

## CHAPTER THREE

# THE PROVISION OF GUIDANCE TO THE BLACK ADOLESCENT IN A SINGLE PARENT FAMILY

### 3.1 INTRODUCTION

In Chapter 2 attention was given to problems that the adolescent faces in his development towards adulthood. In this chapter emphasis will be placed on the provision of guidance as it normally takes place or should take place in schools. This will be done to underline the necessity of guidance required in the development of the child in general, and the black adolescent in the single parent family in particular. The content of guidance programmes will be discussed, based on the content of existing systems such as those of several South African education departments for whites. Towards the end of the chapter an exposition of guidance and counselling strategies will be given.

### 3.2 BLACK ADOLESCENT NEEDS AND PROBLEMS IN GENERAL

Hurlock (1973: 2) states that:

*Adolescence is much more than a rung up the ladder from childhood. It is a built-in necessary period for ego development. It is a leave taking of the dependencies of childhood and a precocious reach for adulthood.*

This simply means that adolescence is a stage during which needs and problems become noticeable in the growing adult to be.

It would seem that black adolescents' problems centre around issues on how to be responsible in life and how to face serious commitments like work and love (Sedibe, 1991: 36). The general needs of the adolescent are described by Grinder (1973: 7) as follows:

*A struggle to emancipate himself from his parents. He therefore resists any dependencies upon them for their guidance, approval or company and rebels against any restriction and control that they impose upon his behaviour.*

This statement is also true of the black adolescent, and in particular the adolescent from a single parent family, which poses a challenge to single parents who frequently find themselves in a conflict situation. Hemming (1967: 3) is of the opinion that:

*Almost all communities, past and present, sophisticated or primitive have regarded adolescence as a crucial degree of anxiety about how to keep the vitality of youth within bound, and direct it towards taking responsibility.*

The black adolescent, having more or less similar basic needs than the Western adolescent, is no exception to the above statement. His problem is how to be a responsible adult and take up a responsible position in life. His needs will thus, inter alia, revolve around establishing a personal self-image and attaining self-actualisation in order to make responsible decisions in life, especially in terms of decisions and choice regarding effort, the choice of a career and work life.

As a grown-up adult, the adolescent anywhere in the world, the black adolescent in the single parent family included, will normally choose a partner, have children of his own, find employment which will satisfy his personal needs and also play an important role in the community and society in which he lives.

### **3.3 PERSONAL, SOCIAL AND VOCATIONAL NEEDS OF THE BLACK ADOLESCENT IN THE SINGLE PARENT FAMILY**

The black adolescents have to be assisted to become self-actualising and to acquire social competence as well as personal competence in order to progress and survive effectively. The optimal personal, social and vocational development of the adolescent must, therefore, be viewed as one of the most important aims of education in general and of guidance in particular. It is important to note that the black adolescent in the single parent family can be effectively assisted in this respect through guidance in the school situation. To emphasise the importance of this statement, Rogers (Shertzer & Stone, 1981: 40) states that:

*The purpose of most helping professions, including guidance and counselling, is to enhance the personal development, the psychological growth towards a socialized maturity of the client.*

To be able to provide useful assistance in this direction it is imperative to know, first and foremost, the personal, social and vocational needs of the adolescent as such.

### 3.3.1 Personal needs of the black adolescent

The concept of need is a relative one. It cannot be said that something is needed without saying that it is essential (Galloway, 1990: 60). This author further contends that if teaching is to be effective, it is necessary that personal and social needs of pupils be taken into consideration.

According to Galloway (1990: 60) one of the major problems is that children's needs are not defined by the children themselves, but by the adults who design children's needs according to what they (adults) feel is good for children and ultimately want for them.

Taking the above statement into consideration, the personal development of the individual, in the opinion of the researcher, can be defined as the identification and optimal development of all possibilities, including physical, cognitive, affective and conative aspects of the individual in order for him to become a self-actualising and mature, competent adult who will be able to fulfil his destiny as is expected of him by the adult.

A major concern of the adolescent, which is also true of the black adolescent in the single parent family, is the adjustment to rapid bodily changes. This concern is often revealed in many ways such as assuming a body posture to disguise whatever is regarded as too great a deviation from normal, overzealous dieting to correct rapid weight changes or emotional reaction to the awkwardness that results from sudden disproportionate body changes (Shertzer & Stone, 1981: 4). Shertzer and Stone state that this type of concern is also noticeable in the adolescent's constant attempt to meet the needs of a seemingly insatiable appetite and strange feelings towards the opposite sex, feelings that can neither be understood nor adequately managed.

Piaget even attributed the adolescent's ability to fall in love to the development of cognition (Kovach, 1983: 141). According to Piaget, adolescents fall in love not so much because of awakening sexual urges, but because they now have the ability to idolize another person, to create and elaborate on a romantic event and to cast themselves as characters in this romance. This statement clearly indicates how important it is that the black adolescent from a single parent family should be provided with guidance in order to adequately cope with such personal problems.

It is assumed that black adolescents, especially referring to the South Africa situation, in some instances re-examine the personal values that they sometimes blindly accepted as children. This reassessment of fundamental beliefs is marked by an apparent search for new values and active testing of both old and new ideas. As Shertzer and Stone (1981: 5-6) state:

*The search for the new is most evident and mimicry of the person most admired at the time, coupled with contradictory feelings of loyalty to former identification figures.*

Guidance will be required to enable the black adolescent in the single parent family to cope with changes of such personal nature. Adequate guidance should be provided in a school situation, because very often the one parent who is available cannot deal with the situation to the satisfaction of the adolescent in single parent family.

On the basis of the above discussion the needs of the black adolescent in the single parent family can be summarised as follows:

- The need to understand rapid physical development. With a changed and developing body, the black adolescent needs the support of parents and models of identification to enable him to perceive and constitute his lifeworld in a proper and positive way. The adolescent who has only one parent needs to be assisted through guidance in a school situation.

With reference to the current South African situation which is marked by social disruption, black adolescents from single parent families lack role models to identify with. Such adolescents end up being street scavengers who live on the streets of metropolitan centres. The envisaged reconstruction and development programme should see to it that the needs of such adolescents are also catered for. The current situation in South Africa is that black adolescents in general are regarded as "the lost generation" while others prefer to classify them as "marginalised youth". Nevertheless, there is growing anxiety in South Africa regarding this generation which does not fulfil its capacity to play a constructive social and political role. Freeman (1993: 158) is of the opinion that:

*As with all black people in South Africa, township youths have suffered the indignity and dehumanization of apartheid.*

It should be pointed out that not only township youths but all the youths in South Africa, as well as their parents, have suffered as a result of apartheid. Some claim that black adolescents in single parent families are the hardest hit in this respect.

On the evidence available there is indeed reason to be concerned, but not to despair. However, programmes for youth development need to become an integral part of national social development.

It is crucial though that people, organisations and corporate business as well as all who are capable of acting therapeutically, put energies into the development of adolescents so that they become part of the process of social reconstruction. The black adolescent in the single parent family should be targeted in this respect as a matter of urgency.

- The emotions of the black adolescent which range from extreme happiness to anger, need to be controlled because the adolescent is often irritable, sensitive and prone to outbursts. As Malmquist (1985: 135) puts it:

*Having no place to direct his rage he may turn to anything that will offer some release, like delinquency, alcohol, drugs and some form of self depression.*

In cases of this nature, the adult should give ample support. The adolescent in the single parent family sometimes lacks such support due to the absence of one parent. It may well be argued that the support and guidance of both parents within a stable, loving family may minimise tension experienced by the adolescent.

- The adolescent in the single parent family needs to be guided towards a better knowledge and understanding of himself as a person. He must also be guided to make important decisions regarding his personal life.

### 3.3.2 Social needs of the black adolescent in the single parent family

As stated in previous chapters, the adolescent in general exhibits the need to actualise himself. Naturally this need can only be fulfilled within, and is sometimes influenced by the particular social setting of the individual, while society in general has a major contribution to make in meeting this need. Though emphasis is often put on the needs of the individual, it is equally important to keep in mind that the needs of the community generally receive top priority. The ideal situation should therefore be one of congruence between the needs of the individual and those of the community.

As expressed by Steinberg (1985: 95):

*Like the biological and cognitive changes of the adolescent, changes in social definition have important consequences for the young person's psychological development in the realms of identity, autonomy, intimacy, sexuality and achievement.*

It would seem that, from a sociological or cultural perspective, it is social redefinition during adolescence rather than puberty as such that has the most profound impact on the individual's development and behaviour. In the realm of identity, for example, attainment of adult status may transform the young person's self-concept, causing him or her to feel



more adult like and to think more seriously about future work and family roles (Steinberg, 1985: 95).

Moreover, adolescents always strive to attain approval from members of the same sex as well as from the opposite sex. The emotional tensions that accompany these aspirations often cause adolescents to be anxious, insecure, fearful and suspicious of others (Shertzer & Stone, 1981: 6). These authors further state that the social development of an individual is a continuous process.

This means that throughout the development towards adulthood, social needs vary and are not static. Adolescents generally become more aware of social attitudes, which in turn is reflected in their social behaviour. The black adolescents are no exception to this rule and those in single parent families, who find social relationships problematic, experience more serious problems, necessitating an adequate school guidance programme to assist them.

The **social needs** of the adolescent in the single parent family can be summarised as follows:

- The need to be provided with more information about problems related to drug taking and alcohol abuse. In the absence of the other parent, more information in this respect can be provided by a guidance teacher at school.
- During the puberty stage, which is marked by physical growth and development (including the genital organs), the adolescent is in a position to procreate and is at the climax of his sexual awakening. The black adolescent in the single parent

family is often left alone, since the single parent must at times be away from home due to working commitments. This creates the opportunity and may create the temptation to indulge in sexual activities. Such adolescents need guidance on the dangers of early sexual engagement. As Vilakazi (1962: 45) puts it:

*In the modern black society, however, illicit sexual liaisons are known to exist although few people will ever boast about it or freely confess it.*

The above confirms the need to provide guidance to adolescents, especially those in single parent families who may receive inadequate guidance from their single parents due to the extraordinary circumstances.

### 3.3.3 Vocational needs of the adolescent in the single parent family

One of the major needs of the black adolescent is an awareness of what he should know to enable him to find the best kind of vocation. Lindhard and Africa (1982: 7) mention three requirements: the work must satisfy one's personal needs and also give work satisfaction, the individual must have the ability to do the job he chooses and finally, there must be a demand for this job. They also indicate that a person should choose a career or vocation which will enable him to get employment (Lindhard & Africa, 1982: 7).

Naicker (1994: 28) indicates that the strong link which exists between schooling and the preparation for employment in modern society, nevertheless points to the obvious importance of career counselling in schools. He further contends that:

*Employment and the right to the free choice of employment have come to assume a particular significance in the contemporary industrial society (Naicker, 1994: 28).*

Super (Ball, 1984: 1) says that:

*The process of career or vocational development begins before the entry to work. Like other aspects of development, vocational development may be conceived of as beginning early in life and as proceeding along a curve until late in life.*

The above statement emphasises the need for vocational or career guidance and counselling to assist the adolescent in general, and the black adolescent from a single parent family in particular. The career and vocational needs of the black adolescent in the single parent family are directly related to personal needs such as the need for self-knowledge, emancipation, self-actualisation and self-identity. The latter needs, in turn, can only be satisfied in a social context where they are interrelated with social need satisfaction.

According to a statement by professor Bengu, newly appointed Minister of Education of the Republic of South Africa (Sowetan, Tuesday, 19 May 1994), our biggest challenge is the African community, the most deprived and the Cinderella of the entire education system. He further states:

*Unless this department intervenes decisively, Africans will remain on the periphery as an underclass of the South African economy on account of inadequate educational qualifications.*

The inadequate educational qualifications referred to in the above statement do not only refer to academic qualifications, but also vocational qualifications that are lacking among the black South Africans in general.

The problem of providing effective career counselling in African schools is evident from the high drop-out and failure rate (Naicker, 1994: 29). This author further contends that such wastage of human resources is illustrated by the recent deterioration in matriculation examination results (Naicker, 1994: 29).

The above-mentioned problems offer clear proof of how important it is to give unqualified support to the black adolescent in the single parent family to cope with his problems and enable him to meet his **vocational needs**. These needs can be summarised as follows:

- The development of decision-making skills.
- The ability to adjust successfully within the opportunity structures open for the adolescent in the single parent family.
- The need to learn to negotiate chances of obtaining jobs in a realistic way.
- Being self-motivated in aiming for careers and vocations which are not only within the reach of the adolescent in the single parent family, but which may be used as stepping stones for better jobs in the future.

As education is a social activity, its role in fulfilling the social needs of the black adolescent in the single parent family will be explored in the section that follows.

### 3.4 NEED SATISFACTION IN AN EDUCATIONAL AND PSYCHO-SOCIAL CONTEXT

The importance of educational involvement by the black adolescent from a single parent family cannot be overemphasised. Guidance and counselling represent a particular mode of educational involvement as will be seen at a later stage in this discussion. However, the current socio-political climate for reform in education, as well as the rationalisation process, has led educational psychologists to question the role of psychological services such as counselling in schools (Naicker, 1994: 27). Naicker also mentions a recent report on support services by the National Education Policy (NEPI: 1992) in South Africa, which states that:

*Support services in education such as career counselling require urgent transformation along with the rest of the educational system.*

In the light of the above it is clear that in order for the human resources in a future South African society to be maximally developed and utilised, it is crucial for such services to address the needs not only of the privileged, but especially those of the disadvantaged section of the population. This does not exclude the adolescent in the single parent family who is also being disadvantaged by the social environment in which he finds himself.

The significance of guidance and counselling is evident in the relationship which exists between the individual, school, work and society. The link between career counselling,

in particular the world of work and economy, is a crucial one. In deciding on a career the individual is often confronted with complex decision-making situations. In such circumstances counselling should assist the individual to become more knowledgeable about his or her abilities, aspiration and values about work.

Mention should be made of the fact that there is a close relationship between education in general and schooling and counselling in particular. Education must be seen as a broad institutional framework in society within which schools are located. It is the schools which offer such vital services as counselling. Adolescents from single parent families, the black adolescents in particular, should be assisted by the school where the family falls short in providing proper guidance and counselling to adolescents. The goals of guidance and counselling should be directed toward helping students understand the personal, social, economic and other related factors that have a bearing on the making of educational, vocational and other personal decisions.

#### 3.4.1 Need satisfaction in educational context

Lindhard et al. (1987: 19) write:

*Education pays, because you will be poorer without it.*

The poverty that is being referred to here does not only mean material poverty, but also spiritual poverty. Receiving a good and sound education provides a good start in life because education is the foundation on which life is built.

For the purpose of this study it is necessary to re-emphasise the principles of teaching adolescents, which most teachers are familiar with, since they are addressed in courses on Educational and Adolescent Psychology.

Basically the purpose of an educationist is to impart knowledge with a view to improving the whole life style of the educand, so that he in turn can impress his peers and siblings (Sedibe, 1991: 41). Such an educationist can fulfil his role if he has a deep love and concern for and a sensitivity towards the needs of the adolescent youth. A good teacher at school, a guidance teacher in particular with a high calling and responsibility, can ably heal the psychological damage done by detrimental situations at home, particularly in single parent homes that may contribute inadequately towards the mental, spiritual, social and psychological development of the child.

It is therefore, from an educational point of view, the duty of a dedicated teacher to promote confidence in adolescent pupils by assigning to them special duties and meaningful extra-curricular activities, and to praise and complement pupils who have excelled or performed well. He should also encourage the weak by inspiring them with hope and avoid using their weakness as a means of destroying them. A teacher should be aware that in the educational race, there will always be late developers in his class, such as Sir Winston Churchill and many others, who through encouragement saw their fondest dreams fulfilled late in life.

In general, "normal" adolescent pupils are able to develop abstract thoughts, think about themselves and the future positively, predict consistency or inconsistency, think more realistically about himself and the world and know what is expected of them. A dedicated

teacher should create environment conditions that facilitate the development of these skills which, naturally, come gradually.

In the light of the adolescent's potential, a good teacher will use all the methods at his disposal to guide his pupils, including pupils from single parent families, towards an appropriate career, utilising the results of psychometric tests.

#### 3.4.2 Need satisfaction in psycho-social context

By the very nature of their formative years, blunders and errors are inevitable throughout the adolescent stage of adjustment to the realities of life. While adults may regard adolescent mistakes as part of growing up, the adolescents themselves do not always think so. Any failure to measure up to socially accepted norms has a psychological effect upon the adolescent.

Kovach (1983: 316) is of the opinion that:

*Psychological and social difficulties emerge when the individuals do not have the resources to cope effectively with the current circumstances.*

Individuals as such often find themselves unable to respond appropriately to their immediate situation when they are still immersed in conflicts that have arisen in the past. For example, young people who have not developed a trust in others may find themselves unable to engage in social interaction during adolescence - or they may do so inappropriately (Kovach, 1983: 316).



Sometimes it is natural for the adolescent to be attracted by fashions of the day. Such trends in dress, hair-styles and facial make-up usually cost money and often affect the parents' budget. When parents cannot afford to pay for all adolescent fashions, feelings of failure and inferiority arise in the modern adolescent. Such a situation may be more frustrating to the black adolescent in a single parent family, whose parent sometimes lacks means.

Some adolescents can entertain a sense of failure for not measuring up to certain mannerisms of the peer group. Some may be affected by a sense of failure for their inability to be "with it" in so far as teenage jargon and cliches are concerned. In view of the poor conditions within black education over the past years, many black adolescents may also be affected by their failure to achieve academic excellence.

Owing to the natural biological changes, adolescents tend to be awkward looking. The comparison between their developing bodies and the adults' developed bodies and their performance in comparison with the adults' performance, often cause conflict in their minds. This internal conflict will affect the adolescent's behaviour and thinking, and often results in lack of concentration.

Another cause of lack of concentration is the adolescent's preoccupation with sexual thoughts, which largely dominate the minds of adolescents at this stage. This lack of concentration impedes proper and consistent listening to class lectures, doing homework and studying. The mind of the adolescent wanders from one thought to another. With others, such mind wondering develops into wild day-dreaming. A possible solution to such a lack of concentration is to set goals (short-term, medium-term as well as long-term), which should serve as a strong motivating force to discipline the thought processes.

### 3.5 THE NATURE OF SINGLE PARENTHOOD

Today, one in every four families with children under the age of eighteen is a single parent family, and nearly 60% of all children born in 1986 may spend one year or longer in a single parent family before reaching the age of eighteen.

Clearly a growing phenomenon, the single parent family often faces extreme economic problems. Single parents need special assistance with career development and vocational preparation (Readers Digest, no. 75, 1988). The vast majority of single parent families are low-income families consisting of a mother (often a displaced homemaker with relatively little formal education), and her young children. Many female single heads of households are themselves adolescent mothers.

Although they generally have a more healthy economic status than their female counterparts, single fathers are often confronted with serious career-related problems as they find their sole child-rearing role conflicting with work expectations.

#### 3.5.1 Problems experienced by single parents

Single parents commonly experience difficulties with role identity. Some social stigma is still attached to single parent status, regardless of how it was acquired. For single parent mothers development of positive role identity is often hampered by their inability to support their families financially. Single parents often experience stress from attempting to balance wage-earner and parental responsibilities.

Lack of formal education and consequently of job skills, limits access to occupations that provide adequate income for an acceptable standard of living. The careers of women are additionally hampered by socialisation into traditionally female occupations that are low paying, thereby perpetuating the cycle of poverty (Kerka, 1988).

Poverty is persistently linked with single parent households, especially those headed by women. Wage differences between men and women arising from labour shortages or gender discrimination, reinforce low-income status (Kerka, 1988).

It is assumed that although childcare is an issue for all parents, an overwhelming number of single parents cannot afford high-quality day care. This situation constitutes a major obstacle for the parent in attending career development and skills training programmes, as well as maintaining employment.

Burge (Kerka, 1988) contends that among the solutions to these problems are changes in public policy and public attitudes towards single parent families and more adequate financial support and childcare systems. Another key solution is career development in addition to employment and economic security, as career education can improve the physical and emotional well-being of participants.

### 3.5.2 Types of single parents

The vast majority of single parent families are low-income families consisting of a mother and her young children, characterised by a high percentage of minority representation and relatively little formal education. Three major subgroups of single parent families have also been identified. These subgroups are: displaced homemakers, adolescent mothers

and single fathers (Burge, 1987). Single parents are also created by the death of a spouse and unmarried parenthood as well as by separation and divorce.

It can also be argued that if we include together the chance of becoming a single parent through any of these events, the likelihood of an individual's becoming a single parent is much greater than one in six. It may even approach one in four depending on prevailing circumstances.

### **3.5.2.1 Displaced homemakers**

Marital dissolution drastically reduces the new single parent family's available income. Displaced homemakers are at an additional disadvantage because they often have little or no employment history, obsolete training or skills, low self-esteem and external locus of control (Kerka, 1988).

From the above statement, it would seem that displaced homemakers are in dire need of guidance in order to enable them to effectively cope with their problems.

### **3.5.2.2 Adolescent mothers**

According to Kerka (1988) each year in the United States, one in ten teenage girls becomes pregnant, often ending up in being a single parent. This tendency can also be true for black South African girls. These vast subgroups of single parents face many obstacles to self-sufficiency, such as lack of education, job readiness and emotional immaturity. Their crucial need to complete their education and achieve employment is complicated by their immediate needs for food, housing, childcare and emotional support.

In view of the above, it is a great challenge to the new government of South Africa to closely look at this problem which if not heeded, is likely to escalate within a decade or so. However, in line with the proposed Reconstruction Development Programme (RDP) of the African National Congress, an attempt can be made to solve the plight of the single parent, thus making it possible to meet some of the serious needs of the adolescent in the single parent family as well as those of their parents.

### 3.5.2.3 **Single fathers**

Although they generally have a more healthy economic status than their female counterparts, single fathers often find their sole child-rearing role conflicting with work expectations. They also find themselves fulfilling social roles for which they are not prepared (Elster & Lamb, 1986: 1).

The majority of single fathers are widowers whose parental role is sometimes complicated by the fact that some of them remarry. In cases of this nature, their second wives sometimes become impossible and make it difficult for them to take good care of their children from the first marriage.

### 3.5.3 Career development needs of single parents

As the sole supporter of their families, single parents are concerned with obtaining a good income and achieving economic independence. However, job training and job placement can be effective in the long run only if other needs are addressed. Kerka (1988) suggests that programme developers should consider the following needs:

- Job-seeking skills.
- Basic skills instruction (especially literacy skills).
- Outreach and recruitment.
- Childcare.
- Analysis of the role of gender in occupational choice.
- Self-concept building.
- Skills assessment.
- The challenges of combining work and family roles.
- Non-traditional job skills.
- Parenthood education.

#### 3.5.3.1 **Career development programmes**

Meeting the needs of the many types of single parent families is a major social challenge. Meeting the needs of the adolescents from these families, the black adolescent in particular, is yet another challenge. Programme developers must offer a full range of services, from occupational exploration to assistance with job searching. Burge (1987) outlines the following types of career development programmes for single parents:

- **High school dropout prevention programmes**

According to the contents of this programme, pregnant teenagers and teenager parents are identified as special targets for dropout prevention. Effective programmes in this respect should include basic skills as well as occupational preparation, accurate information and guidance related to sexuality and family planning, prenatal and family life instruction and support networks of teachers and peers who can assist with low self-

esteem, time and stress management and long and short-term goal setting. Pregnant teenagers and teenager parents can participate in alternative high school programmes or may be mainstreamed in regular classroom (Kerka, 1988).

■ **Established education sites**

The term literacy, according to Hutton (1992: 53), has acquired a meaning that goes well beyond some notion of basic training in the skills of reading and writing. He further contends that:

*The importance and effectiveness of good skills-training is not denied, but these are seen as part of the process of broader cultural and social action*  
(Hutton, 1992: 53).

Reading and writing are seen as having social, cultural, personal and political manifestations. Literacy is thus tied up with people's intentions and purposes. It extends, where necessary, beyond reading to acquiring other languages and skills and to "reading the world" (or the critical understanding of one's situation).

Many single parents may feel more comfortable in the adult education atmosphere provided in area vocational centres and community colleges. These established sites already offer such services as basic literacy instruction, personal and career counselling, assistance for re-entry students and job placement (Kerka, 1988). He further indicates that childcare centres at these sites would overcome one of the major barriers for single parents' returning to school.

It is assumed that if such programmes are established in South Africa, they could be of positive assistance to black single parents by enabling them to cope with the demanding task that faces them.

■ **Networks and newsletters**

According to Hutton (1992: 71) academics in South Africa have not yet made the kind of direct contribution which universities abroad have made regarding adult literacy work-creating resources, training facilitators, evaluating and advising programmes and developing theory.

From the late 1970's onwards, the Human Sciences Research Council (HRSC) did extensive work in adult literacy, publishing surveys, evaluations, some resources and running a number of conferences. Various universities conducted smaller studies related to adult literacy work, but it was only with the establishment of departments of adult education at universities in the 1980's, that a basis was created for academics working in the field of literacy (Hutton, 1992: 71). As a consequence, at the moment, various universities (UCT, Unibo, University of Natal, Unitra and Wits) are currently engaged in structuring different ways of developing resources for literacy. Some of these universities are publishing material for learners, others are involved in training initiatives and developing materials for teachers. Almost all these universities are involved in some kind of research and consultative work.

Single parents, however, frequently do not use the resources available to them due to the extensive time and effort needed to locate resources, as in the case of black rural areas. Negative past experience will also discourage participation. Support and referral networks



can help single parents to identify community agencies that offer assistance with problems regarding legal matters, health care, emergency funds, housing, shelter and protection, substance abuse and other social problems. Such networks can also provide advice on determining eligibility, meeting requirements and negotiating for services with these agencies (Kerka, 1938).

Newsletters are an inexpensive strategy for communicating with, educating and supporting single parents in general and the black single parent in particular. They can be used to supplement both group or individual career development activities. Work, homemaking and childcare demands often impede attendance at formal programmes, making newsletters an effective outreach technique (Kerka, 1988).

#### ■ **Policy concerns**

In addition to developing effective programmes, career educators can be advocates for public policy designed to assist single parents. Policy changes are needed regarding employment discrimination, recognition of non-traditional roles, government and employer support of childcare, pay equity, social services for potential teenager single parents and work environment alternatives. In short, policies that establish an equitable educational and economic climate for both sexes and all ethnic groups, as well as recognition of single parent families as a viable family form, will benefit not only these families but society as a whole.

From the above statements it is evident that one of the challenges that face the policy makers in the new South Africa, is the question of how to cater for the needs of the black adolescent from the single parent family by firstly attending to the needs of the single

parent in all spheres of life. By doing this, they may greatly contribute to black youths' realising their potential on a higher level, with marked consequences for the quality of work, career choice and work in professional life.

### 3.6 SPONTANEOUS AND FORMALISED GUIDANCE

#### 3.6.1 Spontaneous and non-spontaneous guidance

The spontaneous dimension of guidance reveals itself in the spontaneous discovery of the self and the associated self-awareness, as well as the formation of the concept of the self. It is, therefore, very important that the child and the black adolescent in the single parent family in particular, be guided to achieve this to come to terms with himself.

It should, however, be noted that the healthy psychological development of the self takes place in an educational climate where the child can accept himself and can be accepted by his parents, even if they disapprove of particular manifestations of his behaviour.

The educational context of this assertion is that guidance in a formalised setting should strive to assist the individual to have knowledge of himself and understand himself so that he can discover certain things on his own. Through guidance (which is regarded as an activity which could assist the young person to acquire coping skills with which he can successfully manage his adult life in a changing world, work situation and in social activities (De Lange, 1981: 7)), and at times even through counselling (which is a personal assistance and conversation in which one person helps another who has a problem (Lindhard et al., 1987: 6)), the individual can be in the position to understand his problems and regain direction in life.

The relationships of the black adolescent in the single parent family, particularly social relations, will enable him to discover the inner life of the other person and also enable him to get to know himself. By so doing, the black adolescent in the single parent family will also be in the position to understand his world better. Through formalised guidance the black adolescent in the single parent family, especially with the help of a guidance teacher, can accept himself and develop a realistic self-identity.

### 3.6.2 Informal guidance

Guidance in the school differs from guidance which is informal and often spontaneous and unstructured. Spontaneous guidance can be equated with incidental guidance which takes place within the educational situation.

The opposite of this is intentional guidance where the parent has a definite goal in mind while providing guidance, for example when during ordinary conversation the parent is telling the child about the dangers of engaging in sexual activity without the use of contraceptives.

In a school situation informal guidance takes place when the teacher is giving pupils a moral lesson at the assembly, on the sports grounds or on the athletics field. On the other hand, formalised guidance takes place only during the guidance period and this is often provided by the guidance teacher. Here the teacher can guide pupils on how to choose a career, utilise leisure time and how to study effectively. Therefore, formalised guidance is always structured and intentional.

### 3.6.2.1 **Informal guidance and counselling in the single parent family**

The education that the child receives at home is equally important to that which he receives at school. Similar to the general belief that "charity begins at home", guidance and counselling also start at home and continue into the school (Sedibe, 1991: 43).

It is believed that parents, like teachers, are also educators and their role in the education of their children should not be underestimated. Parents are a source of influence from which the school can benefit. Stone and Church (1984: 533) hold the opinion that adolescents identify strongly with their parents' values and often co-operate with them to complete the passage to adulthood. This is an indication that the family, and parents in particular, provide informal guidance and counselling which should be appreciated by the school authorities.

The majority of parents, also the single parents, have a desire that their children should be better persons than they themselves have managed to become. This expectation, however, sometimes sets a trap, because parents frequently want to teach lessons that they had learned the hard way, even sometimes too late to do any good (Stone & Church, 1984: 535).

From the above it is evident that children, adolescents in the single parent family in particular, learn a number of valuable lessons through informal guidance and counselling in the family setting. These lessons, in the case of adolescents in single parent families, may include the disadvantages of having a child before marriage, divorce and discourse in the family. Among others, parents communicate to their children how complicated the

world is, so that they must not have unrealistic expectations. Children may also be taught values and norms of the society, how to respect elders and how to conduct themselves.

At home children are often taught to live and play together with other children, to participate in community activities and also to perform certain routine duties that their parents may desire (Sedibe, 1911: 44). Parents gradually allow their children to emancipate and decide for themselves.

### **3.6.2.2 Informal guidance and counselling in the school situation**

In schools where there is no formal guidance, teachers assist pupils in knowing their weaknesses and their strengths in their school subjects, thereby enabling them to choose appropriate careers.

In so far as social guidance is concerned, pupils are often taught how to respect others and how to conduct themselves in a proper manner. Among the blacks respect for the elders is emphasised more than any other form of respect. In the educational field teachers give guidance on immediate problems such as learning difficulties and choice of subjects. In the vocational field pupils are assisted to select a career and to find employment.

The strong link which exists between schooling and the preparations for employment in modern society nevertheless points to the obvious importance of career counselling in schools (Blau & Duncan, 1967; Clark & Kolstoe, 1990; Collins, 1979; Lipset & Bendix, 1967).

Employment and the right to the free choice of employment have come to assume a particular significance in contemporary industrial society. Interpreted broadly, the right to the choice of employment in a democratic society implies the right to have access to available choices within the range of one's abilities and the means for negotiating one's employment. Career counselling should therefore help young people to exercise that right by enabling them to come to grips with, understand and cope with crucial personal and societal issues that are part of their daily experience. In essence it should be a process of discovering that facilitates the understanding of experience and the process of personal decisions (Coffey, 1992; Hopson & Scally, 1981). Young people must also be helped to become competent to achieve and to develop their competencies.

Although teachers spend a great deal of time in the classroom giving informal guidance to large groups of pupils, they also assist pupils individually. This means that the teachers are not only giving guidance but are also offering counselling to pupils. In counselling the relationship becomes a very personal one and the teacher has considerable responsibility for and influence on the young person. The black adolescent in the single parent family can therefore be assisted to cope with his problems through such informal guidance and counselling, which can be provided at schools to supplement the support he receives at home.

### **3.6.2.3 Formalised guidance and counselling at school**

Almost all the secondary schools and some primary schools catering for the black pupils in the Republic of South Africa have introduced guidance and counselling in their curriculum. Guidance in the school situation is often given in the following fields: personal, social, educational and vocational. In the personal field the guidance teacher's most

important task is to assist pupils to discover, explore, evaluate and understand their interests, abilities, personality, characteristics and possibilities (Department of Education and Training Educational Auxiliary Services, 1986a: 4). In the social field pupils are assisted through formal guidance in the classroom to understand social relationships and norms and values of society, so that they can develop sound interpersonal relationships.

The above is what is Department of Education and Training prescribes, but there is very little prescription on how to assist the adolescent in the single parent family to cope with his problems. It is a challenge, therefore, for the new integrated Education Department to take cognisance of the adolescent in the single parent family when restructuring the guidance and counselling programme.

The problem surrounding counselling services in South Africa, however, are not merely concerned with an undersupply of trained persons. They also concern the content and quality of training for meeting contemporary social and educational challenges in a society which is presently becoming more open and experiencing rapid social change. The NEPI report (1992) on guidance services in many African schools has been resisted because it has been perceived to perpetuate social control according to the ideology of the state.

Burns (1986) maintains that career guidance in most South African schools is seen mainly as a directing and controlling process, characterised by socialisation and social control, rather than by the strengthening of personal and individual qualities. Vocational guidance as it is often referred to by various education departments, is concerned more with fitting the pupils into the world of work, rather than with the acceptable democratic practice of building up the selfconcept and negotiating skills of the future young worker. It is also primarily concerned with technical processes such as testing, diagnosing and stressing the

importance of educational qualifications for success. Youngsters are rarely helped to discover who they are and what they can become (Naicker, 1994: 29).

It should also be noted that during the current school guidance and counselling as outlined above, pupils are taught the value of education and they are also presented with knowledge of the close relationship between education on the one hand and social or economic opportunities on the other. It is thus the task of the school and the guidance teacher in particular, to awaken pupils to the fact that education is important and that it is worth making a major effort to succeed at school.

The problem of providing effective guidance and counselling in South African schools, in black schools in particular, is evident from the high dropout and failure rates. Alarming wastage of human resources is illustrated by the recent deterioration in the matriculation examination results.

De Lange (1981) indicates that only 2% of African school entrants obtain matriculation certificates. Hartshorne (1992) provides empirical evidence to show that since 1988 about half of all Standard 10 pupils have concluded their secondary education without gaining a formal certificate. In this period approximately 500 000 youngsters left school without certificates, and estimates are that not more than 25% of these found employment. The increasing number of students enrolled in secondary schools in recent years reveals the magnitude of this problem. The problem of children from single parent families also escalates year in and year out, which makes it imperative to have well structured guidance and counselling services in schools.



### 3.7 STRUCTURAL ASPECTS OF FORMAL SCHOOL GUIDANCE

Generally speaking, and according to the researcher's view, the objective of guidance and school guidance in particular, is to assist pupils to become more aware of their present situation and to be able to plan their futures based on their needs, interests, abilities, opportunities as well as social responsibilities.

It is assumed that on account of the diversity of people of varying cultural backgrounds in South Africa, this country is challenged to provide a school guidance service that would cut across racial, social, ethnic and language barriers. This diversity, therefore, gives rise to a complex, multicultural, multi-ethnic and multi-cultilingual society which in turn calls for a multicultural school guidance programme (Mathibedi, 1991: 69). Entrenched in this country's guidance and counselling, should be the principle of equivalence if the service is to effectively address the needs and aspirations of the adolescent in general and the black adolescent in the single parent family in particular.

According to Shertzer and Stone (1981: 172) the objective of counselling can be said to be assistance to pupils to explore and understand themselves so that they can become self-directing and self-actualising individuals. This perception is presumably based on the premise that, by means of guidance as well as counselling, the individual is able to explore any confusion that exists in his feelings, values, perceptions of others, interpersonal relationships, anxieties, fears and life choices.

As a result of the above assertion the black adolescent from a single parent family will be relatively independent in handling future problems of personal, social, vocational and even educational nature with the help of information that he might receive through guidance.

During his school career the black adolescent in the single parent family increasingly has to prepare himself for a future vocation. In doing this he has to choose relevant school subjects. These choices, with their far reaching implications, make exacting demands on the adolescent. He must be educated to accept responsibility for his choices (Petrick, 1986: 16). This is significant in as far as the quality of work, choice of career as well as work in professional life is concerned.

### 3.8 CONCEPT OF FORMAL GUIDANCE AND COUNSELLING

In this section an analysis will be made of the content of guidance and counselling programmes of the existing systems, with particular reference to the Department of Education and Training and education departments serving whites. The reason for this is that it is assumed that in the formation of the one education department, as envisaged by the new government of national unity, these departments will have to be merged and most of the changes will be initiated by the two largest departments, because:

*The RDP proposes one education and training system that provides equal opportunities to all, irrespective of race, colour, sex, language, age, religion, where people live, or what their opinions and beliefs are (A policy framework of the African National Congress ... The Reconstruction and Development Programme, 1994: 14).*

In view of the above, the following discussion may serve as a framework within which future guidance and counselling services can be developed as a matter of striking a compromise in this multicultural country.

### 3.8.1 Content of existing guidance and counselling programme of the Department of Education and Training

In the guidance and counselling services of the Department of Education and Training provision (which has been in operation up to the end of 1994) is made for primary and secondary school programmes. In the primary schools the approach is more informal and emphasis is placed particularly on personal, social and educational guidance to pupils. The pupils are prepared for a future of learning in which self-knowledge, self-confidence, motivation, task commitment and a sense of responsibility will to a large extent determine the degree of success achieved. The pupils are also assisted to adjust favourably to their environment and to what is expected of them. This will no doubt be more relevant and helpful to the children from single parent families, who need assistance with this type of adjustment. This programme is thus geared to meet the various and differing needs of the pupils (Department of Education and Training: Educational Auxiliary Services, 1986a: 3-9), according to which the content aims at:

- Preparing the pupils for learning.
- Guiding pupils towards maximum realisation of their personality.
- Promoting healthy social relationships and identifying and assisting pupils with any kind of problem in good time.

Since this study focuses on the black adolescent in the single parent family it is relevant that emphasis should be placed on the content of guidance and counselling as provided in secondary schools, where it is believed that the majority of pupils are adolescents. This policy is clearly outlined by the Department of Education and Training (Educational Auxiliary Services, 1986b). According to this source the importance of social development of the individual is emphasised. This is based on the assumption that man is essentially

a social creature and therefore has to live according to certain principles that will help him have good relations with his fellow man. Guidance and counselling will thus assist the black adolescent in the single parent family to know and understand the values and norms of the society in which he lives. It is, however, anticipated that in accordance with the new White Paper on education, the above will be maintained for some time until the new policy is fully adopted.

The content of social guidance as outlined by Lindhard et al. (1987: 71-108) also focuses on social relationships, namely, the individual in society, good social relationships, communication and the mass media and the use of leisure time. Adolescent pupils are also taught about correct management of their money. Topics here are budgeting, savings, insurance and contracts. Other aspects of social guidance and counselling are choosing a marriage partner, family planning and the use and abuse of stimulants. Attention is also given to the value of education, using a library, effective study methods as well as preparation for further education and training. All these aspects, if included in the new education guidance programme, will be of value particularly in assisting those black adolescents from single parent families who in the past were somehow neglected if not ignored as a single entity requiring special attention.

### 3.8.2 Content of guidance and counselling programmes in education departments for whites

The current content of guidance and counselling programmes for education departments for whites (which has been operative up to the end of 1994), is based on recommendations by the South African HSRC (1971), which indicate that the aim of secondary education is to provide differentiated education, which should be in accordance

with the abilities, aptitudes as well as the interests of pupils. The said committee was also of the opinion that, to realise this aim, pupils must receive such guidance as will enable them to make vocationally orientated educational choices. Thereafter they must receive such training as will co-ordinate their post-school training (Report of the Committee on Differentiated Education and Guidance, 1971).

After a thorough study of guidance and counselling services in overseas countries, the committee recommended that, to realise the said aims, a guidance and counselling system should comply with the following conditions (Reynecke, 1974: 90-91):

- The system should be an integral part of the school system.
- This implies that it should be an educationally oriented service which also incorporates help and assistance to teachers and parents when the interests of the pupils are involved.
- Guidance services should be made available to all pupils and not only to pupils who experience problems.
- As a specialised service it should be rendered by specially trained persons.

Guidance and counselling facilities in South African schools for whites up to the end of 1994, especially at secondary level, are the responsibility of the different education departments but it is hoped that by early 1995 there will be one education department. It is, therefore, assumed that the above will have to be consolidated for all racial groups.

A survey of literature on guidance and counselling programmes shows that the content of such programmes is composed of the following elements, as outlined by Shertzer and Stone (1981: 41):

- An appraisal component designed to collect, analyse and use a variety of objective and subjective personal, psychological and social data about pupils in order to achieve a better understanding of pupils as well as to assist them in understanding themselves. This appraisal, if properly applied in the case of the black adolescent in the single parent family, will be of great value to understand his needs and provide the necessary assistance.
- An informal component designed to give pupils greater knowledge of educational, vocational and personal-social opportunities so that they may make informed choices and decisions in an increasingly complex society. This component is also significant to the black adolescent in general, and for adolescents from single parent families in particular, because what the adolescent needs most is the knowledge of how to make correct choices and decisions in life.
- A counselling component designed to facilitate self-understanding and self-development through dyadic or small group relationships. The major focus of such relationships tends to be on personal development and decision-making, based on self-understanding and knowledge of the environment.
- A consulting component designed to give technical assistance to teachers, administrators and parents to help them offer more effective guiding and counselling to pupils and to improve the school as an organisation.

- A planning, placement and follow-up component designed to enhance the development of pupils by helping them select and utilise opportunities within the school and labour market.
  
- An evaluation component designed to determine the effectiveness of the guidance programme (Shertzer & Stone, 1981: 41).

If the guidance and counselling programmes are to be integrated in the new South Africa as a matter of uniformity, the new programme should have more or less the same content as listed above in order to also meet the needs of the black adolescent in the single parent family.

### **3.9 STRATEGIES OF GUIDANCE AND COUNSELLING**

#### **3.9.1 Government stance in school guidance and counselling**

Before embarking on a discussion on possible strategies of guidance and counselling it is necessary to give a brief discussion concerning the government stance and attitude towards implementing guidance and counselling in schools at present, and what will be the future perspective.

Dovey (1980: 1) regards the South African Guidance Service as a very good example of how the population can be manipulated when a guidance system is used to serve the political and economic ends of a ruling group. The situation in South Africa at the moment is that the government regards guidance services as an auxiliary education system, the

function of which is to ensure conformity to the official Christian National Education policy for white schools.

When guidance as a subject was introduced in black schools in 1981, the syllabus emphasised the economic interests of the ruling group, whereas, that of the whites touched on the cultural interests (Dovey, 1980: 15). It seems as if a guidance service which takes into consideration values and norms of various cultures is vital if it is intended to cater for the aspirations and needs of all South Africans.

A challenge is thus levelled at all guidance services to constantly make explicit, and to question the cultural assumptions upon which they operate. The new education department is also duty bound to remove all racial barriers that existed before in order to make it possible for the guidance services to cater for all population groups and social subgroups, thereby also catering for the black adolescent in a single parent family.

It must be borne in mind, however, as Mathabe (1988: 2) puts it, that although apartheid affects all blacks in South Africa, it cannot be assumed to have similar psychological effects on every individual. The impact of the socio-political situation in South Africa is mediated through the individual's unique constitutional endorsement and its effect will vary with specific individuals. Now that apartheid has been abolished, the situation is likely to change and thus individuals from black single parent families will also benefit from non-racial guidance services.

Literature abounds with evidence that political and economic interests of a state play an important role in the kind of guidance services offered in schools. In Great Britain there is evidence of a connection between political ideology and the national economy and



education (Craft in Dovey, 1980: 1), whereas in America what comes out clearly are variables such as "cultural values" and "interests" in the definition of School Guidance and Counselling (McDawel et al. in Dovey, 1980: 1). On the basis of these statements it appears, therefore, that the premise of the guidance personnel should be: the identification of the political and social framework within which they are working, as against their stance in it (Dovey, 1980: 16). The nature of the curriculum of any state would also depend much on the nature of the power relations within that particular society.

In view of the above it is a great challenge to the new South Africa in the process of restructuring and integrating the various education departments, to accommodate all the divergent cultures in the new guidance curriculum. Such a curriculum should also look at the interests of black adolescent in single parent families.

### 3.9.2 Various strategies of formal guidance and counselling

Various strategies of guidance and counselling are identified in literature. The following categorisation should, therefore, not be regarded as the only appropriate one.

#### ■ **Group guidance**

Group guidance focuses on the topic at hand. The emphasis here is limited to the distribution of information to a group of persons. According to Chuenyane (1990: 72-72) group guidance sessions have the great potential of assisting pupils to develop positive self-concepts and self-images, self-confidence and trust. As trust and belief grow and communication increases, anxiety, tension and fear diminish and one becomes able to relate to others without feelings of insecurity and inferiority (Chuenyane, 1990: 73).

Group guidance as a strategy can therefore be effective when assisting black adolescents in the single parent family without making them feel that they are an isolated group of individuals.

#### ■ **Group counselling**

It should be noted from the onset that individual guidance is most desirable but costly in terms of money and time, which are the counsellor's most precious commodities (Chuenyane, 1990: 72). In group counselling there is a need for a climate of mutual respect and acceptance so that the individuals can feel free to explore the meaning of behaviour. Therefore, group counselling may be concerned with particular problems, with life patterns or with identity seeking or a combination of these areas.

The most important quality of the relationship between the school counsellor and the pupil is the establishment of a warm, permissive and accepting climate which permits the pupils to explore their self-awareness in relation to their unique experience.

#### ■ **Individual guidance**

Individual guidance can be seen as a learning situation in which the pupil is unable to find solutions to his problems by himself, like the black adolescent in a single parent family who wants assistance from the guidance teacher to show direction. According to the Department of Education and Training (Educational Auxiliary Services, 1986b: 12), the task of the school guidance teacher is often perceived as that of a teacher directing the learning process of the pupils.

### ■ Individual counselling

In individual counselling the key concepts are the self and the self-concept, and the assumption is that all individuals strive for enhancement of the self by moving in the direction of wholeness, integration and self-actualisation. The individual capacities to solve their personal problems are taken for granted. The counsellor helps clients (pupils) to free these capacities (Department of Education and Training: Educational Auxiliary Services, 1986c: 6).

The major hypothesis of individual counselling is that reality is in fact what the client perceives. Events are significant only in so far as a person experiences them as being meaningful. The counsellor must therefore be in the position to empathise with his clients and to learn to know how they view themselves and their world. Change in behaviour comes through realising the individual's potential to evaluate experiences, permitting him to clarify and gain insight into feelings, which leads to positive planning, action and growth (Sedibe, 1991: 53).

From the above statement it seems imperative that the counsellor should always perceive the black adolescent in a single parent family as an individual who needs counselling that will enable him to gain insight in positive planning of his lifeworld.

### ■ Parent involvement

A school guidance and counselling programme cannot be effective without a strong partnership between the school and parents. It should be remembered that the parents remain the primary educators, whereas the school functions as secondary educator. The

single parent in particular has to be involved in order to determine the problems that she/he might be experiencing, so that the school can augment where there is a shortfall.

Sedibe (1991: 53) is of the opinion that the guidance teacher must ensure that parents are well informed with regard to what is happening, as well as the contributions they should make in the education of their children. The support of the parents and the black parent in the single parent family in particular, must be considered by the teacher as a crucial resource in effective guidance and counselling. Perguin (Du Plooy & Killian, 1980: 58) says that:

*The education situation is the original situation in which the educator and a pupil associate with each other, and which is effected by the relationship between parents and their child and vice versa.*

This is also true about each and every guidance and counselling relationship. On the other hand, Van der Stoep and Van der Stoep (1973: 44) say that parents, who are the natural educators of children, consider it essential that the outside world should be made to be in agreement with the home. It is also on the basis of this premise that adults of all ages and societies proceeded to establish schools as places where children would, in a systematic or formal way, be given opportunities of exploring and learning to control the world outside the home with the assistance that they receive from teachers.

On the basis of the above statement it can be assumed that the school has been created by the adult with a direct aim of helping the adolescent to accomplish his journey to adulthood and also try to guarantee his future through formal guidance and counselling.

Especially the black adolescent in the single parent will benefit a lot from guidance and counselling provided in a school situation.

■ **The directive or counsellor-centred approach**

The rationale behind this approach is the assumption that the client, in this case the black adolescent in the single parent family, is unable to find solutions to his problems on his own. According to this approach, as indicated by the Department of Education and Training (Auxiliary services 1986b: 12), the counsellor is responsible for deciding what data are needed, collecting such data and presenting the data to the pupils. The counsellor thus presents points of view in a definite manner and enlightens the pupils through expository statements. Counsellors or teachers who make use of this approach stress the aspects of assessment and diagnosis as fundamental counsellor functions.

The question which has to be asked in view of the above, is: "How is the counsellor going to know what type of assistance is needed by the black adolescent in a single parent family if this approach is going to be used?" This implies that his approach should be sparingly used and only in specific cases.

■ **The client-centred approach**

This approach to guidance emphasises pupils' ability to determine the issues discussed and to solve their own problems. Intervention by the counsellor (teacher in this respect) in this process is minimal. According to Milner (1980: 241) the client-centred counsellor has to try and understand the counsel from his point of view by entering his subjective world. He then has to participate with the counsel in his realities and beliefs. He

subsequently accepts the counsel's idea of reality as essentially correct, although possibly a distortion.

Of utmost importance is the counsellor's attitude towards the counsel and towards the course of counselling over and above the application of specific techniques. However, this approach has no specific methodology which is designed to facilitate a developmental response to a healthy attitude maintained by the counsellor (Milner, 1980: 241). The primary focus of the entire counselling process here, is the counsellor as a facilitator, a helper and not a director, an intervenor or an interpreter.

From the above statement, it is evident that the black adolescent in the single parent family can gain from this approach only if it is effectively used by the guidance teachers at school.

### 3.10 SYNTHESIS

In this chapter the personal, social and vocational needs of adolescents in general and black adolescents in single parent families in particular in relation to their guidance and counselling needs, have been analysed. The educational nature of these needs indicate that the black adolescent in a single parent family is constantly in need of assistance in order to develop into a self-actualising individual. The nature of single parenthood and various types of single parents were also outlined.

In addition to achieving the stated needs of the black adolescent in a single parent family, there is a need for spontaneous and formalised guidance and counselling in the home situation. Although approaches may differ, there is interaction between guidance and



counselling at home and at school. Taking into account the aim of guidance and the requirements of formalised guidance and counselling in the school situation, there is good reason to believe that guidance and counselling, if well restructured in schools, can contribute substantially to ease the difficulties of black adolescents in single parent families and enable them to make the most of their individual gifts and to encourage a healthy way of life. This will, in turn, have a positive influence on the choice of career and professional life.

■ ■ ■