

15.7 Recommendations

(a) This research study revealed that no statistically significant changes occurred in pupils' academic performance or self-esteem as a result of social group work intervention. However, more individuals in the experimental group improved their school performance, than was the case in the control group, allowing room for cautious optimism about the usefulness of the program.

For purposes of future research it is recommended that selection of members be refined, bearing in mind Eysenck's (1975) considerations of intelligence and personality, to choose only pupils with the potential to benefit from such intervention.

In addition, it is recommended that future group work programs be more structured in terms of learning content to enhance the likelihood of improved academic performance resulting. It is proposed that other aspects of group program be carefully and flexibly employed to increase group attractiveness, thereby ensuring high attendance despite any aversion to study in the group.

(b) The writer concludes that at present social workers in South Africa are not suitably educated in areas of psychology (such as intelligence, learning, motivation and cognition) and education (such as teaching method) to be able to plan programs likely to result in improvement of pupils' academic performance. It is recommended that if such goals are to become part of their work in the school setting, that such social workers receive specialised training and consultation in the fields of psychology and education in addition to traditional content.

(c) The present study confirmed research reported in the literature as to the effectiveness of social group work and behaviour modification in bringing about changes in pupils' social behaviour. It is recommended that these methods be a major part of school social workers' training. Understanding and expertise in the approaches used in this study may serve to make the school social worker a useful consultant to teachers on classroom control, as well as enable him to provide a valuable support service for the school system by way of social group work.

(d) This study confirmed findings in the literature to the effect that teacher attitudes have significant influence over pupils' classroom

behaviour patterns. With this in mind, the writer recommends that social workers in schools facing the task of modifying pupil behaviours, place primary emphasis on establishing a co-operative relationship with relevant teachers. The importance of teachers as mediators in such programs cannot be ignored.

(e) Owing to the central importance of classroom dynamics (pupil-teacher interaction) in the shaping of their respective behaviours, it is recommended that teachers in training receive specialised education in such areas as behaviour control, and group dynamics and intervention, to assist them in the classroom situation.

APPENDICES

APPENDIX A.

Correlation of Scoring on Behavioural Schedules
by Writer and Observer using Pearson's Product Mom-
ent Correlation Coefficient

Session No	Writers Score (x)	Observer's Score (y)	x^2	y^2	xy
24	94	92	8836	6724	7708
26	162	165	26244	27225	26730
30	93	87	8649	7569	8091
39	363	356	131769	126736	129228
N= 4	$\Sigma x = 712$	$\Sigma y = 690$	$\Sigma x^2 = 175498$	$\Sigma y^2 = 168254$	$\Sigma xy = 171757$

$$r = \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N \Sigma x^2 - (\Sigma x)^2][N \Sigma y^2 - (\Sigma y)^2]}}$$

$$= \frac{(4)(171757) - (712)(690)}{\sqrt{[(4)(175498) - (712)^2][(4)(168254) - (690)^2]}}$$

$$= \frac{195748}{\sqrt{(195048)(196916)}}$$

adjusted to

$$\frac{1937}{\sqrt{(1950)(1969)}}$$

$$= 0.99$$

APPENDIX B

Coopersmith Self-Esteem Inventory Form A - 58 items

	<u>Like me</u>	<u>Unlike me</u>
1. I spend a lot of time daydreaming.	()	()
2. I'm pretty sure of myself.	()	()
3. I often wish I were someone else.	()	()
4. I'm easy to like.	()	()
5. My parents and I have a lot of fun together.	()	()
6. I never worry about anything.	()	()
7. I find it very hard to talk in front of the class.	()	()
8. I wish I were younger.	()	()
9. There are lots of things I'd change about myself if I could.	()	()
10. I can make up my mind without too much trouble.	()	()
11. I'm a lot of fun to be with.	()	()
12. I get upset easily at home.	()	()
13. I always do the right thing.	()	()
14. I'm proud of my school work.	()	()
15. Someone always has to tell me what to do.	()	()
16. It takes me a long time to get used to anything new.	()	()
17. I'm often sorry for the things I do.	()	()
18. I'm popular with kids my own age.	()	()
19. My parents usually consider my feelings.	()	()
20. I'm never unhappy.	()	()
21. I'm doing the best work that I can.	()	()
22. I give in very easily.	()	()
23. I can usually take care of myself.	()	()
24. I'm pretty happy.	()	()
25. I would rather play with children younger than I am.	()	()
26. My parents expect too much of me.	()	()
27. I like everyone I know.	()	()
28. I like to be called on in class.	()	()
29. I understand myself.	()	()
30. It's pretty tough to be me.	()	()
31. Things are all mixed up in my life.	()	()
32. Kids usually follow my ideas.	()	()
33. No one pays much attention to me.	()	()
34. I never get scolded.	()	()

	<u>Like me</u>	<u>Unlike me</u>
35. I'm not doing as well in school as I'd like to.	()	()
36. I can make up my mind and stick to it.	()	()
37. I really don't like being a boy-girl.	()	()
38. I have a low opinion of myself.	()	()
39. I don't like to be with other people.	()	()
40. There are many time when I'd like to leave home.	()	()
41. I'm never shy.	()	()
42. I often feel upset in school.	()	()
43. I often feel ashamed of myself.	()	()
44. I'm not as nice looking as most people.	()	()
45. If I have something to say, I usually say it.	()	()
46. Kids pick on my very often.	()	()
47. My parents understand me.	()	()
48. I always tell the truth.	()	()
49. My teacher makes me feel I'm not good enough.	()	()
50. I don't care what happens to me.	()	()
51. I'm a failure.	()	()
52. I get upset easily when I'm scolded.	()	()
53. Most people are better liked than I am.	()	()
54. I usually feel as if my parents are pushing me.	()	()
55. I always know what to say to people.	()	()
56. I often get discouraged at school.	()	()
57. Things usually don't bother me.	()	()
58. I can't be depended on.	()	()

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DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE*

George Spivack, Ph.D. and Marshall Swift, Ph.D.

Devereux Foundation Institute for Research and Training

Student's Name _____ Teacher's Name _____
 Student's Sex _____ Age _____ Academic Subject _____
 Grade _____ School _____ Date of Rating _____

RATING GUIDE

- | | |
|---|---|
| 1. Base rating on student's <u>recent and current</u> behavior. | Consider only the behavior of the student over the past month. |
| 2. Compare the student with normal children his age. | The standard for comparison should be the average youngster in the normal classroom situation. |
| 3. Base rating on your own experience with the student. | Consider only your own impression. As much as possible, ignore what others have said about the student and their impressions. |
| 4. Consider each question <u>independently</u> . | Make no effort to describe a consistent behavioral picture or personality. It is known that children may show seemingly contradictory behavior. |
| 5. Avoid interpretations of "unconscious" motives and feelings. | As much as possible, base ratings on outward behavior you actually observe. Do not try to interpret what might be going on in the student's mind. |
| 6. Use <u>extreme</u> ratings whenever warranted. | Avoid tending to rate near the middle of all scales. Make use of the full range offered by the scales. |
| 7. Rate each item quickly. | If you are unable to reach a decision, go on to the next item and come back later to those you skipped. |
| 8. Rate <u>every</u> question. | Attempt to rate each item. If you are unable to rate a particular item because it is not appropriate to the child in question, or because of lack of information, circle the item number. |

YOU ARE GOING TO RATE THE OVERALL BEHAVIOR OF A STUDENT. FOR ITEMS 1-26 USE THE RATING SCALE BELOW. WRITE YOUR RATING (NUMBER) FOR EACH ITEM IN THE BOX TO THE LEFT OF THE ITEM NUMBER.

Very frequently
5

Often
4

Occasionally
3

Rarely
2

Never
1

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, HOW OFTEN DOES THE CHILD...

Rating	Item	Rating	Item
<input type="checkbox"/>	1. Start working on something before getting the directions straight?	<input type="checkbox"/>	14. Tell stories which are exaggerated and untruthful?
<input type="checkbox"/>	2. Say that the teacher doesn't help him enough (i.e., won't show him how to do things, or answer his questions)?	<input type="checkbox"/>	15. Give an answer that has nothing to do with a question being asked?
<input type="checkbox"/>	3. Bring things to class that relate to current topic (e.g., exhibits, collections, articles, etc.)?	<input type="checkbox"/>	16. Break classroom rules (e.g., throw things, mark up desk or books, etc.)?
<input type="checkbox"/>	4. Tell stories or describe things in an interesting and colorful fashion (e.g., has an active imagination, etc.)?	<input type="checkbox"/>	17. Interrupt when the teacher is talking?
<input type="checkbox"/>	5. Speak disrespectfully to teacher (e.g., call teacher names, treat teacher as an equal, etc.)?	<input type="checkbox"/>	18. Quickly lose attention when teacher explains something to him (e.g., becomes fidgety, looks away, etc.)?
<input type="checkbox"/>	6. Initiate classroom discussion?	<input type="checkbox"/>	19. Offer to do things for the teacher (e.g., erase the board, empty the pencil sharpener, open the door, get the mail, etc.)?
<input type="checkbox"/>	7. Act defiant (i.e., will not do what he is asked to do, says: "I won't do it")?	<input type="checkbox"/>	20. Makes you doubt whether he is paying attention to what you are doing or saying (e.g., looks elsewhere, has blank stare or faraway look, etc.)?
<input type="checkbox"/>	8. Seek out the teacher before or after class to talk about school or personal matters?	<input type="checkbox"/>	21. Introduce into class discussion personal experiences or things he has heard which relate to what is going on in class?
<input type="checkbox"/>	9. Belittle or make derogatory remarks about the subject being taught (e.g., "spelling is stupid")?	<input type="checkbox"/>	22. Get openly disturbed about scores on a test (e.g., may cry, get emotionally upset, etc.)?
<input type="checkbox"/>	10. Get the point of what he reads or hears in class?	<input type="checkbox"/>	23. Show worry or get anxious about knowing the "right" answers?
<input type="checkbox"/>	11. Have to be reprimanded or controlled by the teacher because of his behavior in class?	<input type="checkbox"/>	24. Look to see how others are doing something before he does it (e.g., when teacher gives a direction, etc.)?
<input type="checkbox"/>	12. Poke, torment, or tease classmates?	<input type="checkbox"/>	25. Complain teacher never calls on him (e.g., that teacher calls on others first, etc.)?
<input type="checkbox"/>	13. Annoy or interfere with the work of his peers in class?	<input type="checkbox"/>	26. Make irrelevant remarks during a classroom discussion?

FOR ITEMS 27-47 USE THE RATING SCALE BELOW:

Extremely	Distinctly	Quite a bit	Moderately	A little	Very slightly	Not at all
7	6	5	4	3	2	1

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, TO WHAT DEGREE IS THE CHILD...

Rating	Item	Rating	Item
<input type="checkbox"/>	27. Unable to change from one task to another when asked to do so (e.g., has difficulty beginning a new task, may get upset or disorganized, etc.)?	<input type="checkbox"/>	35. Able to apply what he has learned to a new situation?
<input type="checkbox"/>	28. Oblivious to what is going on in class (i.e., not "with it," seems to be in own "private" closed world)?	<input type="checkbox"/>	36. Sloppy in his work (e.g., his products are dirty or marked up, wrinkled, etc.)
<input type="checkbox"/>	29. Reliant upon the teacher for directions and to be told how to do things or proceed in class?	<input type="checkbox"/>	37. Likely to know the material when called upon to recite in class?
<input type="checkbox"/>	30. Quickly drawn into the talking or noise-making of others (i.e., stops work to listen or join in)?	<input type="checkbox"/>	38. Quick to say work assigned is too hard (e.g., "you expect too much," "I can't get it," etc.)?
<input type="checkbox"/>	31. Outwardly nervous when a test is given?	<input type="checkbox"/>	39. Responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)?
<input type="checkbox"/>	32. Unable to follow directions given in class (i.e., need precise directions before he can proceed successfully)?	<input type="checkbox"/>	40. Likely to quit or give up when something is difficult or demands more than usual effort?
<input type="checkbox"/>	33. Sensitive to criticism or correction about his school work (e.g., gets angry, sulks, seems "defeated", etc.)?	<input type="checkbox"/>	41. Slow to complete his work (i.e., has to be prodded, takes excessive time)?
<input type="checkbox"/>	34. Prone to blame the teacher, the test, or external circumstances when things don't go well?	<input type="checkbox"/>	42. Swayed by the opinion of his peers?
		<input type="checkbox"/>	43. Difficult to reach (e.g., seems pre-occupied with his own thoughts, may have to call him by name to bring him out of himself)?
		<input type="checkbox"/>	44. Unwilling to go back over his work?

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, TO WHAT DEGREE DOES THE CHILD...

<input type="checkbox"/>	45. Like to be close to the teacher (e.g., hug or touch the teacher, sit or stand next to teacher, etc.)?	<input type="checkbox"/>	47. Rush through his work and therefore make unnecessary mistakes?
<input type="checkbox"/>	46. Have difficulty deciding what to do when given a choice between two or more things?		

257 DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE*

George Spivack, Ph.D. and Marshall Swift, Ph.D.
Devereux Foundation Institute for Research and Training

DESB PROFILE

Student's Name _____ Teacher's Name _____
Student's Sex _____ Age _____ Academic Subject _____
Grade _____ School _____ Date of Rating _____

Behavior Factor	Factor Item Raw Scores	Tot'l Raw Sc.	Raw Score in Standard Score Units			
			-1SD	0	+1SD	+2SD
1. Classroom Disturbance	needs control 11 ____ 13 ____ interfere tosses 12 ____ 39 ____ down in		CLASS DISTURB			
2. Impatience	starts 1 ____ 44 ____ go back slippy 36 ____ 47 ____ rushes		IMPAT			
3. Disrespect-Defiance	disrespect 5 ____ 9 ____ subject defy t'ch'r. 7 ____ 16 ____ rules		DISRESPE DEFI			
4. External Blame	t'ch'r. help 2 ____ 34 ____ blame called on 25 ____ 38 ____ too hard		EXTERNAL BLAME			
5. Achievement Anxiety	test scores 22 ____ 31 ____ testing right ans. 23 ____ 33 ____ sensitive		ACHIEVE ANXIETY			
6. External Reliance	see others 24 ____ 42 ____ swayed rely t'ch'r. 29 ____ directions 32 ____ 46 ____ careless		EXTERNAL RELY			
7. Comprehension	understands 10 ____ 37 ____ recites applies 35 ____		COMPRE- HENSION			
8. Inattentive - Withdrawn	less attn. 18 ____ 28 ____ oblivious not atnd. 20 ____ 43 ____ reachable		INATTENT WITHDRN			
9. Irrelevant - Responsiveness	exagg. story 14 ____ 17 ____ interrupt answers 15 ____ 26 ____ invl. talk		IRRELEV RESP			
10. Creative Initiative	brings in 3 ____ 6 ____ start disc. act. imag. 4 ____ 21 ____ talk exper.		CREAT INITIAT			
11. Need Closeness to Teacher	seeks t'ch'r. 4 ____ 39 ____ friendly helps 19 ____ 45 ____ phys. close		A CLOSE TEACH			
Additional Items		27 Unable change				
		40 Quite				
		41 Slow Work				

STUDY TIME I			BUZZ GROUP TIME II		QUESTION AND ANSWER TIME III		ACTIVITY TIME IV	
	Wanted Behaviour	Rewards	Wanted Behaviour	Rewards	Wanted Behaviour	Rewards	Wanted Behaviour	Rewards
R	1. Arrive at 1400 hrs	1 token	1. Get into groups of 2 or 3	1 token	1. Sit alone	1 token	1. Having fun together	
	2. Remain seated for whole study	1 token	2. Ask each other questions		2. Take turns answering questions	1 token	2. Planning what to do together	
	3. Read for whole study period or do work for whole study period	1 token	3. Give each other information	1 token	3. Get answers right	1 token (for each answer)	3. Playing soccer	
			4. Show each other how to work out problems		4. Remain seated	1 token	4. Going on trips	
			5. Remain seated during this time	1 token			5. Saving money for group activities	
							6. Getting things for the group	
	Unwanted Behaviour	Costs	Unwanted Behaviour	Costs	Unwanted Behaviour	Costs	Unwanted Behaviour	Costs
D	1. Plays with others		1. Plays with others		1. Plays with others			
	2. Jokes/distracts		2. Jokes/distracts		2. Jokes/distracts			
P	3. Leaves seat		3. Leaves seat		3. Leaves seat			
	4. Leaves room		4. Leaves room		4. Leaves room			
A	5. Grabs/Throws/Fiddles with objects		5. Grabs/Throws/Fiddles with objects		5. Grabs/Throws/Fiddles with objects			
	6. Talks		6. Talks about other things		6. Talks about other things			
	7. Attention wanders		7. Attention wanders		7. Answering out of turn			
	8. Looks bored		8. Looks bored		8. Attention wanders			
	9. Plays alone		9. Plays alone		9. Looks bored			
	10. Teases/annoys	5 minutes timeout or -2 tokens	10. Teases/annoys	5 minutes timeout or -2 tokens	10. Plays alone	5 minutes timeout or -2 tokens	1. Teases/annoys	5 minutes timeout or -2 tokens
	11. Punches/fights		11. Punches/fights		11. Teases/annoys		2. Punches/fights	
					12. Punches/fights			
					13. Cheats			

WANTED BEHAVIOUR	CHARLES	EUGENE	EDWARD	HECTOR	ROBERTO	ROBERTO	HAROLD	STEVE	IVAN	JOHN	TOM	BRUCE		
I (1) Arrive at 1400 hrs														
I (2) Study for whole period													I	
I (3) Remain seated														
II (4) Remain seated														
II (5) Sit in groups of 2 or 3													II	
II (6) Contributing and sharing relevantly														
III (7) Remain seated														
III (8) Sit alone														
III (9) Answer in turn	9	10	9	10	9	10	9	10	9	10	9	10	9	10
III (10) Answer right	(1)													
	(2)													
	(3)													
	(4)													
	(5)													
	(6)													
	(7)													
	(8)													
	(9)													
	(10)													
	(11)													
	(12)													
	(13)													
	(14)													
	(15)													
TOTALS													III	
Unwanted Behaviour														
Tosses/Annoys														
Punches/Fights														
Cheats														
TOTALS														

[illegible]

Classroom token economy schedule

TODAY _____

1. Behaved well in class
2. Left his seat without permission
3. Fiddled, played or distracted others
4. Talked out of turn in class
5. Was rude to the teacher
6. Cheated in his work
7. Fought another pupil in class
8. Was late for school with no excuse
9. Bunked school
10. Did not listen to instructions from the teacher

12 points

	x1	x2	x3	x4	x5	x6	Total
-2							
-2							
-2							
-4							
-4							
-4							
-4							
-12							
-2							
12-							

11. showed some effort in his work
12. Showed a lot of effort in his work

=	
+4	
+8	

OVERALL TOTAL

--

Name:

My best subject in school is:

My worst subject in school is:

I need help with:

The thing I like doing most in class is:

The thing I like doing least in class is:

When school finished the thing I like doing best is:

My favourite game is:

If I had 25 cents I would buy:

The two people I like best in this group are:

The two people I like best in class are:

My best friends are:

I get pocket money of my own every week:

APPENDIX F

School of Social Work,
University of the Witwatersrand,
1 Jan Smuts Ave.,
Johannesburg.

14th March, 1978.

The Headmaster and Staff,
Voorwaarts School.

Dear

I provide for your use a brief outline of the study I hope to undertake with your co-operation.

Social workers as helping professionals have to deal with people who have problems varying from personal breakdowns, family disturbances and old age to delinquency, crime and alcohol and drug abuse. We often have to deal with people who seem to be "at the end of the road", where histories of problems stretch back over decades. For this reason it is perhaps natural that we start looking for better ways to do our job - by preventing problems arising or by getting to grips with them at an early stage.

In looking for the best way to do preventive work one soon realises that the person to work with is the child, and that the school is the place where he spends a great deal of his time, learning not only academic subjects but also social skills and abilities. The school is the place which shapes a child's future - failure at school can ruin future employment prospects, status, earning power and ability to provide adequately for a family.

Teachers therefore have a great responsibility towards their pupils to help them grow into successful people in their later lives as well. However the practicalities of large classes, controlling pupils and a heavy workload often prove overwhelming even for the most dedicated teacher.

For these reasons teachers might be helped via a supportive service such as provided by a social worker who could:

- i) provide a back up service to help teachers with their problem children;
- ii) combine with the teacher, who has special knowledge and skills, in a team approach to help children grow towards their fullest potential.

Bearing these points in mind I provide for you a brief outline of my intended study.

I AIM OF THE STUDY

To use a group approach to try and assist 'problem children' in the classroom, i.e. those who

- i) disrupt classes with their behaviour
- ii) truant
- iii) are possible drop outs
- iv) are not doing as well as they could in class
- v) are isolated and withdrawn in class.

If the approach works it is hoped that it can be used as a model for future use by teachers and social workers in dealing with such children.

II WHO WILL BE INVOLVED AND WHY

Studies have shown that children from disadvantaged communities often fail at school and their anxiety over this can contribute towards some of the problem behaviours already discussed.

Standard 5 pupils were selected for the study because there seems to be a high drop out rate at this stage, and because it is an important preparatory phase for high school.

It is hoped that the teachers of the children involved in the study will co-operate towards helping the program succeed to the benefit of the children. Together with you the teachers, we might be able to develop some understanding of the 'problem child' and work out some tactics to help him. Teachers may understand why a child is 'difficult' in class, but they often do not know how to deal with the problem. The importance of the relationship between the pupil and his teacher, and the pupil's schoolwork cannot be minimised and if the social worker and the teacher can work together to improve matters in the classroom it can only benefit both pupil and teacher.

III HOW THE PROGRAM WILL BE RUN

It is intended that the teachers select 10 'problem' boys from their classes, and that they complete a behaviour rating scale in respect of each of these children. This scale will be used to measure any changes in the pupils' behaviour during the program. It is hoped that a comparison with 10 boys with similar problems, in another school which will not have the program, will be possible.

The group will be run after school hours with voluntary attendance by those selected and will aim to cover

- i) improvement of study habits and abilities
- ii) improvement in classroom behaviour
- iii) activities and games.

The group will be run twice a week for 5 months. During this period it would be advantageous to meet you at least once every two weeks to discuss

- i) classroom behaviours of the children involved, the courses they are doing and the tests they have to prepare for;
- ii) possible ways of meeting problems in these areas as they arise.

I trust this outline will be of use to you,

Yours sincerely,

MARK ANSTEY

APPENDIX G

School of Social Work,
University of the Witwatersrand,
1 Jan Smuts Ave.,
Johannesburg.

The Principal and Teachers,
Voorwaarts School.

15th June, 1978.

Dear

Reportback on research project

You will recall that before beginning the group project, I provided you with an outline of the proposed research.

At this stage 25% (10 out of the proposed 40) of group sessions have been completed. Much of this time has been spent on the group members and myself getting to know each other. Now we are preparing to start working in a more structured way towards improving the school performance of the group members.

In my last letter to you I suggested that we try and meet on a fairly regular basis to discuss:

- i) classroom behaviour of the children involved, the courses they are doing and the tests they have to prepare for, and
- ii) possible ways of meeting problems in these areas as they arise.

It would be of great assistance to the boys in the project if we could work more closely together.

I am providing for your perusal:

- i) a summary of group sessions 1 to 10, with a brief explanation of how I hope to help the boys to study better and to improve their classroom behaviour, and
- ii) some notes prepared by myself to provide you with some background knowledge as to the approach I am using.

I would be very interested to hear your views on these notes, and on my approach. Many of the techniques discussed have been used with problem children in the classroom elsewhere, and perhaps we could have some discussion as to their possible usefulness to you at Voorwaarts.

At various intervals I will be supplying you with further notes and articles which you may find interesting.

Yours sincerely,

M. ANSTEY

1) SUMMARY OF GROUP SESSIONS 1 - 10

Up to this stage most of the time in group sessions has been spent on the following:

1. Defining group purpose

Explaining to and discussing with the group why they are together

- i.e. - to spend time studying
 - to learn to study better
 - to help each other with school work

2. Involvement

Helping the group become involved in working towards these purposes by

- letting them plan and participate in activities together i.e. playing soccer and going on a trip to Eldorado Park for a soccer match
- letting them bring up subjects to study initially.

Bearing in mind that the boys in the group have all had a day's schooling by the time I arrive, it is essential that the group be seen as attractive - not merely a repetition of schoolwork - if it is to motivate individuals to attend.

However, now that some regularity in attendance has occurred it is hoped to move onto a more structured 'work' footing with group members.

3. Observation and Preparation

As group sessions have progressed 'work periods' have been introduced on the following basis

- study geography or history for 20 minutes
- discuss for 20 minutes with questions and answers

During these times I have been watching for behaviours which inhibit learning, such as giggling, whispering or moving around during study periods. Having observed these behaviours I have prepared a schedule against which to mark off individual behaviours, to keep a check on each pupil's progress.

This process is more fully discussed in the notes provided herewith.

4. Trust

Because the group is voluntary, and because I believe a good relationship is more conducive to work than a poor one, it has been necessary to create a climate of 'trust' in the group. In addition it should be remembered that the group comprises people, with individual fears, suspicions, feelings and hopes, and I feel that this should be respected in the work we do together.

In order to help the 'trust relationship' develop I have been completely honest with the group members about

- discipline in the group
- how I observe their behaviour
- how I feedback this information to them
- how I record the behaviour
- how I will be using games and trips to reward good work.

FUTURE PLANS

I supply for your perusal the schedule which I have prepared to record behaviours shown by group members during the group sessions.

It will be noted that I have defined a number of specific acts which a boy may do during a group session. Each group session is likely to be divided up into the 4 activities shown -

- I - Study Time
- II - Buzz Group Time (discussion amongst the boys)
- III - Question and Answer Time (I ask the boys questions on subject matter)
- IV - Activity Time (which rewards the boys for attending the group and allows them time to do what they want in each session).

In other words part of each group session is to be structured (formal) and part unstructured, in the form of recreational activities.

As the group progresses time spent on periods I, II, and III will probably be increased, as the boys' capacity for study grows. Studies have shown that small, easily attainable goals should be set at first to give pupils a feeling of confidence, and to motivate them to try for bigger goals.

The specific acts have been divided up into 4 broad groups:

- R - wanted behaviours such as arriving on time, sitting still, studying and taking turns at answering questions. These behaviours will be rewarded.
- D - disruptive behaviours such as leaving a seat, speaking loudly and giggling which disturbs others who are studying, are to be noted. In such cases a rewarded behaviour will not be possible (a person cannot do two behaviours at once), and the individual will not receive a reward.
- P - passive behaviours, such as gazing around the room, which do not disturb others but still don't allow for work by the individual, will also not enable an individual to do a reward behaviour. Thus he will again not receive a reward.
- A - aggressive behaviours, such as fighting and teasing others, will not only not receive a reward but be punished as well.

By keeping a record of individual behaviours during the group, some idea of progress will be possible over the next 30 or so group sessions, as well as providing an indication of whether a boy usually or on occasion indulges in R, D, P, or A type behaviours.

One of the central concerns in teaching is how children learn. The 'how' of learning is closely related to the concept of motivation. P A Duminy in his book General Teaching Method (3rd edition) distinguishes between 2 kinds of motivation

1. intrinsic motivation where "the pupil is appealed to so directly by the subject matter and everything that belongs to the teaching - learning situation that he shows spontaneous interest without the need of any encouragement from outside the situation". i.e. genuine interest in a subject.
2. extrinsic motivation where achievements and effort are rewarded by things such as the granting of marks, promotion to higher classes at the end of the year, prizes and free lesson hours.

Some points immediately spring to mind:-

- (a) The children you deal with everyday, and who are in the group, come from a very poor area, with overcrowded rooms in shack-type houses. They have poor study facilities and probably little encouragement from parents for studying.
- (b) There is probably little competition between friends for success at school, school achievement not being regarded as important. Other activities such as soccer are probably more important than school work.
- (c) There are probably few successful businessmen or professionals in their community to identify with or imitate.
- (d) Marks, star charts, and class promotion are not likely to be as important to children who come from communities, homes, and friendship groups which don't place much importance on education.
- (e) subjects learned in school are probably not seen as particularly relevant (i.e. have little intrinsic motivation value) to their lives. It has been put forward that children from poor socioeconomic areas have poor language development resulting in poor vocabulary and grammar, in speaking and written work. However, a study by Bruner seemed to indicate this might not be as serious as first thought - he showed that when a child wrote an essay on a subject 'real to his world' (e.g. my fight with a friend) far fewer grammatical and spelling errors were evident than when asked to write an essay on something 'not in their world' (e.g. a flight to Durban for a holiday).

These points seem to indicate that we can expect little intrinsic motivation value in the subjects taught in school for the deprived Coloured child, and also that many of the rewards traditionally used in schools (stars, tests, competitions) as extrinsic motivations may not be perceived by the children as particularly important or rewarding.

This leaves the teacher in a dilemma. He has to teach subjects which aren't considered particularly relevant, to pupils who have little motivation to learn, by methods which are not perhaps suitable or accessible to his teaching population. It has to be agreed that the child must have some education to survive in an ever increasingly technological world - and that includes learning subjects which are not seen as interesting or relevant to his world now.

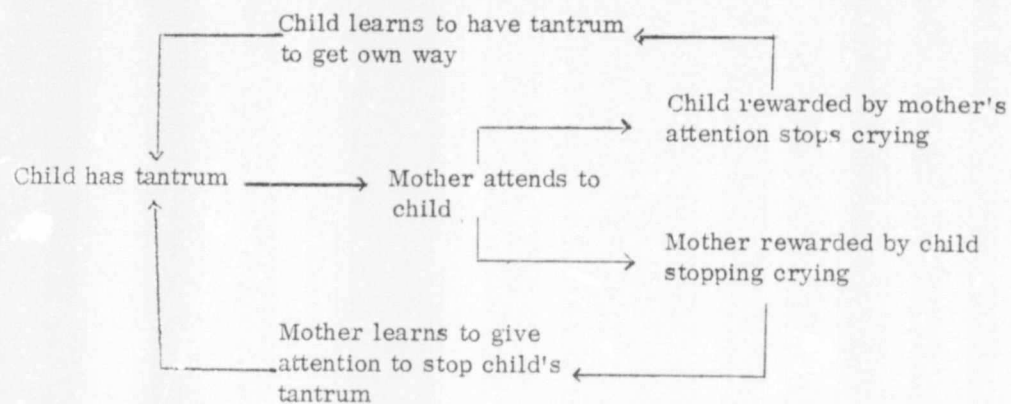
"Ansobel points out in his Readings in School Learning that the best way to motivate an unmotivated pupil is sometimes to ignore his motivational state and to proceed with the teaching of the child in the most effective way. More often than not such a child will learn, notwithstanding his unmotivated state, and at the point when he becomes conscious of his success he develops the urge to learn more, and so becomes motivated." (PA Duminy - General Teaching Method p 37). In other words the child has somehow to be brought to the stage where he wants to learn and becomes motivated by learning and subject matter itself.

II HOW CHILDREN LEARN BEHAVIOUR

People tend to do things that give them satisfaction, interest, comfort or relief, and events which immediately follow an action decide whether that action is more or less likely to occur in the future. A satisfying result of an action makes it more likely to be repeated. The action is rewarded.

A great deal of learning in children is by example and imitation, behaviour being more likely to be copied if there is a good, satisfying relationship between the adult copied and the child copier. However even if the relationship is good learning is dependent on the specific reactions of adults to the child's actions.

The diagram below shows how a child's tantrum may be unwittingly reinforced or rewarded by a mother's attention. It shows how the child learns to throw a tantrum to get a satisfying response (attention from mother) and how the mother learns to get a relieving response (child stops crying) if she gives the child attention. In such a case there is a danger of the mother learning to always give in to the child's demands, and the child learning that to get what he wants he must throw a tantrum.



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