of Education, Johannesburg, where students participating as mentors in both the Experimental and Control Groups I were being trained;
- The Perseverance College of Education, Kimberley, where students acting as Control Group II in the mentoring programme, were being trained, and the Training Colleges of Education:

---

* This institution situated at Bellville is the only South African University exclusive to the Coloured Population.

- Hewat, in Cape Town;
- Becket, in Durban;
- Dower, in Port Elizabeth;
- Bellville, in Bellville;
- Southern Cape in Oudtshoorn.

4.3.3 Course content*

The Training Manual for Primary Teachers' Diploma describes the curriculum for the first year of study as consisting of three sections: professional subjects; academic subjects; and practical subjects.

Professional subjects include Classroom Teaching, Pedagogics, Handwriting and Blackboard Techniques and Official Languages. Academic subjects include: Mathematics, Hygiene, Biology, Nature Study and Chemistry, Geography and History.

Practical subjects include Music, Art, Handwork, Needlework, Domestic Science, Physical Training and Bible Studies, of which two may be selected.

During their second and third years of training the choice of academic subjects in which to qualify varies. Such variation is contained in three courses, namely Courses A, B and C.

Course A trains teachers for up to Standard V;
Course B for up to Standard II, and
Course C concentrates on more practical subjects for primary school teaching (3, pp.3-11).

Students are required to engage in practice-teaching at a primary school for a period of three weeks during their first year of training and for a period of five weeks during their second and third years of training (2, p.1).

---

* As the sample of the study comprised students who were registered for the Primary Teachers' Diploma, the course content of only that course will be given in detail.

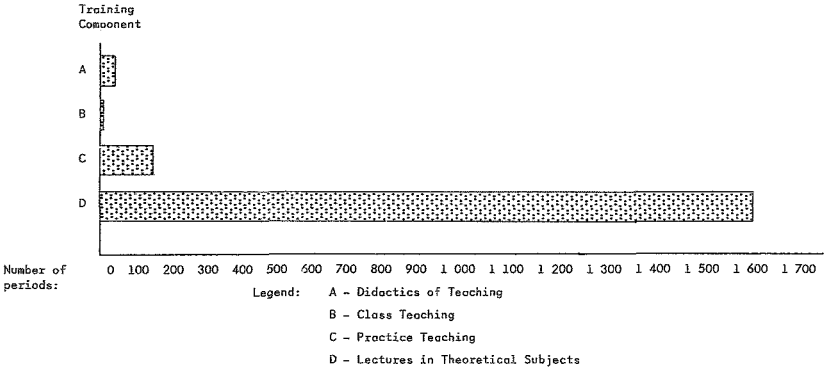



Figure 3. Composition of courses in first-year primary teacher training

*The three courses whereby teachers are trained over a* period of three years, consist of four training components.* Training extends over forty weeks per year for a period of three years, totalling 120 weeks of training. This equals 1 800 periods per year, totalling 5 400 periods over three years. Every week of training is divided into forty-five periods lasting thirty-five minutes each.

In separating Class teaching, Practice teaching and the *Didactics of Teaching* as the 'doing' component and Lectures in Theoretical subjects as the 'theory' component, Figure 3 on p.73, illustrates the extent to which the 'theory' component dominates teacher training in the first year of study.

Table I Allocation of time in thirty-five minute periods of course components in P.T.D.** course

| Training Component | Courses A and C over three years | | Course B over the three years | |
|---|---|---|---|---|
| | Periods | % | Periods | % |
| *Didactics of* Teaching | 120 | 2,00 | 120 | 2,00 |
| Class Teaching | 10 | ,02 | 21 | ,38 |
| *Practice Teaching* | 605 | 11,00 | 605 | 11,00 |
| Lectures in Theoretical Subjects | 4 665 | 86,98 | 4 654 | 86,62 |
| Total | 5 400 | 100,00 | 5 400 | 100,00 |

Table I, above, reflects that when adding the practice component of teaching training in courses A and C over three years, 735 periods of the 5 400 total of periods representing 13 per cent

* Courses A and C are similar in training component but content varies.

** P.T.D. = *Primary Teachers' Diploma*

are allocated to student-pupil contact. Course B, likewise exposes students to pupils in practice for 746 periods (13,8 per cent) as opposed to 4 654 periods of theoretical training.

The 'doing' or practice component is thus by far overshadowed by the theoretical component of the course.

Behr states that pupils are expected to gain much more than factual information from their teachers as 'educational objectives are broader than mere acquisition of knowledge'. He furthermore argues that a teacher can influence a child's whole attitude to life (8, p.2).

Gazda, et.al. conclude that for a teacher to be effective in facilitating the total growth and development of pupils, three primary conditions should be met:

- training should provide adequate preparation in the subjects to be taught;
- knowledge of learning theory and technical skills to present material in a learnable fashion should be acquired and
- the teacher must have a well-developed repertoire of inter-personal skills through which to establish, maintain and promote effective inter-personal relationships (41, p.7).

The third condition, mentioned above, forms the focus of the study, based on the rationale that within the limited time allocated to 'practice' teaching, the acquisition of skill in relationships, based on a wider understanding of the child, namely an understanding of the child in his community context may be sacrificed in the interests of the former two conditions. For, the emphasis has shifted from meeting the cognitive needs of the child and teaching for the sake of instilling knowledge only, to that of meeting the needs of the child in totality. Gazda et al stresses the importance of the relationship between pupil and teacher in that schools should 'develop fully functioning persons, who together might constitute a healthier society (41, p.6).

4.3.4 Practical training*

As set out in a circular on class teaching, (2) practical training of the student takes place through

1. Demonstration Lessons
   a) by the lecturer to the students (as pupils) as part of the instruction in subject didactics; and
   b) by a senior student or a model teacher to the students as pupils, or to a class or small group of pupils in a neighbouring school or the college, in the presence of students.
   These lessons must be prepared in collaboration with the Lecturer.
2. Criticism Lessons to an audience as in the demonstration lessons whereafter the lecturer discusses the students' efforts giving guidance and suggestions for improvement.
3. Trial Lessons by a student in the formal class-room situation in a neighbouring school to a full class of students in the presence of the Lecturer who evaluates the effort.
4. Practice Teaching Lessons by the student in a formal classroom situation to a full class of pupils in the presence of the class teacher who submits a report to the college on the students' general functioning.

The lecturer who awards a mark to the student for his performance bases his evaluation on a standardized form and concentrates on seven areas:

- Skill in gaining attention
- Skill in explaining and giving directions
- Skill in formulating questions directed at pupils
- Skill in recognizing pupils' difficulties in understanding
- Skill in encouraging appropriate pupil responses

* See p.72.

- Use of non-verbal cues and facial expressions
- Lesson-planning and structure (1).

The focus in present training is primarily on the ability of the teacher to impart knowledge. Skill in relating to children is not a specific area of focus.

In the college, the very lecturers who should be the role models to students are so bound to training students to impart knowledge only, that the area of teacher-child relationships is *not emphasized in practice teaching and not reinforced through* the process of education.

In addition to skill in relationship not featuring as a specific area in practice teaching, students also do not receive supervision, tutoring or consultation on either an individual or group basis. Such supervision would incorporate discussion between the lecturer and students of the latters' teaching performance during practice teaching. Lecturers consult students prior to class-teaching to assist with lesson preparation and thereafter to briefly discuss the evaluation of the lesson. No attention is given to attitudes and relationship skills between teacher and child.

Boyce rightly states that assessment of personal qualities is generally avoided and consequently the importance of attitudes and values tend to be neglected in courses at colleges of education (12, p.9).

## CHAPTER FIVE - PARTICIPANTS IN THE MENTORING PROGRAMME

### 5.1 INTRODUCTION

The Chief Inspector of Coloured Schools, the Rector and staff at the Rand College of Education, a staff-member at Perseverance College, and the Headmaster and staff at Wilhelmina Haskins School, were of significant importance in setting up the mentoring-programme, but the two groups of primary importance in the actual mentoring programme were: the student and pupil participants.

### 5.2 STUDENT-PARTICIPANTS IN THE MENTORING-PROGRAMME

The mentoring-programme was introduced as an extra-mural activity* for students in the first year of study at the Rand College of Education. The programme extended from March 1979 to October 1979. The sixty students participating in the programme were divided into:

- an Experimental Group** of twenty-six students all resident in the Hostel. These students were subjected to a theoretical training programme for mentors as well as practical exercises in mentoring under supervision.
- a Control Group, Group I,*** consisting of thirty-four students, the balance of the first-year group, who were day students and residing in the magisterial area of Johannesburg

---

* See Chapter One, p.5.

** See Chapter One, p.7.

*** See Chapter One, p.7.

- A Control Group, Group II* comprising sixty-two students, the total number of first year students registered for the Primary Teaching Diploma at the Perseverance College for Coloured Teachers in Kimberley.

A questionnaire** was administered to the 122 students comprising the sample of the study,*** and the following identifying data emerged from the analysis of the questionnaire.

Students came from homes situated in both urban and rural areas bordering on urban Johannesburg i.e. thirty-three urban and twenty-seven rural, and Kimberley, i.e. thirty-four urban and twenty-eight rural, in total resulting in a distribution of sixty-seven (55 per cent urban) and fifty-five (45 per cent rural) family backgrounds. The majority of the students were males, the distribution being seventy males to fifty-two females. The students had all attended Coloured Schools, passing the matriculation examination. Their ages ranged from nineteen to thirty years, the modal age being nineteen years.

The average families from which students came were large, consisting of an average of six siblings. The largest family had twelve children and in only three (2 per cent) instances were the students'only children. In thirty-six (29 per cent) instances, students came from one-parent families. Extra-mural activities extended over a wide range of interests: tennis, netball, softball, gymnastics, hockey, motor-cycling, athletics, rugby, camping, karate, table-tennis, swimming, cycling, fishing, hunting, chess, soccer, target-shooting, volley-ball, cricket, badminton, golf, yoga, church youth groups, debating societies

---

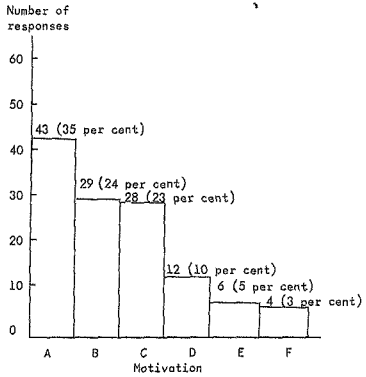
* See Chapter One, p.7.

** See Appendix A, p.213.

*** Experimental Group - twenty-six students, Control Group I - thirty-four students and Control Group II - sixty-two students, totalling 122 in all.

music, drama, photography, needlework, letter-writing, Sunday school teaching, church-choir and services, and missionary work.

Student motivations for choosing teaching as a career is illustrated in graphic form below.*




N = 122 Respondents

Legend:
- A To serve the Coloured Community
- B Preference for working with children
- C Security and permanency
- D To make a meaningful contribution in children's lives
- E To fulfil the student's need
- F To relieve the shortage of teachers

Figure 4 Motivations for choice of teaching as a career; Pre-training

* See Appendix A, p.213.

From the histogram on p.80 it is evident that forty-three students (35 per cent) saw their teaching role as contributing to the well-being of the Coloured population. Finding occupational permanency and financial security was the motive in twenty-eight instances (23 per cent). Teaching for the sake of contributing meaningfully to the lives of children evoked twelve responses (10 per cent).

Responses to the question 'why the students attended a college and not a university for their teacher-training' fell mainly into three categories, i.e.

'due to lack of finance' in fifty-six instances (46 per cent);
'did not obtain Matriculation Exemption' in forty-three instances (35 per cent); and
'felt they would not be able to cope with the standard of education at university level' in twenty-three instances (19 per cent).

The majority of students, i.e. ninety-eight (80 per cent) of the sample of students were freshmen from school; and students' responses in recalling the positive experiences* with their own school teachers were:

'good guidance' in thirty-three instances (27 per cent);
'understanding' in twenty-two instances (18 per cent);
'acceptance' in fifteen instances (12 per cent);
'moral support' in twelve instances (10 per cent);
'clarity and logical explanation of facts' in eleven instances (9 per cent);
'patience' in nine instances (7 per cent);
'being treated as individuals' in eight instances (7 per cent);
'approval and encouragement as teachers attempted to build their self-confidence in seven instances (6 per cent).

---

* A section was included in the questionnaire providing opportunity for respondents to recall both the outstanding 'positive' and 'negative' experiences with their school teachers, enabling the researcher to gain insight into those characteristics that made most impression on the students as pupils. In both instances only one experience was recalled.

'belief in their ability to succeed' in five instances (4 per cent).

These attitudes are contradicted by earlier studies in England and the United States of America: Katz (1896), Hollis (1930s) Michael in the 1950s and Allen in the 1960s concluded that personal qualities of kindness, sympathy and patience were of secondary importance and that pupils valued most the abilities in teachers to teach (49, p.351).

In recalling negative experiences with teachers during their own school-days, students most clearly remembered:

'cynical and sarcastic remarks' in twenty-nine instances (24 per cent);

'misinterpretation of their motives in twenty-six instances (21 per cent);

'ridiculing in the presence of others' in twenty instances (16 per cent);

'impatience' in fifteen instances (12 per cent);

'feeling disliked' in fourteen instances (12 per cent); and

'teacher's belief that all children are bad' in twelve instances (10 per cent); and

'no belief in their ability to succeed' in six instances (5 per cent).

These experiences are characteristic of a poor teacher/pupil relationship rather than poor teaching ability.

During group supervision* when students discussed views and attitudes observed it emerged that these students being a sample representative of the average matriculant, brought with them a conception of what teaching was, based on their own experiences as pupils. They either wanted to be exactly like a specific teacher, not at all like a specific teacher or were ambivalent about the characteristics of a 'good' teacher as

* See Chapter Seven, p.98, Column 2.

they remembered working hard for the very strict, unliked teacher whereas advantage was taken of the much-liked teacher with whom there was a good relationship.

Kratochvil investigated the cumulative effects of parent- and teachers-offered influences upon indices of the student-teachers' physical, emotional and cognitive functioning. He established that while some of the high-level teachers had had immediate positive effects upon the pupils' functioning, these effects tended to 'wash out' after a series of neutral or debilitating experiences with other teachers (59, pp.161-164).

During group supervision it emerged that whilst students at the beginning of their training were ideclistic they also seemed confused and in search of a valid role model on which to shape their own development as a teacher. Tests administered to standardize the instruments revealed that the conception of 'characteristics of desirable teacher/pupil relations' (24, p.3) rated negatively on the Minnesota Teachers' Attitude Inventory. The Inventory has value in determining whether a high school pupil has the attitudes towards children necessary for working effectively with them and indirectly how well satisfied he will be with teaching as a vocation (24, p.4). The Carkhuff Scale of Measurement Test, rated the level of functioning on core interpersonal conditions, i.e. empathy, respect, concreteness, genuineness, confrontation and self-exploration. These core conditions significantly influence pupils' emotional and cognitive growth (17, p.7) and the students' performance was rated (low) very ineffectively on this scale, in the pre-test.

## 5.3 PUPIL-PARTICIPANTS IN THE MENTORING-PROGRAMME

### 5.3.1 Background information

The pupils participating in the mentoring-programme were attending the Wilhelmina Hoskins Primary School which is situated

in Riverlea extension, a suburb of South Western Johannesburg. Riverlea has been firmly established since 1965 and is divided into three main areas: a Northern area of freehold, upper-class homes, a central area comprising sub-economic, yet middle-class homes and a Southern area of sub-economic dwellings (70, p.4). It is in this last-mentioned area that the pupils resided.

The twenty-six pupils in the programme* came from large families where both parents were forced to work in order to make ends meet. A typical day in the lives of the pupils can be illustrated by the following extract from a test:**

> I get up in the morning from as early as 03h30 to 06h00 in order to assist with household chores such as tidying the home. After a breakfast of porridge I go off to school, which starts at 08h00. After school and a lunch consisting mainly of bread and tea, I attend to household chores once again, play games and do my homework.
>
> (Parents, whether they came from one- or two-parent families, arrived home between 17h00 and 19h00.) After the evening meal, at around 20h00 I go to bed.

The pupils stated that they could not recall times when they actually spent time discussing their interests with a parent, as their parents were generally too tired. Help with their homework was never received.

The pupils were very keen to have a mentor who would have their personal and individual interests at heart and assist them with homework.

The pupils listed their positive experiences with teachers as: being made to feel worthwhile (self-concept); being treated politely and in a friendly way; with being given reasonable assistance with catching up with other scholars when

---

* See Chapter Five, p.83.

** See Chapter Seven, p.102, Column 2. The writer met with the pupils in order to administer a schedule (see Appendix C, p.218) and during an informal discussion obtained the information

behind in work; making school a nice place to be at; 'good sense of humour' setting a good example which pupils felt motivated to follow; showed affection, warmth and empathy; interest in pupils reaching beyond the classroom; love for subjects; showing personal interest in pupils and encouragement to better themselves; showing confidence in pupils' ability to succeed. Negative experiences were reflected as: being unreasonable; shouting and scolding; being hit and kicked; threats of severe punishment; ignoring the pupil's greeting; making pupil nervous; betraying pupils' confidence; ridiculing in presence of other students; discriminating on the basis of poor marks gained in tests.

In attempting to gain further understanding of the pupils in the areas of 'attitudes in general', as well as towards their parents and the school and towards their mentors, a schedule* with closed and open-ended questions compiled in Afrikaans,** was administered to pupils on May 3, after they had spent eight sessions with their mentors. Data obtained from the responses are discussed under the following headings:

5.3.2 Attitudes in general***

Pupils indicated a variety in choices of career on leaving school: ten of the twenty-six pupils (38 per cent) chose to become teachers; three (12 per cent) wanted to be social workers; eight pupils (31 per cent) were two each for a nursing career; to be a doctor; artist or electrician. The remaining five pupils (19 per cent) either chose to be a banker, or in the army a businessman, a university student or a plumber.

The person pupils admired most was 'a friend' in ten instances (38 per cent), in nine instances (34 per cent) their mothers were

---

* See Appendix G(ii), p.232.

** Pupils indicated preference for Afrikaans as the medium of communication.

*** See Appendix C, p.218, questions 1, 2, 3 and 6.

behind in work; making school a nice place to be at; 'good sense of humour' setting a good example which pupils felt motivated to follow; showed affection, warmth and empathy; interest in pupils reaching beyond the classroom; love for subjects; showing personal interest in pupils and encouragement to better themselves; showing confidence in pupils' ability to succeed. Negative experiences were reflected as: being unreasonable; shouting and scolding; being hit and kicked; threats of severe punishment; ignoring the pupil's greeting; making pupil nervous; betraying pupils' confidence; ridiculing in presence of other students; discriminating on the basis of poor marks gained in tests.

In attempting to gain further understanding of the pupils in the areas of 'attitudes in general', as well as towards their parents and the school and towards their mentors, a schedule* with closed and open-ended questions compiled in Afrikaans,** was administered to pupils on May 3, after they had spent eight sessions with their mentors. Data obtained from the responses are discussed under the following headings:

5.3.2 Attitudes in general***

Pupils indicated a variety in choices of career on leaving school: ten of the twenty-six pupils (38 per cent) chose to become teachers; three (12 per cent) wanted to be social workers; eight pupils (31 per cent) were two each for a nursing career; to be a doctor; artist or electrician. The remaining five pupils (19 per cent) either chose to be a banker, or in the army a businessman, a university student or a plumber.

The person pupils admired most was 'a friend' in ten instances (38 per cent), in nine instances (34 per cent) their mothers were

---

* See Appendix G(ii), p.232.

** Pupils indicated preference for Afrikaans as the medium of communication.

*** See Appendix C, p.218, questions 1, 2, 3 and 6.

favoured, in three instances (12 per cent) their parents, and a neighbour, sister, brother and uncle were each chosen once (4 per cent) as the person admired most by a pupil.

Varied reasons were given for the admiration of these persons, i.e.:

'for receiving affection and feeling loved' in thirteen instances (50 per cent)

'for being well looked after' (physical care) in six instances (23 per cent)

'for never fighting and swearing' in four instances (15 per cent)

'for the manner in which their mothers were helped by them (friends) in two instances (8 per cent) and

'for being a good sportsman' in one instance (4 per cent).

If difficulties were being experienced pupils felt they would turn to their mothers in eight instances (31 per cent); their parents in five instances (19 per cent); their social workers in five instances (19 per cent); their teachers in four instances (15 per cent); and their granny, the 'dominee',* their mentor and a fortune teller in one (4 per cent) instance each.

5.3.3 Pupils' attitudes toward their parents and the school**

Only one (4 per cent) pupil felt his parents did not understand him and twenty-six (100 per cent) pupils were of the opinion that their teachers understood them. All pupils (100 per cent) liked being at school.

5.3.4 Pupils' attitudes towards their Mentors in the early stage*** of the Mentoring programme****

It was observed that pupils enjoyed discussing the topic of their mentors and according to one of the school-teachers

---

* Afrikaans term for the religious leader of a church.

** See Appendix C, p.218, Questions 8, 9 and 12.

*** After eight sessions of mentoring.

**** See Appendix C, p.218, Questions 4, 5, 7, 10, 11, 13-22.

pupils felt privileged above other pupils in the school to have the special attention of a mentor (27).

In judging what they thought their mentors would do if they played truant, pupils responded that nine (34 per cent) would be cross, seven (27 per cent) would be disappointed, four (15 per cent) would reject them, two (8 per cent) would ask for an explanation of their actions, two (8 per cent) would say they were wasting their time and one pupil (4 per cent) thought his mentor would tell his class teacher whilst another pupil (4 per cent) thought his mentor would hit him.

Their mentors' reactions if they should tell lies or use bad language they thought would be:

- 'rejection' in eleven instances (42 per cent);
- 'anger' in eight (31 per cent) instances; and
- 'to discuss the matter with them' in seven (27 per cent) instances.

If they were crying pupils thought their mentors would 'feel sorry for them' and 'be sad with them' in nine (34 per cent) instances; another nine (34 per cent pupils) felt their mentors would console them, seven (27 per cent) would enquire after the reason for their crying and in one (4 per cent) instance the mentor would tell the pupil 'not to be so childish'.

In all instances (100 per cent) pupils indicated that they would like their mentors to meet their parents. The pupils, except for one (4 per cent) would have liked the mentors to come to their homes. They all (100 per cent) found it enjoyable to remain after school for the homework-class with their mentors and felt their mentors would make good teachers. Except for one pupil (4 per cent) the pupils felt they could trust their mentors, that they were understood and liked by their mentors. Again, except for one pupil (4 per cent) the pupils had all told someone about their mentor and had experienced help from their mentor when sharing a difficulty with him or her.

However at this stage mentors had not yet conveyed their actual caring to the pupils as in only sixteen (6,2 per cent) instances pupils felt mentors cared about whether they were happy. Not all the mentors had yet gained the trust of their pupils as only nineteen pupils (73 per cent) had shared a really personal problem with their mentor. Mentors also had a great deal of work to do in giving recognition to their pupils at that stage as they felt in twenty instances (77 per cent) that mentors gave recognition to their attempts at doing something good.

On viewing the profile of the students in the mentoring programme* the cultural and home background of the student and pupil groups were very similar contributing to the students' understanding of the every day circumstances of the pupils they mentored.

---

* See p.78

## CHAPTER SIX - THE MODEL ON WHICH THE MENTORING PROGRAMME WAS BASED

### 6.1 SELECTING A MODEL

The main purpose of a mentoring-programme was to design an exercise whereby student teachers would increase their ability to relate to pupils. In attempting to illustrate the components of the mentoring-programme the following schematic figure was designed.

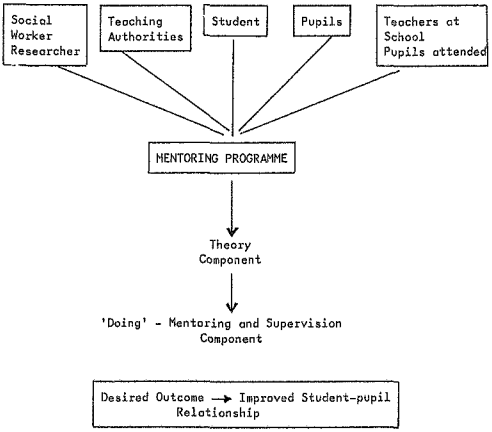



Figure 5 Components of the mentoring-programme

Whilst planning the mentoring-programme there was maximum input of expertise from all participants in the programme, i.e. teaching authorities, students, pupils and social workers, which constituted the planning team. Teaching authorities were represented by the Chief Inspector of Coloured Schools for the Transvaal, The Rector of the Rand College, a lecturer from the same College, the School Principal and members of staff from the Wilhelmina Hoskins School. Students consisted of all the first year Primary Teachers' Diploma student-teachers from the Rand College of Education.* Pupils being mentored attended the Wilhelmina Hoskins School. The Head of the School of Social Work, University of the Witwatersrand and the writer constituted the social workers in the planning team.

As the healthy development of children is a link in the chain leading to the healthy development of the larger community, the community development approach, advocating the necessity of responding to the needs of the people, was applied. According to Batten (38) it is in the process of people thinking, discussing and deciding on what they really want and then planning, organising and acting together to implement the decisions that they reach at one and the same time, that they both develop more fully their potential as people and promote change towards the betterment of the environment in which they live.

Wheeler advocates that in designing a curriculum there needs to be scientific planning, selection of material and orderly arrangement of such material (110, p.22). The model applied in designing the curriculum for the mentoring-programme consisting of three components, i.e. theoretical, practical and supervision, was based on the following model developed by Wheeler (110, p.10). The model consists of the following components: The (1) Aims and Objectives, (2) Selection and

* Students and staff-members from Perseverance College, Kimberley were not included on the planning team but participated as Control Group II only.

Organisation of Content, (3) Planning Patterns and Situations of Learning and Teaching, (4) Organizing of Teaching-Learning Situations, (5) Evaluation. Pauw (110, pp.10-20) rearranged the above steps as Wheeler placed (3) before (2) and then commenced to describe them:

6.1.1 Aims and objectives

> ... one cannot meaningfully decide on what one wishes to do and how one wishes to do it, without first deciding on what one wishes to achieve (110, p.11).

General aims then were 'the broad formative effects we wish to achieve. Specific objectives 'are to be stated in operational terms, i.e. they must indicate what the student is expected to do by the time he has completed a unit of work or the whole course' (110, p.30).

The planning team agreed that a mentoring-programme had been run as an extra-mural activity in partial fulfilment of the requirements for the first year study. By these means the aims that were envisaged would be met, namely that students would grow in their understanding of, and ability to, form a meaningful relationship with a child. The broad objective being improved teacher-pupil relationships.

6.1.2 Selection and organization of content

Content would consist of knowledge of the functioning and development of children, experiences with pupils resulting in a change in the attitudes and improvement in the helping skills of student teachers. Certain criteria had to be applied to ensure maximum effectiveness, such as:

- the nature and content of the discipline itself;
- content should be true and authentic as validity is essential; content should be relevant and significant, essential and universal, learnability (within the grasp of the students); and manifesting unity and permitting variety.

In order to implement the broad outline of the course, the content was organized in the following way:

- students had to attend one theory session per week during the first year of teacher training. These sessions would incorporate social work and teaching theory pertaining to different aspects of the child's functioning, thus leading to a better understanding of the child;
- students and pupils had to meet on a one-to-one basis for one hour per week during the first year of teacher training. During these mentoring-sessions the students assisted the pupils with homework or difficulties associated with school subjects;
- students received supervision from the trainer* both in a group and individually, based on records written by the student of each encounter between student and pupil.

The planning team who all had experience of being pupils in schools, recalled experiences during their school days which influenced their lives either positively or negatively. The content selected for the course was based on educating and reinforcing the positive and eliminating and negating the negative behaviours of teachers.*

0.1.3 Planning patterns and situations for teaching and learning

Strategy must be devised comprising different situations each aimed at the mastery of certain theoretical knowledge, the development of attitudes and the mastery of skills. The type of situations depends on the aims and content selected.

The theory sessions aimed at creating awareness, in students, in varied ways, of aspects conducive to meaningful relationships with children. Opportunity to test out this learning in practice was provided in the actual mentoring of their pupils.** For example, during theory sessions students were made aware of the value of positive 'self-concept' and during mentoring had to work at enhancing the 'self-concept' of their pupils.***

---

* Chapter Three is devoted to the motivation for course contents selected for the theoretical content of the programme.

** See Diary, Chapter Seven, p.95.

*** See Diary, Chapter Seven, p.98, Column 3.

Thus theory taught in the formal teaching sessions were implemented in the mentoring sessions.. Theory in the main concentrated on areas that would promote a better understanding of pupils and increase in student-teachers capacity to empathise with and respect the child, act concretely, demonstrate genuineness, confront the pupil, if necessary and self-exploration.

Apart from the theoretical and practical component of the programme it had a third component, namely supervision. This provided opportunity for students to reinforce their learning experiences. Supervision of students was adapted from supervision for social work as described by Young (118, pp.13-29) with a three-fold function, namely administrative, emotional support and direct teaching.

- Administrative: which required students to record encounters with their pupils for evaluative purposes and guidance in order to promote their growth and ability in the interest of their pupils' development.
- Emotional support: which aimed to give the students support in the process of forming relationships with a pupil.
- Direct teaching: which aimed to teach students relationships skills as well as theory relating to this area, on an individual basis.

6.1.4 Organising teaching-learning situations

A curriculum should indicate what weight should be given to different activities such as lectures, group work, individual study or whatever situations have been planned once the feasible teaching-learning content has been decided upon.

Decisions were thus made pertaining to

- the amount of time to be spent on theoretical teaching;
- the content of theoretical teaching with maximum participation of students; aids to be used such as role-plays, films, slides, discussions; other activities and assignments;

- amount of time to be spent on mentoring and meeting pupils and the content of the mentoring sessions.
- nature and frequency of records to be submitted by students of their encounters with their pupils; and
- the task of the trainer as mediator in keeping the 'planning team' involved in the development of the curriculum, and giving feedback where necessary.

6.1.5 Evaluation

> Evaluation implies determining the effect of a curriculum on students. This means ascertaining whether the aims and objectives set out at the beginning of the designing process have indeed been achieved by the resulting product (110, p.18).

Evaluation was a process built in from the beginning of the mentoring-programmes to determine whether students were developing towards meeting the objectives of the course. This was done by means of:

- an attitude test and a scale measuring helping skills* both prior to and after training;
- evaluating growth by means of supervision** i.e. by studying student interaction with pupils, as reflected in records submitted for this purpose;
- an administered questionnaire*** to pupils and through discussion.

The emphasis was on the quality of learning as well as the amount learned in the process of working towards an enhanced student-pupil relationship.

---

* See Diary, Chapter Seven, p.96.

** See Diary, Chapter Seven, p.98, Columns 2 and 4.

*** See Diary, Chapter Seven, p.102, Column 3.

## CHAPTER SEVEN - PRESENTATION OF FINDINGS: THE TRAINING PROGRAMME

The findings of the study are presented in the following three chapters.* In this chapter the Training Programme is described *in detailed diary form, describing the preliminary* planning, research tasks, the content of training sessions, prescription for content of lecturing sessions, as well as factors emerging during supervision.

*See Chapters Seven, Eight and Nine.

## DIARY OF TRAINING PROGRAMME FOR MENTORS, 1979

### FEBRUARY

During February 1979 the following was planned and arranged:

**7.1 Selection of the Sample of the Study**

The number of students selected to participate in the study totalled 122, comprising first year students who had enrolled for the Primary Teachers' Diploma at two Teachers' Training Colleges.* They were divided into three groups, the one group consisted of 62 students, the total number of first year entrants at Perseverance College, Kimberley. This group was referred to as Control Group II.

The second group consisted of 60 students, i.e. total number of first year students enrolled at Rand College of Education. This group was sub-divided into two groups, namely Control Group I and the Experimental Group. Control Group I consisted of 34 day students, the Experimental Group of 26 hostel students.

**7.2 Selecting and Designing the Research Tools**

Tests: a) The Minnesota Teachers' Attitude Inventory (MTAI).** This consisted of a questionnaire comprising 150 attitude statements assessing how well a teacher would get along with pupils in interpersonal relations, and indirectly, how satisfying he would find teaching as a vocation. Students would be requested to read and rate each statement on a scale ranging from 'strongly agree' to 'strongly disagree'.

b) The Carkhuff Scale of Measurement (CSM). This is a test based on measuring dimensions of helping skills, i.e. 'empathy' 'respect', 'concreteness', 'genuineness', 'confrontation' and 'self-exploration'. Students' responses to a problem statement would be analyzed in terms of their helping skills and rated on a 5-point scale, ranging from 'extremely ineffective' to 'extremely effective'.

c) Evaluation of the teacher-role (ET). Students would view a film 'Conrack' and thereafter evaluate the teacher-role, reflecting their personal values and attitudes of the role of the teacher, at the time of the testing.

Questionnaires and Admin stered Schedules

a) Questionnaire (QI) designed to obtain identifying details of respondents. Eleven open-ended questions would be administered to students. Analysed, it would provide a social profile of the sample of students.

b) A schedule (SI) designed to obtain identifying details of pupils participating in the mentoring programme. This consisted of 22 closed- and open-ended questions, providing data on their attitudes and feelings about their mentors.

c) A questionnaire (QSI) for mentors - and a schedule for pupils designed to elicit data on experiences in 1979. This combined research tool would be administered to mentors and students together after they had participated in the mentoring programme for six months, thus providing an opportunity to evaluate mentors' and pupils' experiences and attitudes at that stage of the programme.

---

* See Chapter One, p.7.

** Codes assigned to research tools for purposes of abbreviation.

d) A Questionnaire (Q2) designed to evaluate the outcome of the mentoring programme. Mentors and their pupils would respond jointly to three questions posed.

Assignments

a) Written Assignments (A1) and (A2) for completion during the Winter Vacation and during practice teaching. Students would be given these assignments with a two-fold purpose, namely to maintain interest and awareness in the programme during their mid-year break and to provide an opportunity for students to integrate theory into practice. These would comprise:

(i) (A1) - recording their observation of a pupil taught during practice teaching and their attempts to enter into a helping relationship with the child;

(ii) (A2) - submitting an essay on the topic 'The Emotional Needs of the Primary School Child and how I would attempt to meet these Needs as a School-teacher'. Analysis of these assignments would provide data on the needs of mentors individually, and which could be developed through supervision.

b) Records (R1). Mentors would be requested to submit a record after each encounter with their pupils, reflecting the content of their session together. These records would be analyzed within the time phases of the beginning-, middle- and end of the mentoring programme.

7.3 Administration of Research Tools

The Research Tools administered at specific times in the course of the mentoring-programme to each of the three groups were as follows:

a) Experimental Group:

The (MTAI),* (CSM) and (ET) as pre-training tests, and the (Q1) during February 1979.
The (S1) during May 1979.
The (QS1), (A1) and (A2) during August 1979.
The (MTAI), (CSM) and (ET) as post-training-tests and(Q2) during October 1979.
The (R1) would be required throughout the duration of the programme.

b) Control Group I:

The (MTAI) and (CSM) as pre-training tests and the (Q1) during February 1979.
The (MTAI) and (CSM) as post-training-tests during October 1979.
The (R1) would be required throughout the duration of the programme.

c) Control Group II:

The (MTAI) as a pre-training-test and (Q1) during February 1979.
The (MTAI) as a post-training-test during October 1979.

7.4. Allocation of Responsibilities

The Experimental Group would be the responsibility of the writer as the trainer. Students would attend one-hourly Training Sessions with the focus on theory and half-an-hour group supervision every Tuesday at the Rand College of Education. Students would mentor

---

* Incorporating abbreviated forms, see p. 96.

pupils on a one-to-one basis for one hour at the Wilhelmina Hoskins' School on Thursdays and receive individual supervision. Students would submit records to the writer as a tool in the supervisory process.

The writer would administer all research tools to the Experimental Group and Control Group I.

The Control Group I would be the responsibility of a staff member from the Rand College of Education. These students would meet with him on Tuesdays for group discussions and would each select a pupil to mentor from a school in their neighbourhood and would meet with that pupil for an hour every week at a venue convenient to both mentor and pupil. Records of their encounters with their pupils had to be handed to the trainer.

Control Group II would not participate in the mentoring-programme apart from participating in the pre- and post-training testing. The Minnesota Teachers' Attitude Inventory would be administered to them by a staff member of The Perseverance College, Kimberley.

7.5 Participants in Planning and Arranging the Mentoring Programme

Participants in this phase of the study, apart from the writer, constituted: The Chief Inspector of Coloured Education; the Rector and Staff of the Rand College of Education; the Principal and Staff of Wilhelmina Hoskins Primary School; a staff-member of Perseverance College, Kimberley; and the students and pupils in the programme.

7.6 The Diary

February 26

Met with all first year PTD* students at the Wilhelmina Hoskins School. Explained the purpose of the Mentoring Programme. Sought the co-operation of the students. Demonstrated through role-play an initial contact with a pupil during which session the student explained to the pupil the purpose of their one-hourly weekly contact. Details and content of the programme were discussed. The day-students were assigned the task of each selecting a pupil to be mentored by them on an individual basis. Hostel students would be mentoring pupils at one school only, namely the Wilhelmina Hoskins School. Administered the questionnaire to gain identifying information on students and the two tests ie. The MTAI and the CSM. Planned to commence the Mentoring-programme on March 8.

| Column: | 1. | 2. | 3. | 4. |
|---|---|---|---|---|
| | Training Session | Group Supervision | Mentoring session | Extracts from Individual Supervision and Factors emerging from Case Records** |
| | Tuesdays | | Thursdays | |
| | March 6 | | March 8 | |
| | *Theoretical Presentation* | *Explained:* | *Introduced students to* the school principal of the Wilhelmina Hoskins School with whom the mentoring programme had been negotiated. The 26 selected pupils were waiting in the St. V. Classroom and they were introduced to the students. The nature of the Programme was then clarified. Allocated a pupil to each mentor. They went off in pairs to a quiet spot on the playground or a classroom to become acquainted with each other. | *No resistance encountered.* All students and mentors enthusiastic at this stage. Stressed confidentiality of relationship. |
| | Entering the World of the Child | a) purpose of group supervision | | |
| a) | In thinking back on their own childhood, explored what made life pleasant/ unpleasant? | b) students' input during first mentoring session with their pupil on Thursday. | | |
| b) | The needs of children | c) nature of records to be written and handed in of each encounter with a pupil; and | | |
| c) | How to relate to a child | d) transport arrangements to the Wilhelmina Hoskins School. | | |

* Primary Teachers' Diploma

** See Chapter Three, p.62.

| Column: 1. Training Session | 2. Group Supervision | 3. Mentoring session | 4. Extracts from Individual Supervision and Factors emerging from Case Records |
|---|---|---|---|
| Tuesdays | | Thursdays | |
| March 13 | | March 15 | |
| Mentors viewed film 'Contact' and evaluated the teacher's role. Discussed requirements for a 'good' teacher in terms of their own experience and needs | Discussed first mentoring session and focussed on how pupils perceived them as mentors and strangers entering their lives. | Mentors helped pupils with their homework and the process of 'getting to know' each other continued, i.e. establishing a relationship of trust | Records gave evidence of mentors responding to suggestions made during training and supervisory sessions. Mentors reassured pupils that they wanted to be a friend helping with homework. Mentors observed that pupils were nervous, afraid to speak, shy and withdrawn. Mentors tended to sent out intimate (threatening-to-pupil) detail; jumped to conclusions and gave false reassurance, eg. 'I told my pupil he will have no more problems with school work by the end of the year. |
| March 20 | | March 22 | |
| Theoretical Presentation (continued):<br>Entering the World of the Child*<br>d) Requirements for being an effective teacher.<br>e) Responsibility of a teacher in understanding and meeting a child's needs.<br>f) The teacher as a model with whom to identify. | Discussed difficulties mentors were encountering in setting their pupils at ease and gaining trust. Various techniques were suggested. Suggested laying a basis for enhancing the self-concept of pupils by finding something genuine to praise in their pupils. | Pupils were excited about mentors arriving and no time was wasted in each mentor settling down with their pupil to help with their homework. | A need emerged to share more than just schoolwork with mentors and problems surrounding the persons of pupils such as ill-health and lack of concentration were shared with mentors. Untidiness in some pupils were a concern to their mentors and suggestions as to approaching the problem sensitively were made. |

* See p.48.

| Column: 1. Training Session | 2. Group Supervision | 3. Mentoring session | 4. Extracts from Individual Supervision and Factors emerging from Case Records. |
|---|---|---|---|
| Tuesdays | | Thursdays | |
| Theoretical Presentation (continued)<br><br>Entering the World of the Child<br><br>g) Conditions for acceptance and gaining trust. The 'rules of the game' such as never ridiculing or belittling a pupil in the presence of others.<br><br>h) Overview on physical and psychological development<br><br>i) Level of interaction with a child; and<br><br>j) Value of enhancing a child's self-concept | March 27<br><br>Discussed mentors' tendency to over-identify with pupils. Defined a teacher's respon ibility and boundaries in helping; also when to refer a problem to external resources. | March 29<br><br>Mentors and pupils expressed a need to have 15 minutes of free-play on the soccer field after homework was completed. | Mentors found the exercise on enhancing their pupils's self-concept useful. Generally it appeared as if pupils aspired to please their mentors. Strangeness between mentors and pupils had disappeared, although one mentor had a very resistant pupil.<br><br>Explored the area of a trusting relationship with the pupil and mentor during supervision and an example of an earlier experience of the pupil when a trusting relationship had been shattered between the pupil and a teacher was discussed. The mentor was guided as to skills she could apply to spell out her honest interest to the pupil. |
| | April 3 | April 5 | |
| Viewing of a film 'Jamie' (121) with the purpose of creating understanding of the way in which children reason and their vulnerability to rejection. | Discussed the challenge of gaining a pupil's trust, illustrated by the experience of the mentor who now had to prove that she could be trusted.* The responsibility and sensitivity required in dealing with a child's feelings in relation to the mentor's own experiences and the film 'Jamie' were discussed. | Pupils were doing revision in school and mentors helped in the preparation for their forthcoming tests, concentrating on the subjects they 'feared'** most. | A pupil was referred to the clinic for a speech problem by the mentor after discussion between the mentor, pupil and researcher. A stutterer was encouraged to relax and speak more slowly. Confidence was instilled by praising this pupil for his neat hand-writing. In general pupils were encouraged to be tidier on their persons and in their school books. |

* See p.100, Column 4.

** Were most anxious about

| Column. 1. Training Session | 2. Group Supervision | 3. Mentoring session | 4. Extracts from Individual Supervision and Factors emerging from Case Records |
|---|---|---|---|
| Tuesdays | | Thursdays | |
| April 10 | | April 12 | |
| Theoretical Presentation: Developmental Phases in the Child - Dealt with<br>a) Oral, anal and genital stages;<br>b) Anxieties related to feelings of shame and guilt;<br>c) primary anxieties resulting from conflict between inner needs and inadequate emotional resources.<br>The film 'From Suicide Six to Noisy Nine' (120) illustrated the theory presented. | Discussed the stages of development of the pupils illustrating with examples of primary needs expressed by pupils during the mentoring session. Generally mentors were concerned about the responsibility of household chores pupils had to carry, leaving little time or energy for homework.<br>Need expressed by mentors to visit their pupils' homes to meet their parents. Encouraged mentors to assess the present developmental phase of their pupil. | Discussion between mentors and pupils focused on the outcome of the tests they had written, revising test questions and assisting in areas that needed attention. | A pupil was encouraged by his mentor to discuss his difficulty in coping with both chores and homework demands with his parent. Pupils openly shared their test results and displayed joy at the personal interest taken by mentors in their progress. One mentor wrote about her pupil: "She said she wished I could see her more than once per week as she counts the days until Thursday comes." Pupils in general gave evidence of attachment to their mentors and their personal appearance had improved. |
| April 17 | | April 19 | |
| Theoretical Presentation (continued) Developmental Phases in the Child' -<br>d) Latency, puberty, and adolescence stages discussed.<br>e) Students shared recollections of their adolescence. | Mentors had succeeded in gaining their pupils' trust and were being entrusted with personal problems. Referral sources were discussed for problems such as alcoholism and general health, i.e. poor eyesight, hearing-aids; marital stress and work-shyness of parents.<br>Mentors would visit parents during the time scheduled for the next mentoring session. | Mentors visited pupils' homes. Requests were received from pupils who were not part of the programme, to be included. Mentors decided to rotate or if their own pupils were absent to include these pupils. | Pupils gained from being encouraged to approach parents about household chores and their responsibilities were reduced. A parent wanted to remove a pupil from the school to a different area in order to live with his granny and start working The pupil did not wish to go. The mentor approached the parent, who agreed to let the pupil remain in school. The mentor experienced great satisfaction from being able to help in this regard. |

| Column: 1. Training Session | 2. Group Supervision | 3. Mentoring session | 4. Extracts from Individual Supervision and Factors emerging from Case Records** |
|---|---|---|---|
| | Tuesdays | Thursdays | |
| | May 1 | May 3 | |
| Theoretical Presentation: The Art of Helping | | | |
| *The group was divided into two:* - Afrikaans and English-speaking - for the training session as helpers, according to the model devised by Dr R Carkhuff, as set out in 'The Art of Helping'.* | *Discussed value of visits to* parental homes. A group of gangsters were terrorising pupils after school each day. The mentors decided to approach the gang. Mentors were also distressed at the attitude of some teachers to pupils and a discussion centred on how to equip pupils to deal with this. | *Mentoring of pupils was preceded* by the writer administering a schedule (SI) to the pupils in order to ascertain their reaction to the programme.** The findings showed that all pupils, except one, were enjoying the mentoring. | A mentor appeared despondent as she could not relate to her pupil. Explored her approach with her and by means of role-play aided her in seeing that she was authoritarian and demanding. Records on the whole reflected greater awareness of physical appearance and reactions of pupils such as attentiveness, unhappiness, energy level, tension and restlessness - thus integrating theory in practice. |
| | May 8 | May 10 | |
| Theoretical Presentation (continued) The Art of Helping** | | | |
| Covered skills in (c) listening and (d) responding to content of a conversation. | Mentors reported remarks made made by pupils which led them to believe that teachers were feeling threatened by their interaction with the pupils and decided to meet with teachers. Mentors had approached the gang terrorising the pupils and were *satisfied that their intervention* had been successful. The terrorisation would stop. Mentors discussed their increased feelings of confidence and protectiveness towards their pupils, as well as the insight and understanding they had gained after visiting their pupils' homes. | One pupil told the writer that she had been rude to her mentor and wished to apologise to her. She was afraid of losing her mentor. Through intervention the matter was settled between mentor and pupil and the session continued in the usual manner. | Pupils discussed problems with their mentors such as victimization by parents, ill health, feelings of inadequacy, poor relationships with parents or friends, and records reflected that mentors were supportive to their respective pupils.<br>Mentors freely indicated where they looked still in helping pupils and sought guidance. |

* See Chapter Ten, p.178.

** See Appendix G(ii), p.232.

| Column: | 1. Training Session | 2. Group Supervision | 3. Mentoring session | 4. Extracts from Individual Supervision and Factors emerging from Case Records |
|---|---|---|---|---|
| | Tuesdays | | Thursdays | |
| | May 15 | | May 17 | |
| | Theoretical Presentation: (continued) The Art of Helping | | | |
| | The 'feeling'-word vocabulary was explored with a view to (a) developing empathy in mentors. | Discussed the importance of knowing the community from which the pupil came in order to understand behaviour. The meeting with teachers had been arranged and the remainder of the session was spent on devising an approach which would not be threatening to the teachers. | Prior to the mentoring session Mentors met with teachers of pupils in order to explain their role in helping pupils with their homework with a view to supplementing and reinforcing classroom learning. The teachers expressed their appreciation to the mentors and mutual co-operation was promised. | Records showed that guidance in coping with stressful situations enabled pupils to have more time for their homework; to be less upset by insulting remarks from fellow pupils and to believe in their ability to do well at school. Pupils seemed more confident and better liked. |
| | May 29 | | May 31 | |
| | Theoretical Presentation: (continued) The Art of Helping | | | |
| | The session covered (f) 'personalizing' the meaning of the problem to the person experiencing it, the accompanying feelings, its nature and problem solution. Discussed assignments to be submitted on return from vacation and their vacation practice teaching. | Mentors discussed their satisfaction with the meeting they had had with the teachers of pupils, but expressed shock at their attitudes and remarks such as 'the pupils are impossible devils'; 'we will give them a good thrashing'; and 'it's hopeless to try and get anything into their skulls'. The implications of adopting such attitudes were discussed. A mentor mentioned that his pupil resisted his visiting his home. The possible reasons for this behaviour were discussed. The mentor realized he needed to have patience until the pupil felt ready to allow him to do so. | No Mentoring due to Public Holiday | |

| Column: 1. Training Session | 2. Group Supervision | 3. Mentoring Session | 4. Extracts from Individual Supervision and Factors emerging from Case Records |
|---|---|---|---|
| Tuesdays | | Thursdays | |
| June 5 | | June 7 | |
| Theoretical Presentation (continued)<br>The Art of Helping<br>Introduced mentors to problem-solving. Skills especially stressed were observation, listening and responding appropriately as requisites for establishing a good relationship. | Evaluated learning experiences in the programme thus far. Encouraged the mentors to practise skills in interacting with pupils during their practice-teaching assignments. | College vacation. | |
| August 14 | | August 16 | |
| A School-cum-principal's view<br>Account given by the School Principal of the community's expectations of a teacher and the nature and multiplicity of his role and function. | The visiting principal joined in the group discussion and responded to questions put by mentors on poverty, alcoholism, workshyness, retardation, behaviour and learning problems and the role of the teacher. | Session devoted to a meeting between the Rector of the Rand College of Education, the Principal and Teachers of the pupils mentored, the Chief Inspector of Coloured Education and the mentors. The mentoring programme was discussed and positively evaluated.*<br>Teachers expressed a wish to be consulted on the progress of pupils. Parent-involvement was pin-pointed as a shortcoming.** | |
| August 21 | | August 23 | |
| Administered Questionnaire*** | | | |
| Mentors evaluated their experiences in the programme. Submitted the assignments completed during the holidays. Recapped on theory content covered during training sessions thus far. | Discussed suggestions on theory to be incorporated into the remaining training sessions in order to supplement the programme with knowledge mentors felt they needed. | No mentoring as mentors had to participate in a compulsory college excursion on that day. | |

* See Appendix F, p.221
** See Appendix F, p.221.
*** See Appendix G(1), p.225.

| Column: 1. Training Session | 2. Group Supervision | 3. Mentoring Session | 4. Extracts from Individual Supervision and Factors emerging from Case Records* |
|---|---|---|---|
| Tuesdays | | Thursdays | |
| August 28 | | August 30 | |
| Theoretical Presentation: Behaviour Modification<br>(a) Basic principles of Behaviour Modification<br>(b) Overview of Techniques:<br>(aa) Positive reinforcement<br>(bb) Extinction<br>(cc) Reinforcing incompatible responses<br>(dd) Punishment<br>(ee) Discrimination learning<br>(ff) Desensitization | Discussed experiences of mentors during practice-teaching. Mentor behaviour was reinforced in instances where they had successfully dealt with a situation. Cynical and destructive attitudes revealed by teachers were analysed and adverse effects of such attitudes on both pupils and the image of 'the teacher' were discussed. | Administered a schedule". (QS2) Mentors and pupils met after a long absence due to the vacation and the mentors' practical work requirements.<br>Mentors met with teachers who were available for consultation on individual pupils. | Mentors reflected sensitively on the "distance" that had developed between them and their individual pupils, due to their long absence. The session seemed to be spent on re-establishing rapport and mutual trust.<br>The discussion between mentor and the class teachers afforded mentors information that aided planning for sessions with individual pupils in order to meet specific needs. |
| September 4 | | September 6 | |
| Theoretical Presentation (continued): Behaviour Modification<br>(c) Film illustrating concepts of Response Cost, 'Time-out', Extinction, positive reinforcement for incompatible responses, 'Workclock' and Modelling. | Mentors discussed implementing Behaviour Modification techniques in the practical situation of mentoring. They expressed a need to make sessions more attractive to pupils. One mentor illustrated how he had encouraged his pupil to broaden his general knowledge by listening to the radio and discussing news headlines with his mentor during their session together. The possibility of having a quiz, on school subject matter between all the pupils, was discussed. | Mentors and pupils settled down to working together. Individual discussions were held to enquire if they felt their relationships had grown. In general, feedback from both mentors and pupils was positive. | Records revealed that mentors and pupils were once again at ease with one another and pupils were confiding in mentors. Mentors appeared relaxed, more confident, and slower to jump to conclusions, e.g. "my pupil did not have a pencil and I did not imaist on why he was without it Later it became clear that his parents did not have the money to give him to buy a pencil." |

* See Appendix G(ii), p.232.

| 1. Training Session | 2. Group Supervision | 3. Mentoring Session | 4. Extracts from Individual Supervision and Factors emerging from Case Records |
|---|---|---|---|
| Tuesdays | | Thursdays | |
| September 18 | | September 20 | |
| Lecture<br>'The Emotional Needs of a Primary School Child'<br>A response to a request from the mentors | Mentors discussed maturity as a prerequisite for a good teacher, the ethical conduct of teachers and the issue of corporal punishment | Inter-college arrangements prevented sessions taking place. | |
| October 9 | | October 11 | |
| Discussion on a child's self-concept<br>The importance of enhancing a child's self-concept to ensure development of a positive self-concept were discussed<br>Suggestions on how self-concept could be enhanced in their pupils, were given. | The problems of alcoholism and workshyness were discussed in response to a mentor who sought advice on dealing with a pupil's problem in this regard. Mentors gave constructive suggestions on the subject. Gave information to mentors on suggestions in preparing pupils for termination of mentoring sessions. | Mentors and pupils devoted most of their time together on subject areas with which pupils were encountering difficulties in preparation for their examinations. | From the records it appeared that pupils were openly sharing most painful experiences with their mentors and sought advice from them on matters such as how to cope with tension prior to exams. One pupil wanted his mentor to speak to an older brother who was ill-treating his mother. Pupils seemed to be experiencing their mentors in a helping role. |
| October 16 | | October 18 | |
| Discussion on 'Values Clarification' - stressing the importance of each individual's right to their own set of values. | Learning experiences were evaluated as well as defining areas in which help was given to pupils during mentoring sessions. An excursion for the pupils was planned. Mentors suggested raising funds for refreshments. | Excursion: Pupils and Mentors paid a visit to the Zoo, travelling in the College bus. Mentors and pupils were singing together. At the Zoo a most enjoyable time was spent. Just before departing mentors and pupils were asked to evaluate the time they spent together by completing a short questionnaire.(02)*<br>One of the pupils thanked the mentors for their valuable help, on behalf of all the pupils, stating that the experience would never be forgotten. | |
| October 23 | | November | |
| 7.7 Administration of Post-Training Tests**<br>Post training tests were administered as follows:<br>(a) the MTAI, CSM and ET to the Experimental Group;<br>(b) the MTAI and CSM to Control Group I;<br>(c) the MTAI to Control Group II.<br>During the evening 'Conrack' was again viewed by mentors and the teachers from the school participated in the programme at the invitation of the mentors. The Experimental Group submitted individual evaluation of the film.*** | | 7.8 Certificate Ceremony:**** At a luncheon mentors in the Experimental Group received their certificates formalising their participation in the programme. | |

* See Appendix H, p.233.
** See Appendices B(i), p.214; D, p.219.
*** See Chapter Eight, p.127.
****See Appendices I, p.234 and J, p.235.

## CHAPTER EIGHT - PRESENTATION OF FINDINGS: THE TESTS

### 8.1 INTRODUCTION

The findings presented and discussed in this chapter emanate from the administration of three tests, namely the Minnesota Teachers' Attitude Inventory (MTAI)* the Carkhuff Scale of Measurement (CSM) which incorporated responses to a problem statement, and a structured evaluation of the Role of a Teacher (ET).

### 8.2 THE MINNESOTA TEACHERS' ATTITUDE INVENTORY (MTAI)

The Minnesota Teachers' Attitude Inventory was administered as a pre-training test prior to the commencement of the training programme on 26 February 1979 and as a post-training test on 23 October 1979.** The table below, Table II, reflects the drop-out rate of students amongst the three sets of respondents participating in completion of both the pre- and post-tests.

Table II - Drop-out rate of respondents to the MTAI administered before and after training as mentors

| Group | Training | | Drop-out rate | |
|---|---|---|---|---|
| | Pre- | Post- | No | % |
| Experimental group | 26 | 26 | 0 | 0,0 |
| Control group I | 34 | 20 | 14 | 41,2 |
| Control group II | 62 | 47 | 15 | 24,2 |

As can be seen from the table above, in the Experimental Group which numbered twenty-six students as opposed to the two Control Groups which numbered thirty-four and sixty-two respectively, all students who had completed the pre-test also completed the post-test. Control

* See Chapter Seven, p.97.
** See Chapter Seven, p.96.

Group I had a drop-out rate of 41,2 per cent and Control Group II 24,2 per cent.

The test was scored as follows:

The answer sheets of each respondent containing 150 items were perused to ensure that response marks were clearly reflected. The range of scores varied from plus 150 to minus 150. Each response scored 'right' was assigned a value of plus one, and each response scored 'wrong', a value of minus one.

The total scores for 'wrongs' and 'rights' were subtracted to obtain a score called the 'attitude score' (24, p.5). A significant score for participants with this specific socio-economic background and standard of education* was established at 12,8 (24, p.8).

---

* See Chapter Eight, p.111.

In the total sample a wide variation of scores was reflected ranging from -92 to 80

In the Experimental Group the pre-test scores ranged from -46 to 31

and in the post-test from -32 to 78;

Control Group I showed a variance in the pre-test from -46 to 17

and in the post-test from -44 to 80

In Control Group II scores ranged in the pre-test from -80 to 7

and in the post-test from -92 to 25

In addition to the wide variation in scores respondents in each sample group improved* their scores in the post-test whilst others showed deterioration, as reflected in Table III below.

Table III - The number of respondents whose scores reflected improvement and deterioration in the pre- and post-training administration of the MTAI

| Group | Improvement | | Deterioration | |
|---|---|---|---|---|
| | No | % | No | % |
| Experimental group | 23 | 88,5 | 3 | 11,5 |
| Control group I | 18 | 52,9 | 16 | 47,1 |
| Control group II | 31,5** | 50,8 | 30,5** | 49,2 |

The individual scores of each respondent in the Experimental Group, Control Group I and Control Group II attained in the administration of the MTAI, both pre- and post training are reflected in Table IV, on the following page.

---

* Improvement in score indicates movement toward 150, on the ideal end of the scale ranging between -150 and 150, when calculating scores in pre- and post-tests. Improvement thus implies improved inter-personal relationship ability with pupils.

** Where a student showed no movement as in student C24(a) (see Table IV, p.110), the mark was divided in two, a half awarded as improvement and the other half as deterioration.

Table IV - Respondents' scores in the pre- and post-training administration of the MTAI according to each sample group

| Experimental Group | | | Control Group I | | | Control Group II | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | TESTS | | | TESTS | | | TESTS | | | TESTS | |
| Student | Pre- | Post- | Student | Pre- | Post- | Student | Pre- | Post- | Student | Pre- | Post- |
| E1 | -30 | -13 | C1 | -16 | - 6 | C1a | -16 | -13 | C24a | -49 | -49 |
| E2 | 10 | 28 | C2 | -31 | -28 | C2a | 2 | -15 | C25a | -41 | -32 |
| E3 | - 6 | -20 | C3 | -26 | 16 | C3a | -12 | -45 | C26a | 7 | 8 |
| E4 | -23 | - 4 | C4 | 17 | 55 | C4a | -17 | -26 | C27a | -47 | -24 |
| E5 | -32 | 7 | C5 | 17 | 33 | C5a | -17 | -19 | C28a | -28 | -35 |
| E6 | -24 | 13 | C6 | 3 | -22 | C6a | -23 | +12 | C29a | -17 | - 5 |
| E7 | 0 | 42 | C7 | 15 | 18 | C7a | -30 | -40 | C30a | -28 | -26 |
| E8 | 25 | 52 | C8 | -21 | -30 | C8A | -25 | -15 | C31a | - 8 | - 9 |
| E9 | 18 | 33 | C9 | - 9 | 16 | C9a | -67 | -65 | C32a | -45 | -27 |
| E10 | - 3 | 33 | C10 | -10 | 19 | C10a | -43 | -56 | C33a | -57 | -26 |
| E11 | -38 | 14 | C11 | -10 | 8 | C11a | - 4 | 7 | C34a | 3 | 6 |
| E12 | -46 | 7 | C12 | 1 | 39 | C12a | -69 | -42 | C35a | - 9 | 17 |
| E13 | 14 | 78 | C13 | - 9 | 23 | C13a | -40 | -33 | C36a | -35 | -27 |
| E14 | 22 | - 1 | C14 | -31 | 1 | C14a | -17 | -11 | C37a | -25 | -17 |
| E15 | -40 | -43 | C15 | -28 | -16 | C15a | -18 | 3 | C38a | -25 | -21 |
| E16 | -19 | - 6 | C16 | 43 | 45 | C16a | -25 | -37 | C39a | -30 | -53 |
| E17 | 3 | 14 | C17 | -46 | -30 | C17a | -60 | -21 | C40a | - 4 | 25 |
| E18 | -25 | 10 | C18 | -46 | 0 | C18a | - 7 | -13 | C41a | -47 | -23 |
| E19 | -18 | - 4 | C19 | -45 | -44 | C19a | -33 | -16 | C42a | -21 | -23 |
| E20 | -41 | -10 | C20 | 45 | 80 | C20 | -32 | -11 | C43a | -16 | -11 |
| E21 | -12 | 23 | | | | C21a | -39 | 0 | C44a | -52 | -62 |
| E22 | -16 | 13 | | | | C22a | -45 | 1 | C45a | 1 | 20 |
| E23 | 23 | 38 | | | | C23a | - 8 | 2 | C46a | -80 | -92 |
| E24 | - 9 | 13 | | | | | | | C47a | -27 | -60 |
| E25 | 31 | 35 | | | | | | | | | |
| E26 | -30 | - 5 | | | | | | | | | |

Legend: $E_1 - E_{26}$ = Students in Experimental Group, Total 26.
$C_1 - C_{20}$ = Students in Control Group I, Total 20.
$C_{1a} - C_{47a}$ = Students in Control Group II Total 47.

As reflected in *Table III* on p.109, a far larger percentage of students in the Experimental Group, namely 88,5 per cent, showed improvement than in either Control Groups I or II, who improved 52,9 per cent and 50,8 per cent respectively. Thus the rate of improvement in Control Groups I and II was approximately the same although a slightly smaller percentage of students improved in Control Group I than in Control Group II.

The mean scores reflecting improvement that occurred between the pre- and post-test in all respondents that completed these tests, are reflected below.

Table V - Mean movement in scores of respondents reflecting improvement in attitude attained in pre- and post-training administration of the MTAI according to each sample g.

| Group | Tests | | Movement in mean scores |
|---|---|---|---|
| | Pre- | Post- | |
| Experimental Group | -10,2 | 13,4 | 23,6 |
| Control Group I | - 9,4 | 8,9 | 18,3 |
| Control Group II | -28,9 | -21,3 | 7,6 |

The mean improvement in the scores of the Experimental Group was 23,6 as opposed to 18,3 in Control Group I, and 7,6 in Control Group II.

The mean post-test scores for both the Experimental Group, i.e. 13,4 and Control Group I, i.e. 8,9 compare well with the significant score of 12,8 set for a group of 122 High School Seniors, who participated in compiling the Minnesota Teachers' Attitude Inventory, one week prior to their graduation (24, p.8).

Control Group II reflected a movement of 7,6 indicating far less movement.* There appears to be a discrepancy in the pre-

* Movement is calculated by comparing the pre-test score with the post-test score to determine if each student had either improved or deteriorated in their inter-personal relationship ability with pupils.

training test scores of Control Group II as compared with the other two groups it is far lower. An Analysis of Variance (90, p.299) was used to test the null hypothesis i.e. that the mean movement in scores of respondents in the three groups are equal: Ho: $\mu_1 = \mu_2 = \mu_3$. This was tested against the alternate hypothesis that they are not equal: Ha: $\mu_1 \neq \mu_2 \neq \mu_3$.

To compare movement within each of the three groups of respondents, the differences in the scores attained by each respondent in the pre- and post-training administration of the MTAI was calculated. These are reflected in Table VI, p.113.

Table VI - Differences in scores of respondents attained in the pre- and post-training administration of the MTAI according to each sample group

| Experimental Group ($X_1$) | Control Group I ($X_2$) | Control Group II ($X_3$) |
|---|---|---|
| -17 | -10 | - 3 |
| -18 | - 3 | 17 |
| 14 | -42 | 33 |
| -19 | -38 | 9 |
| -39 | -16 | 2 |
| -37 | 25 | -35 |
| -42 | - 3 | 10 |
| -27 | 9 | -10 |
| -15 | -25 | 2 |
| -36 | -29 | 13 |
| -52 | -18 | -11 |
| -53 | -38 | -27 |
| -64 | -32 | - 7 |
| 23 | -32 | - 6 |
| 3 | -12 | -21 |
| -13 | - 2 | 12 |
| -11 | -16 | -39 |
| -35 | -46 | 8 |
| -14 | - 1 | -17 |
| -31 | -35 | -21 |
| -35 | | -39 |
| -29 | | -46 |
| -15 | | -10 |
| -22 | | 0 |
| - 4 | | |
| -25 | | |
| $N_1 = 26$ | $N_2 = 20$ | $N_3 = 47$ |
| CALCULATIONS ON THE DIFFERENCE IN SCORES: | | |
| (a) = -613 | (a) = -364 | (a) = -326 |
| (b) = 24,309 | (b) = 13,316 | (b) = 17,206 |
| (c) = -23,58 | (c) = -18,2 | (c) = 6,94 |
| (d) = 19,86 | (d) = 18,77 | (d) = 18,02 |
| (e) = 9 856,35 | (e) = 6 691,2 | (e) = 14 944,81 |

Legend: (a) $\sum X_1$ to $\sum X_3$ = sum of the differences

(b) $\sum x_1^2$ to $\sum x_3^2$ = the squares of the differences

(c) $\bar{X}_1$ to $\bar{X}_3$ = means of the differences

(d) $S_1$ to $S_3$ = standard deviation of the differences

(e) $\sum(X_1-\bar{X}_1)^2$ to $\sum(X_3-\bar{X}_3)^3$ = the sum of the squares of the differences from their mean

Referring to Table VI on p.113, the total number of observations in respect of the respondents (N) in each sample group numbered 93. The total sum of the difference (T) = -1303. The following calculations for the Analysis of Variance are thus:

a. Total sum of squares

$$= \sum x^2 - \frac{T^2}{N}$$

$$= 54\ 831 - \frac{(-1\ 303)^2}{93}$$

$$= 54\ 831 - \frac{1\ 697\ 809}{93}$$

$$= 54\ 831 - 18\ 256,01$$

$$= 36\ 574,99$$

b. Sum of squares within sample

$$= \sum(x_1 - \bar{x}_1)^2 + \sum(x_2 - \bar{x}_2)^2 + \sum(x_3 - \bar{x}_3)^2$$

$$= 9\ 856,35 + 6\ 691,2 + 14\ 944,81$$

$$= 31\ 492,36$$

c. Sum of squares between groups

= Total sum of squares - sum of squares within the groups

= 36 574,99 - 31 492,36 = 5 082,63

These results are reflected in Table VII below:

Table VII - One way analysis of variance reflecting variation of mean movement in scores according to each sample group, attained in the pre- and post-training administration of the MTAI

| Source of Variation | Degrees of Freedom | Sum of Squares | Mean Squares | F |
|---|---|---|---|---|
| Between groups | 2 | 5 082,63 | 2 541,315 | 7,263 |
| Within groups | 90 | 31 492,36 | 349,915 | — |
| Total | 92 | 36 574,99 | — | — |

In Table VII on p.114, the mean squares are calculated as the quotient of the sum of squares divided by their respective degrees of freedom, the F statistic is the quotient of the respective mean squares.

At the 1 per cent level of significance, $F_{2,\ 90} = 4,85$. Since the calculated statistic F exceeds this value i.e. 7,263, it can be concluded that it is highly improbable that the observations are drawn from populations with the same mean movement.

Hence, hypothesis Ho can be rejected and hypothesis Hq accepted viz. that the mean movement in scores of respondents in the three groups are not the same. Following on the analyses of variance test, significance of the differences in mean movement scores was further tested, by means of the Extended Tukey Procedure for testing for differences between individual pairs of groups (96 pp.975-978):

Critical value for the difference between any two means

$$\max \left( \frac{1}{\sqrt{n_1}}, \frac{1}{\sqrt{n_2}} \right) s \, \rho_{k,\nu;q}$$

where $n_1$ = number of observations for 1st mean

$n_2$ = number of observations for 2nd mean

$s^2$ = within groups' mean square (= 349,915)

$\nu$ = within groups' degrees of freedom (= 90)

$k$ = number of groups in experiment (= 3)

$\rho_{k,\nu;q}$ = 100 $\alpha$ per cent critical value of the studentised range distribution with parameters $k$ and $\nu$

(= 3,377 for $\alpha$ = ,05
4,241 for $\alpha$ = ,01).

Table VIII - Significance of difference of mean movement in scores attained in the pre- and post-training administration of the MTAI between individual pairs of respondents in each sample group

| PAIRS | Differences between means | Critical values $\alpha$ ,05 | Critical values $\alpha$ = ,01 | Significance of Difference |
|---|---|---|---|---|
| Experimental Group Control Group I | - 5,4 | ± 14,12 | ± 17,74 | not significant |
| Experimental Group Control Group II | -16,6 | ± 12,39 | ± 15,56 | $p < ,01$ |
| Control Group I, Control Group II | -11,3 | ± 14,12 | ± 17,74 | not significant |

The above results reflect that the only significant difference between the means scores lies between those of the Experimental Group and Control Group II, i.e. the group that received both theoretical and practice training under supervision and the group that received no training whatsoever.

In summary, the results reflected in Table VII, p.114, show that there are differences in the mean scores of the respondents in each sample group and that the significant difference, as reflected in Table VIII, above , is largely due to significant difference between the Experimental Group and Control Group II.

Although not statistically significant, results in Table V, p.111, indicate that there was slightly more forward movement in the Experimental Group than in Control Group I, which in turn showed more forward movement than Control Group II.

## 8.3 THE CARKHUFF SCALE OF MEASUREMENT OF HELPING SKILLS (CSM)

The twenty-six students participating as mentors in the Experimental Group and thirty-four students participating as mentors in Control Group I completed written responses to a problem situation set to test their ability to communicate helpfully, as a pre-test on 26 February 1979 and a post-test on 23 October 1979.*

* See Appendix D, p.219.

These responses were measured by means of Carkhuff's scale of measurement of helping skills, adapted for the study. Ratings of the response to the problem presented were rated on five levels, in respect of seven 'dimensions' contained in a response. The 'response as a whole' was rated and then the dimensions of 'empathy', 'respect', 'genuineness'; 'concreteness'; 'confrontation' and 'self-exploration'* contained in the response each received a rating. Limitations to this technique were that these responses to a hypothetical statement were written responses rather than observed interaction between mentor and pupil. Had it been the latter, the rating of the variables 'confrontation' and 'self-exploration' would have been better facilitated, as these variables could then have been observed. These variables are best observed in live interaction.

8.3.1 The raters

The writer and two independent judges** who themselves rated highly on communication skills, analysed and rated the responses. Ratings were then correlated.

Gormally and Hill in considering objectivity in raters citing Cannon and Carkhuff (1969) concluded that: 'The most accurate raters are those who can communicate at the high levels of facilitative conditions' (45, p.534).

No discernible difficulty seems to have been experienced by the raters in either awarding an 'overall' rating to each individual response or in rating the variables of 'empathy', 'respect', 'concreteness', 'genuineness', 'confrontation' or 'self exploration' in spite of the limitation mentioned previously on this page.

8.3.2 Ratings awarded in the pre- and post-tests and an example of a response to the problem statement

The continuum along which the ratings occurred in respect of each variable was classified as follows:

---

* See Chapter Two, p.22.

** Two highly qualified social workers and skills trainers.

Rating 1 represented a 'very ineffective' response

Rating 2 represented an 'ineffective' response

Rating 3 represented a 'minimally effective' response

Rating 4 represented a 'very effective' response

Rating 5 represented an 'extremely effective' response.*

In Table IX, p.119 it can be seen that the written response from student E26 in the Experimental Group was assigned a 'level 2' rating in the pre-training test and a 'level 5' rating in the post-training-test in the overall-ratings by rater no.1.

The following illustrates the rating procedure: the problem statement students responded to in the pre- and post-training tests was read out:

'I cannot concentrate on my schoolwork. There are too many problems at home. My father does not want to work, he just wants to stay at home and drink all day. My mother has to go to work and when she comes home with money for food for us, and does not want to give it to him to buy drink, he hits her. We are all so upset.'

Students were then requested to write down verbatim what their response would be.

The response of student E26 to the problem statement in the pre-training test, was:

'I will take the pupil home after school and introduce myself to the parents. I will talk to the father about the whole situation and point out how his behaviour is affecting the pupil's progress at school. If things still don't improve I will write a letter to the local social welfare to investigate this matter and whilst they investigate I will keep the child with me at my house.'

---

* See Chapter Two, p.22

Table IX - Individual ratings of the three Raters of the responses of the Experimental Group in the pre- and post-training application of the Carkhuff Scale of Measurement of Helping Skills

| | HELPING SKILLS | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Column 1 | | Column 2 | | Column 3 | | Column 4 | | Column 5 | | Column 6 | | Column 7 | |
| STUDENTS | Overall Rating | | Empathy | | Respect | | Concreteness | | Genuineness | | Confrontation | | Self-Exploration | |
| | T E S T | | | | | | | | | | | | | |
| | Pre- | Post- | Pre- | Post- | Pre- | Post- | Pre- | Post- | Pre- | Post- | Pre- | Post- | Pre- | Post- |
| E1 | 222 | 555 | 222 | 555 | 333 | 555 | 222 | 555 | 332 | 445 | 112 | 332 | 111 | 333 |
| E2 | 221 | 455 | 332 | 555 | 232 | 454 | 131 | 545 | 332 | 555 | 121 | 422 | 111 | 444 |
| E3 | 332 | 544 | 232 | 444 | 132 | 445 | 131 | 444 | 122 | 455 | 121 | 423 | 131 | 434 |
| E4 | 122 | 455 | 111 | 455 | 122 | 455 | 112 | 444 | 212 | 355 | 111 | 433 | 122 | 444 |
| E5 | 212 | 454 | 112 | 455 | 222 | 444 | 113 | 444 | 112 | 444 | 111 | 333 | 222 | 554 |
| E6 | 223 | 555 | 232 | 455 | 232 | 455 | 123 | 454 | 223 | 445 | 221 | 333 | 111 | 344 |
| E7 | 122 | 434 | 222 | 434 | 232 | 434 | 132 | 445 | 122 | 455 | 111 | 443 | 112 | 444 |
| E8 | 242 | 454 | 242 | 455 | 242 | 545 | 122 | 334 | 222 | 335 | 111 | 333 | 119 | 234 |
| E9 | 112 | 344 | 212 | 445 | 112 | 445 | 122 | 434 | 112 | 354 | 111 | 433 | 112 | 234 |
| E10 | 212 | 323 | 112 | 323 | 112 | 323 | 322 | 333 | 223 | 334 | 121 | 332 | 112 | 322 |
| E11 | 212 | 434 | 112 | 435 | 212 | 434 | 113 | 424 | 313 | 334 | 111 | 312 | 112 | 313 |
| E12 | 213 | 554 | 113 | 454 | 132 | 444 | 132 | 444 | 233 | 444 | 111 | 422 | 112 | 333 |
| E13 | 222 | 454 | 122 | 444 | 123 | 334 | 122 | 445 | 223 | 435 | 121 | 222 | 121 | 222 |
| E14 | 233 | 454 | 233 | 454 | 222 | 454 | 233 | 454 | 233 | 454 | 111 | 211 | 232 | 332 |
| E15 | 112 | 345 | 213 | 445 | 223 | 444 | 143 | 445 | 343 | 445 | 112 | 212 | 111 | 213 |
| E16 | 233 | 555 | 333 | 555 | 333 | 555 | 333 | 355 | 233 | 554 | 232 | 443 | 332 | 423 |
| E17 | 233 | 544 | 233 | 454 | 333 | 444 | 433 | 444 | 233 | 444 | 232 | 353 | 232 | 333 |
| E18 | 122 | 444 | 222 | 444 | 223 | 434 | 322 | 343 | 232 | 344 | 212 | 322 | 122 | 333 |
| E19 | 223 | 334 | 233 | 545 | 333 | 445 | 233 | 434 | 223 | 435 | 112 | 313 | 113 | 314 |
| E20 | 232 | 344 | 232 | 444 | 232 | 344 | 233 | 434 | 233 | 334 | 111 | 222 | 113 | 213 |
| E21 | 212 | 334 | 112 | 334 | 112 | 334 | 223 | 434 | 233 | 435 | 131 | 332 | 112 | 312 |
| E22 | 232 | 434 | 233 | 434 | 223 | 334 | 323 | 424 | 323 | 334 | 121 | 331 | 211 | 332 |
| E23 | 123 | 334 | 323 | 334 | 223 | 334 | 223 | 424 | 223 | 334 | 121 | 432 | 122 | 323 |
| E24 | 112 | 334 | 113 | 112 | 112 | 333 | 112 | 222 | 112 | 222 | 111 | 111 | 111 | 122 |
| E25 | 112 | 433 | 112 | 443 | 112 | 443 | 223 | 444 | 223 | 434 | 111 | 322 | 111 | 332 |
| E26 | 213 | 545 | 113 | 555 | 213 | 435 | 213 | 435 | 213 | 435 | 111 | 423 | 112 | 334 |

Legend: In every column there are three scores representing the three Raters:

Rater 1 - First rating in all columns

Rater 2 - Second rating in all columns

Rater 3 - Third rating in all columns.

The [illegible] represents the Rater 1 in Column 1 to 7.

Table X. - Individual ratings of the three Raters of the responses of Control Group 1 in the pre- and post-training application of the Carkhuff Scale of Measurement of Helping Skills

| STUDENTS | HELPING SKILLS | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Column 1 | | Column 2 | | Column 3 | | Column 4 | | Column 5 | | Column 6 | | Column 7 | |
| | Overall Rating | | Empathy | | Respect | | Concreteness | | Genuineness | | Confrontation | | Self-Exploration | |
| | TEST | | | | | | | | | | | | | |
| | Pre- | Post | Pre- | Post- | Pre- | Post | Pre- | Post- | Pre- | Post- | Pre- | Post | Pre- | Post- |
| C1 | 111 | 322 | 112 | 332 | 121 | 221 | 111 | 322 | 222 | 332 | 221 | 121 | 111 | 321 |
| C2 | 212 | 122 | 112 | 112 | 111 | 121 | 121 | 122 | 222 | 222 | 111 | 111 | 111 | 111 |
| C3 | 111 | 331 | 111 | 121 | 111 | 221 | 111 | 222 | 222 | 222 | 111 | 111 | 111 | 111 |
| C4 | 211 | 211 | 111 | 111 | 121 | 121 | 111 | 111 | 222 | 222 | 111 | 111 | 111 | 111 |
| C5 | 211 | 211 | 212 | 212 | 112 | 112 | 111 | 121 | 123 | 123 | 111 | 111 | 113 | 111 |
| C6 | 222 | 222 | 212 | 323 | 323 | 323 | 222 | 332 | 332 | 332 | 111 | 111 | 113 | 121 |
| C7 | 223 | 223 | 213 | 223 | 121 | 221 | 223 | 223 | 222 | 222 | 111 | 111 | 111 | 121 |
| C8 | 111 | 222 | 712 | 212 | 323 | 323 | 111 | 121 | 323 | 323 | 111 | 111 | 113 | 111 |
| C9 | 323 | 322 | 223 | 212 | 223 | 212 | 123 | 122 | 223 | 223 | 211 | 211 | 123 | 121 |
| C10 | 211 | 222 | 111 | 212 | 111 | 112 | 121 | 132 | 121 | 121 | 111 | 111 | 113 | 211 |
| C11 | 222 | 222 | 221 | 222 | 221 | 333 | 221 | 221 | 111 | 332 | 111 | 111 | 113 | 221 |
| C12 | 111 | 222 | 111 | 222 | 121 | 211 | 111 | 222 | 111 | 111 | 111 | 111 | 113 | 212 |
| C13 | 112 | 111 | 112 | 111 | 122 | 111 | 112 | 121 | 212 | 222 | 111 | 111 | 113 | 211 |
| C14 | 211 | 222 | 211 | 323 | 121 | 322 | 122 | 321 | 222 | 322 | 111 | 111 | 113 | 213 |
| C15 | 211 | 211 | 112 | 212 | 113 | 211 | 123 | 121 | 223 | 223 | 111 | 111 | 112 | 122 |
| C16 | 212 | 211 | 213 | 212 | 212 | 221 | 213 | 223 | 113 | 223 | 111 | 211 | 113 | 211 |
| C17 | 111 | 221 | 111 | 111 | 111 | 121 | 111 | 122 | 112 | 122 | 111 | 211 | 113 | 211 |
| C18 | 121 | 121 | 111 | 121 | 121 | 121 | 222 | 222 | 222 | 222 | 111 | 111 | 113 | 111 |
| C19 | 111 | 121 | 212 | 222 | 222 | 222 | 222 | 222 | 323 | 323 | 212 | 212 | 212 | 212 |
| C20 | 221 | 221 | 222 | 221 | 222 | 222 | 222 | 222 | 222 | 222 | 111 | 111 | 111 | 111 |

Legend: Rater 1 - First rating in all columns
Rater 2 - Second rating in all columns
Rater 3 - Third rating in all columns.

Table IX and Table X on pages 119 and 120 respectively reflect the individual ratings awarded to the responses of the respondents in the Experimental Group and Control Group I by the three independent raters. The 'overall' rating awarded by rater 1 as well as the ratings awarded in terms of the six dimensions to the response given by student E26 in the pre-test were:*

'Overall' rating: level 2 - ineffective: response was relevant but did not respond to the feelings of the pupil in any way.

Rating for 'empathy': level 1 - very ineffective: no evidence of listening, understanding or sensitivity to even the most obvious feelings of the pupil, detracting significantly from the pupil's communication.

Rating for 'respect': level 2 - ineffective: showed a lack of respect or concern for the pupil's feelings, experiences and potential.

Rating for 'concreteness': level 2 - ineffective: did not elicit discussion of - personally relevant feelings and experiences in specific and concrete terms.

Rating for 'genuineness' level 2: ineffective: the helper responded according to his role as teacher rather than expressing what he personally felt or intended. He was unable to employ his 'genuineness' as a basis for further enquiry.

Rating for 'confrontation': level 1 - very ineffective: disregard for those discrepancies in the pupil's behaviour that might have been fruitful areas for consideration.

Rating for 'self-exploration' level 1: very ineffective: the student was blocked in discussing relevant personal material.

---

* See Table IX, p.119, columns 1 - 7, first digit in each column consecutively.

The response student E26 gave to the problem statement in the post-test is quoted: 'You feel frustrated and depressed because your father is not treating the family the way he should and you cannot concentrate on your schoolwork because your father bullies your mother and you want him to work so that he can support the family. I will then encourage the child to tell me what he thinks we could do to improve matters as he seems to want to progress yet he cannot concentrate at school. I will approach the father thereafter and point out the negative effect his behaviour is having on the pupil; that he cannot concentrate when worried and on an empty stomach. If still no improvement, I will refer problem to a welfare society.'

The ratings awarded by rater 1 to the response on the 'overall' rating and the six dimensions were:

'Overall' rating:* level 5: extremely effective, accurately responded to where the pupil was, where he wanted to be and how to get from where he was to where he wanted to be. By working out his plan of action towards achieving the goal, this response showed understanding and concrete direction.

'Empathy': level 5: extremely effective: the helper was responding with a full awareness of who the pupil was and with a comprehensive and accurate understanding of that particular pupil's feelings.

'Respect': level 4: very effective: the helper communicated a sincere 'caring' for the feelings, expressions and potential of the pupil.

'Concreteness': level 4: very effective: the helper enabled discussion to centre around specific and concrete instances of most important and personally relevant feelings and experiences.

---

* See Table IX, p.119, Columns 1 - 7, first digit in each column, consecutively.

'Genuineness': level 4: very effective: helper left no doubt that he really meant what he said. He employed his responses as a basis for further enquiry into the relationship.

'Confrontation': level 4: very effective: the helper specifically addressed himself to discrepancies in the pupil's behaviour.

'Self-exploration': level 3: minimally effective: the pupil was not helped to discuss personally relevant material spontaneously as the helper 'took over' the problem.

As can be seen from the above example, the evaluation of student E26 reflected an overall improvement in communicating helpfully with his pupil.

8.3.3 Correlating the ratings of the three raters

In analysing the ratings of the three raters there was a tendency for Rater 1 to rate higher than Rater 2 and Rater 3, doing so in both the pre- and post-tests. To validate the ratings, correlations were calculated based on a Bravais-Pearson formula (32, pp.85, 74 and 281).

Correlations were done accordingly with

Experimental Group - Rater 1 and Rater 2 pre- and post-tests
- Rater 1 and Rater 3 pre- and post-tests

Control Group I - Rater 1 and Rater 2 pre- and post-tests
- Rater 1 and Rater 3 pre- and post-tests.

The ratings in the 'Overall Rating' columns* were correlated to determine if ratios were in agreement, by means of the following formula;

X = Rater 1 = Y = Rater 2, X = Rater 1 = Y = Rater 3

$$r = \frac{xy}{\sqrt{x^2 \; y^2}}$$

$$xy = \frac{\sum(xy - (\sum x)(\sum y)}{N} \quad x^2 = \frac{\sum x^2 - (\sum x)^2}{N} \quad y^2 = \frac{\sum y^2 = (\sum y)^2}{N}$$

* See Tables IX and X, pp.119 and 120.

Thus in correlating the rating between Rater 1 and Rater 2 in the pre-test of the Experimental Group* the formula was applied as follows:

$$xy = \sum xy - \frac{(\sum x)(\sum y)}{N}$$

$$= 91 - \frac{(50)(45)}{26}$$

$$= 91 - \frac{2\ 250}{26}$$

$$= 91 - 86,54$$

$$= 4,46$$

$$x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 116 - \frac{(50)^2}{26}$$

$$= 116 - \frac{2\ 500}{26}$$

$$= 116 - 96,15$$

$$= 19,85$$

$$y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$= 85 - \frac{(45)^2}{26}$$

$$= 85 - \frac{2\ 025}{26}$$

$$= 85 - 77,88$$

$$= 7,12$$

$$r = \frac{xy}{\sqrt{x^2\ y^2}}$$

$$= \frac{4,46}{\sqrt{(19,85 \times 7,12)}}$$

$$= \frac{4,46}{\sqrt{141,332}}$$

$$= 0,375$$

---

* See Table IX, p.119.

The correlations of all the ratings assigned as 'Overall' Ratings in both the Experimental Group and Control Group I are reflected in the following table.

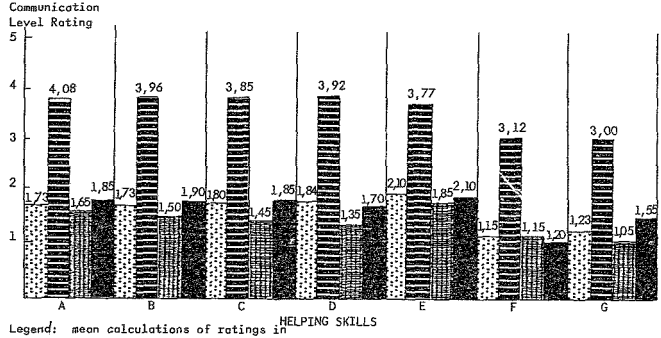
Table XI - Correlation coefficient between 'overall' ratings assigned by Raters 1 and 2 and Raters 1 and 3 in the pre- and post-training administration of the CSM in the Experimental Group and Control Group I

| Raters | Experimental Group | | Control Group I | |
|---|---|---|---|---|
| | T E S T S | | | |
| | pre- | post- | pre- | post- |
| 1 and 2 | 0,375 | 0,551 | 0,4 | 0,299 |
| 1 and 3 | 0,124 | 0,382 | 0,542 | 0,223 |

For the Experimental Group with twenty-six values*, any correlation coefficient greater than 0,381 is significant at the 5 per cent level of significance (74, p.349).

For the Control Group I with twenty values, any correlation coefficient greater than 0,433 is significant at the 5 per cent level of significance.

The ordinal scale was so small (1 - 5), that results should be treated with circumspection. As reflected in Tables IX and X on pp.119 and 120 in comparing all the ratings of these raters, consensus was reflected in that students in the Experimental Group had shown ability to communicate helpfully on a higher level in the post-test than in the pre-test. Students in Control Group I, however, had not shown the same degree of improvement from pre-test to post-test in their ability to communicate helpfully. Because of the positive correlation between rater 1 and the other two raters and their similarity in rating which were significant in many cases, an example of the movement as rated by rater 1 was used. Figure 6 on p.126 reflects the movement that occurred between administration of the pre-test and post-test in respect of the Experimental Group and Control Group 1.




Legend: mean calculations of ratings in

pre-training test ) in Experimental Group
post-training test )

pre-training test ) in Control Group 1
post-training test)

Ratings i.r.o.:

A: Overall
B: Empathy
C: Respect
D: Concreteness
E: Genuineness
F: Confrontation
G: Self-Exploration

Figure 6 Mean* of ratings assigned by the three Raters to the responses of the Experimental Group and Control Group I in the pre- and post-training application of the CSM

*Means were calculated by adding the ratings of Rater 1 for each variable and dividing the score by 26 in the Experimental Group and dividing by 20 in Control Group I, using the ratings as illustrated in Tables IX and X on pp.119 and 120.

In the pre-test Control Group I was rated very slightly lower than the Experimental Group in all the helping skills. In the post-test the Experimental Group showed marked movement in all the helping skills whereas Control Group I showed a very slight degree of movement. In the 'overall' rating the Experimental Group moved from level 1,73 to level 4,08, moving from 'very ineffective' to 'very effective' helpers. The Control Group, in contrast, progressed from level 1,65 to level 1,85 thus remaining at the level of 'very ineffective' helpers.

In the Experimental Group, the highest level of movement occurred in the skill of 'empathy' having improved by 2,23 levels. In the Control Group the most movement occurred in the skill of 'self-exploration', a movement of 0,50.

In the Experimental Group, the least movement occurred in the skill of 'genuineness' having improved by the level of 1,77. In Control Group I, the least development occurred in the skill of 'confrontation' with an improvement of 1,05.

The students participating in the mentoring-programme i.e. the Experimental Group, which incorporated both the theoretical and the practice components, had grown in skill as helpers to a much higher level than the students in Control Group I who had only participated in the mentoring-programme to the exclusion of the theoretical component, and the 'supportive' component. Movement was evident most markedly in the 'overall' rating of responses.

8.4 EVALUATION OF A TEACHER'S ROLE (EI)

The sample of students in the Experimental Group submitted written evaluations of their perceptions of the role of a teacher after viewing the film 'Conrack' on 13 March 1979 and again on 23 October 1979.* Comments were extracted from twelve student evaluations comparing comments made after the first and again after the second viewing. Twelve evaluations constituted 46,15 per cent

---

* See Chapter Seven, pp.97 and 99.

of the total sample of 26 and was regarded as representative of the total sample of that group. These evaluations were selected randomly by drawing every second evaluation until twelve had been extracted. Comparisons between the two sets of statements determined if participation in the full mentoring programme had improved the students' perceptions of a Teacher's Role between the first and second viewing of the film.

| Student: | First viewing | Second viewing |
|---|---|---|
| E2 | 'Conrack had the right attitude towards the pupils." | 'Conrack had the right approach towards the pupils and they began to trust him.' |
| E4 | 'He tried to adapt to the primitive way of life these people had.' | 'He realized that he had to understand the people, what hampered their education and reassure them that he cared for them.' |
| E6 | 'He forced himself to live as primitively as they did.' | 'He went to this specific school because he was genuinely interested in these people. He did not see it as a sacrifice but rather as his calling as a teacher.' |
| E8 | 'He functioned on the level of the child.' | 'He observed what the children felt about their schoolwork and then moved in to teach them from there.' |
| E10 | 'He helped the children to think for themselves.' | 'He reached out to the children in unusual ways, challenging them to think for themselves.' |
| E12 | 'He attempted to discipline the class who had no respect for a teacher.' | 'He tried to gain the children's trust, respect and commitment.' |
| E14 | 'He won their trust.' | 'He made their problems classroom situations to gain their trust and to engage them in activities. |

| Student: | First viewing | Second viewing |
|---|---|---|
| E16 | 'He taught well.' | 'He let the children know he was for and not against them.' |
| E18 | 'He lost his temper. He wanted to force them to respect him.' | 'He tried to put himself in the pupil's place, gained understanding and won their co-operation in this manner.' |
| E20 | 'He was an energetic teacher.' | 'He made special attempts to make the school-work attractive and interesting.' |
| E22 | 'He was undiplomatic.' | 'He knew just how to handle them and taught them to laugh with him sometimes.' |
| E24 | 'He tried to get the children to co-operate and saw his teaching as a challenge.' | 'He made them believe in their own abilities and value as human beings and helped them out of their passivity.' |

In the analysis of evaluations of the whole group of 12 students as illustrated by these 24 'sample' comments, students reflected sympathy with the teacher in his uphill battle and in general thought him to be a 'good' teacher, after the first viewing of the film; however motivations were very vague as compared to the statements made with subsequent evaluations after the second viewing. Students showed after participating in the mentoring-programme that they were aware of how a teacher needed to respond to establish a good relationship with a child. Students were more able to state specifically what made a 'good' teacher. Good, et al argue that 'teachers should become more aware of their own behaviour, of student behaviour and that the careful collection and sensitive use of process and product information by classroom teachers will make them more aware of what does happen in the classroom, and that increased awareness has the potential for upgrading many aspects of classroom life' (44, pp.241-242).

In summary, there appeared to be no drop-outs in the Experimental Group as opposed to the drop-out rate of 41,2 per cent and 24,2 per cent in Control Group I and Control Group II respectively. The Minnesota Teachers' Attitude Inventory reflected that a larger number of students i.e. 88,5 per cent in the Experimental Group as opposed to 52,9 per cent in Control Group I, and 50,8 per cent in Control Group II improved in their attitude as teachers.

In the CSM for Helping Skills respondents in the Experimental Group and Control Group I were rated on a 5-point scale. The Experimental Group was rated to have moved 'overall' from 'very ineffective' helpers in the pre-test to 'very effective' helpers in the post-test. Control Group I maintained ratings of 'very ineffective' in both pre- and post-tests in the 'overall' rating. The variable in which most movement was observed was 'empathy' and the least movement occurred in the variables of 'genuineness' and 'confrontation'. After participating in the mentoring programme, students seemed more aware of the type of behaviour that was conducive to a satisfactory teacher-pupil relationship.

## CHAPTER NINE - THE PRESENTATION OF FINDINGS: THE QUESTIONNAIRES, SCHEDULES, ASSIGNMENTS AND MENTORING RECORDS

### 9.1 INTRODUCTION

All students participating in the mentoring programme completed a questionnaire reflecting their identifying details.* Students in the Experimental Group completed two further questionnaires: 'Experiences and Attitudes of Mentors as at August 1979' (QSI) and 'A Mentor/Pupil Evaluative Questionnaire'. Two schedules were administered to pupils mentored by students in the Experimental Group: The Identifying Details of Pupils" (S1)** and *'Pupils' Experiences and Attitudes during 1979'*. Finally pupils completed the 'Mentor/Pupil evaluative questionnaire' (Q2).

Data extracted from 'Experiences and Attitudes of Mentors and Pupils in the Experimental Group, during August 1979 and the 'Mentor/Pupil Evaluative Questionnaire, is discussed in this section.

#### 9.1.1 The questionnaires: The experiences and attitudes of Mentors/Pupils in the Experimental Group, as at August 1979 (QSI)

The questionnaire was designed to elicit the experiences and attitudes of mentors after they had participated in the mentoring programme for six months. The questionnaire*** comprised two sections -

Section A: 'Information about your Pupil' and

Section B: 'Mentors' Experiences and Attitudes'.

At the same time a schedule 'Skedule vir Leerlinge in Mentor-program' was administered to control accuracy of mentors' responses. Questions 1 - 9 in the questionnaire were compared

---

* See Chapter Five, p.78.

** See Chapter Five, p.83.

*** See Appendices G(i) and G(ii), pp.225 231.

with the answers to the schedule* administered to the pupils. Questions 10 - 20 in the questionnaire elicited information about the mentors' attitudes to teaching in general.** In this chapter the findings elicited in the response to Section A are compared to those contained in the responses of the schedule administered to pupils. Section B, on the other hand is not a 'cross-check', but reflects experiences and attitudes of the mentors only.

9.2.1 Section A

.1 Mentors' knowledge of pupils' family details

Mentors in all instances (100 per cent) knew the names of their pupils and pupils in all instances (100 per cent) could state their mentors' names. In stating the ages of the pupils, seventeen mentors (65 per cent) were correct whereas nine mentors (35 per cent) were unsure or gave an incorrect age. Twenty-three mentors (88,5 per cent) knew the family composition of their pupils, yet could reflect the number and sex of the pupils' siblings correctly in only six instances (23 per cent).

.2 Mentors' knowledge of school experiences of pupils

In ascertaining if mentors knew whether pupils were happy at school, it appeared that twenty-one mentors (81 per cent) reflected this as being so. Five mentors (19 per cent) perceived their pupils as being 'unhappy' whilst these pupils themselves stated they were happy at school.

Pupils' dislikes about school centred around school subjects only, such as Mathematics, Geography and History.*** Specific knowledge of such pupils' dislikes were reflected in sixteen (61,5 per cent) instances.

The replies of twenty-three mentors (88 per cent) coincided with those of their pupils as to who the most important person was

---

* See Appendix G(ii), p.232.

** See Appendix G(i), p.225.

*** See problems shared with mentors in Chapter Seven, p.100.

in the life of the pupil. Pupil responses on this matter are reflected in Table XII below:

Table XII Responses of pupils reflecting the most important person in their lives

| Most important person | Pupils | |
|---|---|---|
| | Number | Percentage |
| Mother | 14 | 53 |
| Father | 4 | 15 |
| Mentor | 3 | 11 |
| Grandmother | 1 | 3 |
| Friend | 1 | 3 |
| Brother | 1 | 3 |
| Both parents | 2 | 12 |
| Totals | 26 | 100 |

Preference for the mother is evident in a little over half of the pupils i.e. fourteen (53 per cent). In only three instances (11 per cent) was the mentor rated as the most important person in the life of the pupil.

.3 Reaction to mentoring

Pupils and mentors were in agreement that in twenty-three instances (88,5 per cent) the mentors understood the feelings of their pupils. In twenty instances (77 per cent) mentors indicated that they would be disappointed to find out that their pupils lied or stole but that they would not lose faith in them. Twenty mentors and their pupils (77 per cent) indicated that they shared problems with their mentors. The nature of these problems varied widely including lack of parental caring; molesting by gangsters; adults i.e. parents or elder siblings; alcoholism; unemployment of parents; rejection; poverty; family quarrels; overburdening with household chores; relatives awaiting trial on criminal

charges; and inability to get along with a school teacher.

All pupils in the sample thought that their mentors liked them and that they enjoyed the mentoring-sessions. The table below reflects the reasons pupils gave for enjoying the mentoring sessions.

Table XIII Pupils' reasons for enjoying mentoring sessions*

| *Reason* | Pupils | |
|---|---|---|
| | Number | Percentage |
| Enjoy having a mentor who is interested in them personally | 26 | 100 |
| Receiving help with homework | 26 | 100 |
| Receiving help with those subjects with which difficulty is experienced | 26 | 100 |
| Receiving help with any other problems | 26 | 100 |

N = 26

Pupils, in completing their schedules, indicated enjoyment of mentoring sessions in all its aspects, i.e. help received with homework and the relationship with their mentor.

9.2.2 Section B

.1 Relationship in mentoring

In replying to the first two questions contained in this section mentors were asked to reflect back to March 1979, when they started mentoring training. They were asked to describe how they felt during the first mentoring session, and in mid-August, i.e. mid-way in the programme.

---

* Each pupil could indicate more than one response.

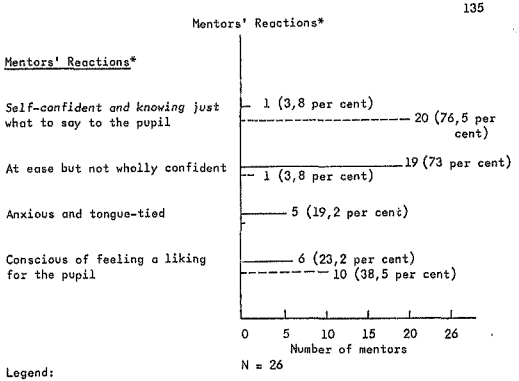



Figure 7: A comparison of how mentors felt in their 'mentor role as at March 1979 and August 1979

Mentors seemed to gain confidence once they had become accustomed to their pupils. The trend was for nineteen mentors (73 per cent) to move from feeling 'at ease but not wholly confident' in March to twenty mentors (76,5 per cent) feeling self-confident and 'knowing just what to say to the pupil' in August. Anxiety and tongue-tiedness amongst five mentors (19,2 per cent) diminished and mentors' liking for their pupils grew from 6 mentors (23,2 per cent) in March to ten mentors (38,5 per cent) in August.

In between mentoring sessions, twenty mentors (77 per cent) thought of their pupils "now and again' whereas six mentors

---

* Mentors could indicate more than one response.

(23 per cent) thought of their pupils a great deal.

Views mentors held on children in general are reflected in Table XIV below.

Table XIV *Views of mentors on children in general*

| Views | Responses* | |
|---|---|---|
| | Number | Percentage |
| Every pupil differs from others in one or more respect | 22 | 84,6 |
| All pupils are the same | 0 | 0,0 |
| There is a valid reason when a pupil is naughty | 19 | 73,0 |
| Children are naturally naughty without a valid reason | 4 | 15,4 |
| Children are easy to get along with | 13 | 50,0 |
| Children are difficult to get along with | 7 | 27,0 |
| Irrespective of home background all children have the same needs and problems | 3 | 11,5 |
| Irrespective of home background all children have different needs and problems | 20 | 77,0 |
| It must be expected that children from disadvantaged homes and families will behave badly in school | 2 | 8,0 |
| Children from disadvantaged homes and families need not necessarily behave badly in school | 19 | 73,0 |

N = 26

The majority of mentors, twenty-two (86,4 per cent) viewed children as being different from others in more than one respect.

Nineteen mentors (73,0 per cent) felt there is a valid reason when children are naughty. As this question** was

* Mentors could indicate more than one response.

** *See Appendix G(i), p.228.*

designed with ten statements: five reflecting a negative and five reflecting a positive attitude towards children, a total of both 130 negative and 130 positive responses could have been given. Ninety-three responses in all (71,53 per cent) were positive and sixteen (12,30 per cent) were negative. In general views reflecting an accepting, caring attitude towards children were expressed by most mentors.

.2 The student teacher

In replying to why mentors thought matriculants chose to become teachers, twenty mentors (77 per cent) said that matriculants chose teaching as a profession to have a secure job whereas five mentors (19 per cent) felt that the reason could be 'a calling' to be a teacher. Only one mentor (4 per cent) thought matriculants chose teaching to earn a good salary. Respondents were then asked to rank in order of priority their personal reasons for having enrolled at the Teachers' Training College; one ranking as the highest motivation and five ranking as the lowest motivation.

Responses reflected that fourteen (53,8 per cent) students enrolled because they felt they had a 'calling' to be a teacher. Twenty-one (80,8 per cent) students ranked their reason for attending the college 'to have social status in the community'. As the lowest motivation in eight (30,8 per cent) instances students indicated as their primary reason to be able 'to spend every working day with children' whilst four (15,4 per cent) students gave their primary reason for attending as being equipped for 'a secure job and career', No one selected as the primary reason for attending the college 'earning a good salary'.

.3 Attributes in teaching behaviour

Mentors were asked to indicate their views on behaviours that would gain a teacher the respect of their pupils. These are reflected in the table overleaf.

Table XV Attributes in teacher behaviour leading to respect from pupils

| Attributes | Responses* | |
|---|---|---|
| | Number | Percentage |
| Teachers who sometimes laugh with pupils in class | 25 | 96 |
| Teachers who are always serious | - | - |
| Teachers never humiliating pupils in the presence of others | 20 | 77 |
| Teachers who sometimes humiliate pupils in the presence of others | 6 | 23 |
| Teachers who try never to lose their temper in class | 20 | 77 |
| Teachers who show they have a temper in class | 5 | 19 |
| Teachers who are careful about the use of disciplinary measures | 26 | 100 |
| Teachers who are extremely strict | - | - |
| Teachers who never punish a child without first listening to the reason for the behaviour | 26 | 100 |
| Teachers who punish every misdeed without listening to reasons for the behaviour | - | - |
| Teachers who enquire if a child has a problem when they seem distressed | 26 | 100 |
| Teachers who ignore a child who seems distressed | - | - |
| Teachers who visit pupils' homes | 26 | 100 |
| Teachers who think it inappropriate to visit pupils' homes | - | - |

N = 26

* Mentors could indicate more than one response

As shown in Table XV, on the preceding page, mentors generally were in agreement about the positive attributes contained in the questionnaire, deemed necessary to gain the respect of their pupils. However six mentors (23,0 per cent) felt a teacher should sometimes humiliate a pupil in the presence of others. Furthermore five mentors (19,2 per cent) felt a teacher should show that he has a temper in class.

All mentors felt that they were in fact presently demonstrating positive attributes of a teacher and only one mentor (4 per cent) felt she would behave differently when once a teacher.

In instances of finding out that a pupil was truanting, swearing and lying, twenty-five mentors (96 per cent) felt that they would confront the pupil whilst one mentor (4 per cent) felt it right to ignore such behaviour.

.4 Helping abilities gained through mentoring experience

Mentors evaluated their participation in the mentoring-programme 'Trainee Teachers as Mentors to Pupils' as producing the following effects:*

a) Better understanding of children and their needs: twenty-six (100 per cent).

b) Amended their views on how teachers should relate to pupils: twenty-four (92 per cent).

c) An expression of the need to teach for the sake of teaching children: twenty-two (85 per cent); and

d) An increased understanding of factors influencing children's behaviour: twenty-five (96 per cent).

Mentors were invited to suggest theoretical content to be included in the remaining part of their training course for mentors. The popular response indicated a need for more knowledge pertaining to human needs related to the various stages of man's development and life cycle.

In summing up the responses to the questionnaire, it can be said that:

---

* Mentors could indicate more than one response.

- During August 1979 it appeared that the mentors had some knowledge of the family composition and background of their pupils. Pupils had displayed no serious problems at school or dislikes of school, apart from disliking subjects such as Mathematics, Geography and History. The most important person in the lives of more than half the pupils seemed to be their mothers (50 per cent). The mentors filled that role in 11 per cent. The initial strangeness between mentor-and-pupil had worn off. Pupils were beginning to feel secure enough with mentors to share their personal problems (77 per cent). These problems ranged widely and were typical problems of the every-day life of the area in which the pupils lived. All the pupils perceived their mentors as liking them and enjoyed the mentoring sessions.

- The mentors in comparing their role as mentor in August 1979 with that in March 1979, when the mentoring programme began, reflected that they had become more confident, felt more at ease, and had grown to like their pupils. Students were less pre-occupied with their pupils.

- Students' views of pupils reflected a respect for the individuality of a pupil, and an accepting and tolerant attitude towards their pupils. Seventy-three per cent of the students were of the opinion that pupils from disadvantaged homes and families will not necessarily behave badly in school.

- Students regarded the main reason for matriculants selecting teaching as a career, to be 'to have a secure job'. Their own reasons for selecting teaching were given as 'having a calling to be a teacher'; fourteen (53,8 per cent); with only four (15,4 per cent) giving the reason as finding a secure job or career.

- Students selected as positive attributes for teaching behaviours that gained the respect of pupils, 'teachers who sometimes laughed with their pupils'; 'never humiliating pupils in the presence of others'; 'never losing their tempers in class';

'were careful about the use of disciplinary measures', 'never punishing a child without first listening to his reason for his behaviour'; 'enquiring if a child had a problem when seeming distressed'; and 'visiting the pupils' homes'.

- The students felt that a pupil should be confronted when displaying bad behaviour such as lying, stealing, swearing or truanting.

- Students participating in the Experimental Group generally agreed that they had gained a better understanding of the needs of children, and of the manner in which to relate to children. They wanted to teach for the sake of teaching and better understood how they influenced the behaviour of children.

9.3 QUESTIONNAIRE (Q2)*

During the final mentoring session, the twenty-six mentors and their twenty-six pupils in the Experimental Group jointly completed a questionnaire. In the analysis it appeared that in all instances (100 per cent) the pupils experienced the mentoring sessions positively.

a) Pupils stated that they had received constructive help with their homework, difficult concepts had been re-explained to them by their mentors and they had been encouraged to improve in the subjects in which they were especially weak. Pupils had received encouragement to continue with their schooling. Homework was done which they stated would not have been the case had it been left to them only.

b) The contacts with their mentors were enjoyable and it improved their communication with their school teacher. They had gained in self-confidence. They regarded it as a valuable experience to feel someone cared enough to inspire and help them.

c) Personal problems were identified and sorted out. These had gone unnoticed by the teacher in the classroom situation,

* See Appendix H, p.233.

and included poor eyesight, a hearing problem, stress due to disharmony at home, financial concern, street-gang exploitation, and relationship problems.

Mentors were asked to rate the value of the mentoring programme in facilitating their understanding of children, on a five-point scale with (1) indicating 'very helpful', and (5) indicating 'not helpful at all'. It appeared that from the total sample, twenty-five (96 per cent) rated the experience as being 'very helpful', whilst one (4 per cent) rated the experience as 'helpful'.

Pupils were asked to rate on a five-point scale the meaning the mentoring programme had for them personally: (1) indicated 'very meaningful' and (5) 'having no meaning at all'. From the sample it appeared that twenty-one pupils (80 per cent) found the programme 'very meaningful' and five pupils(20 per cent) found the programme to be 'meaningful'.

In summary the mentoring programme seemed to have provided a positive experience for all mentors and pupils.

9.4 THE ASSIGNMENTS (A1)

The students in the Experimental Group were set two assignments which were to be completed during their period of absence from the Training College during the June/July 1979 winter vacation and during the period of practice teaching commencing immediately after the vacation. The two assignments* were:

1. 'Forming a Positive Relationship with a Pupil during Practice Teaching' and

2. 'The Emotional Needs of the Primary School Pupil and how to meet those Needs as a School Teacher'.

These assignments had to be completed by August 7, 1979.

The content of both these assignments were analysed according to two sets of criteria and the analyses are presented in this section.

---

* See Appendix E, p.220.

and included poor eyesight, a hearing problem, stress due to disharmony at home, financial concern, street-gang exploitation, and relationship problems.

Mentors were asked to rate the value of the mentoring programme in facilitating their understanding of children, on a five-point scale with (1) indicating 'very helpful', and (5) indicating 'not helpful at all'. It appeared that from the total sample, twenty-five (96 per cent) rated the experience as being 'very helpful', whilst one (4 per cent) rated the experience as 'helpful'.

Pupils were asked to rate on a five-point scale the meaning the mentoring programme had for them personally: (1) indicated 'very meaningful' and (5) 'having no meaning at all'. From the sample it appears that twenty-one pupils (80 per cent) found the programme 'very meaningful' and five pupils(20 per cent) found the programme to be 'meaningful'.

In summary the mentoring programme seemed to have provided a positive experience for all mentors and pupils.

9.4 THE ASSIGNMENTS (A1)

The students in the Experimental Group were set two assignments which were to be completed during their period of absence from the Training College during the June/July 1979 winter vacation and during the period of practice teaching commencing immediately after the vacation. The two assignments* were:

1. 'Forming a Positive Relationship with a Pupil during Practice Teaching' and

2. 'The Emotional Needs of the Primary School Pupil and how to meet those Needs as a School Teacher'.

These assignments had to be completed by August 7, 1979.

The content of both these assignments were analysed according to two sets of criteria and the analyses are presented in this section.

---

* See Appendix E, p.220.

9.4.1 Forming a positive relationship with a pupil during practice teaching

Analysis of this assignment was based on the following criteria:

a) the reason for selecting a specific pupil;
b) extent of the observation of the pupil;
c) details of pupils' personal circumstances;
d) the quality the personal relationship established with the pupil; and
e) the nature of any problem-solving activity and assistance given.

From the sample of twenty-six students in the Experimental Group four students failed to submit their assignments on the date stipulated. It appeared from twenty-two (85 per cent) assignments that pupils were selected by the students after having been carefully observed during a classroom session. The table below reflects their reasons for selecting their pupils:

Table XVI - Reasons for selecting a pupil for mentoring during practice teaching

| Reasons | Number | Percentage |
|---|---|---|
| Poor academic performance | 9 | 41 |
| Physically neglected | 3 | 14 |
| Withdrawn | 4 | 18 |
| Acting out behaviour | 4 | 18 |
| Physically handicapped | 2 | 9 |
| Total | 22 | 100 |

The students appeared to base their r ,on for selection of the pupil on careful observation in all instances. Fifteen mentors (68 per cent) observed pupils' classroom behaviour and felt that their pupils performed poorly and lacked motivation to do better at

school. In seven instances (32 per cent) more detailed and sensitive observations were made. For example 'pupil was backward due to poor mental ability'. 'He badly needed personal attention but instead of giving him attention the teacher selected him for errands outside the classroom', and 'whilst explaining new work, the teacher said "he was so dull in any case"'.

Nineteen students (86 per cent) were aware of the personal and home circumstances of the pupils they had selected to work with, whilst three students (14 per cent) did not reflect any details in their assignments.

The quality of personal relationships was regarded as effective if the relationship facilitated intervention with a pupil, and by this criterion all students (100 per cent) stated their intervention as helpful to their pupil.

The nature of intervention or assistance given to pupils is reflected in the following table.

Table XVII Nature of intervention by mentor

| Nature of intervention | Number | Percentage |
|---|---|---|
| Supportive help | 16 | 73 |
| Practical help with school subjects | 3 | 13,5 |
| Referral to professional resource | 3 | 13,5 |
| Total | 22 | 100,0 |

Examples of the nature of supportive help given, were 'instilling self-confidence' 'helping a withdrawn child see the value of his contribution to class discussions', 'tracing reason for truanting and supporting pupil in attending school regularly'. Examples of practical help with school subject included reading, mathematics and languages. Under the third category 'Referral

to Professional Resource' a stuttering pupil was helped whose stuttering was reinforced by serious family disputes; he was referred to a child guidance clinic. Another pupil who stuttered was abused by an alcoholic father, and was referred to the Child Welfare Society. A pupil with an alcoholic brother was referred to the minister of the church.

The value of this exercise lay in the fact that students realized that pupil-behaviour was well worth observing and that students gained confidence in their ability to establish a relationship with a child.

It can be concluded from analysis of the content of the twenty-two records that all students succeeded in meeting the requirements of the assignment, namely to reflect the quality of the mentor-pupil relationship.

9.4.2 The emotional needs of a primary school pupil and how to meet those needs as a school teacher

The criteria on which analysis of this assignment was based were whether students could define:

a) the needs of the primary school child; and

b) the task of the teacher in meeting such needs.

Students were expected to draw on their knowledge and experience acquired through participation in the mentoring programme up until August 1979 and in addition were to consult literature on children's developmental needs.

Twenty-two assignments (85 per cent) were analysed as four students (15 per cent) failed to submit assignments. A pupil at primary school level was seen to need independence, companionship, discipline, opportunities for self-expression, personal attention, individual acceptance, security, recognition and approval, exploration, moral education, encouragement, a role model on which to model behaviour, tolerance in adults, peer group identity.

The teacher's role in meeting those needs was seen as: providing security, encouraging expression of feelings, reassuring

the pupil of availability of help where it may be needed; understanding and knowing individual children; involving the pupil in activities in and out of school; capturing attention; providing a pleasant and relaxed atmosphere in the classroom; being an example (role model); allowing healthy peer group differences without interfering; providing objective judgement when called upon to resolve disputes, enhancing the pupil's self-concept; being fair and just; showing genuine interest.

From the twenty-two assignments only two students (38,2 per cent) reflected no feeling and understanding of pupils' needs or how a teacher should set about meeting those needs. In summary, the assignments on the whole reflected evidence of knowledge acquired about the needs of the primary school child and how best to meet these needs. Such knowledge seems to have been acquired from studying relevant literature, drawing from their experience of the training programme for mentors, and their training course for teachers.

9.5 MENTORING RECORDS (R1)

The contents of the mentoring records which were submitted after each session were analysed.

Because of the voluntary submission of records, no demand could be made for submission of a record after every interaction between mentors and pupil. Therefore a limitation could be that not all interactions were reflected and valuable content may have been overlooked.

The mentoring programme extended over twelve sessions, so all in all records would have totalled 312 in the Experimental Group had all twenty-six students handed in records of each mentoring session. A little more than half that number of records, namely 164 (53 per cent) were received. Submission was evenly distributed during the period of March 8, 1979 to October 23, 1979.

In the Control Group I, 408 records could have been submitted had all thirty-four students handed in records of each mentoring session. There was a drop-out rate of fourteen students (41,2 per cent) in this group. In total 106 records (26 per cent) were received with submission evenly distributed between March 8, 1979 and May 29, 1979 for the majority of students. Sporadic submission from three students featured in this group during the latter period, i.e. until October 23, 1979.

The difference in mode of submission of records in the two groups excludes a comparative analysis of the content of the records. Therefore records received from mentors in the Experimental Group only were analysed to determine whether pupil-teacher transactions were met.

The criteria selected for analysis of records were:

(a) Facilitating a good pupil/mentor relationship - presence of warmth, empathy, acceptance, respect, closeness.

(b) Helping with schoolwork - practical help in completing homework, explanations in areas where difficulties with schoolwork were encountered and attempts to make work interesting for the pupil.

(c) Helping with a personal problem - evidence of constructive action in helping.

(d) Understanding a pupil's personal needs - respect for individuality of the pupil.

Content in the records providing evidence of the above criteria was regarded as reflecting a 'positive' relationship between mentor and pupil whereas deviation from the set criteria was regarded as reflecting a negative relationship. The sample of records totalled seventy-eight. One record was drawn per student from phases at the beginning, i.e. during the month of March 1979; middle, i.e. April 1979; and end, i.e. during the month of September, 1979, of the mentoring process.

Illustrative extracts from student records rated either 'positive' or 'negative' according to each of the three phases, are reflected in Table XVIII, on p.149.

Table XVIII. Illustration of criteria reflecting the quality of the mentor-pupil relationship

| | A. Facilitating good pupil/mentor relationship | B. Schoolwork help | C. Help with personal problems | D. Understanding personal needs of pupil |
|---|---|---|---|---|
| BEGINNING PHASE | | | | |
| positive relationship | I* assured him of the confidentiality of our meetings. Explained I was there to meet him regularly to become his friend and to help with his homework. | Her difficulty seems to be with the graphic representation of mathematics. | No nervousness was portrayed, but he seemed to find it difficult to concentrate and we discussed this problem. | She was so excited wanted to talk only of her team winning to-day so I let her talk for a while and then we settled down to homework. |
| negative relationship | I told him I was willing to help him pass his standard. | Although he failed Standard IV twice, he seems to have no weak subjects. | She wanted to tell me something and I said we must first do homework. I forgot to ask her about it again. | I told him to play less after school, and work harder if he wanted to do better. |
| MIDDLE PHASE | | | | |
| positive relationship | It was nice to see her again and I told her how I looked forward to coming today. | I spoke to his school teacher and he explained exactly what my pupil found difficult to grasp. | I have noticed that he finds it difficult to see and gave him a letter to the clinic to have his eyes tested. | She was afraid to draw a map as she had been scolded before, but I encouraged her and said I believed she could do it - she completed it satisfactorily. |
| negative relationship | We started off with homework straight away as there was no time for personal conversation. | Time seems to be up before we can do any homework. | She just sat staring and did not want to work so I left her and went off. | It irritates me that he always tries to draw attention. |
| END PHASE | | | | |
| positive relationship | His shirt was torn today and he seemed self-conscious about it. I congratulated him for doing so well in his test and then told him how my shirt had also been torn by friends, whilst playing during break. | We planned revision for the coming exam; thereafter she completed her Maths homework and I tested her on the spelling she had learned. | After going to the pupils home I could understand her inability to do homework much better. She is overloaded with household duties. We discussed how should explain her problem to her mother. | She kept on giggling and I knew she does that when she is nervous, so I did not let it interfere with our discussion. |
| negative relationship | I asked him where his shoes were as he was barefeet. | He was disinterested in his schoolwork so I said we should go and play | She said she is nervous about the exam so I told her not to worry. | My pupil does not like me and is always in a hurry to get away. |

*Legend: 'I' refers to the mentor
He, she, his, her - refer to the pupil.
We refers to pupil and mentor.

Figure 8, below, reflects the progress in the phases of the mentor/pupil relationship in the beginning, middle and end phases of the programme, according to the following four criteria:

- Facilitating a good pupil/mentor relationship
- Constructive help with schoolwork
- Constructive help with personal problems
- Understanding personal need of the pupil.

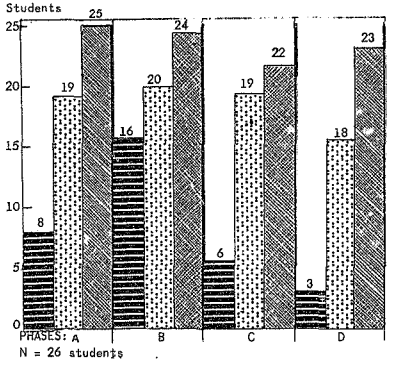



Figure 8 Shift in emphasis in the mentor/pupil relationship in the beginning, middle and end phases of the mentoring programme, according to the selected criteria.

In the beginning phase of mentoring, six mentors (61,5 per cent) were able to give their pupils constructive help with their schoolwork, whereas the mentors were less equipped to deal with variables facilitating a good relationship (8: 38,8 per cent), giving constructive help with personal problems (6: 23,0 per cent) understanding the personal needs of their pupils (3: 11,5 per cent).

Growth in the group of mentors occurred in the ability to respond more positively in all areas between the beginning and middle phase of the mentoring programme, particularly in the area of 'understanding the needs of the pupil' where the number increased from three mentors (11,5 per cent) in the beginning phase to eighteen mentors (69,2 per cent) in the end phase. At the end of the mentoring programme records reflected that twenty-five mentors (96,2 per cent) were able to relate to their pupils. facilitating a good relationship; twenty-four mentors (92,3 per cent) could give constructive help with schoolwork; twenty-two mentors (84,6 per cent) were able to give constructive help with personal problems and twenty-three mentors (88,5 per cent) improved their understanding of the personal needs of their pupils.

In summary the record-content indicated that the helping and relationship skills of mentors participating in the mentoring programme improved in the 'doing' component of the programme.

## CHAPTER TEN - CURRICULUM FOR A TRAINING COURSE FOR MENTORS

### 10.1 INTRODUCTION

The suggested curriculum for a training course for mentors presented in this chapter closely approximates the content of the mentoring-programme described* and analysed in this study, but incorporates minor adaptations and improvements which have been made as a result of the study.

### 10.2 COURSE SEQUENCES

The course sequences built into the curriculum constitute:

- Entering the World of the Child
- The Life Cycle: Human Development and Behaviour
- The Role of the Teacher
- Enhancing Self-concept in Pupils
- The Art of Helping - Teaching Communication Skills
- The Role of the Mentor as Future Teacher
- Behaviour Modification

### 10.3 EVALUATION AND ACCREDITATION

The course also incorporates the final stage in curriculum building, that of Evaluation. Towards the end of the course an excursion should provide opportunity for informal relaxation and interaction between mentors and pupils and in addition would promote joint evaluation of the mentoring programme.

On completion of the course a certificate should be awarded to each student at a special ceremony arranged for this purpose as an accreditation procedure.

### 10.4 PARTICIPANTS IN THE COURSE

(a) Trainer - A member of the teaching staff of the college who is assigned responsibility for the course in all its facets.

(b) Mentors - First year student-teachers who undertake to:

---

* See Chapter Seven, p.95.

(i) mentor a primary school child on a regular basis of a minimum of one hour per week;

(ii) attend the teaching sessions; and

(iii) attend the supervisory session after submitting a written record of the encounter with the pupil.

(c) Pupils - Primary school pupils who feel they could benefit from help with their homework and who undertake to regularly meet their mentor at an agreed-upon time and place.

(d) *Teachers and parents* should be approached to be available for consultation whenever necessar, to contribute to a better understanding of the pupil.

10.5 PRELIMINARY PLANNING: A MEETING BETWEEN TRAINER AND MENTOR

10.5.1 Aims of the meeting

.1 (a) the expectations a pupil has of his mentor, i.e. a big brother/sister relationship; (b) how the mentors perceive their task as mentors; (c) what the trainer expects them to gain from their relationship with the child; (d) how they think the pupil should see their intervention; (e) the need to involve the teachers from the schools and gain their support and co-operation for the mentoring programme.

.2 *To assign each mentor the task of submitting* the following particulars of the pupil selected for mentoring, i.e. name, address, standard, name of school, size of family, arrangements for mentoring session. To facilitate identification of the mentor and pupil, they should preferably be of the same sex.

10.6 PRESENTATION OF THE COURSE

The course presented consists of three components and processes.

1. Training sessions during which theoretical content of the course is presented

2. Mentoring sessions which provide the practical exercise

3. Supervision - which facilitates the integration of

theory to practice within a supportive relationship, thereby reinforcing learning.

In addition the objectives of each of the twenty training sessions are stipulated, as well as a list of relevant references where appropriate.

10.6.1 Training session 1 (sixty minutes)

Course Sequence: Entering the World of the Child

A. Objectives of the Session

1) To introduce mentors to aspects that constitute the world of the child.

2) To develop understanding and empathy for children.

3) To prepare mentors for their first encounter with the pupil they have selected.

B. Content*

On meeting a pupil to be mentored, a mentor needs to:

1) explain to the pupil that he is studying to become a teacher and that it would be helpful to her if the pupil would meet him on a regular basis, being specific about the place, time and day;

2) explain that during mentoring sessions they would discuss anything that is of importance to the pupil,** i.e. problems he may be having with his homework; relationship problems with peers, parents, relatives, other persons or any confidential matter that he needs to discuss;

3) encourage the pupil to share information about himself, attempting to visualize:

a) the community in which he lives, i.e. his home and environment;

---

* Content for each session is discussed as a mere guideline and should be supplemented and/or modified according to the evaluated needs of mentors and pupils participating in the programme.

** The trainer needs to plan time explaining concepts that are strange and new to mentors and in addition may choose to switch to Afrikaans ensuring that mentors grasp and internalize the lectures.

b) the family composition, status in family, relationships, tasks in the home;

c) the child's attitude towards school, the principal, the teacher, homework and future career;

d) extra-mural activities and interests including friendship

C. Exercises to teach basic concepts as a guide to gain knowledge of a pupil

1) To gain a pupil's confidence he must feel that the mentor accepts and likes him, as he is: i.e. respects his individuality. The mentor needs to look for positive characteristics in the child which could be commented on. Mentors should comment on these and point out that he has elected to share time with the pupil.

2) To create self-awareness the student could be asked to think back on their own school days and list all the positive qualities and responses in their school teachers they could remember; thereafter all the negatives. Therafter the group of mentors should divide into small groups of three or five to discuss how such behaviours affected them as children. The need to constantly place themselves in the child's position should be stressed to enable them to check-out how they themselves might have felt under similar circumstances.

3) In developing independent thought in pupils, 'process' is more important than 'product'. This can be facilitated when pupils pose a question and the mentor encourages a pupil to consider alternative action to arrive at a satisfactory answer.

4) To develop an understanding of causes underlying human behaviour; mentors can be asked as an exercise to think of a contentious subject on which a wide variety of opinions could be expressed. This would help to make them aware of differing opinions amongst individuals, and the right to hold or express different opinions.

5) A supportive helpful approach in mentors can be encouraged by the trainer, pointing out that mentors should attempt to concentrate on strengthening positive elements in a situation and should, for example, *never discourage a pupil, never* run down his school teacher or other persons, but help them to see what their contributions may be to improve the situation.

D Group Supervision - Session 1 (thirty minutes)

1) Explain trainer and student responsibility in the supervisory process.

2) 'Role-play' the anticipated meeting between mentor and pupil.

3) *Stress the importance of open, frank, sharing of* mentoring experiences in order to facilitate learning. Explain recordings required of mentoring sessions. Records should reflect contents of the interaction and process, and are to be submitted after each mentoring session. Teaching points from the records will be extracted by the trainer for discussion during individual supervisory sessions.

E. References*

1. Wolf, S. Children Under Stress. England, Penguin Press, 1973.

2. Yelon, S., Weinstein, G.W. A Teacher's World. Psychology in the classroom. *USA. McGraw Hill Book Co. 1977.*

F. Mentoring Session 1 (sixty minutes)

Mentors and pupils to meet as planned

G. Individual Supervision - Session 1 (sixty minutes)

Discuss briefly with the mentor her first mentoring session, checking out if she is aware of her responsibility in the total programme, such as regular attendance at training sessions, *building a positive relationship with the pupil, recording and* submission of records.

---

* References for each course sequence will be listed after discussion of the first training session in that sequence.

10.6.2 Training session 2 (sixty minutes)

Course Sequence: Entering the World of the Child (contd.)

A. Objectives of the Session

1) To make mentors aware of possible conflicts which may arise in the families of their pupils.

2) To make mentors aware of possible problems associated with the school setting.

3) To support mentors in their attempts to gain knowledge of the 'total' world of the pupil they mentor.

B. Content

1) Interaction in a family Suggested Film: Jamie: Story of a Sibling.(122) The film illustrates how Jamie, a 10-year old boy, the middle child in his family, interacts with his parents, sister and peers. Mentors are requested to observe:

a) the parents' values and priorities in life;

b) Jamie's values; and

c) consider how they would respond to Jamie if he were one of their pupils.

2) Discussion of the above points after viewing the film. In the discussion encourage mentors to personalise and extend observations to the mentoring situation.

Also make members aware that problems associated with the school setting may be:

a) due to low intelligence of pupils

b) specific learning disabilities e.g. struggle in moving from 'concrete' to 'abstract', perception problems or motor co-ordination;

c) emotional problems, where often the presenting problem is not the real problem.

Encourage mentors to consult with the trainer on any aspects of the child's behaviour they might not understand or may see as a need.

C. References

1. 'Jamie, Story of a Sibling'. Canada, National Film Board of Canada.

D. Group Supervision - Session 2 (thirty minutes)

Group supervision is based on contents of records received from mentors, reaction to individual supervision and observed evaluation of interaction between mentor and pupil. Points for discussion are extracted and discussed with mentors. Encourage mentors to accompany their pupil to his/her home in order to meet parents (if mentoring is not practised at home and parents have not yet been met).

E. Mentoring Session 2 (sixty minutes)

F. Individual Supervision - Session 2 (sixty minutes)

Discuss selected teaching points extracted from records and hereafter all individual supervision should be based on the specific need and level of development of each individual mentor. Length of individual supervision should depend on the perceived need of the mentor.

10.6.3 Training session 3

Course Sequence: The Life Cycle, Human Development and Behaviour

A. Objectives of the Session

1) To gain understanding of the developmental phases in the life cycle of each human being.

2) To create an awareness that certain behaviours in pupils can be ascribed to their present developmental phase.

3) To encourage in-depth study of the specific developmental phase of the pupil being mentored

4) To create a self-awareness of the phase of development of the mentors.

B. Content

1) Human Development (sixty minutes)

Each individual is born with a unique pairing of genes from the parents and a cultural endowment which interact to determine the person he/she will become. No two persons have the exact genetic combination or are born into the exact environment, for this reason human beings develop as unique individuals (115, p.17). In this process of human development however their is a sequence of developmental stages from birth to maturity to old age, the order in which one step follows another is the same for all persons. Children differ from each other in their rates of development at any given age but basically every human being has to pass through every stage of development to complete a life-cycle.

Erikson (34,p.219) describes eight stages through which individuals pass during their life cycles. Wolf states that it is possible to predict within limits how at different stages environmental events will be perceived by children and what measures are best suited to help them in the face of adverse circumstances. Rayner (57,147) states that a human being is a self-perpetuating organisation which consists of inherited and environmental determinants.

An eclectic approach is applied in examining human development and behaviour, but Erikson's model of the eight stages of man will form the base for discussion. The physical and emotional development with associated adjustment problems is viewed. The diagram below on p.160 illustrates the stages of development and the emotional outcome depending on whether or not the tasks in that stage are successfully negotiated.

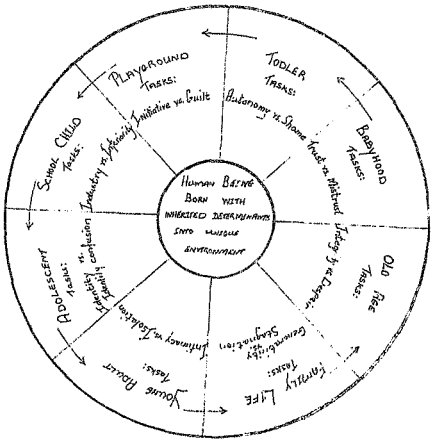



Figure 9. The life cycle in human development

Stage 1 - Babyhood 0-2 years. Trust versus Mistrust

Physical characteristics: Very helpless, dependent on mother, sleeps most of the time. Feeds by sucking - this the oral stage. Signals distress by crying. Develops gradually from being inactive to crawling and walking. Starts doing things for himself, e.g. eating a biscuit.

Emotional characteristics: The relationship between mother and baby is very important. The way in which the individual baby experiences the first dependent relationship will determine future attitudes to all situations in which he is dependent on someone else. A satisfactory infancy engenders trust but if the infant's needs are inadequately met, mistrust results.

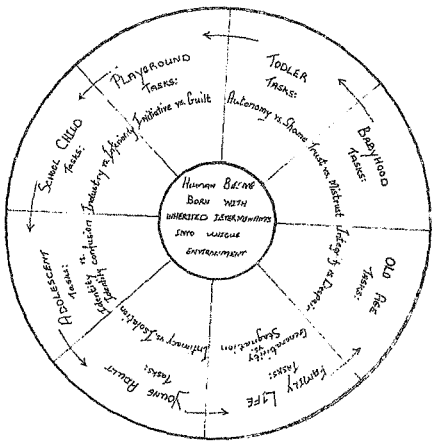



Figure 9. The life cycle in human development

Stage 1 - Babyhood 0-2 years. Trust versus Mistrust

Physical characteristics: Very helpless, dependent on mother, sleeps most of the time. Feeds by sucking - this the oral stage. Signals distress by crying. Develops gradually from being inactive to crawling and walking. Starts doing things for himself, e.g. eating a biscuit.

Emotional characteristics: The relationship between mother and baby is very important. The way in which the individual baby experiences the first dependent relationship will determine future attitudes to all situations in which he is dependent on someone else. A satisfactory infancy engenders trust but if the infant's needs are inadequately met, mistrust results.

C. References

1. Craig, G.J. Human Development. New Jersey, Prentice Hall Inc. 1976.

2. Dinkmeyer, D. and McKay, G. Raising a Responsible Child. Practical Steps to Successful Family Relationships. New York, Simon and Schuster, 1973.

3. Erikson, E.H. Childhood and Society, London, Imago Publishing Co. Ltd.

4. Hurlock, E. Developmental Psychology, USA, McGraw Hill Inc. 1977.

5. Kahn, J.H. Human Growth and the Development of Personality. Great Britain, p.203, Pergamon Press Ltd.

6. Robinson, M. Schools and Social Work. Great Britain, Routledge and Kegan Paul Ltd. 1978.

7. Yelon, S. and Weinstein, G.W. A Teacher's World. Psychology in the Classroom. USA, McGraw Hill Book Co., 1977.

D. Group Supervision - Session 3 (thirty minutes)

Encourage mentors to

1) discuss examples from their own experiences to illustrate how they remember themselves as six-year olds;

2) observe the degree of trust afforded them by the pupils they mentor. Discuss common trends and factors emerging from written records discussed during supervision.

E. Mentoring Session 3 (sixty minutes)

F. Individual Supervision - Session 3 (sixty minutes)

Discuss:

1) mentors' experiences on visiting the parental homes of the pupils;

2) degree of trust that has developed between the mentor and the pupil;

3) any further teaching points from the written records.

10.6.4 *Training session 4* (sixty minutes)

Course Sequence: The Life Cycle: Human Development and Behaviour (contd.)

A. Objectives of the Session - as identified for Training Session 3.

B. Content - The Life Cycle

Stage 2 - The Toddler 2-4 years. *Autonomy versus Shame*

Physical characteristics: Becomes increasingly playful and develops ability to think and talk. Asks many questions. Development of anal muscular control, therefore referred to as anal phase.

Emotional development: Autonomy and shame are directly related to anal muscular maturation. The child begins to test what he can and cannot do. *Parental control should be* reassuring at this stage. Parents must encourage what the child can do so that the child does not experience a sense of *failure* and hence develop a sense of doubt and shame.

The well-parented child emerges from this stage sure of himself, elated and with new emotional control. He is proud rather than ashamed.

Stage 3 - Playground/Nursery 4-6 years. Initiative versus guilt

Physical development: This age is referred to as the 'play-age'. Activities such as walking and running are steadier, thought action is developing but much of his play is embedded in the 'acting out of complex roles or the purposeful construction of objects or *games*. *Freud refers* to this age as the 'genital' age.

Emotional development: In this age *children are aware of* their 'growing-up'. It is the stage of 'primary identification' when they begin to compare themselves in size, age and sex with others, when they become aware of their own sexual identity and

begin to model themselves on the parent of the same sex. It is the stage when children explore their bodies including their sex organs (115,p.25). According to Erickson (34, 219-234) a healthy developing child learns to imagine and broaden his skills through active play, including fantasy, to co-operate with others, to lead as well as follow. Where he is immobilized by guilt he is fearful and continues to depend unduly on adults. During this period children first develop erotic feelings for a parent of the opposite sex. Freud refers to the oedipus complex. The child now develops a very powerful source of anxiety, his conscience.

During the first three stages of development children cannot master their anxieties with logical reasoning and it is far more likely to become fixated as a result of their experiences in these stages than in any of the following stages.

Encourage mentors to recall behaviours illustrating the characteristics discussed, from their own childhood, a brother or sister or an acquaintance.

C. Group Supervision - Session 4 (thirty minutes)

Assign the task to mentors to discuss with their pupil what they remember most clearly about their pre-school days.

Discuss common themes and observations arising from individual supervision.

D. Mentoring Session 4 (sixty minutes)

E. Individual Supervision - Session 4 (sixty minutes)

Guide mentors in reassuring and supporting pupils as their relationship grows. Encourage interest in progress at school.

10.6.5 Training session 5

Course Sequence: The Life Cycle: Human Development and Behaviour (contd.)

A. Objectives of the Session - As identified for Training Session 3.

B. Content - The Life Cycle

Stage 4 - The School Child 6-12 years. Industry versus Inferiority

As the mentoring programme is aimed at the primary school-child this particular stage of development is of primary importance to mentors.

Physical development: The majority of bodily changes that occur in this period are gradual and continuous. Motor skills develop continuously and cumulatively. In basic skills such as running, jumping, throwing and catching the child advances in strength and co-ordination, balance, agility, precision and flexibility over the months and years (25, p.320).

Emotional development: The child turns to his peers and friendships outside the family will become important. The child learns to win recognition by producing things. He develops a sense of industry while overcoming feelings of inferiority. He learns the pleasure of work completion by steady attention and perseverance. The potential danger in this stage lies in a sense of inadequacy and inferiority. If he feels his skills are lacking he abandons hope, which results in the child feeling doomed to mediocrity and this handicaps his growth and progress.

During this period the child learns to master the formal skills of life. The need for self-discipline increases, e.g. understanding homework as a necessity. If earlier stages have been negotiated successfully, is trusting, autonomous and full of *initiative. The mistrusting child will doubt the future and the* guilt-filled, shameful child will experience defeat and inferiority. Freud refers to this stage as the Latency Stage.

Stage 5 - The Adolescent 13-20years. Identity versus Identity Confusion

The mentors should identify with this stage of development as their own ages fall within this period.

Physical development: The adolescent watches himself with alternating feelings of fascination, charm and horror as

bodily changes occur. 'There is a marked increase in the rate of growth and body size, rapid development of the reproductive organs and the appearance of secondary sex characteristics' (25, p.368). These changes are precipitated by hormones. Both bones and muscles develop, but different parts of the body develop at varying rates, following an interesting, often comical order. Hands, feet and head are first to reach adult size. In terms of growth rate leg length peaks first, followed by general body width and lastly, full shoulder growth. Excessive fat is shed. In addition to the growth spurt the second major biological change is the development of the reproductive system (25, pp. 368-371).

Emotional development: In addition to the physiological changes, the adolescent is faced with altered roles in society and his family life. Childhood has ended and he becomes a sexually mature person. The adolescent is very concerned with how he appears in the eyes of others. He struggles to form an identity of 'who and what am I?' The danger of this stage is role or identity confusion which may be a result of impaired identity formation as well as the inability to settle on an occupational identity or choice (34, p.29) Erikson (115, p.29) describes the main tasks to be completed in forming an identity, as:

a) defining the working role;
b) acquiring social attitudes and opinions;
c) separation from parents emotionally and physically; and
d) definition of a sexual role.

During this time of adolescence, the youth experiments with different roles and settles into that which is most suitable.

C. Group Supervision - Session 5 (thirty minutes)

Discuss development as observed in their pupils. Assign the task to mentors to note a specific learning skill they have mastered and to 'acknowledge' this in order to provide pupils with an experience of being afforded recognition.

Discuss common themes and observations arising from individual supervision.

D. Mentoring Session 5 (sixty minutes)

E. Individual Supervision - Session 5 (sixty minutes)

Discuss selected teaching points extracted from records. Discuss the pupils' reactions to the recognition afforded him.*

10.6.6 Training session 6 (sixty minutes)

Course Sequence: The Life Cycle: Human Development and Behaviour (contd.)

A. Objectives of the Session

As identified for Training Session 3.

B. Content - The Life Cycle

Stage 6 - The Young Adult 20-30 years. Intimacy versus Isolation

Physical development: The maximum height in physical growth in the individual is reached at this stage. Kahn (57, pp.203 and 204) stated that the individual reaches this peak but not its maximum potential weight. In the early twenties (sometimes in the late teens) the maximum physical strength is attained. Intellectual maturity also reaches its peak (or a plateau) between the ages of eighteen and twenty-five.

Emotional development: The main task of the young adult is to take responsibility for his own care. He needs to find work. During this period the need for belonging and sharing, for feeling secure in an interpersonal context and for having meaningful and close relationships increases (25, p.424). In this stage the normal individual needs to be able to do two things well, to love and to work. If he succeeds he is ready for the intimacy of marriage, if not he faces isolation.

Stage 7 - Family Life ± 30 years to 65. Generativity versus Stagnation

Physical aspect: From approximately forty years onwards,

* See Group Supervision Session 5, p.165.

physical capacity gradually reduces and tissues degenerate. *Intelligence begins to suffer decline (57, p.213).* During middle age however previous experience enhances value judgements.

Emotional characteristics: The emotional life finds expression chiefly in relationships within the family. Generativity is primarily the interest in establishing and guiding the next generation as the object of a parental kind of responsibility.

*Adulthood requires generativity in the sense of marriage* and parenthood and in working productively and creatively.

These stages may under no circumstances be regarded as water-tight compartments. The stages flow gradually and individuality of development plays a major part in determining at what age the individual will enter the stages described.

Stage 8 - Old Age 65 years +. Integrity versus Despair

Physical condition: *Craig (25, pp.452, 454) states that* some biological changes seem to be fairly predictable, such as decreased energy level, the body's reduced ability to recover from stress and a lessening of sensory efficiency.

Emotional condition: The older person is aware of his physiological, physical and cognitive deterioration and the image he has of himself changes. If he negotiated earlier stages successfully, he reaches fulfilment. He is proud of what he has achieved and looks back, satisfied to retire. He is a well-*integrated person.* If earlier stages have not been negotiated well he may view himself and his life with disgust and despair and become insecure and immature.

Encourage mentors to discuss both adults and old persons they know, who have negotiated their stages of development both unsuccessfully and successfully and to give specific characteristics.

C. Group Supervision - Session 6 (thirty minutes)

1) Assign the task to mentors to ask their pupils to draw or paint their own families during the next mentoring session in

order to encourage discussion about pupils' perceptions of their own family interaction.

2) Mentors should invite the parents and teachers of their pupils to the next training session where they will view the film 'Conrack'.

3) Discuss common factors emerging from records or from individual supervision.

D. Mentoring Session 6 (sixty minutes)

E. Individual Supervision - Session 6 (sixty minutes)

Discuss selected teaching points from records. Discuss with mentors how they think their pupils perceive themselves in relation to their families.

10.6.7 Training session 7

Course Sequence: The Teacher's Role

A. Objectives of the Session - To make mentors aware:

1) that differing attitudes towards teaching and children exist

2) of the important role a teacher plays in the lives of children; and

3) that a teacher needs to be sensitive to the needs of children respecting them and what is important to them.

B. Content - The Role of the Teacher

Suggested film: 'Conrack' starring John Voight and Paul Winfield.(120)Released by Ster Kinekor 1974. Director: Marie Litt.

The film depicts a young, idealistic teacher who is appointed on an island, in a two-man-staffed school. The principal is authoritarian and believes children should be 'stepped upon' and kept in their places. Conrack the teacher, believes that children should be respected for their individuality and should enjoy learning and discovering the world around them. His methods are unorthodox and he is ultimately faced by the authorities to vacate his teaching post. However he leaves behind him impressions the children will never forget.

Mentors are requested to write an evaluation of the film, to be handed in prior to the next training session.

C. Group Supervision - Session 7 (thirty minutes)

Discuss with mentors way of gaining pupils' respect without being authoritarian. Encourage mentors to discuss with their pupils any interest the pupils may have outside their school-life. Request mentors to share mentoring experiences thus far.

D. Mentoring Session 7 (sixty minutes)

E. Individual Supervision - Session 7 (sixty minutes)

Discuss teaching points selected from records. Request mentors to assess the quality of their relationship with their pupils, and to evaluate the assistance given thus far.

10.6.8 Training session 8 (sixty minutes)

Course Sequence: Enhancing Self-concept in Pupils

A. Objectives of the Session - To create an awareness in mentors of the importance of enhancing a pupil's self-concept.

To equip mentors with the skills to enhance pupils' self-concept.

To promote the relationship between mentor and pupil as a result of the exercise.

B. Content - The perception a person has of himself is referred to as his 'self-concept'.

Yelon and Weinstein argue that the way we view ourselves has a great deal to do with how we behave. Behaviour is seen as the outward appearance of self-concept. If we see ourselves as worthwhile productive people we will act confidently about our abilities (46,p.77). If, on the other hand, we see ourselves as uncertain and lacking confidence, we will demonstrate these feelings in our behaviour. Self-concept is either positive or negative and is usually formed in childhood, through socialization with his parents and those persons who form part of his daily life, by the

by the time he enters school. In his/her attempts to master life-tasks people would have praised, encouraged, rewarded the pupil resulting in a positive self-concept. On the other hand people may have belittled, humiliated and scolded the pupil whilst attempting to master life-tasks, leading to a negative self-concept.

On entering school the teacher plays a major role in developing that self-concept either positively or negatively depending entirely on how the teacher behaves towards the pupil.

How to enhance your pupil's self-concept adapted from Canfield and Wells (16, p.4). Communicate to your pupils that you really care. Be patient whilst interacting with the pupil. Help your pupil to see himself as capable; tell him/her of your belief in his/her ability to progress. Develop pupils' talents daily whilst in contact, complimenting them in any opportunity that arises. Relate his successes or strengths to one another by complimenting him on a drawing and saying 'I really like your picture, Harold. You learned to use charcoal very quickly, I noticed!'

Accept pupils' contributions without judgement. Maintain a 'you can do it' attitude. Listen, listen, listen. Be a friend in all ways (7, pp.5-6).

Invite mentors to discuss how they could apply each of the suggestions in their mentoring situation responding to the specific need of their pupil.

Referring to their evaluation of the film 'Conrack' they had viewed, stimulate mentors to think of examples where the teacher in the film made attempts at improving his pupils' self-concepts.

C. References

1. Canfield, J. and Wells, H. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents, USA, Prentice Hall Inc., 1976.

2. Ringness, T.A. The Affective Domain in Education. Boston, Little Brown and Company, 1975.

3. Williams, R.L. and Anandam, R. Co-operative Classroom Management. Ohio, Charles E. Merril Publishing Co. 1973.

4. Yelon, S. and Weinstein, G.W. A Teacher's World. Psychology in the Classroom, USA, McGraw Hill Book Co., 1977.

D. Group Supervision - Session 8 (30 minutes)

Practice enhancing self-concept by commenting on 'positive behaviours' observed in the students. Allow them to feed back how these comments made them feel. Encourage students to consider something they find pleasant about the pupils they mentor, to comment on it to the pupil and to observe the pupils' reaction.

E. Mentoring Session 8 (sixty minutes)

F. Individual Supervision - Session 8 (sixty minutes)

Discuss teaching points extracted from records. Discuss how pupils responded to positive reinforcement of their behaviour.*

10.6.9 Training session 9 (sixty minutes)

Course Sequence: Enhancing Self-concept in Pupils (contd.)

A. Objectives of the Session - As identified in Training Session 8.

B. Content - Exercises to enhance self-concept

Adapted for the mentoring situation from exercises described by Canfield and Wells (16).

C. Exercises

Exercise 1 - Self-portrait (16, p.55).

The self-portrait may be recalled from memory or from looking at oneself in a mirror. Be accepting and encouraging during the pupil's first try; wait a few weeks - then try again. It is helpful for mentors to work alongside the pupil, participating in the activity. It creates the opportunity for pupils to discuss any aspect of their appearance that may be a cause of unhappiness

* See Group Supervision Session 8, above.

and about which they need reassurance.

Exercise 2 - Re-entry Questions (16, p.72)

On meeting the pupil, open the mentoring session with one of the following questions. (The questions are designed to re-establish the level of rapport that has developed, as well as to positively enhance the self-concept of the pupil.)

What is the most exciting thing that has happened to you during the last week? Over the week-end? Yesterday? What is the most exciting thing you did?

Suppose you have a magic box, it can be any size or shape. In it can be anything you want that would make you happy. What is in your box that makes you extremely happy?

If you could be any person in the world who would you be? Why?

If you could live anywhere in the world, where would it be? Why?

Tell me about an experience when you made someone happy? When someone made you happy?

Exercise 3 - 'Nicknames' (16, p.103)

Although nicknames are often accepted by children, their effect on a developing self-concept is damaging. Discuss with the pupil what names make him/her feel good and names that make him/her feel proud or self-confident?

What are the names that make you feel bad; names that *make you lose your self-confidence.*

Do you have any nicknames? How do they make you feel?

What would you like me to call you?

Exercise 4 - 'Mirror, mirror' (16, p.155)

Take a mirror with you to the mentoring session. Ask the pupil to look into the mirror and tell you what he/she sees. Facilitate the process by asking such questions as:

'Close your eyes, open them, look quickly into the mirror and tell what you see first.'

'As you look at yourself in the mirror, tell what you like best.'

'If the mirror could talk to you, what do you think it would say?'

'What doesn't the mirror know about you?'

Exercise 5 - 'I want to be' (16, p.179)

Ask the pupil to list five persons he/she admires very much and to state why. Discuss the qualities the persons have that lead to this admiration; what changes they would have to make to become like that person. Help the pupils to set goals for themselves to achieve these desired changes; setting deadlines to meet these goals and enabling them to report back on progress from time to time.

Exercise 6 - Incomplete sentences (16,p.209)

Incomplete sentences provide a pupil with an opportunity to get more insight into himself based on the unrehearsed quality of the answers that emerge from completing sentences listed below with whatever springs to mind first: (Use these sentences singly or by dealing with a few at a time to facilitate discussion.)

'I am happiest when I ...

'I like to hear stories about ...

'Something I'm really good at is ...

'Something I've never told anyone about before is ...

'I'm happiest when I ....

'I get angry when ...

'I feel scared when ...

'I don't want to ...

'My friends are ...

'Something I do for my mother is ..

'I believe ...

Mentors should keep in mind that their role when doing these exercises must always be to encourage the pupil to discuss freely how they feel and to instill self-confidence in the pupil

by making reinforcing comments such as 'That was a good reply; 'That is very interesting'; 'Please tell me more, I like your ideas or replies'.

Whilst interacting with a pupil in this manner a trusting relationship should develop whereby much of the pupil's world is revealed. Ringness quotes Maslow, suggesting that self-esteem and a feeling of acceptance by others can promote kindness and helpfulness. This is necessary to a healthy self-concept attainment, of self-actualization and the promotion of excellent human relationships (86, p.135).

Using role-play with the students shows how a positive remark makes them feel as opposed to negative criticism.

Assist students to decide and select exercises they would apply when next meeting with their pupils.

D. Reference

1. Canfield, J. and Wells, H. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents, USA, Prentice Hall Inc., 1976.

E. Group Supervision - Session 9 (thirty minutes)

1) Discuss sincerity as a prerequisite in attempting to enhance the self-concept of a pupil. 2) Discuss nature of problem-solving done with pupils thus far, such as: helping them cope with homework and household chores; responding to a friend who has rejected them; seeking help with a physical problem such as poor eyesight or bad hearing. 3) Discuss the value problem-solving has had for them personally, such as satisfaction in being able to help their pupils.

F. Mentoring Session 9 (sixty minutes)

G. Individual Supervision - Session 9 (sixty minutes)

Deal with teaching points arising from records. Discuss the pupils' responses to the mentors' attempts at enhancing self-concept.

10.6.10 *Training session 10* *(sixty minutes)*

Course Sequence: Enhancing Self-concept in Pupils (contd.)

A. Objectives of the Session - As identified for Training Session 8.

B. Content

Dimensions of a Healthy Self-concept

Discuss the outcome of self-concept exercises undertaken with pupils during the previous mentoring session, thereby enabling students to learn from each other's experiences as well as reinforcing their own learning.

Restate the dimensions of a healthy self-concept.

Clarity - the pupil needs to know who he is, what attributes he has, what he believes, what he can attain.

Self-acceptance - the pupil must believe he is adequate as a person with potential to become even more so if he works at it.

Stability - the pupil must believe that even if someone's behaviour at times may diminish his self-esteem, he must not diminish his adequacy.

Realism - pupils must be helped to recognise their positive and negative characteristics (86, pp.135-136).

The mentor, in attempting to enhance the self-concept of his pupil, must remember that he needs at all times to be sincere in the approach he affords his pupil.

'The most important variable affecting the reinforcement quality of approval is the perceived sincerity of that approval' (113, p.72).

In judging sincerity of approval, Williams and Anandam (113) pinpoint the following:

- Look at what you approve of in your pupil: approve what he deems significant; if he has achieved in a ball-game, direct your approval at that rather than to approve of his maths which is irrelevant.
- How do you express approval? Do not be extreme or ostentatious, for example: 'That is the most marvellous

essay I have ever read in my entire life.' In using words such as 'the best', 'the finest', 'most intelligent' and 'wonderful' loosely they lose value. It is better to respond by saying 'This essay is good and you seem to be improving'.

- Repeating the same phrases such as 'very good' to express approval, over and over, will cause the value of approval to diminish. Encourage students to increase their repertoire of approving comments, adding to: 'good thinking', 'exactly', 'that's correct', 'outstanding', 'you are doing better', 'you've learned this well', 'fine' ...
- Your body language must imply approval also. 'The teacher may say "fine, fine", while simultaneously looking at something which is totally removed from the child who is supposed to be the recipient of the praise'(113, p.72). Approval of behaviour should be given by the mentor in a pleasant manner with full focus of attention on the pupil.
- Be consistent in your approval of behaviour. 'If what you praised yesterday is criticised today, students will legitimately conclude that your approval is more a function of how you feel than of their behaviour.

The mentor's entire attitude should convey to his pupil 'I like you', 'it's nice to be with you', 'I look forward to being here every week', 'you are very special' or 'you are a good friend'. If pupils receive this message, mentors would have succeeded in enhancing self-concept.

C. Group Supervision - Session 10 (thirty minutes)
Guide and allow mentors to evaluate their role as mentors. Discuss observations of interaction with their pupils.

D. Mentoring Session 10 (sixty minutes)

E. Individual Supervision - Session 10 (sixty minutes)
Deal with teaching points from records. Discuss mentors'

attempts to enhance pupil self-concept.

10.6.11 Training session 11 (sixty minutes)

Course Sequence: Evaluation and Preparation for Practice Teaching

A. Objectives of the Session

1) To briefly revise theoretical content covered over the past ten sessions.

2) To alert mentors to the fact that practice teaching provides an opportunity to integrate into practice, not only relevant theory contained in the teaching course, but also what they had learned in the mentoring course.

B. Content

1) List learning experiences with the participation of the mentors.

2) Invite questions about theoretical content pertaining to any aspect of the mentoring course.

3) Hand out an assignment* to be completed during the vacation, for submission at the beginning of the term and explain its requirements. Firstly mentors have to select a pupil during practice teaching, spend time with that pupil assisting with schoolwork where difficulties are encountered and attempt to establish a trusting relationship. Secondly, mentors should explore literature and observe pupils during their practice teaching to gain knowledge of the needs of primary school children.

C. Group Supervision - Session 11 (thirty minutes)

Using role-play direct mentors how to explain to their pupils their absence during the college vacation and the period of practice-teaching to avoid feelings of rejection on the part of the pupils.

D. Mentoring Session 11 (sixty minutes)

E. Individual Supervision - Session 11 (sixty minutes)

Deal with matters arising from records. Discuss pupils' responses to mentors' explanations of period of absence.

---

* See Appendix E, p.220.

10.6.12 Training session 12

Course Sequence: Communication Skills: 'The Art of Helping'

A. Objectives of the Session

1) To teach mentors skill in attending and responding appropriately to problems presented by pupils.

2) To enable mentors to personalise problems by using appropriate exercises, thereby helping them to understand what contributed to the problem-situation.

3) To provide mentors with a model on which to base their thinking in seeking a solution and initiating action in respect of a problem-situation.

B. Content:

'Die Kuns van hulpverlening'*

'Dr Robert Carkhuff is 'n Amerikaanse sielkundige wat uit alle moontlike teorieë 'n model saamgestel het waardeur een persoon 'n ander kan help met 'n probleem. Die onderwyser kom daagliks in die Klaskamersituasie in aanraking met kinders wat gespanne is en nie hul beste kan lewer nie omdat hulle 'n probleem het. Indien hierdie model van hulpverlening deur Dr Carkhuff ontwerp, bestudeer word en die vaardighede deur die oefeninge aangeleer word sal mentors oor die gawe beskik om leerlinge effektief te kan help.

As menslike wesens is ons bestem om te groei en te ontwikkel. Dit behels fisiese, emosionele en intellektuele groei. In die groeiproses beleef ons talle krisisse, bv. my eerste dag op skool. Elke krisis lei tot verdere groei en die doel van hierdie kursus is om onderwysers te help om leerlinge op effektiewe wyse in krisis-situasies by te staan.

Wanneer ons bewus raak van 'n leerling wie ons graag sou wou help, moet ons saam met hom sy probleemsituasie ondersoek; hom help om alles te verstaan in verband met die situasie sodat hy sal

---

* 'The Art of Helping' developed by Dr R. Carkhuff was available in English only and was translated into Afrikaans by the writer and adapted for application to and use by any group similar to the respondents in this study.

kan uitwerk wat die oplossing daarvan sou wees, en hom dan help om tot die nodige oksie oor te gaan in die oplossing van die probleem. Gedurende hierdie proses is dit nodig om voortdurend te ondersoek, te verstaan en op te tree in 'n kringloop wat deurbreek tot oplossing van die probleem.

Ten einde hierdie hulp te kan verleen moet ons sekere voordighede bemeester:

1. Om Aandagtig te luister; dws. volle aandag te skenk aan wat die persoon sê en daardeur die ander persoon se belewenis te verstaan. Die leerling se probleem moet ons probeer sien deur sy oë en ons moet hom laat voel dat ons werklik verstaan wat hy deurmaak.

Wanneer aandag geskenk word aan 'n probleem moet gelet word op die wyse van uitvoering dws.

a. Fisiese aspekte - die plek waar die onderhoud gevoer word aangesien die omgewing behoort by te dra daartoe dat die leerling op sy gemak voel. Stoele moet liewer gerangskik word sonder 'n lessenaar tussen onderwyser en leerling. Dit skep 'n atmosfeer van intimiteit.

Daar moet gelet word op hoe die onderwyser sit, regoor die leerling, gemaklik, effens vooroor, en met oë direk gevestig op die leerling. Die houding van die onderwyser as geheel wys dat hy ingestel is en gereed is om te luister en te help - dit bied sekuriteit aan die leerling.

b. Waarneming - die onderwyser moet let op die energievlak van die leerling, sy gesondheid, sy uiterlike voorkoms, klere en gesiguitdrukkings. Ooreenkoms van sy gedrag met sy woorde bv. 'ek is nie ongelukkig nie' terwyl die trane oor sy wange rol.

Mentors moet hier in groepe van twee verdeel en mekaar waarneem terwyl hul die voorafgaande toepas.

c. Luister - onbevooroordeeld na wat die leerling sê. Vermy onderbrekings, geraas en moenie uitkyk deur die

venster na buite nie. Luister om te 'Hoor' wat die persoon sê. Mentors moet weer in groepe van twee verdeel en beurtelings probeer om 'n probleem te verbaliseer wat die ander persoon dan woordeliks moet probeer herhaal, ten einde hul vermoëns om te luister en te konsentreer te verbeter. Vervolgens word daar 'n toets afgelê wat na die voltooing van die kursus: 'Die kuns van hulpverlening', weer herhaal word.

'n Probleemstelling word uitgelees en studente word versoek om goed te luister en dan in 'n paar reëls naar te skryf wat hul reaksie teenoor 'n leerling met so 'n probleem sou wees.

2. Die Probleemstelling

Daar is 'n dertienjarige dogter in u klas. Sy is reeds ses maande in u klas en sy kom selde met voltooide huiswerk skooltoe en lyk gedurig ontsteld en senuweeagtig. Op hierdie betrokke dag bly sy gedurende pouse in die klas agter en dit lyk asof sy breekpunt bereik het. Sy sê aan u:

'Ek wil nie langer by die huis bly nie, omdat ek nooit saans my huiswerk kan doen nie. My pa kom altyd dronk by die huis en slaan my ma. Ons moet dan na my Tante toe hardloop vir die nag omdat my pa ons almal wegjaag.'

Nadat die student sy die reaksie neergeskryf het word versoek dat hy as volg sy punte wat op 'n punteskaal toegeken word, berekon.

*Kolom 1*

| Punteskaal | Eie telling | Deskundige telling | Verskil |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

Totaal _____ ÷ 5 =
Telling

Daar word dan vyf moontlike reaksies op die uitgelese probleem voorgelees wat studente be-oordeel vir punte toekenning op die 5-punt skaal.*

Die Skaal

toekenning van 1 - 'guensins effektief'
toekenning van 2 - 'effens effektief'
toekenning van 3 - 'effektief'
toekenning van 4 - 'baie effektief'
toekenning van 5 - 'uiters effektief'

Voorbeeld van Reaksies en Punte-toekenning

Reaksie 1

'Jy voel sleg omdat jy nie jou huiswerk kan doen as gevolg van jou pa se gedrag nie en jy wil nie graag daarmee agter raak nie.'

Reaksie 2

Ons sal hulp moet kry vir jou vader se probleem.

Reaksie 3

Gebeur dit dikwels dat hy so optree? Moenie bekommerd wees nie dit sal regkom.

Reaksie 4

Jy voel bekommerd omdat jy nie jou huiswerk kan doen met omstandighede soos dit tuis is nie en jy wil graag verder op skool asook hulp vir jou pa se probleem kry.

Reaksie 5

Jy voel bekommerd omdat jy nie jou huiswerk gereeld doen met omstandighede soos dit tuis is nie en jy wil graag jou ouerhuis gelukkig hê sodat jy ook kan verder op skool. Jou vader sal moet hulp kry en die eerste stap is om 'n afspraak te maak met die maatskaplikewerker by SANRA.**

Nadat studente hul tellings op reaksies in kolom 2 neergeskryf het word die deskundige tellings uitgelees wat hul dan in kolom 3 moet neerskryf:***

---

* See p.180 and Chapter 8, p.120.
** Suid Afrikaanse Nasionale Raad insake Alkoholisme en Afhanklikheid van Verdowingsmiddels.
*** See p.180.

Reaksie 1 word 'n telling van 3 toegeken
Reaksie 2 word 'n telling van 2 toegeken
Reaksie 3 word 'n telling van 1 toegeken
Reaksie 4 word 'n telling van 4 toegeken
Reaksie 5 word 'n telling van 5 toegeken.

Die verskil tussen tellings in kolomme 2 en 3 word bereken en in kolom 4 neergeskryf. Die totaal in kolom 4 word dan bereken en deur 5 gedeël wat die diskriminasie telling weergee.

Na verwerking van die diskriminasie telling word verduidelik dat 'n telling van 1,5 as die norm geneem word in die voor-toets maar dit verwag word dat hierdie telling sal verbeter na 5 na afloop van die kursus. Herhaal inhoud van les kortliks: Wanneer 'n leerling 'n probleem het, moet die onderwyser 'n geleentheid vir hom skep om daaroor te praat. Die onderwyser moet die leerling op sy gemak stel, goed luister, die leerling goed waarneem en laat voel dat hy opreg belangstel en presies probeer verstaan hoe hy voel oor sy probleem of die krisis waarin hy verkeer.'

C. Reference for Course Sequence - Communication Skills: 'The Art of Helping'

Carkhuff, R.R. and Pierce, R.M. Teachers' Guide: The Art of Helping - An Introduction to Life Skills, USA, Human Resource Development Press, 1975.

D. Group Supervision - Session 12 (thirty minutes)

Encourage students to discuss experiences in voluntary mentoring during the practice teaching placement. Discuss nature and extent of such help.

E. Mentoring Session 12 (sixty minutes)

F. Individual Supervision - Session 12 (sixty minutes)

Discuss reactions of mentor and pupil on resuming the mentoring sessions after the vacation break. Recapitulate briefly what skills should be applied for mentoring to succeed.

10.6.13 Training session 13 (sixty minutes)

Course Sequence: Communication Skills: 'The Art of Helping' (contd.)

A. Objectives of the Session - As identified in Training Session 12.

B. Content - 'Reaksie op probleemstelling'

'Ons luister na die leerling sodat ons kan reageer op sy probleem. Ons moet dus seker wees dat ons verstaan wat die *probleem is en dat ons die probleem reg verstaan.*

Ons moet onsself in die plek, in die skoene van daardie leerling plaas sodat ons die probleem beleef soos hyself dit beleef - as ons dit doen betuig ons empatie. Indiane beskryf' empatie dus: 'walking in another man's mocassins'.

1) Reageer op die inhoud

Moedig leerling aan om presies te beskryf hoe hy voel. Moenie oordeel nie - laat die leerling voel jy aanvaar hom, laat die leerling voel jy is hier om hom te help. Jy moet die leerling laat voel jy verstaan presies wat sy probleem is deur te herhaal wat hy gesê het sodat hy jou kan reghelp as jy verkeerd verstaan het.

2) Reageer op gevoelens

Ons skenk vervolgens aandag aan die leerling se gedrag, sy gesigsuitdrukkings en stemtoon. Luister aandagtig terwyl die leerling praat en vra ‚Hoe sou ek gevoel het as ek nou daardie *leerling was?'* Die *doel is om presies te verstaan watter* gevoelens die leerling ervaar met betrekking tot sy probleem; voel hy verstote, eensaam, hartseer, skuldig, ongelukkig, opgewonde, bly ensovoorts.

Om effektief te kan reageer op gevoelens is dit nodig om gevoelswoorde te ontwikkel. Maak met behulp van die studente op 'n muurbord 'n lys van woorde wat geluk, treurigheid, boosheid, vrees en verwardheid goed beskryf, bv. geluk = ekstaties; opgewonde = bly.

Deel nou al hierdie woorde in in grade van intensiteit. Byvoorbeeld ‚ekstaties' sal 'n baie goeie gevoelswoord vir gelukkig

wees, ‚opgeruimd' sal 'n gemiddelde gevoelswoord vir gelukkig wees en ‚bly' sal 'n swak gevoelswoord vir gelukkig wees. 'n Kolom kan op die muurbord as volg getrek word:

| Graad van Intensiteit | Gelukkig | Treurig | Kwaad | Bang | Verward |
|---|---|---|---|---|---|
| Sterk | Ekstaties | | | | |
| Gemiddeld | Opgewonde | | | | |
| Swak | Bly | | | | |

Beskryf aan studente 'n hipotetiese probleem, bv. 'n leerling wie se vader lank aan kanker gely het wat sterf, versoek dat studente hulle in die leerling se plek indink en dan weergee wat hulle voel - hartseer, bekommerd (oor toekoms), verward, opstandig, terneergedruk, verslae.

Studente verdeel hierna in groepe van twee en elkeen deel nou 'n werklike probleem met die ander, 'n probleem waaroor hy definitiewe gevoelens het. Die beginsel van vertroulikheid word beklemtoon. Die student in die helpende rol, luister na sy maat se probleem terwyl hy bewustelik die metode van, aandag skenk be-oefen. Hy wag vir tien tellings en herhaal dan die probleem soos aan hom meegedeel en weergee met die woordkeuse, ‚Jy voel ...,' ses keer 'n gevoel wat hy dink die persoon ervaar het. Die twee persone ruil dan om en herhaal die oefening sodat hulle altwee kan deelneem in die evaluering van die oefening.

3. Reageer op inhoud en gevoel

Die student moet nog verder gaan in die eksplorasie-proses deur vas te stel waarom die persoon sekere gevoelens ervaar. ‚Jy voel treurig omdat jou vader dood is', weerspieël nie net die gevoel nie maar die rede waarom hy so voel. Die inhoud van die probleem kom dus nou na vore.

Herhaal weer oefening soos bo en voeg toe die woordkeuse ‚Jy voel' ... ‚omdat' ...

C. Group Supervision - Session 13 (thirty minutes)

Discuss awareness of and necessity of being better listeners and helpers to pupils. Ask mentors how they would feel if they were in the role of the pupil in the mentoring process. Discuss any further matters raised by the groups. Stress the necessity of application of 'reaching for feelings' in discussions mentors have with their pupils.

Mentoring Session 13 (sixty minutes)

Individual Supervision - Session 13 (sixty minutes)

Deal with teaching points extracted from records and encourage students to discuss mentoring experiences with their pupils, when attempting to apply helping skills during mentoring sessions.

10.6.14 Training session 14

Course Sequence: Communication Skills: 'The Art of Helping' (contd.)

A. Objectives of the Session - As identified for training sessions 12 and 13.

B. Content

,Personalisering

Die afgelope twee sessies het ons beweeg van 'aandag skenk' na ,reageer' en in hierdie sessie bepaal die inhoud dit by die identifisering van die individuele leerling se gevoelens en optrede in 'n probleem-situasie d.w.s. personalisering. Sovêr verstaan beide leerling en mentor gevoelens verwek deur die probleem. Die woordkeuse wat gebruik word is: ,Jy voel ... omdat jy ...'

a. Voorbereiding vir personalisering

Ons maak gereed vir personalisering deur eers herhaaldelik te reageer op die inhoud, die gevoel van die leerling tot die probleem. Hierdeur word akkurate begrip verkry van wat die probleem is en hoe die leerling dit beleef. Daar moet dus ten minste ses reaksies van gevoel uitgeken word voordat daar oorgegaan kan word tot personalisering.

b. Personalisering van betekenis

Dit is nou nodig dat die student al sy lewenskennis en ervaring gebruik om te verstaan wanneer die leerling sy probleem stel. Die leerling mag so oorweldig en lamgeslaan wees deur sy probleem dat hy nie alleen tot 'n oplossing kan kom nie.

Dit is dus nodig om hom te help om te verstaan nie net waarom hy so voel nie, maar ook watter faktore aanleiding gee tot sy probleem. Gebruik nou woordkeuse.

,Jy voel ... omdat Jy....'

Sê nou vir die leerling:

,Jy voel vasgevang in jou probleem omdat jy nie jou huiswerk kan doen soos jy graag wil nie en jy raak alhoemeer agter met jou skoolwerk.

Luister voortdurend na temas wat herhaal word of wat sterk uitgespreek word. Nooit wir 'n oomblik mag jou waarneming in hierdie rol verslap nie. As die leerling baie sterk voel oor iets moet jy dit identifiseer en met hom deurwerk.

c. Personalisering van die probleem

Hierdie stap word bereik wanneer - die leerling ge help word om te verstaan wat dit is wat hy nie doen nie wat hydra tot die probleem, bv. hy kan nie sy huiswerk doen nie. Dus die woordkeuse.

,Jy voel ... omdat jy nie ...'

Heel dikwels sal 'n leerling homself weersprenk en wanneer jul verhouding stewig genoeg opgebou is mag jy sê ,Jy sê/voel jy kan nie en tog sê/voel of doen jy ....' Konfronteer hom slegs as hy dit konstruktief kan hantoer en insig kan ontwikkel. Moenie probeer slim wees nie.

d. Personalisering van gevoel

Nadat vasgestel is wat die probleem veroorsaak, kan nou vasgestel word hoe die leerling hieroor voel. Dit word weer met die leerling bespreek en deurgewerk.

Die gevoel wat die leerling het oor sy onvermoë om die probleem op te los word bespreek; bv. jy voel oorweldig omdat jy nie jou huiswerk gedoen kry nie en ook niks kan doen om omstandighede tuis te verbeter nie.

e. Personalisering van die doel

Hiermee word bedoel, die ideale toestand wat bereik is sodat die probleem nie langer sal bestaan nie. Hierdie 'toestand' is gewoonlik presies die teenoorgestelde van die probleem toestand of situasie. Die doel wat nagestreef word is dus die rol van die leerling in die oplossing van sy probleem. Byvoorbeeld 'n leerling word verhinder om huiswerk te doen - die doel sal wees - die leerling moet nie meer verhinder word om sy werk te doen nie.

Gebruik nou die woordkeuse

'Jy voel ... omdat jy nie ....

en jy wil ...'

Vervolgens gaan ons saam met die leerling uitvind watter stappe hy moet neem om die doel te bereik

*Inisieëring*

Wanneer jy 'aandag geskenk' het, 'reageer' het en 'gepersonaliseer' het op 'n gedissiplineerde wyse sal daar duidelikheid wees oor wat die einddoel en oplossing vir die probleem gaan wees.

a. Inisieëring vir bereiking van doel

Nou word afgevra wat dit is wat die leerling wil bereik. Gebruik weereens as voorbeeld: 'Jy wil graag jou huiswerk ongestoord doen in die middae daarom is jy ontsteld as jy gesteur word en dus moet ons vir jou die geleentheid probeer vind om ongestoord te werk.'

b. Inisieëring van stappe vir bereking van doel

Daar word saam met die leerling besluit wat sy eerste stap kan wees in 'n poging om die doel (oplossing) te bereik. Daar

moet ook oandag aan *tussen-stappe geskenk word.* Byvoorbeeld die eerste stap sal wees om die probleem met jou ouers te bespreek. Die tussen-stap sal wees dat ons hul help om te besluit hoe om met hul ouers te gesels. Die woordkeuse ‚jou eerste stap is ...', word nou gebruik.

c. Inisieëring van 'n skedule - plan van optrede

Hierin word die tyd wat aan elke stap bestee sal word in bereiking van die doel, sorgvuldig beplan.

d. *Inisieer van versterking*

Aanmoediging om posititiewe resultate te versterking is essentieël. Byvoorbeeld die persoon moet homself met iets beloon as hy die eerste stap suksesvol voltooi.

Onderwysers kan ook 'n voorwaarde as motivering gebruik deur bv. te sê: ‚as jy nie eers met jou ouers praat nie kan ons nie die volgende stap aanpak nie.'

Wanneer die persoon/leerling terugkeer nodat die eerste *stap uitgevoer* is, begin ons weer voor and herhaal die hele proses.

Die model moet ook in ons die lewens toegepas word.

Die hele model van hulpverlening is dus (i) luister na probleem en herhaal mededeling; (ii) voer sas-keer terug hoe die leerling voel en waarom en wat dit in hom persoonlik is wat die probleem veroorsaak deur te sê: ‚Jy voel ... omdat jy nie ... en jy wil graag.' (iii) Na eksplorasie word die oplossing gevind deur na die teenoorgestelde situasie van die probleem te kyk en te sê, ‚Die oplossing en einddoel is ... jou eerste stap is ...' Sodoende beweeg ons van probleemstelling na probleemoplossing.'

C. Group Supervision - Session 14 (thirty minutes)

Discuss application of model and stress that it is necessary for mentors to be exposed in training to the complete cycle of the model but that integration and application of 'attending' and 'responding' skills and corresponding behaviour is of primary importance in the mentoring and teaching situation. Discuss areas of uncertainty with mentors.

D. Mentoring Session 14 (sixty minutes)

E. Individual Supervision - Session 14 (sixty minutes)

Deal with matters arising from records. Reinforce in mentors the need to know more about the likes and dislikes of their pupils detecting whether their pupils are basically happy and contented and if not, why not.

10.6.15 Training session 15

Course Sequence: Communication Skills: 'The Art of Helping' (contd.)

A. Objectives of the session - As identified for Training Session 12.

B. Content

Revision by demonstrating the model to the students, emphasising each facet of the helping process. The trainer takes the role of mentor or teacher and a student, a volunteer, the pupil.

1) Allow students to reinforce learning by dividing into pairs in order to practise the model.

2) The post-training test is administered (Na-opleiding toets). Students have to respond to the following problem. In scoring, apply ratings and calculations as prescribed for the pre-training test.*

'Probleemstelling

Agtergrond - Een van die leerlinge in u klas wat intelligent blyk te wees, versuim dikwels om haar huiswerk te doen. Toe sy daaroor aangespreek word bars sy in trane uit. Op daardie oomblik lui die klok vir die einde van die periode. Sy bly agter en sê:

> 'Ek kan nooit my huiswerk doen nie want my Pa en Ma werk en ek moet in die middag kook en na die kleiner kinders kyk en in die aand moet ek help om die wasgoed te stryk.'

Skryf jou reaksie neer en hou in gedagte die model wat so pas voorgehou is oor die afgelope vier sessies.

---

* See p.180.

Soos voorheen sal vyf reaksies uitgelees word vir 'n *puntetoekenning op die vyf-punt skaal.**

Reaksie 1 - Moet jy altyd so hard werk? Moenie daaroor huil nie.

Reaksie 2 - Jy voel magteloos omdat jy nie genoeg tyd aan jou skoolwerk kan bestee nie en jy wil graag jou moeder ook tevrede stel.

Reaksie 3 - Jy voel magteloos omdat jy nie genoeg tyd vir jou huiswerk het nie.

Reaksie 4 - Daar sal 'n plan gemaak moet word sodat jy jou huiswerk kan doen.

Reaksie 5 - Jy voel magteloos omdat jy nie genoeg tyd vir jou huiswerk het nie en jy wil graag jou moeder ook tevrede stel. Die oplossing sal wees dat jy meer tyd moet hê deurdat iemand jou help soos 'n huisbediende. Die eerste stap sal wees om met jou ouers hieroor te praat.

Toekenning van tellings deur deskundige is as volg:

Reaksie no. 1 - telling van 1
Reaksie no. 2 - telling van 4
Reaksie no. 3 - telling van 3
Reaksie no. 4 - telling van 2
Reaksie no. 5 - telling van 5

Bereken diskriminasie telling en vergelyk met voor-opleiding toets.

*Vergelyk* jou eie reaksie op die probleem in voor-opleiding toets met jou eie reaksie op die probleem in die na-opleiding toets. Stel vas of die model korrek toegepas is en indien nie, evalueer waar addisionele oefening van vaardighede nodig is.'

C. Group Supervision - Session 15 (30 minutes)

Discuss points of interest emerging during individual supervision. List nature of problems dealt with during mentoring *and resources utilized.* Provide a list of community resources

* See p.181.

to utilize such as social work agencies, housing authorities, school psychologists, health clinics.

D. Mentoring Session 15 (sixty minutes)

E. Individual Supervision - Session 15 (sixty minutes)

Deal with teaching points extracted from records. Emphasize mentors' responsibility as role models to their pupils.

10.6.16 Training session 16

Course Sequence: The Mentor as Future Teacher

A. Objectives of the Session

1) To create an awareness in mentors of the complexity of the role of teacher.

2) To link the mentoring course content and practical experience with their theoretical training and future teaching experience.

B. Content

1) Attitudes on Registration

Attitudes on registering for the teaching course. The student is exposed to theoretical training and practice teaching experience. This together with their own life experiences serves to equip them for their future professional role. Teachers are divided between the desire to rule their pupils and the desire to be accepted as one of their society (85, p.1). It takes some time before the young teacher decides to take advice from more senior teachers with a varied view to teaching and approaches ranging between 'You must show them straight away who's boss' or 'If you can't beat them, join them'.

A teacher needs to accept both membership and leadership of the group he teaches. As part of his role, his attitude should reflect acceptance and respect for each pupil as an individual in his own right.

2) Roles a Teacher Assumes

The role the teacher assumes will depend largely on the

attitudes he has towards his pupils. This is equally true of mentoring. The variety of roles depends on attitudes towards pupils.

Discuss the roles mentors can play, e.g. instructing in school work, helper, motivator, friend and counsellor.

Oeser states 'a teacher has many roles in relation to his pupils'. The main roles he assumes are: instructor and clarifier, expert, judge of achievements, assessor, ethical preceptor, moralist, legislator, judge, policeman, friend and counsellor (76, p.5). Mentors may add to this list from their own experiences as pupils or mentors. Lane and Beauchamp discuss further roles of teachers as:

- to help each child gain needed understanding of authority, a respect for it, its sources and an expanding knowledge of authority operations in their culture.
- 'working with the child's uniqueness'.
- 'being a friend to each child'. This is seen as the paramount role.
- 'challenging the child to learn' and finally as
- 'advocate of children' (64, pp.184-200).

The teacher is seen as an agent for children, representing them in the community, thus assuming responsibility for the child's quality of life, not only in school but also out of school.

In conclusion it can be said that we need to know that as mentors and student teachers we prepare ourselves to assume these roles to take shared responsibility for the lives of people.

3) The Approach basic to Teaching

The attitude to people will in turn determine how successful the quality and quantity of the teaching task will be:

You see, really and truly, apart from
the things anyone can pick up (the dressing
and the proper way of speaking, and so on),
the difference between a lady and flower girl
is not how she behaves, but how she's treated.
I shall always be a flower girl to Professor Higgins,
because he always treats me as a flower girl, and
always will,
but I know I can be a lady to you, because you
always treat me as a lady, and always will.

G.B. Shaw, Pygmalion (91, p.183)

1) Discussion on the students' awareness of their future roles as teachers. 2) Stimulate their thinking on how their present exercise as mentors prepared them for their teaching roles. 3) Encourage students to imagine themselves in the role of their pupils and how they feel they are perceived by their pupils.

C. Group Supervision - Session 16 (thirty minutes)

Discuss areas in which pupils may require practical help e.g. applications for school bursaries, implications of compulsory school education.

D. Mentoring Session 16 (sixty minutes)

E. Individual Supervision - Session 16 (sixty minutes)

See mentor and pupil together in order to evaluate their relationship, mutual trust and awareness. If time does not permit this, only half the mentors and pupils may participate in this. The others may do so during the next mentoring session.

10.6.17 Training session 17 (sixty minutes)

Course Sequence: The Mentor as Future Teacher (contd.)

A. Objectives of the Session - As identified for Training Session 16.

B. Content:

A School Principal's Teaching Experiences

Invite a school principal to relate his teaching experiences. This would reinforce the learning that occurred during the mentoring course. He may be requested to emphasize the following:

- How he learned to know children.
- How he felt it best to deal with them.
- The importance of being familiar with the cultural and home conditions of pupils.
- Resistance experienced by teachers with differing attitudes to their pupils, whilst attempting to teach them, believing in their potential to develop as individual persons.

Illustrations of real life experiences would be a valuable learning process for the students.

C. Group Supervision - Session 17 (thirty minutes)

Discuss difficulties students foresee in facing a situation of having to teach in a low socio-economic community. Develop understanding of unique differences of schools and communities.

D. Mentoring Session 17 (sixty minutes)

E. Individual Supervision - Session 17 (sixty minutes)

Continue discussion with each mentor and pupil on the development of trust and awareness in their relationship.

10.6.18 Training session 18 (sixty minutes)

Course Sequence: Behaviour Modification of Pupils

A. Objectives of Session

1) To create an awareness in mentors of the causes of behaviour.

2) To discuss strategies for dealing with classroom behaviour.

3) To stimulate interest and encourage students to increase their knowledge in this area of responding to pupils.

B. Content

1) Behaviour Modification as a Concept

Behaviour modification is defined by Fischer and Gochros (37, p.xiii) as 'the planned, systematic application of experimentally established principles of learning to the modification of maladaptive behaviour'.

To understand this approach selected concepts are clarified:

Modification - to change

Maladaptive behaviour - Those actions that lead to disruption and disharmony in the classroom or in a relationship with a pupil, example: disobedience.

Techniques - Ways of dealing with a situation.

Respondent behaviour - reaction to a stimulus involving bodily muscle movement.

Operant conditioning - controlling observable actions.

Reinforcements - Ensuring and strengthening desired behaviours.

All behaviour is learned, predictable and controlled by environmental conditions. Behaviour is judged as adaptive or maladaptive in terms of its consequences on the individual. Essentially it is regarded as being the 'consequence of environmental conditions in the present and previous learned ways of responding' (5, p.57).

Behaviour modification techniques are strategies which have been developed to change individual and group behaviour in a wide variety of settings. Bryen (14, pp.123-154) observed that traditionally teachers send 'problem' pupils to psychologists. This often involves a delay of several months before the child can be interviewed by such a specialist. Once there, the child is usually interviewed, counselled and tested in a one-to-one situation where his behaviour is likely to be very different from the classroom or environment in which it is judged to be a problem. Finally test results and recommendations made to the teacher by the psychologist are often difficult to implement in a classroom situation. Bearing in mind these difficulties it is very appropriate that developing teachers learn effective measures for coping with pupil behaviour in the classroom.

Some different kinds of learning and relevant techniques of behaviour modification will now be discussed, proposed by theorists

such as Bandura (7, pp.19-20), Fischer and Gachros (37, p.368) and Jehu (54) and the lecture given by Anstey (4).

Two kinds of learning can occur, namely respondent conditioning and operant conditioning.

2) Respondent Conditioning

Respondent behaviour is preceded or elicited by a stimulus, is reflexive, involuntary and mediated by the automatic nervous system (ANS). The ANS regulates heart beat, breathing, digestive processes, sweating and the size of the arteries and veins in the body. When we are alarmed or frightened it is the mechanism which prepares our bodies to fight or flee, our pupils enlarge to see the enemy better, blood is pushed more quickly through the body increasing energy in response to the frightening stimuli. Pavlov, a Russian physiologist, illustrated the respondent conditioning paradigm in his experiments with dogs. When meat is presented to a dog, it naturally salivates (activity of the automatic nervous system). Pavlov showed that if the presentation of meat was preceded by a bell ringing, after a while the dog would salivate to the sound of the bell alone, in the absence of any meat.

This type of learning is relevant to teachers in helping them understand how certain emotional responses are learnt by children such as fear of a teacher, example: teacher slaps a pupil, the pupil responds with fear and associates the teacher with the pain and fear he felt. The more presence of the teacher may elicit the same fear response in the pupil in future and sometimes this fear may be generalized to all teachers or the school. It is important for teachers to identify where fears originate and the influence they might have in initiating such fears.

3) Operant Conditioning

Unlike respondent conditioning, where a response occurs after a stimulus, in operant conditioning the pupil has to make a response to evoke a stimulus or reward. A general law of operant

*behaviour* is that actions which are perceived to be rewarded will tend to increase, while those which are not rewarded or published tend to diminish and disappear. *Respondent behaviour* is not reflexive, but involves voluntary movement of the skeletal muscles by the central nervous system.

The important aspect in the application of this model is the consequences of behaviour, which strengthens or diminishes its occurrence, and its antecedents which inform the pupil of the correct time to perform some act in order to obtain a reward or *avoid punishment*. The ABC of behaviour here is (4):

A - antecedents

B - behaviour

C - consequences.

As explained, reinforcements are those consequences of behaviour which strengthen a behaviour. Primary reinforcers are generally effective for all persons and would include food, clothing, warmth and shelter. Secondary reinforcers have acquired their reinforcing power through being paired with primary reinforcers *and are more 'social in nature*, such as attention, praise and affection'. In this model, it is believed that by applying or removing reinforcers *contingent on behaviour that we can change* that behaviour. It is important in trying to manipulate behaviour in this regard that we understand what is reinforcing to the individual: it is no use trying to use sweets or cigarettes to reinforce behaviour if these are not attractive to the individual concerned. Similarly a teacher may not understand why the punishment he administers decrease a pupil's disruptive behaviour for it may be that such behaviour is being reinforced from other sources, such as attention and heightened status among his peers.

C. References

1. Anstey, M.A. 'Social Learning Theory: a Basis for *Understanding how Human* Behaviour is Learned. Lecture notes from a lecture given at Rand College of Education, Johannesburg, 1979.

2. Anstey, M.A. 'Structuring Social Groupwork to Assist Socio-economically Deprived Pupils with Study Behaviours.' Unpublished M.A. (Social Work) Dissertation, University of the Witwatersrand, Johannesburg, 1979, p.57.

3. Bandura, A. Social Learning Theory. New Jersey, Prentice-Hall Inc., 1977, pp.19-20; 39.

4. Bryen, D.N. 'Teachers' Strategies in Managing Classroom Behaviour in Hamil, D.D. and Bartell, N.R. Teaching Children with Learning and Behaviour Problems. Boston, Allyn and Bacon, 1975, pp.123-154.

5. Jehu, D., Hardiker, P., Yelloly, M. and Shaw, M. Behaviour Modification in Social Work. Chichester, John Wiley and Sons, Inc., 1972.

D. Group Supervision - Session 18 (thirty minutes)

Facilitate students understanding of respondent and operant conditioning and render suggestions whereby an appropriate reward is chosen for reinforcing positive behaviour in their individual pupils.

E. Mentoring Session 18 (sixty minutes)

F. Individual Supervision - Session 18 (sixty minutes)

Deal with teaching points extracted from records.

10.6.19 Training session 19

Course Sequence: Behaviour Modification of Pupils (contd.)

Objective of Session - As identified under Training Session 17

Content

1) Recapitulate respondent and operant conditioning. Move into preparing students to apply behaviour modification in their teaching roles.

2) Strategies for dealing with Classroom Behaviour

a) Punishment

Punishment, to be successful, should be presented immediately after the unwanted behaviour. There should be no rewards for that behaviour from any other source. Alternative ways of acting (wanted behaviours) should be made clear and rewarded. Perhaps

the most commonly used strategy to deal with disruptive behaviour in a classroom is punishment (presentation of an aversive stimulus when a behaviour occurs). Teachers often punish unwanted behaviour but do not explain new alternative ways of acting. Punishment alone does not teach a new behaviour and may have a negative effect on a child in terms of the fear it may induce. In such cases the child may come to fear the teacher rather than change his behaviour and this will affect his learning and interest in education. It should be remembered too that punishment is often more satisfying to the teacher as it allows her to vent their feelings of anger, than it is effective in teaching the child a new behaviour.

If you are going to punish be sure that you are aware of the consequences of your actions and try to evaluate whose needs you are meeting in the exercise.

b) Response Cost

In this strategy reinforcers are withdrawn when an undesired behaviour occurs. Thus, a coveted activity in the classroom can be cancelled if pupils fail to complete an assignment or refuse to settle down in class.

c) 'Time Out'

Sometimes a particularly disruptive individual's behaviour is reinforced by peer attention and teacher attention (even if it is given in an angry way perhaps to an attention-seeking child). In 'time out' the pupil is firmly removed from the rewarding group situation and placed in a situation devoid of rewards. Be careful of this technique. Many teachers merely send the pupils out of the classroom. This may become rewarding in itself, as the pupil talks to passers-by or plays games outside. He should be removed to a quiet room where such opportunities are minimal.

d) Extinction

Here the teacher withdraws all reinforcers which are maintaining a behaviour, such as attention. This may be difficult in the group situation of the classroom where other sources of

attention are available, but would be appropriate where a pupil is acting solely to attain teacher attention or praise. Examples might be: telling tales; currying favour by always volunteering to do little chores. This may be very pleasant for you as the teacher, but it may be harmful to the child's relationships with his peers where he attains a reputation as 'teacher's pet' or a 'goody-goody'.

3) Exercise - *Encourage students to discuss techniques* applied by their teachers at school and to evaluate the effectiveness of these actions.

C. Group Supervision - Session 19 (thirty minutes)

Discuss effectiveness of application of any behaviour modification techniques students may have applied in respect of their pupils.

D. Mentoring Session 19 (thirty minutes)

E. Individual Supervision - Session 19 (sixty minutes)

Deal with teaching points extracted from records.

10.6.20 Training Session 20 (sixty minutes)

Course Sequence: Behaviour Modification of Pupils (contd.)

A. Objectives of the Session - As *identified under Training* Session 18.

B. Content

Strategies for Dealing with Classroom Behaviour (contd.)

Positive Reinforcement for Incompatible Responses

Wanted behaviours may be increased by applying reinforcers whether thesemay be material or social in nature. In many instances wanted behaviours are the opposite of what pupils are actually doing, such as sitting quietly rather than leaving seats, talking and teaching. In such cases, if sitting quietly in seats is rewarded, pupils will not be able to attain rewards of attention or sweets or games if they run around wildly in class. It has been shown that teachers spend far more time handing out reprimands i.e. noticing bad behaviour than giving praise in a classroom.

So, a change of teacher-strategy might bring about a change in pupil behaviour.

a) Workclock

Kubany (4) proposed an interesting mode of behaviour. They used a workclock to control the behaviour of pupils. One way to use a workclock is to tell pupils they can have an extra fifteen minutes break, or an extra fifteen minutes of story-telling or whatever activity they enjoy doing. A clock is set up in front of the class where the fifteen minutes are clearly shown. Every time a pupil is disruptive, the teacher stops the class and moves the hand of the clock to one minute less free time. The clock serves as a constant reminder of the group's progress. This might be effective in introducing class group controls, pupil disciplining each other to attain the rewards promised.

b) Modelling

Modelling occurs when the acts of another person are observed and imitated. Bandura (7, p.39) has noted that human beings learn much of their behaviour by modelling. In this process the learner must give attention to the acts of the model, retain such knowledge, try implementing it and then be rewarded for carrying out the new behaviour or approximations of it.

The teacher may model behaviour himself, such as talking politely to others, reading correctly, showing concern for a pupil's distress, or he may use other pupils as models for their peers, if they have mastered an aspect of appropriate behaviour. More of course it would be of little use to use pupils as models who have lower status or are disliked by their peers - it might even worsen their positions as they become known as 'teacher's pets'.

3) During the next training session a film: 'Behaviour Management in the Classroom' (119) will be shown. Some basic guidelines in behaviour modification need to be discussed and remembered whilst viewing the film:

- be sensitive to the needs of individual pupils in using any techniques;

- be flexible in use of strategies;
- consult experts wherever possible;
- be aware of feelings and reactions and be patient and consistent in teaching new behaviours.

C. Group Supervision - Session 20 (thirty minutes)

Encourage mentors to be aware of their own feelings and reactions and to evaluate their own behaviour as being suitable for the pupil to model.

D. Mentoring Session 20 (sixty minutes)

E. Individual Supervision 20 (sixty minutes)

Deal with teaching points extracted from records and prepare mentors for termination of programme.

10.6.21 Training session 21 (sixty minutes)

Course Sequence: Behaviour Modification of Pupils (contd.)

A. Objectives of the Course - As identified under Training Session 17

B. Content

1) Revise briefly respondent and operant conditioning, and strategies of punishment, response cost, 'time-out', extinction, positive reinforcement for incompatible responses, workclock and modelling; all of which will be illustrated in the film to be viewed.

2) Restate basic guidelines to be remembered in behaviour modification.

3) Film: 'Behaviour Management in the Classroom (119).

4) Evaluate and discuss film with students.

C. Group Supervision - Session 21 (thirty minutes)

Discuss with pupils and students the format they would wish their last mentoring session to take. Suggest an excursion to a zoo or a picnic.

D. Mentoring Session 21 (sixty minutes)

E. Individual Supervision - Session 21 (sixty minutes)

Deal with teaching points extracted from records with particular emphasis on feelings of rejection in pupils due to pending termination of mentoring programme.

10.6.22 Training session 22 (sixty minutes)

Course Sequence: Evaluation of Mentoring Programme

A. Objectives: To determine if students would verbalise gains made through participation in the mentoring programme.

B. Content

Evaluate mentoring programme with students and discuss the development of their relationship with their pupil.

C. Group Supervision - Session 22 (thirty minutes)

Discuss details of pending excursion.

D. Mentoring Session 22 (Length of Excursion)

Excursion.

10.6.23 Final session

Accreditation Ceremony: awarding certificates* to students who participated in the mentoring programme.

---

* See Appendices I, p.234 and J, pp.235-236.

## CHAPTER ELEVEN - SUMMARY OF STUDY, MAIN FINDINGS AND RECOMMENDATIONS

### 11.1 INTRODUCTION

In the present day, strong emphasis is placed on effective interpersonal relationships. This area of study, together with that of understanding the child in relation to his community, seems to have hitherto been omitted from the standard training curriculum of teachers. Therefore when the Department of Internal Affairs: Coloured Relations, prescribed extra-mural courses for inclusion in the training curriculum for Coloured teachers with a view to developing community-consciousness, this was perceived as a most appropriate opportunity for designing and implementing a test programme for doing so, namely the mentoring programme.

The aims of the programme were two-fold; namely that student teachers would render a valuable service to the community by gainfully occupying pupils for one afternoon per week, extra-murally, and that they would participate in a mentoring programme which would equip them with skill and experience in relating to children.

This study emanated at a time when classroom research, in the words of White (112, p.152) had 'moved from single criterion research such as teacher traits to patterns of social interaction'. He points out that influences at present are coming from social psychology, psychotherapy, group dynamics and information theory and that the emphasis is now falling on classroom management, communication patterns and the achievement of socially mediated goals.

The social work profession who, in common with teaching is concerned with the development and welfare of children can make a contribution to the training content of the latter profession, particularly in the areas of gaining insight into and understanding the world of the child, thereby relating to the child on that basis.

## 11.2 AIMS

The main aims of the study* restated were:

(a) To develop an awareness in student teachers of their potential to relate to pupils.

(b) To develop a course for student teachers to be mentors to their pupils. Such a course would incorporate knowledge from both the social work and teaching professions, thereby increasing

(i) their understanding of pupils as individuals

(ii) their capacity to relate to pupils on a one-to-one basis

(iii) their motivation to continue with a career in teaching;

(iv) their helping skills in the areas of empathising, respecting the individual, acting concretely, reflecting genuineness, confronting and self-exploration.

## 11.3 RESEARCH METHODOLOGY

In order to achieve the aims of the study, the research methodology included the following main features:

1. The sample of the study,** i.e. student teachers in their first year of training at the two Colleges of Education, who were divided into three groups as follows:

(a) The Experimental Group which:

(i) attended training sessions with theoretical content;

(ii) mentored a pupil on a one-to-one basis;

(iii) submitted a record of the interaction with these pupils; and

(iv) received regular group- and individual supervision.

(b) The Control Group I which did not attend training mentoring sessions but yet mentored a pupil once per week on a one-to-one basis and submitted records of the interactions with their pupils.

(c) The Control Group II which received no training or supervision and were not required to mentor pupils;

---

* See Chapter One, p.6.
** See Chapter Two, p.14

2. Quantitative and Qualitative Analyses which were facilitated by the following major research tools:

(a) The Minnesota Teachers' Attitude Inventory (MTAI), which was administered to the three groups during March 1979 and again during October 1979.

(b) The Carkhuff Scale of Measurement (CSM), which was administered to the Experimental Group and Control Group 1 during October 1979 and March 1979.

(c) Questionnaires, schedules, assignments and records which were completed by the Experimental Group and pupils mentored by students in this group, in the course of training, i.e. from March 1979 to October 1979.

3. A specially designed training programme for mentors.*

11.4 HYPOTHESES AND MAIN FINDINGS

Two hypotheses were formulated. The first was that the Experimental Group would show an awareness and ability to view and relate to pupils in terms of the totality of their needs, i.e. educational, emotional and social. Furthermore that they would have acquired knowledge from both the social work and teaching professions equipping them to increase their

(i) understanding of pupils as individuals;

(ii) capacity to relate to pupils on a one-to-one basis;

(iii) motivation to continue with a career in teaching; and

(iv) skills in empathising, respecting the individual, acting concretely, reflecting genuineness, confronting and self-exploration.

The findings linked to the first hypothesis according to scores attained through administration of the MTAI** revealed that students in the Experimental Group who participated in the training programme which consisted of three components, i.e. a theoretical practical and supervision component, showed 'movement', reflecting improvement in their mean score of 23,6 compared with a movement

* See Chapter Two, p.20.

** See Chapter Seven, p.96.

in mean score of 18,3 from students in Control Group I who participated in one course component only, i.e. mentoring pupils only, and not participating in the theoretical training. Moreover a movement in mean score of 7,6 was attained by students who did not participate in the training programme at all.* This forward movement as tested by the MTAI implies an improvement in interrelationship skills in interacting with pupils. That the training course increased the students' understanding of pupils as individuals was reflected in records** mentors submitted of each mentoring session with their pupils describing the interaction that took place between them. This was further borne out by a response rate of 84,6 per cent to the questionnaire administered during August 1979 confirming the statement that children differ from one another,*** reflecting the students' understanding of the importance of individualising their pupils.

The records referred to above reflected pupils' positive responses to mentors' reactions, when reinforcing 'positive' behaviours, such as improvement in physical appearance or growth in confidence. The self-concept of pupils were being enhanced,**** students became aware of specific behaviours that would increase their capacity to relate to pupils and were able to single out behaviours such as 'never humiliating a pupil', 'exploring a negative behaviour prior to punishing a pupil' and 'selective use of disciplinary measures'. An analysis undertaken by Witty of 12 000 letters received from pupils competing for a scholarship by writing the best composition on the topic 'the teacher who has helped me most' endorsed this finding. He concluded that the teacher who wishes to relate to boys and girls most effectively should attempt to provide a classroom atmosphere in which success, security, understanding, mutual respect and an opportunity to attain worthy educational goals are all-pervading (114, pp.662-669).

---

* See Chapter Eight, p.111.

** See Chapter Nine, p.150 and 151.

*** See Chapter Nine, p.136.

**** See Chapter Seven, pp.100-103, Column 4, and Chapter Nine, pp.138 and 139.

Application through integration of theory in the mentoring exercise enabled mentors and pupils to establish secure non-threatening relationships. For, by August 1979, 77 per cent of the pupils in the Experimental Group had shared incidences of painful experiences or problems with their mentors.* Capacity to relate to pupils on a one-to-one basis continued to increase as reflected in the diary summarizing the contents of records where pupils were confiding in their pupils and both mentors and pupils were relaxed in their relationship with one another.**

From March 1979 to October 1979 no students in the Experimental Group had dropped out of their training course and indicated in a pre-training test that their motivation to teach was based on a longing to 'serve the community', 'having a permanent occupation' and 'for the sake of financial security'.*** By August 1979 such motivation had changed as 53,8 per cent of the mentors in the Experimental Group stated they had chosen teaching as a career as they felt it to be a calling.****

Records submitted by mentors reflected their increasing interest in the child as a whole. Their needs reflected the view expressed by Deshler and Erlich that 'a child cannot be educated adequately unless all forces that act upon that child are considered' (92, p.233). Furthermore, during August 1979, students were invited to recommend theory content to be included in the course in the questionnaire they completed.***** They expressed a need to receive further tuition in the specific needs of the pupil during various stages of human development.

'The critical conduct of any learning experience is the method or process through which the learning occurs' (87, p.214).

---

* See Chapter Nine,, p.133.
** See Chapter Seven, p.105, Mentoring Session, September, 6.
*** See Chapter Five, p.80. Those motivations were submitted by 100 (82 per cent) of respondents in the total sample group.
**** See Chapter Nine, p.140.
***** See Appendix G(i), p.2.

The method of acquiring skills in helping was built into the mentoring programme in the form of a course 'The Art of Helping'.* Students were trained by practising skills on one another and in their contact with their pupils. In the post-training tests all students in the Experimental Group who had participated in this type of training reflected its effectiveness when rated for overall response on a 5-point scale. These students had moved from responding 'effectively' in their overall responses (level 1,73), to a problem situation in the pre-test, to responding 'very effectively' (4,08) in the post test.

Students in Control Group I who had no training in the helping skills, rated 'ineffectively' (1,65 and 1,85) in their overall responses both in the pre- and post-training tests. Students in the Experimental Group had moved to a higher level of applying helping skills in the areas of empathy, moving from 1,73 to 3,96; respect, moving from 1,80 to 3,85; concreteness, moving from 1,84 to 3,92; genuineness, moving from 2,10 to 3,77; confrontation, moving from 1,15 to 3,12 and self-exploration, moving from 1,23 to 3,00.**

The mentoring records substantiated these findings in respect of their interaction with individual children. Skills were demonstrated. Mentors were able to attend and convey genuine interest to pupils, increasing their ability to relate and establishing a non-threatening relationship. Pupils' confidence in mentors increased as mentors acted concretely in improving their conditions of life such as approaching a parent to allow the pupil to remain in school or in directing pupils with physical disabilities, such as hearing or stuttering to the appropriate resources.*** Furthermore the skill of confrontation was illustrated in the attitude of 96 per cent of mentors in the Experimental Group who stated in the Questionnaire during 1979, to the question 'If you find out that your pupil lies or steals ... what would your reaction be?' that they would confront their pupil.

---

* See Chapter Seven, p.102.

** See Chapter Eight, p.126, Figure 6.

*** See Chapter Seven, pp.99-101, Mentoring Sessions: March 5, April 5, April 19.

The nature of problems that were revealed to mentors by pupils during the mentoring sessions stemmed from educational, emotional and social needs.* Mentors were able to cope with these problems 'through guided experience' (23, p.163).

The second hypothesis was that the two Control Groups, Groups I and II, would not show increased knowledge, awareness, and potential to relate in the areas stipulated in the first hypothesis. The students in Control Groups I and II not only showed less forward movement in their interpersonal relationship ability than the Experimental Group but dropped out of teacher training at a rate of 41,2 per cent for Control Group I and 24,2 per cent for Control Group II.**

Records reflecting interaction between mentor and pupil were submitted on an irregular basis by Control Group I which may point to lack of motivation. Only three students submitted records from March 1979 to October 1979 on a regular basis.***

The conclusions contained in the findings are based on quantitative and qualitative analysis and although many of the observations may be subjective there is a strong suggestion that change in the skill of students in the Experimental Group were induced by participation in the training programme for mentors.

## 11.5 RECOMMENDATIONS

Based on the findings of the study which highlighted that teacher training could be enhanced by incorporating a theoretical-cum-experiential programme such as the mentoring programme into its training curriculum, recommendations were made. These recommendations are divided into two categories i.e. those general to the mentoring programme and those specific to the mentoring programme.

### *11.5.1 General recommendations*

.1 That the Department of Internal Affairs: Coloured Relations adapt the suggested blue-print for a mentoring programme

---

* See Chapter Nine, pp.133 and 134.
** See Chapter Eight, p.107.
*** See Chapter Nine, p.147.

contained in this study for future implementation in teacher training colleges.

2. That mentoring programmes be not confined to the first year of training only, but that more advanced programmes be designed for the subsequent two years of study.

11.5.2 Specific recommendations

In the event of a mentoring programme being introduced at a training college it would be advisable to:

1. Incorporate regular, more frequent contact, with parents and teachers of the pupils mentored.

2. Select pupils for mentoring from one class and one school only. This would prevent children from feeling rejected and discriminated against.

11.6 CONCLUSIONS

Gazda, et al. (41, p.7), in studying the role of the teacher concluded that for a teacher to be effective in facilitating 'the total growth and development' of pupils, three primary conditions need to be met:

1. the teacher must be adequately prepared in the subject or course to be taught;

2. the teacher must present the material in a learnable fashion; and

3. the teacher must have a repertoire of interpersonal skills through which to establish, maintain, and promote effective interpersonal relationships in the classroom.

This study was concerned with the third condition mentioned above. The pupils mentored entered into the programme disinterested, suspicious and unable to communicate. The mentors entered into the programme lacking confidence and skill in reaching out to a pupil. Mentor and pupil met and as the programme progressed mentors and pupils thawed, opened up to each other, grew in confidence and developed. It was only after positive mentor-pupil relationships

had been established that pupils were ready to respond to being taught - thus in considering conditions above the third condition is the prerequisite for learning and should receive priority.

Gazda *et al.* (41, p.7) finally quotes Weigand writing 'How we interact, relate and transact with others, and the reciprocal impact of this phenomenon, forms the single, most important, aspect of our existence.'

APPENDIX A

QUESTIONNAIRE GATHERING IDENTIFYING INFORMATION FROM STUDENTS (Q1)

Please answer the following questions. Date .....

1. *Name* _____
2. Address _____
3. Sex _____
4. Standard passed _____
5. Date of birth _____
6. Family composition (*eg. Father, Mother (deceased), 6 children*)

   _____
7. Extra-mural interests and activities _____

   _____
8. Motivation for choosing teaching as a career _____

   _____
9. *Reason* for attending a college and not a university _____

   _____
10. What are the good things you remember about your teachers whilst at school? _____

    _____

    _____
11. What are the bad things you remember about your teachers whilst at school? _____

    _____

    _____

DO NOT OPEN UNTIL TOLD TO DO SO

# MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI)

Form A

WALTER W. COOK
University of Minnesota

CARROLL H. LEEDS
Furman University

ROBERT CALLIS
University of Missouri

## DIRECTIONS

This inventory consists of *150 statements designed to sample opinions* about teacher-pupil relations. There is considerable disagreement as to what these relations should be; therefore, there are no right or wrong answers. What is wanted is your own *individual feeling about the statements.* Read each statement and decide how YOU feel about it. Then mark your answer on the space provided on the answer sheet. Do not make any marks on *this booklet.*

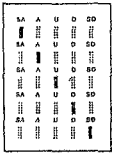
If you strongly agree, blacken space under "SA" .....

If you agree, blacken space under "A" .....

If you are undecided or uncertain, blacken space under "U" .....

If you disagree, blacken space under "D" .....

If you strongly disagree, blacken space under "SD" .....




Think in terms of the general situation rather than specific ones. There is no time limit, but work as rapidly as you can. PLEASE RESPOND TO EVERY ITEM.

Copyright 1951. All rights reserved.
The Psychological Corporation
522 Fifth Avenue
New York 36, N. Y.

Printed in U.S.A. 3-161TB

SA—Strongly agree
A—Agree

U—Undecided
*or uncertain*

D—Disagree
SD—Strongly disagree

1. Most children are obedient.
2. Pupils who "act smart" probably have too high an opinion of themselves.
3. Minor disciplinary situations should sometimes be turned into jokes.
4. Shyness is preferable to boldness.
5. Teaching never gets monotonous.
6. Most pupils don't appreciate what a teacher does for them.
7. If the teacher laughs with the pupils in amusing classroom situations, the class tends to get out of control.
8. A child's companionships can be too carefully supervised.
9. A child should be encouraged to keep his likes and dislikes to himself.
10. It sometimes does a child good to be criticized in the presence of other pupils.
11. Unquestioning obedience in a child is not desirable.
12. Pupils should be required to do more studying at home.
13. The first lesson a child needs to learn is to obey the teacher without hesitation.
14. Young people are difficult to understand these days.
15. There is too great an emphasis upon "keeping order" in the classroom.
16. A pupil's failure is seldom the fault of the teacher.
17. There are times when a teacher cannot be blamed for losing patience with a pupil.
18. A teacher should never discuss sex problems with the pupils.
19. Pupils have it too easy in the modern school.
20. A teacher should not be expected to burden himself with a pupil's problems.
21. Pupils expect too much help from the teacher in getting their lessons.
22. A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.
23. Most pupils do not make an adequate effort to prepare their lessons.
24. Too many children nowadays are allowed to have their own way.
25. Children's wants are just as important as those of an adult.
26. The teacher is usually to blame when pupils fail to follow directions.
27. A child should be taught to obey an adult without question.
28. The boastful child is usually over-confident of his ability.
29. Children have a natural tendency to be unruly.
30. A teacher cannot place much faith in the statements of pupils.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided or uncertain

D—Disagree
SD—Strongly disagree

31. Some children ask too many questions.

32. A pupil should not be required to stand when reciting.

33. The teacher should not be expected to manage a child if the latter's parents are unable to do so.

34. A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.

35. Discipline in the modern school is not as strict as it should be.

36. Most pupils lack productive imagination.

37. Standards of work should vary with the pupil.

38. The majority of children take their responsibilities seriously.

39. To maintain good discipline in the classroom a teacher needs to be "hard-boiled."

40. Success is more motivating than failure.

41. Imaginative tales demand the same punishment as lying.

42. Every pupil in the sixth grade should have sixth grade reading ability.

43. A good motivating device is the critical comparison of a pupil's work with that of other pupils.

44. It is better for a child to be bashful than to be "boy or girl crazy."

45. Course grades should never be lowered as punishment.

46. More "old-fashioned whippings" are needed today.

47. The child must learn that "teacher knows best."

48. Increased freedom in the classroom creates confusion.

49. A teacher should not be expected to be sympathetic toward truants.

50. Teachers should exercise more authority over their pupils than they do.

51. Discipline problems are the teacher's greatest worry.

52. The low achiever probably is not working hard enough and applying himself.

53. There is too much emphasis on grading.

54. Most children lack common courtesy toward adults.

55. Aggressive children are the greatest problems.

56. At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.

57. Many teachers are not severe enough in their dealings with pupils.

58. Children "should be seen and not heard."

59. A teacher should always have at least a few failures.

60. It is easier to correct discipline problems than it is to prevent them.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

61. Children are usually too sociable in the classroom.

62. Most pupils are resourceful when left on their own.

63. Too much nonsense goes on in many classrooms these days.

64. The school is often to blame in cases of truancy.

65. Children are too carefree.

66. Pupils who fail to prepare their lessons daily should be kept after school to make this preparation.

67. Pupils who are foreigners usually make the teacher's task more unpleasant.

68. Most children would like to use good English.

69. Assigning additional school work is often an effective means of punishment.

70. Dishonesty as found in cheating is probably one of the most serious of moral offenses.

71. Children should be allowed more freedom in their execution of learning activities.

72. Pupils must learn to respect teachers if for no other reason than that they are teachers.

73. Children need not always understand the reasons for social conduct.

74. Pupils usually are not qualified to select their own topics for themes and reports.

75. No child should rebel against authority.

76. There is too much leniency today in the handling of children.

77. Difficult disciplinary problems are seldom the fault of the teacher.

78. The whims and impulsive desires of children are usually worthy of attention.

79. Children usually have a hard time following instructions.

80. Children nowadays are allowed too much freedom in school.

81. All children should start to read by the age of seven.

82. Universal promotion of pupils lowers achievement standards.

83. *Children are unable to reason adequately.*

84. A teacher should not tolerate use of slang expressions by his pupils.

85. The child who misbehaves should be made to feel guilty and ashamed of himself.

86. If a child wants to speak or to leave his seat during the class period, he should always get permission from the teacher.

87. Pupils should not respect teachers anymore *than any other adults.*

88. Throwing of chalk and erasers should always demand severe punishment.

89. Teachers who are liked best probably have a better understanding of their pupils.

90. Most pupils try to make things easier for the teacher.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree
U—Undecided or uncertain
D—Disagree
SD—Strongly disagree

91. Most teachers do not give sufficient explanation in their teaching.

92. There are too many activities lacking in academic respectability that are being introduced into the curriculum of the modern school.

93. Children should be given more freedom in the classroom than they usually get.

94. Most pupils are unnecessarily thoughtless relative to the teacher's wishes.

95. Children should not expect talking privileges when adults wish to speak.

96. Pupils are usually slow to "catch on" to new material.

97. Teachers are responsible for knowing the home conditions of every one of their pupils.

98. Pupils can be very boring at times.

99. Children have no business asking questions about sex.

100. Children must be told exactly what to do and how to do it.

101. Most pupils are considerate of their teachers.

102. Whispering should not be tolerated.

103. Shy pupils especially should be required to stand when reciting.

104. Teachers should consider problems of conduct more seriously than they do.

105. A teacher should never leave the class to its own management.

106. A teacher should not be expected to do more work than he is paid for.

107. There is nothing that can be more irritating than some pupils.

108. "Lack of application" is probably one of the most frequent causes for failure.

109. Young people nowadays are too frivolous.

110. As a rule teachers are too lenient with their pupils.

111. Slow pupils certainly try one's patience.

112. Grading is of value because of the competition element.

113. Pupils like to annoy the teacher.

114. Children usually will not think for themselves.

115. Classroom rules and regulations must be considered inviolable.

116. Most pupils have too easy a time of it and do not learn to do real work.

117. Children are so likeable that their shortcomings can usually be overlooked.

118. A pupil found writing obscene notes should be severely punished.

119. A teacher seldom finds children really enjoyable.

120. There is usually one best way to do school work which all pupils should follow.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

121. It isn't practicable to base school work upon children's interests.

122. It is difficult to understand why some children want to come to school so early in the morning before opening time.

123. Children that cannot meet the school standards should be dropped.

124. Children are usually too inquisitive.

125. It is sometimes necessary to break promises made to children.

126. Children today are given too much freedom.

127. One should be able to get along with almost any child.

128. Children are not mature enough to make their own decisions.

129. A child who bites his nails needs to be shamed.

130. Children will think for themselves if permitted.

131. There is no excuse for the extreme sensitivity of some children.

132. Children just cannot be trusted.

133. Children should be given reasons for the restrictions placed upon them.

134. Most pupils are not interested in learning.

135. It is usually the uninteresting and difficult subjects that will do the pupil the most good.

136. A pupil should always be fully aware of what is expected of him.

137. There is too much intermingling of the sexes in extra-curricular activities.

138. The child who stutters should be given the opportunity to recite oftener.

139. The teacher should disregard the complaints of the child who constantly talks about imaginary illnesses.

140. Teachers probably over-emphasize the seriousness of such pupil behavior as the writing of obscene notes.

141. Teachers should not expect pupils to like them.

142. Children act more civilized than do many adults.

143. Aggressive children require the most attention.

144. Teachers can be in the wrong as well as pupils.

145. Young people today are just as good as those of the past generation.

146. Keeping discipline is not the problem that many teachers claim it to be.

147. A pupil has the right to disagree openly with his teachers.

148. Most pupil misbehavior is done to annoy the teacher.

149. One should not expect pupils to enjoy school.

150. In pupil appraisal effort should not be distinguished from scholarship.

APPENDIX B(ii)

# MINNESOTA TEACHER ATTITUDE INVENTORY

COOK - LEEDS - CALLIS

THE PSYCHOLOGICAL CORPORATION
522 FIFTH AVENUE, NEW YORK, N. Y.

SCORE

NAME ______ LAST ______ FIRST ______

COLLEGE AND CLASS
OR
SCHOOL AND POSITION ______

MALE ____ FEMALE ____ DATE ______

Response options for each item: SA A U D SD

| | | | | |
|---|---|---|---|---|
| 1 | 31 | 61 | 91 | 121 |
| 2 | 32 | 62 | 92 | 122 |
| 3 | 33 | 63 | 93 | 123 |
| 4 | 34 | 64 | 94 | 124 |
| 5 | 35 | 65 | 95 | 125 |
| 6 | 36 | 66 | 96 | 126 |
| 7 | 37 | 67 | 97 | 127 |
| 8 | 38 | 68 | 98 | 128 |
| 9 | 39 | 69 | 99 | 129 |
| 10 | 40 | 70 | 100 | 130 |
| 11 | 41 | 71 | 101 | 131 |
| 12 | 42 | 72 | 102 | 132 |
| 13 | 43 | 73 | 103 | 133 |
| 14 | 44 | 74 | 104 | 134 |
| 15 | 45 | 75 | 105 | 135 |
| 16 | 46 | 76 | 106 | 136 |
| 17 | 47 | 77 | 107 | 137 |
| 18 | 48 | 78 | 108 | 138 |
| 19 | 49 | 79 | 109 | 139 |
| 20 | 50 | 80 | 110 | 140 |
| 21 | 51 | 81 | 111 | 141 |
| 22 | 52 | 82 | 112 | 142 |
| 23 | 53 | 83 | 113 | 143 |
| 24 | 54 | 84 | 114 | 144 |
| 25 | 55 | 85 | 115 | 145 |
| 26 | 56 | 86 | 116 | 146 |
| 27 | 57 | 87 | 117 | 147 |
| 28 | 58 | 88 | 118 | 148 |
| 29 | 59 | 89 | 119 | 149 |
| 30 | 60 | 90 | 120 | 150 |

PRINTED IN U.S.A. IBM FORM I.T.S. 1000 A 2721

APPENDIX C

SKEDULE VIR SKOLIERE (S1)

Beantwoord asseblief die volgende vrae:

1. Wat sou jy graag wou doen wanneer jy skool verlaat? _____

2. Wie is die persoon wat jy die meeste bewonder _____
   Hoekom? _____

3. Wie het vir jou die meeste hulp in jou lewe gegee tot dusver?

4. Wat dink jy sal jou mentor doen as jy:
   a) Stokkiesdraai _____
   b) Vloek en jok _____
   c) Huil _____

5. Wat is jou mentor vir jou? _____

6. Na wie sal jy gaan as jy 'n probleem het? _____

Trek nou 'n kruisie langs 'ja' of 'nee':

| | | | | |
|---|---|---|---|---|
| 7. | Sal jy daarvan hou dat jou mentor jou ouers ontmoet? | | JA | NEE |
| 8. | Verstaan jou ouers jou? | | JA | NEE |
| 9. | Hou jy van skool? | | JA | NEE |
| 10. | Sal jy daarvan hou dat jou mentor na jou huis kom? | | JA | NEE |
| 11. | Is dit vir jou lekker om vir die huiswerkklas saam met die mentor agter te bly? | | JA | NEE |
| 12. | Verstaan jou onderwyser jou? | | JA | NEE |
| 13. | Vertrou jy jou mentor? | | JA | NEE |
| 14. | Het jy vir iemand vertel van jou mentor? | | JA | NEE |
| 15. | Dink jy jou mentor verstaan jou? | | JA | NEE |
| 16. | Dink jy jou mentor hou van jou? | | JA | NEE |
| 17. | Dink jou mentor jy is slim? | | JA | NEE |
| 18. | Sal jy vir jou mentor van jou probleme vertel? | | JA | NEE |
| 19. | Sien jou mentor raak as jy iets goed doen? | | JA | NEE |
| 20. | Dink jy jou mentor gee om of jy gelukkig is? | | JA | NEE |
| 21. | Het jou mentor jou al met 'n probleem gehelp? | | JA | NEE |
| 22. | Dink jy jou mentor sal 'n goeie onderwyser wees? | | JA | NEE |

Hoekom? _____

APPENDIX D

CARKHUFF SCALE OF MEASUREMENT (C.S.M.)
PRE- AND POST-TRAINING TEST
HYPOTHETICAL PROBLEM ADMINISTERED TO STUDENT TEACHERS when measuring Carkhuff's Counselling Effectiveness Scales

Problem:

I cannot concentrate on my schoolwork. There are too many problems at home. My father does not want to work, he just wants to stay at home to drink all day. My mother has to go and work and when she comes home with money for food for us, and does not want to give it to him to buy drink, he hits her. We are all so upset.

Probleem:

Ek kan nie op my skoolwerk konsentreer nie. Daar is te veel probleme by die huis. My pa wil nie werk nie, hy wil net by die huis lê en drink. My ma moet gaan werk en as sy huis-toe kom met geld vir kos en dit nie vir hom wil gee om drank mee te koop nie, slaan hy haar. Ons is almal so ontsteld.

APPENDIX E

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

STUDENT-TEACHERS ENGAGED IN MENTORING PROJECT OF PRIMARY SCHOOL CHILDREN

Please submit the following assignment to me on the 7th August 1979

1. During practice teaching you need to apply your skills in 'observing', *when in the classroom situation.* Select one child who you think will benefit from a personal relationship with you. Meet that child individually and attempt to establish a purposeful helping relationship with him/her.

   Submit a report on the progress you made with the child, stating briefly the background history, the number of times you met, where, what you discussed and how it made you feel.

   AND

2. Write an essay of approximately two foolscap pages on the following topic:

   "THE EMOTIONAL NEEDS OF THE PRIMARY SCHOOL CHILD AND HOW I WOULD ATTEMPT TO MEET THOSE NEEDS AS A SCHOOL TEACHER."

   Please consult appropriate literature, which must be listed at the end of the assignment.

A JANSE VAN RENSBURG (MRS.)
TUTOR

UNIVERSITEIT VAN DIE WITWATERSRAND, JOHANNESBURG

STUDENTE-ONDERWYSERS BETROKKE BY DIE MENTOR PROGRAM VAN LAERSKOOL LEERLINGE

Handig asseblief die volgende werkopdragte op 7 Augustus 1979, by my in:

1. *Gedurende u proefonderwys,* moet u 'observasie' - tegnieke in die klaskamer situasie be-oefen. Kies een kind wat u dink sou baat by 'n persoonlike verhouding met u. Ontmoet die kind vir individuele onderhoude en poog om 'n sinvolle verhouding met hom op te bou waardeur u hulp kan verleen.

   Dien 'n verslag in oor die vordering wat u met die betrokke kind gemaak het waarin u kortliks die agtergrondgeskiedenis skets, meld hoeveel onderhoude u met hom/haar gehad het, waar, wat u bespreek het, en hoe dit u laat voel het.

   EN

2. Skryf 'n opstel van ongeveer twee foliovelle oor 'DIE EMOSIONELE BEHOEFTES VAN DIE LAERSKOOLKIND EN HOE EK AS ONDERWYSER SAL POOG OM DIE BEHOEFTES TE VERVUL".

   Maak asseblief gebruik van toepaslike naslaan werke, wat u aanhaal onderaan u werkstuk.

A JANSE VAN RENSBURG (MEV)

APPENDIX F

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF SOCIAL WORK

Report of a Discussion held at Wilhelmina Hoskins Primary School at 14h00 on 16 August 1979

Present

| | |
|---|---|
| Mr C D Beukes | Chief Inspector of Coloured Education in the Transvaal |
| Mr G Braam | Rector of the Rand College of Education |
| Mr M Soudien | Headmaster of Wilhelmina Hoskins Primary School |
| Mr J G Winnaar<br>Mr W Hoskins | Teachers at Rand College of Education |
| Mrs M Okkers<br>Mr G de Jongh | Teachers of Std V pupils at Wilhelmina Hoskins Primary School |
| Students<br>First year student teachers participating in the Training Programme | |
| Mrs A Janse van Rensburg | Course presentor; Staff member of the School of Social Work, University of the Witwatersrand |

Purpose of the Discussion

1. To inform all persons involved in the project of "Training Student Teachers as Mentors to Children" of the progress and contents of the course to date;
2. to receive feedback from participants in the course; and
3. to ascertain how the education authorities 'see the future of the innovative programme'.

Discussion

Mrs van Rensburg extended a word of welcome and appreciation to all persons present and thanked Mr Soudien for the use of his staffroom as the venue for the meeting. She then continued to describe the need experienced for qualified teachers to:

(i) become aware of the child's individual needs;

(ii) form a helping relationship with a child; and

(iii) to grow and develop an understanding for the world of the child.

She claimed that this need was not likely to be met unless there was increased personal contact between teachers in training and children as individuals. The mentoring programme where each student will meet a pupil in a one-to-one relationship, once a week, would provide a more personalised experience.

The history of the present project was that since it was compulsory for first year student teachers to participate in two extra-mural activities, i.e. sport and community service, the mentoring programme was developed as the community service activity.

During 1979 the first year students were divided into two groups:

Members of Group I mentored a primary school pupil once a week for an hour on a one-to-one basis. The pupil received help with his homework, and the mentor established a helping relationship with the pupil. After each encounter a report was submitted to Mrs van Rensburg covering the contents of the encounter between mentor and pupil.

Members of Group II mentored a primary school pupil once a week for an hour on a one-to-one basis. The pupil received help with his homework and the mentor established a helping relationship with the pupil. IN ADDITION this group participated in the Training programme for mentors which they attended once per week. The 'training' course included the following topics:

'Emotional Needs of Children in Different Developmental Stages';

'The World of the Child';

'The Art of Helping'; and

'A Principal's View and Experiences of seeing the Pupil as an Individual'.

The programme for the rest of the year would include sessions on 'Behaviour Modification'; 'Value Clarification'; 'Enhancing the Self-Concept of the Child'; and viewing the films: 'Free to be You and Me' and 'Conrack'. The training could then be integrated during mentoring practice.

The purpose of dividing the students into two groups was to evaluate the extent to which training in addition to the mentoring would help to achieve the goals as set out above.

Mr Winnaar explained that he felt it was absolutely necessary for a teacher to be aware of the child and his needs and not only to see a child as someone who needs knowledge pumped into him.

Mr Beukes who had listened very carefully and had jotted down notes raised a few points. He stated that as far as he could see

the only persons benefitting from the exercise would be the trainee teachers and that the children who were the 'guinea-pigs' were getting nothing out of the programme. He furthermore wished to know if the students did not feel that by knowing individual problems amongst their pupils it would make them subjective 'about their approach to the class' and if they were not providing a crutch for pupils to lean on and whether they would be able to cope once problems which they had reached for, started emerging. Furthermore he wondered how children would cope with the difference of attitude the teacher would have towards them as opposed to the attitude of their parents. He questioned whether the pupils would not become bitter and discontented. Mr Beukes enquired why only the students were tested (evaluated) and not the children as well.

One of the students replied that he felt he had gained a much better understanding of the child and that as a result thereof could build a relationship with the child from which both could benefit. He helped the child with his homework and worked through the problems the child was experiencing.

Another student responded forcefully and said he was quite sure they would be able to cope as surely not all the children in their class would have a problem on the same day but that they felt they were being trained to pick up non-verbal cues of when a child was under stress as a result of a problem and to respond to it constructively.

A third student pointed out that the training had equipped them to explore the feelings a person has about his problem and to make him aware that you understand his feelings and will explore ways of solving his problem with him and enable him to take steps in solving the problem. The onus would not be on the teacher to solve the problem but on the pupils themselves.

Mrs Okkers said she felt excluded from this whole programme and only now realised what the students were busy doing. She thought the pupils were only being helped with their homework.

One of the students replied that if she had taken the trouble to stay after school to attend a mentoring session she would have realized this sooner. Mrs van Rensburg agreed that it was a weakness in excluding the class teachers concerned with the pupils and that she was pleased that Mrs Okkers had pointed this out, as attempts would be made to involve the class teachers in the project. She also wanted Mr Beukes to know that the pupils were considered in the project and that the records submitted by the students after their encounter with the pupil were carefully supervised and where necessary individually discussed with the student advising him/her as to the correct handling of the scholars. The pupils were most definitely deriving benefit from the mentoring programme.

Mr Braam pointed out that the mentoring provided opportunity for the students to have group discussion of the problems of the pupils and that students referred pupils for help to appropriate resources wherever necessary. He felt the programme should:

(a) promote personal growth in the students;

(b) turn out teachers (i) with deep-seated understanding of children; and (ii) who were not concerned with an 8 o'clock - 2 o'clock job.

He wanted the students to realise they were not teaching subjects but children. He felt the programme was achieving these objectives successfully.

Mrs van Rensburg said she was grateful to have received this positive feedback and wished to know what further steps would be taken to incorporate the mentoring programme into the first years teachers' training curriculum.

Mr Beukes replied that if Mr Braam wished to include the mentoring programme into student training he needed no outside authorisation to do so and could allocate the necessary staff to the project. Mr Braam was very pleased and responded by saying that as far as he was concerned this project would receive top priority as an extra-mural activity; that he hoped the present mentors would become mentors supervising next year's mentors. He hoped that the Rand College would be able to use the Wits School of Social Work Staff as resource persons. Mr Winnaar would teach the course next year with the material Mrs van Rensburg would make available to him. He thanked Mrs van Rensburg for her efforts thus far.

Mr Beukes said he thought the group of students who participated in the programme were more mature than the average first year student teachers and that he perceived them as seeing themselves as community workers and not only teachers.

Mr Braam felt that the mentoring programme had contributed to the students' development and their level of maturity.

Mrs van Rensburg thanked everyone present for the opportunity of discussing the project and the inspiration received as a result thereof.

A Vanse van Rensburg

24/9/1979.

APPENDIX G(i)

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF SOCIAL WORK

QUESTIONNAIRE: A MENTOR'S EXPERIENCES WITH A PUPIL IN 1979 (QS1)

Date .....

The programme in which you have participated as a mentor has reached a stage where formal feedback from each member of the group is highly desirable. You are therefore invited to record your experiences and views in this document. Please make use of the opportunity to add comment in the spaces provided. Your findings will be shared with participants.

1a. Mentor's Name _____

1b. Name of Pupil _____

SECTION A

INFORMATION ABOUT YOUR PUPIL

2. The age of the pupil you mentor is: (make a cross in the appropriate square)

| | | | |
|---|---|---|---|
| 12 years | ☐ | 15 years | ☐ |
| 13 years | ☐ | 16 years | ☐ |
| 14 years | ☐ | over 16 years | ☐ |

3. On the whole your pupil may be described by you as: (make a cross in the appropriate square)

| | | | |
|---|---|---|---|
| quiet | ☐ | shy | ☐ |
| boisterous | ☐ | boastful | ☐ |
| outgoing | ☐ | pleasant to be with | ☐ |
| withdrawn | ☐ | unpleasant to be with | ☐ |

4. According to your knowledge of your pupil, please answer the following questions:

What is his/her family composition

_____

_____

_____

SCHOOL EXPERIENCES OF THE PUPIL

5. Is he/she happy in school?

6. What does he/she dislike about school?

7. Who is the most important person in his/her life?

REACTION TO MENTORING

8a. Do you think that you understand the feelings of the pupil that you mentor? (Make a cross in the appropriate square.)

Yes ☐

No ☐

8b. If you find out that your pupil lies or steals, which of the following statements would describe your reaction? (Make a cross in the appropriate square.)

I would be very disappointed but would not lose faith in him ☐

I would take this as an indication of bad behaviour in the future also ☐

9a. Has the pupil that you mentor told you about any personal problems that he has? (Make a cross in the appropriate square.)

Yes ☐

No ☐

9b. If your answer to question 9a was 'yes' please briefly describe the nature of the problem and how you responded to being told about it.

SECTION B

RELATIONSHIP IN MENTORING

10. Thinking back to March this year, how would you describe your situation as a mentor during the first mentoring session? (Make a cross in the appropriate squares.)

Self confident and knowing just what to say to the pupil ☐

At ease but not wholly confident ☐

Anxious and tongue-tied ☐

Conscious of feeling a liking for the pupil ☐

Conscious of not liking the pupil at all ☐

11. By mid-August (Session No.9) how would you have described your situation as a mentor? (Make a cross in the appropriate squares.)

Self-confident and knowing what to say to the pupil ☐

At ease but not wholly confident ☐

Anxious and tongue-tied ☐

Conscious of feeling a liking for the pupil ☐

Conscious of not liking the pupil ☐

12. In between mentoring sessions (make a cross in the appropriate square).

You think of your pupil a great deal ☐

You think of your pupil now and again ☐

You have not given any thought to this aspect of the situation ☐

13. Which of the following statements most closely reflects your views about children? (Make a cross in the appropriate square.)

Every child differs from others in one or more respect ☐

All children are the same ☐

There is a valid reason when a child is naughty ☐

Children are naturally naughty without a valid reason ☐

Children are easy to get along with ☐

Children are difficult to get along with ☐

Irrespective of home background all children have the same needs and problems ☐

Irrespective of home background all children have different needs and problems ☐

It must be expected that children from disadvantaged homes and families will behave badly in school ☐

Children from disadvantaged homes and families need not necessarily behave badly in school ☐

THE STUDENT TEACHER

14. Reasons why participants choose to be teachers are: (mark a cross in the appropriate square).

To fulfil a calling to be a teacher ☐

To spend every working day with children ☐

To have a secure job and career ☐

To earn a good salary ☐

To achieve social status in the community ☐

Other (please specify)

_____

_____

_____

15. Which of the following statements most closely reflects your personal reasons for being in the Teacher's College? (List these from 1-5 according to order of priority in the appropriate squares. 1, being the highest priority and 5 the lowest).

I have a calling to be a teacher ☐

I would like to spend every working day with children ☐

I want to have a secure job and career ☐

I would like to earn a good salary ☐

I want to have social status in the community ☐

ATTRIBUTES IN TEACHING BEHAVIOUR

16. In your opinion which of the following behaviours will gain a teacher respect from his/her pupils? (Make a cross in the appropriate squares.)

A teacher sometimes laughs with pupils in class ☐

A teacher must always be serious in class ☐

A teacher never humiliates pupils in the presence of others ☐

A teacher should sometimes humiliate pupils in the presence of others ☐

A teacher should try never to lose his temper in class ☐

A teacher must show that he has a temper in class ☐

A teacher should be careful about the use of disciplinary measures ☐

A teacher should be extremely strict ☐

A teacher should never punish a child without first listening to the reason for the behaviour ☐

A teacher should punish every misdeed without listening to reasons for the behaviour ☐

A teacher should enquire if a child has a problem when they are distressed ☐

A teacher should ignore a child who seems distressed ☐

It is appropriate that a teacher should make visits to pupils' homes ☐

It is inappropriate for a teacher to make visits to pupils homes ☐

17. When you are mentoring your pupil do you feel that (make a cross in the appropriate square)

You are showing the attributes of a teacher ☐

Once you are a teacher you will have to behave differently ☐

18. When the pupil that you mentor truants, swears and lies do you generally: (make a cross in the appropriate square)

Confront him/her about the behaviour ☐

Ignore the behaviour ☐

You are not sure of what to do ☐

HELPING ABILITIES GAINED THROUGH MENTORING EXPERIENCE

19. Which of the following effects has participation in the course 'Trainee Teachers as Mentors to Pupils', had on you? (Make a cross in the appropriate square.)

I have gained a better understanding of children and their needs ☐

I have not gained a better understanding of children and their needs ☐

My view of how teachers should relate to pupils has changed ☐

My view of how teachers should relate to pupils has not changed ☐

I need to teach for the sake of teaching children ☐

I need to teach for the sake of teaching subjects ☐

My understanding *of what influences* children's behaviour has increased ☐

My understanding of what influences children's behaviour has *not increased* ☐

20. In terms of *your experience* as a mentor, what knowledge areas do you think should be included in the next eight sessions of the *Trainee Teachers* as Mentors' Course? Please describe

_____

_____

_____

_____

APPENDIX G(ii)

KONTROLE SKEDULE VIR SKOLIERE (QS1) DATUM .....

Beantwoord asseblief die volgende vrae:

1. Wat is jou naam? _____
2. Wat is jou mentor se naam? _____
3. Hoe oud is jy? _____
4. Het jy 'n vader tuis? _____
5. Het jy 'n moeder tuis? _____
6. Hoeveel broers het jy? _____
7. Hoeveel susters het jy? _____
8. Is jy gelukkig in die skool? _____
9. Waarvan hou jy die minste in die skool? _____
10. Wie is die belangrikste mens in jou lewe? _____
11. Dink jy jou mentor hou van jou? _____
12. As jou antwoord 'ja' is, maak 'n kruisie by die onderstaande redes waarmee jy saamstem:

    dit is lekker om 'n mentor te hê wat in my persoonlik belangstel ☐

    my mentor help my met my huiswerk ☐

    my mentor verstaan as ek gelukkig of ongelukkig is ☐

    my mentor kan my help met die skoolvakke waarin probleme het ☐

    m. mentor my sal kan help as ek 'n probleem het ☐

13. Het jy al vir jou mentor van 'n probleem wat jy het, vertel? _____

14. Geniet jy die mentorklasse? (maak asseblief 'n kruisie by 'ja' of 'nee')

    Ja ☐ Nee ☐

APPENDIX H

EVALUATIVE QUESTIONNAIRE FOR MENTORS AND PUPILS (Q2)

Please answer the following questions after a joint discussion.

Name of Mentor _____

Name of Pupil _____

Date _____

Based on your discussions with your pupil, please indicate what he/she thinks of the times you spent together.

_____

_____

_____

_____

The 5-point scale below ranges from 'very helpful' (1) to 'not helpful at all' (5). Please rate the extent of helpfulness the mentoring programme has had for you in coming to a better understanding of children.

Very helpful ——— Not helpful at all

1 2 3 4 5

Below follows a 5-point scale which ranges from 'very meaningful' (1) to 'no meaning at all' (5). Rate the extent of meaning the programme had for your pupil.

Very meaningful ——— Not at all meaningful

1 2 3 4 5

APPENDIX I

TRAINING COURSE FOR MENTORS

Certificate Ceremony November, 1979

PROGRAMME

Master of Ceremonies: Mr D Jordaan, Chairman S R C

1. Welcome ... ... ... Mr G Braam

2. Report-back on Mentoring Programme

   (i) a Student who mentored without participating in the training programme ... ... Davidine Hoff

   (ii) a Pupil who was mentored ... ... Trevor Brown

   (iii) a Student who mentored and participated in the training programme ... ... Mack Wallace

3. Response ... ... ... Professor C Muller

4. Lunch

5. Handing out of Certificates: ... ...

   Mrs A Janse van Rensburg

   Addresses by:

   (i) Professor C Muller

   (ii) Mr C W Beukes

   Your presence is appreciated.

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

DURING 1979

THE CENTRE FOR SOCIAL DEVELOPMENT

in association with

THE RAND COLLEGE OF EDUCATION JOHANNESBURG

and

THE WILHELMINA HOSKINS PRIMARY SCHOOL RIVERLEA JOHANNESBURG

OFFERED A COURSE IN EXTRA-MURAL ACTIVITIES

and

THIS IS TO CERTIFY THAT

_____

HAVING COMPLETED THE REQUIREMENTS OF THE PRESCRIBED COURSE
AS OUTLINED OVERLEAF IS NOW COMPETENT TO
MENTOR PUPILS IN PRIMARY SCHOOLS

PROFESSOR CECIEL MULLER - DIRECTOR
CENTRE FOR SOCIAL DEVELOPMENT

G BRAAM - RECTOR
RAND COLLEGE OF EDUCATION

W A SOUDIEN - PRINCIPAL
WILHELMINA HOSKINS PRIMARY SCHOOL

ANNETTE JANSE VAN RENSBURG
COURSE TUTOR

PRESENTATION MADE AT THE
RAND TEACHERS COLLEGE
ON Oct. 79

EXTRA-MURAL ACTIVITIES: THE ROLE OF MENTOR TO PUPILS

The objectives were to :

develop skills in human relations;
develop understanding of pupils as individuals;
develop empathy and respect for children;
sharpen the communication skills of mentors.

Programme content included :

the teacher as social intervenor;
knowledge about child development;
techniques of working with children; and
practice in the skills of interviewing.

The practical content included :

mentoring a pupil one hour per week, recording the mentoring and receiving supervision.

(Inscription on Back of Certificate)

EXTRA-CURRICULAR ACTIVITIES: THE ROLE OF MENTOR TO PUPILS

The objectives were to :

develop skills in human relations;
develop understanding of pupils as individuals;
develop empathy and respect for children;
sharpen the communication skills of mentors.

Programme content included :

the teacher as social intervenor;
knowledge about child development;
techniques of working with children; and
practice in the skills of interviewing.

The practical content included :

mentoring a pupil one hour per week, recording the contacts, and receiving supervision.

BIBLIOGRAPHY

A. BOOKS, JOURNAL ARTICLES AND MISCELLANEOUS


1. _____ Administration of Coloured Affairs. 'Class Teaching Rating Schedule.' Unpublished Manual, Cape Town, 1979.

2. _____ Administration of Coloured Affairs. 'Rules for Class Teaching.' Unpublished circular, Cape Town, 1979.

3. _____ Administration of Coloured Affairs. 'The Teachers Training Manual.' Unpublished circular, Cape Town, 1979.

4. Anstey, M.A. 'Social Learning Theory: a Basis for Understanding how Human Behaviour is learned.' Lecture notes from a lecture given at Rand College of Education, Johannesburg, 1979.

5. Anstey, M.A. 'Structuring Social Groupwork to Assist Socio-Economically Deprived Pupils with Study Behaviour.' Unpublished M.A. (Social Work) Dissertation, University of the Witwatersrand, Johannesburg, 1979.

6. Axline, V. Dibbs: In Search of Self. Great Britain, Penguin Books, 1978, p.81.

7. Bandura, A. Social Learning Theory. New Jersey, Prentice-Hall Inc., 1977, pp.19-20, 39.

8. Behr, A.L. A Textbook of Educational Method: A Guide for Teachers in Service and Students in Training. Pretoria, J.L. van Schaik Ltd., 1971.

9. Biestek, F.P. The Casework Relationship. Great Britain, Hollen Street Press Ltd., 1976, pp.33-137.

10. Botha, L. Verbal Communication, Johannesburg, 1980.

11. Botha, N. 'Supervisie in Maatskaplike Werk.' Social Work/Maatskaplike Werk 8(2) Stellenbosch, 1972.

12. Boyce, A.N. 'The Assessment of Student Teachers Performance in the Classroom.' Unpublished report. Date Unknown. p.9.

13. Brager, G. Changing Human Service Organizations, Policies and Practices. New York, McMillan Publishing Co., Inc., 1978.

14. Bryen, D.N. 'Teachers' Strategies in Managing Classroom Behaviour' in Hamil, D.D. and Bartell, N.R. Teaching Children with Learning and Behaviour Problems. Boston, Allyn and Bacon, 1975, pp.123-154.

15. Campbell, D.T. and Stanley, J.C. 'Experimental and Quasi-Experimental Designs for Research on Teaching' in Gagi, N.L. (Ed.) Handbook of Research on Teaching. Chicago, Rand McNally and Co., 1963, pp.183-204, 512.

16. Canfield, J. and Wells, H. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents, USA, Prentice Hall Inc., 1976.

17. Carkhuff, R.R. Helping and Human Relations: A Prime for Lay and Professional Helpers. Practice and Research II. New York, Holt, Rhinehart and Winston, 1969.

18. Carkhuff, R.R., Pierce, R.M. and Cannon, J.R. The Art of Helping: Carkhuff Institute of Human Technology. Amherst, Human Resource Development Press, Inc., 1977.

19. Carkhuff, R.R. The Development of Human Resources, Education Psychology and Social Change. USA, Holt, Rhinehart and Winston, Inc., 1971, p.4.

20. Carkhuff, R.R. and Pierce, R.M. Trainers' Guide: The Art of Helping. An Introduction to Life Skills, USA. Human Resources Development Press, 1975.

21. Chernow, F.B. and Chernow, C. — Teaching the Culturally Disadvantaged Child. New York, Parker Publishing Co. Inc., 1973, p.13.

22. Clarke, J.F. — Chambers' Dictionary, (1881 edn.)

23. Claydon, L.F. — Renewing Urban Teaching. Cambridge, University Press, 1973, p.163.

24. Cook, W.W. Leeds, C.H. and Collis, R. — Minnesota Teachers' Attitude Inventory Manual. New York, Psychological Corporation, 1951.

25. Craig, G.F. — Human Development, New Jersey, Prentice Hall Inc., 1976, pp.22, 98 and 320, 368-371, 242, 452-454.

26. Davis, R.C. — Planning Human Resource Development, Educational Models and Schemata. Chicago, Rand McNally and Co., 1966, p.1.

27. De Jongh, G. — 'Verbal Communication with a Standard V School Teacher at Wilhelmina Hoskins School.' Johannesburg, 1979.

28. Delward, U. and Moore, M. — 'Helper plus Trainer: A Two-way Programme for the Counsellor.' Personal Guidance Journal, vol.52(6), 1974, p.431.

29. — Departement Dedaktiek en Vergelykende Opvoedkunde, Opvoedkunde I Gids 4. Pretoria. Universiteit van Suid-Afrika. 1973, p.10.

30. — Dictionary of Occupational Titles. U.S. Department of Labour Employment in Training Administration. 4th Edition U.S. Government Printing Office, 1977, p.68.

31. Dinkmeyer, D. and McKay, G. — Raising a Responsible Child: Practical Steps to Successful Family Relationships. New York, Simon and Schuster, 1973, pp.203 and 263.

32. Du Toit, J.M. — Statistiese Metodes: 'n Inleiding vir Studente in die Sielkunde, Opvoedkunde, en Sosiale Wetenskappe. Stellenbosch, Kosmo Uitgewery Edms. Bpk., 1966.

33. Egan, G. — Exercises in Helping Skills. A Training Manual to accompany the Skilled Helper, U.S.A., Brooks Cole Publishing Co., 1975, p.98.

34. Erikson, E.H. — Childhood and Society. London, Imago Publishing Co. Ltd., pp.29, 219-234.

35. — Family Service Association of America: Techniques of Student and Staff Supervision. New York, Family Service Association of USA, 1962, p.9.

36. Feldman, Y. — 'The Teaching Aspect of Casework Supervision.' Social Casework, Vol.XXXI, no.4, 1950, p.156.

37. Fischer, J. and Gochros, H.L. — Planned Behaviour Change: Behaviour Modification in Social Work. New York, Macmillan Publishing Co., Inc., 1975, pp.xiii, 368 and 370.

38. Fitzgerald, M. — M.C.O'Dowd Studies in Social Development. Vol.1, No. 1 Johannesburg, Centre for Social Development. University of the Witwatersrand, 1978.

39. Fowler, F.G. (compiled by) — The Pocket Oxford Dictionary, London, Oxford Printers, 1967, pp.14, 64 and 147.

40. Friedlander, W.A. — Concepts and Methods of Social Work, U.S.A., Prentice Hall, Inc., 1958, p.7.

41. Gazda, G.M. Asbury, F.R., Balzer, F.J., Childiers, W.C. and Walters, R.P. — Human Relations Development: A Manual for Educators. USA, Allyn and Bacon Inc., 1977.

42. Glasse, S. and Vinter, R.D. — Change through Small Groups. New York, Collier Macmillan Publishers, 1974, p.431.

43. Gluckman, H. — Verbal Communication, Johannesburg, 1980.

44. Good, T.L., Biddle, J. and Brophy, J.E. — Teachers make a Difference, USA, Holt, Rhinehart and Winston, 1975, pp.241-242.

45. Gormally, J. and Hill, C.E. — 'Guidelines for Research on Carkhuff's Training Model.' Journal of Counselling Psychology. 21(6), 1974, pp.539-547.

46. Hamil, D.D. and Bartel, N.R. — Teaching Children with Learning and Behaviour Problems, USA, Allyn and Bacon, 1975, p.129.

47. Hamilton, G. — Principles of Social Case Recording. New York, Columbia University Press, 1956, p.37.

48. Hare, R.I. — 'The Role of the Field Work Consultant in Social Work Education.' Excerpts from M.A.(Social Work) Dissertation, University of the Witwatersrand, Johannesburg, 1973.

49. Harris, A.M. — Curriculum Innovation. Great Britain. Croom Helen Ltd., 1975, p.13.

50. Harris, F.R., Johnson, M.K. Kelly, C.S. Wolf, — 'Effects of Positive Social Reinforcement on Regressed Crawling of a Nursery School Child.' Journal of Educational Psychology (55), 1964, pp.35-41.

51. Hester, M.C. — 'Educational Process in Supervision' Maatskaplike Werk/Social Casework. June, 1951.

52. Hurlock, E.B. — Developmental Psychology. USA, McGraw Hill Book Co., 1959, pp.vii and 210.

53. Horrocks, J.E. — Psychology of Adolescence. USA, Houghton Mifflin Co., 1951, p.141.

54. Jehu, D., Hardiker, P., Yelloly, M. and Shaw, M. — Behaviour Modification in Social Work. Chichester, John Wiley and Sons, Inc., 1972.

55. Kadushin, A. — Supervision in Social Work, USA. Columbia University Press, 1976, pp.130-149, 163.

56. Kahn, A.J. — 'The Design of Research' in Polansky, N.A.(Ed.) Social Work Research. Chicago, University of Chicago Press, 1960, pp.48-56, 60.

57. Kahn, J.H. — Human Growth and the Development of Personality, USA, Pergamon Press Ltd., 1971, pp.147, 203-204, 213.

58. Kanfer, F.H. and Goldstein, A.P. — Helping People Change. USA, Pergamon Press Inc., 1975.

59. Kratochvil, D., Carkhuff, R.R. and Berenson, B.G. — 'Cumulative Effects of Parent- and Teacher-offered Levels of Facilitative Conditions upon Indices of Student Physical,Emotional and Intellectual Functioning.' Journal of Educational Research 63(4), pp.161-164.

60. Knox, A.B. — Adult Development and Learning. California, Jossey Bass, Inc., 1977, pp.346 and 518.

61. Kramer, S.N. — 'The First Schools', in Readings in the History of Education, by Gillet, M. (Ed.) Canada, McGraw-Hill Publishing Company of Canada, Ltd., 1969, p.10.

62. Labovitz, S. and Hagedorn, R. — Introduction to Social Research. USA, McGraw-Hill, Inc., 1976, p.128.

63. Landman, W.A., Barnard, F., Gerber, A.E., Roos, S.G. v.d. Westhuizen en Smit L.J. — Opvoedkunde vir Onderwysstudente Stellenbosch, Universiteits-uitgewers en Boekhandelaars (Edms.) Bpk, 1978, pp.44-50.

64. Lane, H. and Beauchamp, M. — Human relations in Teaching: The Dynamics of Helping Children Grow. USA, Prentice Hall, Inc., 1956, pp.8 and 184-200.

65. Lawn, M.A.M. and Prescott, W. — Curriculum Innovation. Great Britain, Croom Helm Ltd., 1975.

66. Lembo, J.M. — 'When Learning Happens' New Methods and Approaches, a handout for fourth year of study at the Johannesburg College of Education, Gluckman, H. (ed.) Johannesburg, 1980.

67. Lindzey, G. and Aronson, E. (eds.) — The Handbook of Social Psychology, Vol.5, Applied Psychology, USA, Addison Wesley Publishing Co. Inc., 1969.

68. Lotrie, D.C. — School-Teacher. A Sociological Study. Chicago. University of Chicago Press, 1975.

69. Mager, R.F. — Developing Attitudes Toward Learning. California, Fearon Publishers, 1968.

70. McKendrick, B.W. (ed.) — 'Operation Headstart Manual'. Witsco Handbook No.IV, Unpublished, Johannesburg,

71. Mead, M. and MacGregor, F.C. — A Photographic Study of Balinese Childhood. New York, G.P. Putman's and Sons, 1951, p.3.

72. Meyer, C.H. — Social Work Practice. The Changing Landscape. New York, Macmillan Publishing Co., Inc., 1976, p.2.

73. Midwinter, E. — Education and the Community. London, George Allen and Unwin Ltd., 1975, p.17.

74. Mounsey, I. — Introduction to Statistical Calculations. London, The English Universities Press, Ltd., pp.281-284.

75. O'Dowd, M.C. — 'What is a Professional?' Unpublished address at Oath-taking Ceremony, University of the Witwatersrand, Johannesburg, 1980.

76. Oasor, O.A. — Teacher, Pupil and Task. Elements of Social Psychology applied to Education. A Practical Manual for Teachers. London, Tavistock Publications, 1959, pp.1-5.

77. Ogden, L.M. — The Education of the Whole Child. Educational Trends. Illinois, North Western University, 1938, p.19.

78. Pauw, J.R. — Designing a Curriculum in Higher Education (with special reference to social work) in Towards Developing a Curriculum in Field Instruction in Social Work Practice. Johannesburg. Publication of Papers: Conference between Teachers of Social Work held at the Rand Afrikaans University, 1976, pp.10-20.

79. Pavelius, A.P. and Pavelius, L.J. — The Sociology of Education, USA, Prentice-Hall Inc., 1978, p.15.

80. Pettes, D.E. — Supervision in Social Work. A Method of Student Training and Staff Development. London. George Allen and Unwin Ltd., 1967, p.15.

81. Pfeffer, M.W. and Jones, J.E. (eds.) — Annual Handbook for Group Facilitators. Iowa City, University Associates, 1973, pp.23-25.

82. Polatinsky, M. — 'Preventive Social Work in Schools: A Social Groupwork Approach.' Unpublished B.A.(Social Work) Dissertation, University of the Witwatersrand, Johannesburg, 1974.

83. Potgieter, F.J. — Opvoedingsdoelleër in Historiese Perspektief. Pretoria, Die Transvaaler Boekhandel, 1976, p.84.

84. Reynolds, W.M. — 'Self-esteem. Classroom Behaviour in Elementary School Children.' Psychology in the Schools 17(2), 1980. pp.273-277.

85. Richardson, E. — The Environment of Learning, Conflict and Understanding in the Secondary School. London, Thomas Nelson and Sons Ltd., 1967, p.1.

86. Ringness, T.A. — The Affective Domain in Education. USA, Little Brown and Co. (Inc.), 1975, pp.33, 72-73, 135-136.

87. Robinson, M. — Schools and Social Work. Great Britain, Routledge and Kegan Paul Ltd., 1978, pp.4, 36, 52 and 211.

88. Rokeach, M. — Beliefs, Attitudes and Values San Francisco, Jossey Bass, 1968, p.3.

89. Roscoe, J.T. — Fundamental Research Statistics for the Behavioural Sciences, 2nd Edition. USA, Holt, Rhinehart and Winston, Inc., 1969.

90. Rosenberg, M.J., Hovland, C.J., McGuire, W.J., Abelson, R.P. and Brehm, J.W. — Attitude Organization and Change: An Analysis of Consistency Among Attitude Components. London, Yale University Press, 1963.

91. Rosenthal, R. and Jacobson, L. — Pygmalion in the Classroom. Teacher Expectations and Pupils Intellectual Development. New York, Holt Rhinehart and Winston Inc., 1968, p.183.

92. Sarri, R., Maple, F.F. — The School in the Community, USA. National Association of Social Workers, Inc., 1972, p.233.

93. — Shorter Oxford Dictionary on Historical Principles. Britain, Oxford at the Clarendon Press, 1964, p.2227.

94. Simon, S.B. — Values Clarification. New York, Hart, 1972, pp.14-18.

95. Smith, P.G. — Philosophy of Education, Introductory Studies. New York, Harper and Row, 1965, p.23.

96. Spjotvall, E. and Stoline, M.R.S. — 'An Extension of the T-Method of Multiple Comparison to Include the Cases with Unequal Sample Sizes.' Journal of the American Statistical Association, 68, 344 (December 1973) pp.975-978.

97. — 'Techniques of Student and Staff Supervision.' Family Service Association of America. New York, Family Service Association of USA, 1962.

98. *The Massey Commission.* Report of the Royal Commission on National Development in the Arts, Letters and Sciences. Ottawa, The Queens Printer, 1951.

99. *The Rand College of Education* Information Booklet, Johannesburg. Bril Bros., 1974.

100. Theron, E. and du Toit, J.B. Report of the Commission of Enquiry into Matters Relating to the Coloured Population Group, Pretoria, Government Printer, 1976.

101. Tyler, C. The Learner in Education for the Professions. Chicago, University of Chicago Press, 1954, p.8.

102. [illegible], F., F[illegible], P. and [illegible], H.H. The Assessment of Social Research Guidelines for use of Researchers in Social Work and Social Science. Illinois, F.E. Peacock Publishing Inc., 1959, pp.26-30, 183.

103. United Nations Economic and Social Council Training for Social Work: An International Survey, 1950, p.10.

104. Venter, A.J. Coloured, a Profile of Two Million South Africans, Cape Town, Human and Rousseau Publishers (Pty) Ltd., 1974.

105. Verplanck, W.C. 'The Control of the Content of Conversation: Reinforcement of Statement of Opinion.' Journal of Abnormal and Social Psychology (51), 1955, pp.668-676.

106. Viljoen, J.A. and Pienaar, J.J. Fundamental Pedagogics. Durban. Hayne and Gibson Ltd., 1971, pp.17, 92-126.

107. Walker, W.G. Theory and Practice in Educational Administration. Queensland, University of Queensland Press, 1970, p.43.

108. Websters New Collegiate Dictionary, 1951, p.852.

109. Wechsdler, H., Reinherz, H.Z., and Dobbin, D.D. — Social Work Research in the Human Services New York, Human Sciences Press, 1976, pp.67-68.

110. Wheeler, D.R. — Curriculum Process. London, University of London Press, 1967.

111. White, M. — Guidance Through Counselling in the Inner City High School. The Development of a Structured Counselling Program. USA. Ann Arbor, Michigan University Microfilms International, 1974, p.115.

112. White, M.N. — 'Social Motivation in the Classroom', in Ball's (ed.) Motivation in Education New York, Academic Press, Inc., 1977, p.152.

113. Williams, L. and Anaraam, K. — Co-operative Classroom Management. Ohio, Charles E. Merrie Publishing Co., 1973, pp.72-76.

114. Witty, P. — 'An Analysis of the Personality Traits of the Effective Teacher.' Journal of the Educational Research, (40), 1945-46, pp. 662-669.

115. Wolff, S. — Children Under Stress. England, The Penguin Press, 1973.

116. Yelon, S.L. and Weinstein, G.W. — A Teacher's World, Psychology in the Classroom, USA. McGraw Hill, Inc., 1977, pp.5-22.

117. Yun, S., and McIntire, R.W. — Teaching Behaviour Modification, USA. Edwards Brothers Inc., 1976, pp.183; 192, 238.

118. Young, P. — The Student and Supervision in Social Work Education. London, Routledge and Kegan Paul Ltd., 1967. pp.13-29.


FILMS


119. Film. 'Behaviour Management in the Classroom.'

120. Film. 'Conrack' a Drama Starring John Voigt and Paul Winfield. Released by Ster Kinekor, USA, 1974. Director Maria Ritt.

121. Film. 'From Sociable Six to Noisy Nine.' USA. McGraw-Hill Films, published 1960. Acquired from Audio-visual education. Pretoria.

122. Film. 'Jamie': Story of a Sibling. Canada, National Film Board of Canada. 1965, Audio-visual Education, Pretoria.



**Author** Janse van Rensburg A
**Name of thesis** Training Student Teachers for roles as mentors of Pupils 1981

*PUBLISHER:*
**University of the Witwatersrand, Johannesburg**
**©2013**

*LEGAL NOTICES:*

**Copyright Notice:** All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

**Disclaimer and Terms of Use:** Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.