

HOOFSTUK 8

SAMEVATTING, BEVINDINGS, GEVOLGTREKKINGS EN AANBEVELINGS

A. SAMEVATTING

8.1 Inleiding

In hierdie hoofstuk sal 'n samevattende oorsig van die navorsing in sy geheel gegee word. Die probleem, doel en metode van ondersoek, die ontwikkeling van kinderwetskole in Suid-Afrika, problematiek met betrekking tot die sosialisering van die kinderwetskoolkind, behoeftes van die adolessent en die sosio-pedagogiese taak van die kinderwetskool sal kernagtig saamgevat word, gevolg deur 'n samevatting van die resultate van die empiriese ondersoek.

8.2 Die probleem

Die probleem wat ondersoek is, word deur die volgende twee vrae uitgelig: Slaag die kinderwetskool daarin om 'n positiewe bydrae te lewer tot die sosio-pedagogiese vorming van die gekommitteerde kind? Is die kind wat die kinderwetskool na 'n relatiewe lang verblyf verlaat beter toegerus vir die samelewing na skool as die kind wat onder dieselfde omstandighede nie gekommitteer sou gewees het nie?

8.3 Doelstellinge

Met hierdie navorsing is beoog:

- Om die sosiopedagogiese taak van die kinderwetskool internasionaal te ondersoek en te omskrywe aan die hand van bestaande literatuur;
- Om op wetenskaplike wyse deur objektiewe toetsing en hertoetsing na een jaar, vas te stel of die kinderwetskool in Suid-Afrika positief bydra tot die sosialisering van die gekommitteerde kind in sy sorg.

8.4 Metode van ondersoek

8.4.1 Die literatuurstudie

'n Studie is gemaak uit internasionale sowel as Suid-Afrikaanse literatuur oor kinderwetskole en aanverwante onderwerpe soos uiteengesit in die inleiding (vgl. par. 8.1). Relevante feitemateriaal is versamel, gerangskik en aangeteken.

8.4.2 Die empiriese ondersoek

Die empiriese ondersoek was beperk tot blanke sorgbehoewende kinders in sewentien kinderwetskole onder beheer van die Departement Nasionale Opvoeding. As proefpersone is geneem alle leerlinge wat tussen 15 November 1981 en 15 Februarie 1982 tot die skole toegelaat is. Die toetsing het op 15 Februarie 1982 plaasgevind en die hertoetsing op 15 November van dieselfde jaar. Die toetsbattery het bestaan uit 'n motiveringstoets, 'n interpersoonlike verhoudingsvraelys en 'n angsskaal wat almal gestandaardiseerde toetse is (kyk par. 6.2.2). Verder is gebruik gemaak van 'n vraelys (kyk bylae B) om eerstehandse feite direk van die betrokke skole te bekom.

Na afloop van die empiriese ondersoek is die data ontleed en aan die hand van die literatuur en eie kriteria beoordeel.

8.4.3 Program van die ondersoek

Die gegewens soos verkry uit die navorsing, is in hoofstukke aangebied. 'n Gedetailleerde omskrywing van die metode van ondersoek by die literatuurstudie is in hoofstuk een gegee, terwyl die empiriese deel van die navorsing volledig in hoofstuk ses uiteengesit word. In hoofstuk twee word die groei en ontwikkeling van kinderwetskole in Suid-Afrika sedert 1909 beskrywe en in perspektief tot die res van die navorsingsprojek geplaas. 'n Omskrywing van probleme met betrekking tot die sosiopedagogiese vorming van die kind vóór en na kommittering, geniet aandag in hoofstuk drie, terwyl die besondere behoeftes van die adolessent in hoofstuk vier bespreek word. Hoofstuk vyf is gewy aan 'n beskrywing van die kinderwetskool as sosiopedagogiese versorgings-

inrigting. Die akademiese sowel as buite-kurrikulêre opvoedkundige programme geniet aandag, en aspekte wat positief kan bydra tot die sosialisering van die sorgbehoewende kind word uitgelig.

In hoofstuk sewe word die resultate van die empiriese ondersoek in tabelvorm aangebied met bondige toeligting by elke tabel.

8.5 Groei en ontwikkeling van die kinderwetskool

Die kinderwetskool (vroëer bekend as nywerheidskool) het vyf-en-sewentig jaar gelede as "reddingsoord" vir verwaarloosde en misdadige jeugdiges op Standerton begin. Tot 1917 is kinderwetskole deur die Gevangenisdepartement geadministreer. Dissipline was streng en van opvoeding het weinig tereggekóm.

Die kinderbeskermingswet van 1913 het grootliks daartoe bygedra om die opvoedingsaktiwiteite in kinderwetskole te verbeter. Tot 1917, toe beheer van dié skole aan die Unie-Onderwysdepartement oorgedra is, is altesaam vier kinderwetskole opgerig. Met 'n onderwysdepartement in beheer het die klem vinnig na opvoeding verskuif en die dissiplinêre aspek het minder aandag geniet.

Die Kinderwet van 1937, wat 'n uitvloeisel was van die Interdepartementele komitee (1934–1937), het 'n totale nuwe benadering tot die opvoeding van die sorgbehoewende kind ingelei. In 1946 is die eerste sielkundige dienste by kinderwetskole ingestel. Dit was die begin van opvoedkundige hulpdienste.

Sedert 1917 is nog veertien kinderwetskole, verspreid oor al vier provinsies, opgerig sodat daar vandag agtien kinderwetskole in die RSA bestaan. Ontwikkeling ten opsigte van verbeterde leerplanne, gedifferensieerde onderwys, opvoedkundige hulpdienste, spesiale kursusse en gespesialiseerde studierigtings, wat vinnig op mekaar gevolg het gedurende die afgelope dekade, het van die kinderwetskool van vandag 'n volwaardige en moderne opvoedings- en onderwysinrigting gemaak, wat die opvoeding van die sorgbehoewende kind in totaliteit, sy doelstelling gemaak het.

8.6 Problematiek met betrekking tot sosialisering, vóór en ná kommittering

Sosialisering is die proses waardeur individue leer om gebalanseerde lede van die sosiale groep waarin hul beweeg, te word. Dit begin net na geboorte en gaan voort vir die volle lewensduurte.

Die betekenis van die Christelike huisgesin as kerneenheid van die samelewing, kan moeilik oorskat word. Die funksies van die gesin met betrekking tot die sosialisering van die kind is essensieel aan alle sosialiseringsaksies en opvoedingsfunksies van die skool, die kerk en die breër samelewing. As hierdie funksies van die gesin skade ly, kom langtermyn skadelike gevolge daarvan in die latere lewe van die kind duidelik na vore.

Hoewel waardes en norme in die samelewing voortdurend aan verandering onderworpe is, is 'n waarde- en normsisteem noodsaaklik in die ontwikkelingsgang van die volwassewordende opvoeding. Dit dien as rigtinggewers om sy gedrag te bepaal en as boustene vir die vorming van 'n lewensbeskouing, wat sy gedrag as volwassene sal rig.

Daar is verskeie leemtes in die gesinne en gedragstendense van die ouers van sorgbehoewende kinders wat voor kommittering manifesteer en later die sosialisering van die kind in die kinderskool nadelig beïnvloed. Dit is faktore soos die disintegrering van die hegte gesinslewe, kerkvervreemding, drankmisbruik van ouers, gebroke huisgesinne, kinderverwaarloosing en toenemende permissiwiteit in die gemeenskap onder liberalistiese en kommunistiese invloed.

Nadat die kinders tot die skool toegelaat is, werk faktore soos weglopery, die rookgewoonte, aparte skole vir seuns en dogters, seksualiteit, homoseksualiteit en vroeë huwelike by dogters belemmerend in op die hersosialisering van die leerlinge, sowel as op die terapeutiese program van die skool in die algemeen.

8.7 Die adolessent en sy behoeftes

Die meeste leerlinge in kinderskole is adolessente omdat daar selde leerlinge onder die ouderdom van 12 jaar of ouer as 18 jaar toegelaat word. Adolessensie

is 'n tydperk van belangrike psigiese veranderinge in die jeugdige se lewe. Dit staan ook bekend as die periode van "storm en drang" as gevolg van die buitengewone emosionele onstabieleit wat so kenmerkend is van hierdie leeftydse.

Die adolessent het basies dieselfde behoeftes as die jong kind, maar vanweë sy gevorderde intellektuele vermoëns, sy fisiese rypheid en sy emosionele wisselvalligheid, ervaar hy die behoeftes meer problematies.

Sosiale behoeftes soos affiliasie, aanvaarding, erkenning, selfstandigheid, verantwoordelikheid en identifiliasie is vir die adolessent van besondere belang, omdat hy gedurende hierdie tydperk vir homself 'n plek moet verwerf in sy portuurgroep sowel as in die breë samelewing.

Emosioneel belewe die adolessent ewe intense behoeftes, wat dikwels gepaard gaan met emosionele spanning en angs, terwyl frustrasie en aggressie sy aanpassing verder belemmer.

Hy ondervind ook gedurende hierdie leeftydse behoefte aan vriendskap, liefde en respek, romantiese liefde en seksualiteit, met die verdere steurnis dat laasgenoemde volgens morele kodes voortdurend geïnhibeer moet word.

Op morele vlak moet die adolessent leer om hom met waardes en norme van die gemeenskap te vereenselwig; sy gewete ontwikkel en skuldgevoelens dien as straf vir die self as hy teenstrydig met die aanvaarde norme opgetree het. Gedurende adolessensie worstel die jeugdige om 'n eie identiteit te ontwikkel en 'n positiewe selfbeeld op te bou, gepaardgaande met geestelike teenstrydighede en verwardheid.

Ten slotte is dit ook gedurende hierdie lewensfase dat hy krities begin kyk na die religieuse beginsels en geloof wat hy as kind aanvaar het sonder om dit te bevraagteken. Veral as hy met maats kommunikeer wat ander religieuse waardes huldig, kom hy soms in ernstige vertwyfeling en soek naarsig na waarheid en geestelike sekuriteit.

8.8 Die kinderwetskool as sosiopedagogiese versorgingsinrigting

Omdat alle leerlinge wat in kinderwetskole opgevoed word, inrigtingsgebonde is, en fisies deur die skool (staat) versorg word, kan die skool as 'n samelewing in die klein gesien word. Die skool as ten volle verantwoordelike versorgingsinrigting, het die taak om 'n sosialiseringbrug vir die kind tussen die ouerhuis, met swak opvoedingsmilieu, en die breë gemeenskap ná skool, te bou.

Die hoof met sy omvattende taak, beheerpersoneel, doserende personeel, administratiewe personeel en koshuispersoneel vorm 'n heterogene span met 'n gemeenskaplike doelwit, naamlik versorging en onderrig van die sorgbehoewende kind en doeltreffende administrasie van die skool.

Die einddoel van die skool is om 'n leerling wat as 'n sorgbehoewende opgeneem is, uiteindelik uit te plaas in die samelewing as 'n goedversorgde, sosiaal aangepaste en geestelik toegeruste jeugdige.

Die aanbiedinge van die kinderwetskool, kurrikulêr sowel as buite-kurrikulêr, is daarop ingestel om die sosiopedagogies gedepriweerde leerling te vergesel op sy pad na onafhanklikheid in die samelewing ná skool. Besondere klem word gelê op georganiseerde na-uurse programme in sport, kulturele bedrywighede en gesonde ontspanning, as deel van sosiopedagogiese opvoeding.

Inskakeling by die dorpsgemeenskap en dienslewering in die gemeenskap lewer 'n besondere bydrae ter bereiking van die uiteindelijke doelwit van die skool.

8.9 Die empiriese ondersoek

Die empiriese ondersoek is gedoen deur alle leerlinge wat in 'n bepaalde periode tot sewentien blanke kinderwetskole in die RSA toegelaat is, te toets met 'n toetsbattery bestaande uit drie toetse, naamlik die Prentemotiveringstoets (PMT), die Interpersoonlike Verhoudingsvraelys (IVV) en die IPAT-angsskaal. Aan die einde van dieselfde jaar is die toetslinge met dieselfde battery hertoets om vergelykbare gegewens te verkry.

8.9.1 Statistiese verwerking van die gegewens

Met betrekking tot die PMT en die IVV is die roupunte van elke faktor van die toetse met behulp van die standaard rekenaar van die Statistiese Konsultasiediens van die Potchefstroomse Universiteit, omgeskakel in staneges, en met betrekking tot die IPAT, in stiene, aangesien die normtabelle van die betrokke toetse vir staneges en stiene respektiewelik voorsiening maak. Dieselfde metode is gevolg met die hertoets om sodoende vergelykbare gegewens te verkry. 'n Verskil van een stanege en een stien respektiewelik is vir die doel van hierdie studie as beduidend beskou wanneer daar gevolgtrekkings gemaak is.

8.9.2 Aanbieding van gegewens

Verskille op die stanegeskaal ten opsigte van toetsing en hertoetsing is met behulp van die rekenaar verkry vir elke komponent van die PMT en IVV. Op dieselfde wyse is verskille op die stieneskaal vir die IPAT verkry. Verskille soos hierbo verkry, word in tabelvorm aangebied.

8.10 Resultate van die empiriese ondersoek

'n Samevatting van die resultate van die empiriese ondersoek word in tabelvorm op bladsy 170 weergegee.

8.10.1 Die Prentemotiveringstoets

Soos blyk uit tabel 8.1 is die suksessyfer van die kinderswetskool gemeet met die Prentemotiveringstoets, 49,2% vir seuns en 51,8% vir meisies. Die neutrale tellings was 18,8% by seuns en 19,7% by meisies terwyl 32% seuns en 28,6% meisies negatief getoets het.

Tabel 8.1 Samevatting van die Resultate van die Prentemotiveringstoets

Subtoetse	Seuns			Meisies		
	% Neg.	% Geen	% Pos.	% Neg.	% Geen	% Pos.
1. Kognitiewe Struktuur	29,7	18,0	52,2	29,5	20,0	50,6
2. Aggressie	35,1	20,7	44,1	36,8	26,3	37,0
3. Skolastiese Prestasie	28,8	18,9	52,2	24,2	12,6	63,1
4. Affiliasie	29,7	18,9	51,3	32,6	11,6	55,9
5. Volharding	27,0	26,1	46,8	23,2	21,1	55,8
6. Begrip	32,4	17,1	50,4	28,4	13,7	57,9
7. Ekshibisie	40,5	17,1	41,8	31,6	17,9	50,6
8. Orde	36,9	20,7	42,3	27,4	17,9	54,8
9. Prestasie Algemeen	30,6	20,7	48,6	35,8	17,9	46,3
10. Spel	33,3	18,0	48,6	23,2	16,8	60,0
11. Beskerming	30,6	20,7	48,6	15,8	33,7	50,5
12. Dominansie	27,9	19,8	52,2	26,3	28,4	45,3
13. Impulsiwiteit	31,5	18,9	49,5	28,4	17,9	53,7
14. Sosiale Erkennung	28,8	20,7	50,4	30,5	18,9	50,5
15. Steun	33,3	12,6	54,0	23,2	23,2	53,7
16. Leedvermyding	39,6	17,1	43,2	29,5	16,8	53,6
17. Selfvernederling	32,4	12,6	54,9	23,2	16,8	60,0
18. Sintuiglike Genot	28,8	21,6	49,5	28,4	18,9	52,8
19. Verandering	27,9	20,7	51,3	29,5	25,3	45,3
20. Verdediging	33,3	14,4	52,2	44,2	17,9	38,0
Gemiddelde Persentasie: PMT	32,0	18,8	49,2	28,6	19,7	51,8

8.10.2 Die Interpersoonlike Verhoudingsvraelys

Tabel 8.2, op die eersvolgende bladsy toon dat volgens die Interpersoonlike Verhoudingsvraelys die kinderwetskool 'n suksessyfer van 53,5% vir seuns en 55% vir meisies handhaaf. Soos in die geval van die PMT, toets die meisies ook met die IVV effens hoër, naamlik 2,6% en 1,5% onderskeidelik. Van die seuns het 21,6% en van die meisies 21% geen betekenisvolle verskil met die hertoetsing getoon nie, terwyl 24,9% seuns en 24,1% meisies negatief getoets het.

Tabel 8.2 Samevatting: Resultate van die Interpersoonlike Verhoudingsvraelys						
Subtoetse	Seuns			Meisies		
	% Neg.	% Geen	% Pos.	% Neg.	% Geen	% Neg.
1. Selfvertroue	28,8	16,2	54,9	21,1	20,0	59,0
2. Eiewaarde	21,6	13,5	64,9	24,2	15,8	60,1
3. Selfbeheersing	21,6	18,9	59,4	18,9	21,1	60,1
4. Senuwecagtigheid	25,2	18,0	56,7	22,1	21,1	57,0
5. Gesondheid	16,2	28,8	54,9	22,1	17,9	60,0
6. Gesinsinvloede	23,4	18,9	57,6	18,9	31,6	49,5
7. Persoonlike Vryheid	18,9	18,0	63,0	27,4	22,1	50,6
8. Sosialiteit (Algemeen)	21,6	23,4	54,9	21,0	31,6	47,5
9. Sosialiteit (Teenooorgestelde geslag)	26,1	23,4	50,4	30,5	22,1	47,5
10. Sosialiteit (Dieselfde geslag)	22,5	30,6	46,8	18,9	22,1	59,0
11. Morele Inslag	32,4	24,3	43,2	22,1	17,9	60,1
12. Formele Verhoudinge	29,7	18,0	52,2	24,2	17,9	57,9
13. Leuenskaal	35,1	28,8	36,0	42,1	11,6	46,3
Gemiddelde persentasie: IVV	24,9	21,6	53,5	24,1	21,0	55,0

8.10.3 Die IPAT-angsskaal

In die geval van die IPAT-angsskaal moet die negatiewe tellings as positief geles word, en andersom (vgl. par. 7.4).

Tabel 8.3 Samevatting van die Resultate van die IPAT-angsskaal						
Komponente van Angs	Seuns			Meisies		
	% Neg.	% Geen	% Pos.	% Neg.	% Geen	% Neg.
1. Gebrekkige Integrasie	58,6	14,4	27,0	61,1	24,2	14,8
2. Gebrekkige ego	50,5	25,2	24,3	52,6	25,3	22,2
3. Agterdogtigheid	52,3	16,2	31,5	60,0	18,9	21,1
4. Skuldgevoelens	66,7	21,6	11,7	62,1	17,9	20,0
5. Spanning as gevolg van Frustrasie	65,8	10,8	23,4	58,9	23,2	18,0
6. Gemiddelde % van A-tellings	60,4	23,3	16,2	65,3	22,1	12,7
7. Gemiddelde % van B-tellings	65,8	20,7	13,5	68,4	18,9	12,7
8. Gemiddelde % van Alg. Angsfaktor	74,8	17,1	8,1	73,7	22,1	4,2

Uit tabel 8.3 blyk dit dat die kinderwetskool in een jaar daarin kon slaag om die algemene angsfaktor by 74,8% seuns en 73,7% meisies te verlaag. In hierdie geval toets die seuns in 'n geringe mate (1,1%) beter as die meisies. By 17,1% seuns en 22,1% meisies was daar geen betekenisvolle verskil nie en by 8,1% seuns en 4,2% meisies was daar 'n verhoging van die algemene angsfaktor.

8.10.4 Samevatting van die resultate van die navorsing:

Tabel 8.4 Samevatting van die resultate van die navorsing						
Toetse	Seuns			Meisies		
	% Neg.	% Geen	% Pos.	% Neg.	% Geen	% Pos.
Prentemotiveringstoets	32,0	18,8	49,2	28,6	19,7	51,8
Interpersoonlike Verhoudingsvraelys	24,9	21,6	53,5	24,1	21,0	55,0
IPAT-angsskaal	8,1	17,1	74,8	4,2	22,1	73,7
Gemiddelde % van toetsbattery	21,7	19,1	59,2	19,0	20,9	60,1
Gemiddelde % van toetsbattery vir seuns en meisies: N = 206				20,4	20,0	59,7

Die eindresultate van die navorsing soos in tabel 8.4 weergegee, toon dat die kinderwetskool 'n algemene suksessyfer van 59,2% vir seuns en 60,1% vir meisies handhaaf, vir soverre dit die veranderlikes betref wat in hierdie navorsing ondersoek is. Seuns en meisies gesamentlik toon 'n suksessyfer van 59,7% nadat hulle die kinderwetskool vir een jaar bygewoon het.

B. BEVINDINGS, GEVOLGTREKKINGS EN AANBEVELINGS

Bevindings en gevolgtrekkings op grond van gegewens uit die navorsing en op grond van gegewens verkry uit onderhoude met Departementele amptenare en hoofde van kinderwetskole, sowel as insigte verkry uit ervaring by kinderwetskole, sal samevattend in hierdie afdeling weergegee word. Waar toepaslik sal aanbevelings gedoen word.

Bevinding : 1

Uit die jongste jaarverslae van die Departement Nasionale Opvoeding blyk dat die aantal skole vir die huidige voldoende is om in die behoefte ten opsigte van die jaarlikse sorgbehoewendbevindings te voorsien. Die skole bly egter redelik vol, terwyl daar ook nog voortdurend 'n aantal leerlinge in veiligheidsplekke verkeer.

In baie gevalle laat die toestand van fisiese geriewe by skole egter veel te wense oor. Uit die navorsing het geblyk dat 'n hele aantal skole aanvanklik in ou militêre barakke, wat uit die Anglo-Boere-oorlog dateer, begin het. Hoewel deur die jare opgeknop, dien baie van hierdie ou geboue vandag nog as huisvesting en onderriglokale.

Gevolgtrekking : 1

Vir positiewe sosiopedagogiese opvoeding is voldoende, netjiese en goedinge-richte huisvesting en onderriglokale noodsaaklik. Daar behoort in hierdie verband goeie fasiliteite aan die kind gebied te word.

Aanbeveling : 1

Dat die staat dringend aandag sal gee aan die verbetering, opknapping en uitbreiding van fisiese geriewe by dié kinderskole waar daar nog ernstige behoeftes in hierdie verband bestaan.

Bevinding : 2

Kinders se sosialisering word voor kommittering gestrem en belemmer deur omstandighede en faktore soos wanfunksionering van die gesin, vervreemding van die kerk, drankmisbruik van die ouers, kinderverwaarlosing in die algemeen en sosiopedagogiese verwaarlosing in besonder.

Gevolgtrekking : 2

Die kind wat tot die kinderwetskool toegelaat word, is oor die algemeen pedagogies en sosiopedagogies gedepriveerd. Dit is die taak van die kinderwetskool om hierdie leemte in die opvoedingsgang van die leerling aan te vul.

Aanbeveling : 2

Bo en behalwe die terapeutiese en sosiopedagogiese programme van die kinderwetskool, word aanbeveel dat:

(a) Daadwerklike pogings voortdurend aangewend word om leerlinge van die skool in te skakel by die gemeenskapsbedrywighede en -funksies in die dorp. Dit sal 'n positiewe bydrae lewer tot die sosiopedagogiese vorming van die kind.

(b) In samewerking met maatskaplike werkers en vroueverenigings moet geskikte gesinne genader word om kinderwetskoolkinders vir naweke uit te neem. Die kind kry op hierdie wyse die geleentheid om self deel te wees van 'n gesin waar die gesinslede in liefde, en met wedersydse respek vir mekaar, saamlewe. Dit is 'n belewenis wat die inrigting die kind nie kan bied nie en wat positief sal bydra tot die sosialisering van die kind. Sulke naweck-plasings vind reeds by sommige kinderwetskole op 'n lukraak wyse plaas, maar behoort op groter skaal en planmatig deur hoofde van skole onderneem te word.

Bevinding : 3

Alle kinderwetskole in die Republiek van Suid-Afrika huisves slegs kinders van een geslag, met ander woorde, elke kinderwetskool is óf 'n dogterskool of 'n seunskool.

Gevolgtrekking : 3

Vir normale sosialisering is dit noodsaaklik dat seuns en dogters gesonde sosiale kontak met mekaar moet hê. Die adolessente van die kinderwetskool, soos alle leerlinge in hierdie leeftyd fase, verlang ook verhoudings met mekaar en in kinderwetskole kan sulke verhoudings deur leerlinge slegs gedurende

vakansies uitgeleef word. Geslagskeiding werk ook homoseksuele en lesbiese verhoudings by seuns en meisies in die hand.

Aanbeveling : 3

Dat daar op elke dorp waar 'n kinderskool vir een geslag leerlinge is, ook 'n skool vir die ander geslag opgerig sal word of, alternatiewelik, dat skole vir die verskillende geslagte op naburige dorpe geleë sal wees.

Bevinding : 4

Die sosiopedagogiese opvoeding van die adolessent in die kinderskool kom tot sy reg met betrekking tot georganiseerde skoolprogramme en georganiseerde vrytydsbesteding. Die behoeftes van die leerlinge geniet ruim aandag – te danke aan toegewyde onderrigpersoneel en residensiële opvoedkundige hulpdienste. Die sosialisering in die koshuise laat nog ruimte vir verbetering.

Gevolgtrekking : 4

Die onderrigpersoneel in kinderskole is oor die algemeen toepaslik en in baie gevalle goed gekwalifiseerd in vergelyking met die personeel van ander skole. Koshuispersoneel, en in besonder inwonende koshuismoeders by meisieskole daarenteen, beskik oor weinig of geen opvoedkundige kwalifikasies nie.

Aanbeveling : 4

Dat vakkundige personeel as huisouers en diensdoende personeel in koshuise verbonde aan kinderskole aangestel word. Dit sal verseker dat die kind ook in die koshuis wat eintlik tydelik die plek van die ouerhuis inneem, sosiopedagogies ten beste gevorm kan word.

Bevinding : 5

Die kinderskool as sosiopedagogiese versorgingsinrigting, soos dit in hoofstuk vyf omskrywe is, funksioneer goed en dien 'n verhewe doel, naamlik die

opvoeding en versorging van die sorgbehoewende kind van die blanke volk van Suid-Afrika.

Gevolgtrekking : 5

Die kinderwetskool in Suid-Afrika soos hy tans funksioneer, regverdig beslis sy bestaansreg.

Aanbeveling : 5

Dat kinderwetskole staats-ondersteunde skole sal word. Dit sal die beheerrade en hoofde van kinderwetskole in staat stel om die inisiatief te neem om met hulp uit die privaat sektor, veel te vermag met betrekking tot die verbetering van fisiese fasiliteite by kinderwetskole.

Bevinding : 6

Met die empiriese ondersoek van hierdie navorsing is bevind dat die kinderwetskool 'n suksessyfer van ongeveer sestig persent toon ten aansien van die algemene motiveringsvlak van die leerlinge, hul interpersoonlike verhoudings en die algemene aanpassing — gemeet aan die verlaging van die algemene angsfaktor. Die ondersoek was egter beperk tot die eerste jaar van die leerling se verblyf in die skool. Die leerling is dus slegs gemeet aan standarde wat binne inrigtingsverband gehandhaaf is.

Gevolgtrekking : 6

Die vraag ontstaan nou of die leerlinge wat goed aanpas in die samelewing ná skool nog 'n suksespersentasie van sestig sal verteenwoordig.

Aanbeveling : 6

Dat verdere navorsing onderneem word om vas te stel wat die suksessyfer van die kinderwetskool is met betrekking tot leerlinge wat reeds die samelewing betree het; leerlinge wat 'n relatiewe lang periode in 'n kinderwetskool deurge-

bring het. Die ondersoek wat in hierdie navorsing gedoen is, kan as basis gebruik word vir 'n longitudinale opvolgstudie van dieselfde leerlinge nadat hulle reeds 'n tydperk in die volwasse samelewing deurgebring het.

Slotbeskouing:

Kinders wat na kinderskole gekommitteer word, is in die meeste gevalle sosiaal en opvoedkundig ontwig en in baie gevalle sosiopedagogies gedepriveerd. Die kinderskool het 'n duidelike sosiopedagogiese taak ten opsigte van sorg-behoewende kinders. Hierdie navorsing het uitgewys dat die skool 'n positiewe bydrae lewer tot die sosiopedagogiese vorming van minstens 59,7% van die kinders in sy sorg. Dit impliseer egter nie dat die skool vir die res van die kinders geen opvoedkundige betekenis het nie, maar slegs dat daar in hierdie gevalle nie 'n betekenisvolle sosiopedagogiese vordering bewys kan word nie.

Kinderskole in Suid-Afrika is vanjaar vyf-en-sewentig jaar oud. Gedurende hierdie tydperk is duisende kinders, wie se opvoeding tuis skeefgeloop het, in kinderskole opgevoed en sosiopedagogies voorberei vir die samelewing na skool; kinders wat andersins waarskynlik "verlore" sou gewees het. Ter wille van hierdie kinders vir wie hul verblyf in die skool van deurslaggewende belang is met betrekking tot hulle toekoms, moet die kinderskool in Suid-Afrika bly voortbestaan en selfs uitgebou word.

SUMMARY

1. Introduction

The task of the school under the Children's Act is more comprehensive than that of the normal school. Apart from giving academic instruction, the school under the Children's Act provides physical care and attends to the socialization of the child. In many cases it is necessary to resocialise because the socialization process at home takes place inadequately and unsatisfactorily. The school must prepare the child in his totality so that after his school career, he may fit into society in the broadest sense. In other words, the school under the Children's Act has, apart from providing academic instruction, an important socio-pedagogic task with regard to the deprived child placed in its care for further education.

2. Definition of Problem

The problem examined in this investigation can be formulated by means of two questions, namely:

- Does the school under the Children's Act make a positive contribution to the sosio-pedagogic development of the committed child?
- Is the child, who leaves the said school after a comparatively long stay, better equipped for society than the child who under the same circumstances, was not committed?

3. Aims

This research aims:

- to investigate and explain on an international scale the task of the school under the Children's Act, on the basis of existing literature;
- to determine scientifically by means of objective testing, and retesting after one year, whether the school under the Children's Act in South Africa, is contributing positively to the socialization of the committed child in its care.

4. Method of Investigation

Firstly, use was made of the method of a study of literature pertaining to this subject. A study was made of international as well as South African sources dealing with schools under the Children's Act and other associated subjects, such as the growth and development of these schools in South Africa, problems with regard to the socialization of the child under the Children's Act; the needs of the pedagogically neglected adolescent in the schools under the Act, and the socio-pedagogical aspect of education in these schools. Relevant factual material has been collected, arranged and annotated.

Secondly, an empirical investigation limited to white, deprived children in seventeen of the eighteen schools under the Department of National Education has been undertaken. As test subjects, all pupils who were admitted between 15 November 1981 and 15 February 1982 to these schools, have been used.

A battery of tests consisting of the Picture Motivation Test, the Interpersonal Relations Questionnaire and the IPAT Anxiety Scale, which are all standardised tests of the Human Sciences Research Council, have been used. Furthermore, a questionnaire (see Appendage B) has been used to acquire first hand factual material from the schools involved.

Using the above-mentioned tests, pupils were tested on 15 February 1982 and again 15 November of the same year in order to obtain comparative details. After the conclusion of the empirical investigation, the data was analysed and reviewed on the basis of facts from existing literature and personal criteria.

The empirical details were statistically revised by the Statistic Consultation Service of the Potchefstroom University with the aid of a standard computer. With regard to the Picture Motivation Test and the Interpersonal Relations Questionnaire, the raw marks of each factor of the tests were converted to stanines, and of the IPAT Anxiety Scale into stens as the norm tables of the said tests provides respectively for stanines and stens. The same procedure was followed with the retesting so as to obtain comparative details. A difference of one on the stanine and sten scales was, for the aim of this study, considered

significant when drawing conclusions.

Differences on the stanine scale with regard to testing and retesting was, with the aid of the computer, obtained for each subtest of the Picture Motivation Test and the Interpersonal Relations Questionnaire. Similarly, differences on the sten scale for the IPAT Anxiety Scale were obtained.

5. Program of Investigation

The details obtained from existing literature as well as the results of the empirical investigation have been presented in chapter form. An explanation of the method of investigation followed during the research, is given in chapter one. In chapter six the method of research into the empirical investigation is given in detail. Chapter two contains an historical survey of the growth and development of schools under the Children's Act in South Africa since 1909. An explanation of problems concerning the socio-pedagogical development of the child before and after committal receives attention in chapter three, while the unique needs of the adolescent are discussed in chapter four. Chapter five deals with the school under the Children's Act as a socio-pedagogical maintenance institution. The academic as well as the extra-curricular program receives attention, and aspects which can contribute positively to the socialization of the child in need of care are suggested. In chapter seven the results of the empirical investigation are given in table form with concise explanations of each table.

6. Growth and development of schools under the Children's Act since 1909

The first school under the Children's Act (formerly called the industrial school) was established seventy-five years ago in Standerton. Originally it was little more than a haven for neglected and delinquent youths. The school was started in 1909 in an old military barracks used during the Anglo-Boer War and had an enrolment of six boys and one girl. Until 1917, schools under the Children's Act were administered by the Prisons Department. Discipline was very strict and there was little or no education as such.

The Child Protection Act of 1937 contributed immensely towards improving the educational aspect of these schools. By 1917, when the administration of the schools was transferred to the Union Education Department, altogether four schools had been established. With an education department in control, the emphasis on education increased and decreased on discipline.

The Children's Act of 1937 which was an outcome of the Inter-departmental Committee (1934--1937) introduced an entirely new approach to the education of the child in need of care. In 1946 psychological services were introduced into schools under the Children's Act. This was the beginning of psychological therapeutic services.

After 1917 another fourteen schools, distributed throughout the four provinces, were built so that altogether there are to date eighteen schools under the Children's Act. Development with regard to improved syllabi, differentiated education, psychological services, special courses and specialised directions which, during the last decade, followed quickly on each other, have to-day made the school under the Children's Act an adequate and modern educational institution which aims at educating in total the child in need of care.

7. Problems in connection with socialization before and after committal

Socialization is the process whereby individuals learn to become viable members of the social group in which they move. It commences at birth and continues throughout a lifetime.

The significance of the christian family as the unit of society cannot be over-emphasized. The functions of the family with regard to socializing the child is essential in all socialization activities and educational functions of the school, the church and society in general. If these functions of the family are neglected, long-term damage will emerge later in the child's life. Values and norms acquired within the family relationship, later serve as guidelines for the child's behaviour and as a foundation for forming his own attitude to life which, as a young adult, will affect his adaption to society.

There are various shortcomings in the family life and behaviour tendencies of the parents of children in need of care, which manifest themselves before committal and which later adversely influence the child's socialization in the school under the Children's Act. These are factors like the disintegration of the family bonds, church estrangement, misuse of alcohol by the parents, broken homes, child neglect and an increasingly permissive society. The latter is strongly influenced by communism and liberalism.

After admission to the school under the Children's Act, factors such as absconding, the smoking habit, separate schools for boys and girls, homosexual tendencies and early marriages among girls hinder both the process of re-socialization of the pupil as well as the therapeutic program of the school in general.

8. The adolescent and his needs

Most pupils in schools under the Children's Act are adolescent as pupils under the age of twelve and over the age of eighteen are seldom admitted to the school. Adolescence is a period of important psychological changes in the life of a young person. It is often referred to as the period of emotional upheaval, as a result of unusual emotional instability so characteristic of this phase.

Basically, the adolescent experiences the same needs as the young child, but because of his advanced intellectual capabilities, his physical maturity and his erratic behaviour he experiences these needs problematically. Social needs such as affiliation, acceptance, recognition, independence, a sense of responsibility and identification are of special importance to the adolescent, because it is during this period that he must find his niche among his equals as well as in society in general.

Emotionally, the adolescent experiences intense needs which go hand in hand with emotional tension and anxiety while at the same time frustration, conflict and aggression further affect his adjustment.

At a moral level, the adolescent must learn to adjust to the values and norms of society; his conscience asserts itself and guilt feelings serve as punishment when he reacts contrarily to the accepted norms. During adolescence, the young person strives to establish a self identity and to develop a self-image while at the same time experiencing mental conflict and confusion.

In conclusion, it is during this phase of his life that the adolescent begins to view critically the religious principles and faith which he as a child accepted without question. Especially when he communicates with friends who hold other religious values does he experience serious doubts and starts to search assiduously for truth and spiritual security.

9. The school under the Children's Act as socio-pedagogic institution

As all pupils who are being educated in schools under the Children's Act are institution-bound, and are physically cared for by the school (State), the school can be regarded as a complete community in miniature. It is the task of the school as a fully responsible maintenance institution to build a socializing bridge for the child between the parental home with a poor educational background, and the general community after school.

The headmaster with his comprehensive task, teaching staff, administrative and hostel staff, form a heterogeneous team with a common aim, namely taking care of and educating the deprived child, and administering the school adequately.

The ultimate aim of the school is to restore a deprived child in need of care to the community as a well-cared for, socially-adapted and morally-equipped youth. What the school offers, both intra-murally and extra-murally, is focussed on the socio-pedagogically deprived child's social independence after school. Great emphasis is placed on organised after-hour programs in sport, cultural activity and invigorating recreation as part of socio-pedagogical education.

It is of extreme significance that this child should not only become involved in the affairs of the community, but also render service to it — this forms an integrate part of the eventual goal the school wishes to achieve.

10. Results of the Empirical Research

Calculated by the Picture Motivation Test, the school under the Children's Act shows a success figure of 49,2% in the case of boys, and 51,8% for girls (compare table 7.12). According to the synopsis (table 7.35) the success figure of the school calculated by means of the Interpersonal Relations Questionnaire, is 53,5% for boys and 55% for girls.

The IPAT Anxiety Level Scale shows that the school was well able to lower the general level of anxiety within one year in 74,8% boys and 73,7% girls. The negative percentage with regard to the IPAT Anxiety Level Scale was noticeably low, namely 8,1% in boys and 4,2% in girls.

The over-all result of the test exercise shows that schools under the Children's Act have a success figure of 59,7% for boys and 60,1% for girls (see table 7.44). The significant similarity in all the readings of boys and girls is quite noteworthy. There is a difference of 2,7% in the negative, 1,8% in the neutral and 0,9% in the positive score of boys and girls.

If the average score for the test group can be calculated in its entirety, the negative count is 20,4%, the neutral count 20% and the positive count 59,7%. The last figure percentage can therefore be regarded as the success figure of the school under the Children's Act, as determined by this research. This is in agreement with the general expectation of the heads of schools under the Children's Act and officials of the Department of National Education, as was established in interviews with those persons mentioned. (See end of list of sources).

FINDINGS, RULINGS AND RECOMMENDATIONS

Finding : 1

It is evident from the latest annual reports of the Department of National Education that accommodation in schools under Children's Act is at present sufficient to provide for the need which arises yearly. In many instances however, the conditions of physical convenience at some schools leave much to be desired. This research has revealed the fact that many of these schools had initially been started in old military barracks. Although regularly renovated over the years, many of these old buildings are still being used for hostels and classrooms.

Recommendation : 1

That the Government give urgent attention to the improvement, renovation and extension of physical comforts and convenience at these schools under the Children's Act where a very serious need in this regard still exists.

Finding : 2

The socializing of children before commitment is being restrained and retarded by factors such as malfunctioning of the family, alienation of the church, alcohol abuse by parents, child neglect in general and socio-pedagogical neglect in particular.

Recommendation : 2

In addition to the socio-pedagogic programs of the school under Children's Act, it is recommended that:

(a) Peremptory efforts will continuously be made to ensure that pupils will make contact and become involved in the social activities and functions of the town and community. This can only mean a positive contribution towards the socio-pedagogic development of the child.

(b) In co-operation with welfare officials and women's societies, suitable families should be approached to take these children for weekends. In this way the child will have the opportunity of becoming involved and be part and parcel of a family which is bound by love and mutual respect. This is an experience which no institution can give a child.

Finding : 3

All schools under the Children's Act in the Republic accommodate only children of the same sex. The school is therefore either a girls' school or a boys' school. This has a hindering effect on the normal social development of the adolescent in the school under the Children's Act.

Recommendation : 3

Wherever there may be a school for one sex, there should be one for the other sex nearby, either in the same town or in a neighbouring town.

Finding : 4

The socio-pedagogic education of the adolescent finds its fulfilment with regard to organised school programs and organised utilisation of leisure time in the schools under Children's Act. Thanks to the dedication of staff and residential educational auxiliary services, the needs of the pupils are effectively and efficiently taken care of. Socialization in the hostels which have to serve as parental homes, still leaves much room for improvement.

Recommendation : 4

That skilled staff be appointed in hostels in schools under the Children's Act as hostel parents and supervision staff. This will allow the socio-pedagogic development of the child to proceed in the hostel as well as in the school.

Finding : 5

The school under the Children's Act as socio-pedagogic institution described in chapter five, is functioning well and serves a lofty purpose, namely the education and care of the neglected child of the white population of South Africa. The school under the Children's Act as it is at present functioning, therefore justifies its right to exist.

Recommendation : 5

That schools under the Children's Act become state supported. This will assist the Boards of Management and principals of such schools, with help from the private sector, to achieve much more towards improving the physical facilities of schools under the Children's Act.

Finding : 6

The empirical investigation of this research has revealed that a success figure of more or less sixty percent is maintained. Since the investigation was limited to the first year of a child's stay at a school, he was thus measured according to standards set up within the institution. The question arises as to whether the percentage of well adapted pupils will, after being released, remain sixty.

Recommendation : 6

That a further research be undertaken to determine the success figure of the school under the Children's Act with regard to the pupils who have become part of a community, pupils who spent a relatively long period in a school under the Children's Act.

CONCLUSION

Committed children are in the majority of cases, socially and scholastically retarded. The school under the Children's Act has a definite socio-pedagogic task with regard to the deprived child. This research has proved that the school

makes a positive contribution to at least 59,7% of the children in its care. This does not imply that the school makes no educational contribution to the rest of the children but merely that in these cases no significant socio-pedagogic progress can be proved.

Schools under the Children's Act are this year seventy-five years old. During this period literally, thousands of children whose education at home went awry have in the schools under the Children's Act been educated and socio-pedagogically prepared for life within the community after school; children who would otherwise most probably come to grief. For the sake of these children whose committal to a school under the Children's Act is essential for their future as successful citizens of their country, the school under the Children's Act must continue to exist.