

## CHAPTER FIVE

# ANALYSIS AND INTERPRETATION OF THE RESEARCH DATA

### 5.1 INTRODUCTION

In Chapter Four attention was given to the design of the empirical research. The description of the sample, the rationale of the questionnaire and the procedure for the research were outlined. The description of the questionnaire revealed the following dimensions: spontaneous dimension, relationship dimension and orientation towards adulthood.

In this chapter an analysis and interpretation of data will be undertaken. A refinement of the sample will be discussed and presented in tables. The above dimensions, together with their divisions and important statements relating to them, will be discussed. This discussion will be based on the accompanying tables. The interpretation will be mainly in the form of comparison between groups (boys and girls, pupils and teachers). It is important to indicate that in each comparison, emphasis will be placed on the significant differences and the reasons for such differences, as well as how these affect the outlook of the black adolescent from a single parent family on life in general. It should be noted from the beginning that in some of the tables which will be discussed in this chapter, the numbers of pupils and teachers do not add up to the original stated sample numbers. This is due to the fact that, in spite of all the precautions taken, some

respondents omitted encircling certain items, which were only discovered when data were processed. However, such cases are so few that they do not seriously affect the outcome and general trends of the findings and conclusions.

## 5.2 ELABORATION OF THE DATA

To analyse the data two-way frequency tables were drawn and investigated for possible significant dependence between variables. Steyn, Smit, Du Toit and Strasheim (1994: 559) state that:

*In two way contingency tables where one or both factors have more than two categories, the independence hypothesis is very important.*

The Chi-square test was used for this purpose. The Chi-square test is the commonly used test for independence in tables containing nominal and ordinal values (Baily, 1982: 404). In order to obtain a general and overall picture of the responses of the sample, three-way frequency tables were obtained in some instances.

## 5.3 PROFILE OF SAMPLE

Tables 5.1 to 5.6 give an overview of pupils and teachers involved in the research.

5.3.1 Distribution of pupils and teachers

Table 5.1 **Distribution of pupils**

V3	SCHOOL	FRE- QUENCY	%	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
	1	40	33.3	40	33.3
	2	40	33.3	80	66.7
	3	40	33.3	120	100.0

120 questionnaires (40 per school) were given out and all were returned and used for interpretation purposes.

Table 5.2 **Distribution of teachers**

V3	SCHOOL	FRE- QUENCY	%	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
	1	20	33.3	20	33.3
	2	20	33.3	40	66.7
	3	20	33.3	60	100.0

Like in the case of students, 60 questionnaires (20 per school) were distributed among the teachers of the same schools and all were returned and used for the interpretation purpose. The reason for this was to establish and compare the views of teachers to those of their pupils.

5.3.2 Age group of pupils

**Comparison between boys' and girls' assumptions**

The black adolescents from single parent families are over the age of 14 and may perceive themselves as being disadvantaged by their family background. This might affect their outlook on life and performance at school.

Table 5.3 **Table of V4 by V5**

AGE	FREQUENCY	BOYS	GIRLS	TOTAL FREQUENCY	PERCENTAGE
14	1	1	1	1	0.83
15-18	41	23	18	41	34.17
Above 18	78	37	41	78	65.00
<b>TOTAL</b>	120	60	60	60	100.00

From Table 5.3 it is significant to note that the majority of pupils (65%) are above the age of 18 and there is no difference between the ages of boys and girls. It is therefore evident that the majority of these pupils leave school being mature and if they have learned the hard way, because of being from single parent families, they will be more careful not to be victims of circumstances in the outside world.

5.3.3 The person with whom adolescents stay

The following frequency table illustrates the person with whom the adolescent from black single parent family stays.

Table 5.4 The person with whom adolescents stay

V7	BOYS FREQUENCY	GIRLS FREQUENCY	BOYS %	GIRLS %	TOTAL FRE- QUENCY	TOTAL %
Father only	7	3	5.83	2.50	10	8.33
Mother only	43	50	35.83	41.67	93	77.50
Rela- tives	10	7	8.33	5.83	17	14.17
<b>TOTAL</b>	60	60	50.00	50.00	120	100.00

From Table 5.4 it is evident that the majority of black adolescents from single parent families stay with their mothers only. The total percentage of such adolescents is 77.5% (35.83% boys and 41.67 girls). Only 8.33% indicated that they stay with fathers only and 14.17% with relatives. The significance of this is that the majority of mothers are either single, widowed or divorced. The cases of fathers staying with children are few. The question as to why this should be the case will be answered later in this analysis.

#### 5.3.4 Marital status of parents

The influence of parental support and marital status on the well-being of the black adolescent cannot be overemphasised. The following frequency table illustrates the marital status of parents and how this can have an influence on their development to adulthood in general.

Table 5.5 Marital status of parents

V8	BOYS FRE- QUENCY	GIRLS FRE- QUENCY	BOYS %	GIRLS %	TOTAL FRE- QUENCY	TOTAL %
Mother single	25	26	20.83	21.67	51	42.50
Mother divorced	8	8	6.67	6.67	16	13.33
Father divorced	2	1	1.67	0.83	3	2.50
Mother deceased	6	4	5.00	3.33	10	8.32
Father deceased	18	21	15.00	17.50	39	32.50
Father single	1	0	0.83	0.00	1	0.83
<b>TOTAL</b>	60	60	50.00	50.00	120	100.00

Table 5.5 reveals a strong correlation between the percentages of single mothers (20.83% for boys and 21.67% for girls) giving a total of 42.50% as against 0.83% for single fathers (0.83% for boys and 0.00% for girls). Another striking similarity is that of deceased fathers which is 32.50% (15.00% for boys and 17.52% for girls). This gives us a total percentage of 75.0% adolescents being brought up by their mothers only. When 13.33% of divorced mothers is added to 75.0% it gives us a total of 88.33% black adolescents from single parent families being brought up by their mothers.

There is, however, no significant difference between circumstances for boys and girls. The number of deceased fathers (32.50%) may possibly be ascribed to the violence experienced in our country as well accidents, because the majority of men commute to work on a daily basis and are thus more exposed to accidents. Unemployment can also be a contributory factor to the high rate of divorce which stands at 13.33% women (who

were granted custody of children and 2.50% men (who were granted custody). The total divorce percentage is therefore 15.83%. This is deemed to have a negative impact on the black adolescent in general.

### 5.3.5 Position of the child in the family

It is assumed that the black adolescent's position in the single parent family might influence his lifeworld, if conditions cause him to be overburdened with responsibilities. The following table illustrates the position of the black adolescent in the single parent family.

Table 5.6 **Position of the black adolescent in the single parent family**

V9	BOYS FRE- QUENCY	GIRLS FRE- QUENCY	BOYS %	GIRLS %	TOTAL FRE- QUENCY	TOTAL %
The oldest child	15	17	12.50	14.17	32	26.67
The middle child	22	15	18.33	12.50	37	30.83
The youngest child	19	26	15.83	21.67	45	37.50
The only child	4	2	3.33	1.67	6	5.00
<b>TOTAL</b>	60	60	50.00	50.00	120	100.00

Table 5.6 indicates that 57.49% (26.67% and 30.82%) of the black adolescents from single parent families have smaller brothers and sisters. These figures do not show any significant differences between boys and girls (30.35% boys and 26.67% girls). The younger siblings might be the responsibility of the black adolescent in the single parent

family, especially when the parent is at work and at times only comes home at the end of the month. Such adolescents could find it difficult to concentrate on their school work due to home pressures and the responsibility of caring for the younger brothers and sisters.

## 5.4 **COMPARISON BETWEEN PUPILS AND TEACHERS**

### 5.4.1 Approach to be followed

In Tables 5.7 to 5.26 two categories of data analyses regarding dimensions of educational concern with black adolescents in single parent families, are found. The first category embodies a description of questionnaire data, whereas the second category presents statistical comparisons between pupils (boys and girls) and teachers (male and female).

This section commences with a discussion of Table 5.7 which gives a description of questionnaire data. This is followed by a discussion of Table 5.8, which presents a statistical comparison between boys and girls, and male and female teachers regarding the same statements discussed in Table 5.7. Table 5.9 is discussed next, offering first a description of questionnaire data, followed by Table 5.10 and a statistical comparison. This procedure is followed throughout the chapter.



5.4.2 Spontaneous dimension

5.4.2.1 **Self-awareness/self-knowledge** (Tables 5.7 and 5.8)

**Question 18: V21**

If you could, would the first thing you would like to change about yourself be your personality, so that you could be more self-confident?

Table 5.7 **Self-awareness/self-knowledge: Analysis of statements**

VARIOUS NUMBERS	GROUP	CATEGORY	FRE-QUENCY	%	FRE-QUENCY	%
V21	Pupils	1. Never	16	13.4	16	13.4
		2. Sometimes	54	45.4	70	58.8
		3. Always	49	41.2	119	100.0
V21	Teachers	1. Never	4	6.7	4	6.7
		2. Sometimes	22	36.7	26	43.2
		3. Always	34	56.7	60	100.0
V26	Pupils	1. Never	5	4.2	5	4.2
		2. Sometimes	4	3.4	9	7.6
		3. Always	110	92.4	119	100.0
V26	Teachers	1. Never	3	13.3	8	15.3
		2. Sometimes	22	36.7	30	50.0
		3. Always	30	50.0	60	100.0
V28	Pupils	1. Never	11	9.3	11	9.3
		2. Sometimes	60	50.8	71	60.2
		3. Always	47	39.8	118	100.0
	Teachers	1. Never	3	13.3	8	13.3
		2. Sometimes	30	50.0	38	63.3
		3. Always	22	36.7	60	100.0

Table 5.8 Self-awareness/self-knowledge: Comparison between boys and girls

VARIOUS NUMBERS/ CATEGORIES	BOYS' FRE- QUENCY	GIRLS' FRE- QUENCY	PERCENTAGE		TOTAL FRE- QUENCY	TOTAL %
			BOYS	GIRLS		
1. Never V21	7	9	5.88	7.56	16	13.45
2. Sometimes	22	32	18.49	26.89	54	45.38
3. Always	30	19	25.21	15.97	49	41.18
<b>TOTAL</b>	<b>59</b>	<b>60</b>	<b>49.58</b>	<b>50.42</b>	<b>119</b>	<b>100.0</b>
1. Never V26	2	3	1.68	2.52	5	4.20
2. Sometimes	2	2	1.68	1.68	4	3.36
3. Always	55	55	46.22	46.22	110	92.44
<b>TOTAL</b>	<b>59</b>	<b>60</b>	<b>49.59</b>	<b>50.42</b>	<b>119</b>	<b>100.0</b>
1. Never V28	8	3	6.78	2.54	11	9.32
2. Sometimes	28	32	23.73	27.12	60	50.85
3. Always	23	24	19.49	20.34	47	39.83
<b>TOTAL</b>	<b>59</b>	<b>59</b>	<b>50.00</b>	<b>50.00</b>	<b>118</b>	<b>100.0</b>

Table 5.9 Statistics for Table 5.8 of V21, V26, V28 by V5

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE = Difference between expected and observed value	PROBABILITY VALUE
21	Chi-square	2	4.563	0.102
26	Chi-square	2	1.192	0.909
28	Chi-square	2	2.561	0.278

According to Table 5.7 a very high percentage of both teachers (83.14%) and pupils (86.8%) hold the opinion that pupils would like to have more self-confidence. Respondents selected "always" (56.7% teachers and 41.2% pupils) or "sometimes" (36.7% teachers and 45.4% pupils). It appears as if teachers have a good understanding of the black adolescent from single parent families, especially regarding their self-confidence.

There is, however, a significant difference between boys and girls (25.21% boys and 15.97% girls) with a probability value of about 0.102 according to Chi-square statistics, which is about 10%. This indicates that girls are not sure of themselves and thus need more guidance than boys in this respect. The degree of freedom of Variable 18 is equal to 2 means that the probability value is 0.102 which means that there is no significant

difference. Value relates to differences between expected and observed value. Probability value is the percentage of retaining differences of which 0.05 is regarded as liable and reasonable difference. Differences are due to chances. If  $x^2$  is high and probability value is low (0.05), is a valid difference.

#### **Variable 26**

Would you like to have a better knowledge and understanding of yourself as a person?

A high percentage of pupils are intensely aware of this need (92.44%), which correlates with the response by teachers (92.44%). There is no difference between boys and girls, as calculated by the Chi-square statistical method, which gives us a prob value of 0.909% clearly indicating no significant difference. This tendency is a challenge, since many black adolescents from single parent families experience a need to be provided with information on how to have a better understanding of themselves as persons.

#### **Variable 28**

Do you need help with your feeling of unhappiness?

Alternative 1 was chosen by 6.78% boys and 2.54% girls giving a total of 9.32%, while the total percentage for teachers stands at 13.3%. The total percentage for alternative 2 and 3 for pupils is 90.68% (50.85% boys and 39.83% girls) and that of teachers is 86.7%. There is no significant difference between the various groups, as indicated by a prob value of 0.278. Both groups are very well aware of the fact that black adolescents from single parent families sometimes, if not always, need help with their feelings of unhappiness. The guidance programme in schools should try to accommodate this need whenever possible.

### 5.4.2.2 Self-concept/establishing identity

Table 5.10 Self-concept/establishing identity: Analysis of statements

CATEGORY	GROUP	VARIABLE NUMBER	CUMULATIVE		FRE- QUENCY	PER- CENTAGE
			FRE- QUENCY	PER- CENTAGE		
1 Never 2 Sometimes 3 Always	Teachers	V29	11 56 60	18.3 93.3 100.0	11 45 4	18.3 75.0 6.7
1 Never 2 Sometimes 3 Always	Pupils	V29	12 78 119	10.0 65.5 100.0	12 66 41	10.1 55.5 34.5
1 Never 2 Sometimes 3 Always	Teachers	V30	8 39 60	13.3 65.0 100.0	81 31 21	13.3 51.7 35.0
1 Never 2 Sometimes 3 Sometimes	Pupils	V30	19 54 119	16.0 45.4 100.0	19 35 65	16.0 29.4 54.6
1 Never 2 Sometimes 3 Always	Teachers	V54	44 56 60	73.3 93.3 100.0	44 12 4	73.3 20.0 6.7
1 Never 2 Sometimes 3 Always	Pupils	V54	44 102 118	32.3 86.4 100.0	44 58 16	37.3 49.2 13.6

Table 5.11 Self-concept/establish Identity: Comparison between pupils (boys and girls) and teachers (male and female)

CATEGORY/ VARIABLE	FREQUENCY		PERCENTAGE		FRE- QUENCY	TOTAL %	FREQUENCY TEACHERS		% TEACHERS		TOTAL FREQUENCY	
	BOYS	GIRLS	BOYS	GIRLS			MALE	FEMALE	MALE	FEMALE		
1. Never V29	6	6	5.04	5.04	12	10.08	6	5	10.00	8.33	11	18.33
2. Sometimes	34	32	28.57	26.89	66	55.46	23	22	38.33	36.67	45	75.00
3. Always	19	22	15.97	18.49	41	34.15	1	3	1.67	5.00	4	6.67
<b>TOTAL</b>	<b>59</b>	<b>60</b>	<b>49.58</b>	<b>50.42</b>	<b>119</b>	<b>100.00</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.00</b>
1. Never V30	10	9	8.40	7.59	19	15.97	5	3	8.33	5.00	8	13.33
2. Sometimes	16	19	13.45	15.97	35	29.97	16	15	26.67	25.00	31	51.67
3. Always	33	32	27.73	26.89	65	54.62	9	12	15.00	20.00	21	35.00
<b>TOTAL</b>	<b>59</b>	<b>60</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.00</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>5.00</b>	<b>60</b>	<b>100.00</b>
1. Yes V54	27	17	28.88	14.41	44	37.29	25	19	41.67	31.67	44	73.33
2. No	23	35	19.49	29.66	58	49.15	3	9	5.00	15.00	12	20.00
3. N/A	8	5	6.78	6.78	16	13.56	2	2	3.33	3.33	4	6.67
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.00</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.00</b>

Table 5.12 Statistics table of V29, V30 and V54 by V5 (Boys' and girls')

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE = Difference between expected and observed value	PROBABILITY VALUE
V29	Chi-square	2	0.272	0.873
V30	Chi-square	2	0.317	0.854
V54	Chi-square	2	4.760	0.094*

Table 5.13 Male and female teachers

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE = Difference between expected and observed value	PROBABILITY VALUE
V29	Chi-square	2	1.113	0.573
V30	Chi-square	2	0.968	0.616
V54	Chi-square	2	3.818	0.148*

#### Variable 29 - Question 26

#### Do you find it easy to make important decisions?

Alternatives 1 and 3 were chosen by 89.91% of pupils and 81.67% of teachers. The pupils obtained a significantly higher percentage (34.65%) as against teachers (6.67%) on alternative 3. There is the possibility that the black adolescents from single parent families are over-confident regarding their ability to make important decisions. On the other hand, the teachers with their knowledge and understanding of pupils' needs, might not have sufficient faith in their pupils' ability to make important decisions. This is because teachers generally feel that pupils are but children and as such cannot make important decisions on their own. Moreover, in this regard, adolescents from single parent families might be viewed with suspicion by their teachers.

**Variable 30 - Question 27**

**Do you think you are as important as other people?**

Alternative 2 and 3 were chosen by 86.67% of teachers and 83.03% of pupils, while alternative 1 was chosen by 13.33% of teachers and 15.97% of pupils. There is no significant difference between the two groups. It appears as if most black adolescents from single parent families do not experience feelings of inferiority, they give evidence of a positive self-concept. The same conviction is shared by the teachers. The fact that alternative 1 (never) was chosen by 15.97% (pupils) and 13.33% (teachers) must not be overlooked. It demonstrates that there is to a certain extent a need for guidance to the black adolescent from a single parent family so that he/she can have self-confidence.

**Variable 54 - Question 51**

**If someone were to give a series of talks on marriage, divorce, single parenting and relationships with the opposite sex, would you like to attend these?**

The response to this question revealed an unusually significant similarity. Alternative 3 (not applicable) was chosen by 6.78% of boys and girls and 3.33% of both male and female teachers. 19.49% of the boys chose "no" and 29.66% of the girls chose to say "no". 5% of male teachers say "no" while 15.00% of female teachers say "no". The difference is not significant with a probability value of 0.094. This does not point to a viable and reasonable difference between teachers and pupils. Alternatives 1 and 2 were chosen by 93.33% of teachers and 86.44% of pupils. The 93.33% teachers who selected this response indicates that teachers realise the need for such talks. Pupils also feel that such talks are important in building their self-concept. The fact that both teachers and pupils indicated avoided the not applicable alternative is significant to this research.

5.4.3 Relationship dimension5.4.3.1 **Family relationship**Table 5.14 **Family relationships: Comparison between pupils and teachers (male and female)**

		PUPILS					TEACHERS						
CATEGORY & VARIABLE	FREQUENCY		PERCENTAGE		TOTAL FREQUENCY	TOTAL %	FREQUENCY		PERCENTAGE		TOTAL FREQUENCY	TOTAL %	
	BOYS	GIRLS	BOYS	GIRLS			MALE	FEMALE	MALE	FEMALE			
1	V10	10	13	8.40	10.92	23	19.33	5	3	8.33	5.00	8	13.33
2		39	35	32.77	29.41	74	62.18	21	22	35.00	36.67	43	71.67
3		10	12	8.40	10.08	22	18.49	4	5	6.67	8.33	9	15.00
<b>TOTAL</b>		<b>59</b>	<b>60</b>	<b>49.58</b>	<b>50.42</b>	<b>119</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.0</b>
1	V12	4	4	3.36	3.36	8	6.72	4	4	6.67	6.67	8	13.33
2		14	21	11.76	17.65	35	29.41	18	20	30.00	33.33	38	63.33
3		41	35	34.45	29.41	76	63.87	8	6	13.33	10.00	14	23.33
<b>TOTAL</b>		<b>59</b>	<b>60</b>	<b>49.38</b>	<b>50.42</b>	<b>119</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.0</b>
1	V13	23	26	19.33	21.85	49	41.18	19	13	31.67	21.67	32	53.33
2		30	28	25.21	23.53	58	48.74	11	15	18.33	25.00	26	43.33
3		6	6	5.04	5.04	12	19.08	0	2	0.00	3.33	2	3.33
<b>TOTAL</b>		<b>59</b>	<b>60</b>	<b>449.58</b>	<b>50.42</b>	<b>119</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.0</b>
1	V14	29	30	24.37	25.21	59	49.58	5	6	8.33	10.08	11	18.33
2		28	26	25.53	21.85	54	45.38	22	24	36.67	40.00	46	76.67
3		2	4	1.68	3.36	5	5.04	3	0	5.00	0.00	3	5.00
<b>TOTAL</b>		<b>59</b>	<b>60</b>	<b>49.58</b>	<b>50.42</b>	<b>119</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.0</b>



Table 5.15 Statistic table of V10, V12, V13 and V14 by V5

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE = Difference between expected observed value	PROBABILITY VALUE
V10	Chi-square	2	0.634	0.728
V12	Chi-square	2	0.391	0.822
V13	Chi-square	2	3.740	0.154 *
V14	Chi-square	2	3.178	0.204

\* Statistically significant

#### Variable 10 - Question 7

**Do you feel happy when you discuss your personal problems with your father or mother?**

There is a strong correlation between the choice of pupils (62.18% saying sometimes) and teachers (71.67%). This demonstrates that both teachers and pupils are not sure as to whether the black adolescent in a single parent family feels free when discussing personal problems with parents.

#### Variable 12

**Does your parent give you a great deal of love and support?**

Alternatives 2 and 3 were chosen by 93.28% of pupils and 86.66% of teachers. Only 6.72% (pupils) and 13.33% (teachers) chose alternative 1 (never). There is a perception among both teachers and pupils that black adolescents from single parent families receive a great deal of support from parents. There is no significant difference between gender groups in this regard.

**Variable 13**

**Do your discussions with your parents usually end in arguments?**

One striking observation about this variable is that there is a general feeling between both teachers and pupils that discussions between black adolescents and their single parents seldom end in arguments. Alternatives 1 and 2 were chosen by 89.92% (pupils) and 86.66% (teachers). Alternative 3 was selected only by 10.08% pupils and 3.33% teachers. From Table 5.15 a highly significant relationship (0.154 level) which is slightly greater than 10% was found to be significant. It is evident that black adolescents from single parent families don't always argue with their parents.

**Variable 14**

**In most cases, are you in conflict with your parents?**

Alternatives 1 and 2 were chosen by 94.96% pupils and 94.96% teachers, with alternative 3 being chosen by 5.04% pupils and 5.80% teachers. This is a clear indicator that black adolescents in single parent families are rarely ever in conflict with their parents. This is very important because it shows that such adolescents are accepting what they are and through this type of attitude they can grow into responsible adults through the encouragement of their parents.

5.4.3.2 Relationship with friends and peers

Table 5.16 Relationship with friends and peers: Comparison between boys and girls

CATEGORY & VARIABLE	FREQUENCY		PERCENTAGE		TOTAL FREQUENCY	TOTAL %
	BOYS	GIRLS	BOYS	GIRLS		
1 V18	13	25	10.92	21.01	38	31.93
2	39	29	32.77	24.37	68	57.14
3	7	6	5.88	5.04	13	10.92
<b>TOTAL</b>	<b>59</b>	<b>60</b>	<b>49.58</b>	<b>50.42</b>	<b>119</b>	<b>100.0</b>
1 V48	52	53	44.07	44.92	105	88.98
2	6	6	5.08	5.08	12	10.17
3	0	1	0.00	0.85	1	0.85
<b>TOTAL</b>	<b>59</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>
1 V49	10	5	8.47	4.24	15	12.71
2	41	50	34.75	42.37	91	77.21
3	7	5	5.93	4.24	12	10.17
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>
1 V50	15	16	12.71	13.56	31	26.27
2	42	43	35.59	36.44	85	72.03
3	1	1	0.85	0.85	2	1.69
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>

Table 5.17 Statistic table of V18, V48, V49 and V50 by V5

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE - Difference between expected observed value	PROBABILITY VALUE
V18	Chi-square	2	5.329	0.070
V48	Chi-square	2	0.976	0.614
V49	Chi-square	2	2.857	0.240
V50	Chi-square	2	0.010	0.995

**Variable 18 - Question 15**

**Do you prefer to discuss your personal problems with your friends?**

Alternative 1 was chosen by 10.92% boys as against alternative 2, which was chosen by 32.77% boys. 26.01% girls chose alternative 1, while alternative 2 was indicated by 24.37%. In this regard there is a great difference between boys and girls, with boys displaying that they often prefer to discuss their personal problems with friends and peers while girls show that they never discuss their personal problems with peers and friends. Another significant observation is that by comparison, both groups of black adolescents from single parent families deny that they always discuss their personal problems with peers and friends (5.88% boys and 5.04% girls). The overall percentage for both groups on alternatives 1 and 2 is 89.07%, which is almost 90%. With a prob value of 0.050 the difference is significant. The fact that black adolescents in single parent families don't always confide in their peers and friends about personal problems clearly demonstrate that the provision of guidance can help them overcome their personal problems.

**Variable 48 - Question 45**

**Would you like to know how to make and keep friends?**

A high percentage 88.98%, namely 44.07% boys and 44.92% girls chose alternative 1 while only one girl (0.85%) chose alternative 3. Alternative 2 was chosen by 10.17% (5.08% boys and 5.08% girls). This is a clear indication that black adolescents from single parent families would like to know how to make and keep friends, which demonstrates that they need guidance in this regard. The guidance programme should thus provide such skills that will enable them to know how to make and keep friends.

**Variable 49 - Question 46**

**If your friends take part in activities and behaviour of which your parents and teachers do not approve, would you follow your friends most of the time?**

Alternative 1 was chosen by 8.47% boys and 4.24% girls, while alternative 2 was chosen by 34.75% boys and 42.37% girls. Alternative 3 was chosen by 5.93% boys and 4.24% girls. The general feeling among black adolescents from single parent families is that they will never take part in activities and behaviour of which their parents and teachers do not approve. It is rare that they follow their friends in this respects. Girls seem more certain about this than boys, while boys are sometimes inclined to please their friends, even if this is against their conscience. This indicates that the provision of life skills and decision-making skills are vital to guide black adolescent boys from single parent families.

**Variable 50 - Question 47**

**Do your friends sometimes expect you to do things that are wrong in your opinion?**

Alternative 2 was chosen by 72.03% of all pupils (35.59% boys and 36.44% girls) while alternative 1 was chosen by 26.27% (12.71% boys and 13.56% girls). Only one boy (0.85%) and one girl (0.85%) were not sure. It is significant to note that black adolescents from single parent families say no to the question that friends sometimes expect them to do things that are wrong. The influence of friends on their actions is so minimal that it is possible for them to feel that they are accountable for their actions. This accountability should, however, be reinforced with a guidance programme which will provide them with skills on decision making. It should be noted that the percentage of those who say "yes" to the question should not be overlooked. They also demonstrate their willingness to be guided on decision making.

### 5.4.3.3 School and teachers relationship

Table 5.18 Schoolwork teachers relationship: Comparison between pupils (boys and girls) and teachers

CATEGORY & VARIABLE	PUPILS						TEACHERS					
	FRE-QUENCY		PER-CENTAGE		TOTAL FRE-QUENCY	TOTAL %	FRE-QUENCY		PERCENTAGE		TOTAL FRE-QUENCY	TOTAL %
	BOYS	GIRLS	BOYS	GIRLS			MALE	FEMALE	MALE	FEMALE		
1 Yes V40	43	28	30.44	23.72	71	60.17	18	18	30.00	30.00	36	60.00
2 No	11	27	9.32	22.88	38	32.20	8	8	13.33	13.33	16	26.67
3 N/A	4	5	3.39	4.24	9	7.63	4	4	6.67	6.67	8	13.33
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.00</b>
1 Yes V41	49	53	44.53	44.92	102	86.44	22	26	36.67	43.33	48	80.00
2 No	6	4	5.03	3.39	10	8.47	7	4	11.67	6.67	11	18.33
3 N/A	3	4	2.54	2.54	6	5.08	1	0	1.67	0.00	1	1.67
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.00</b>
1 Yes V42	24	34	20.34	28.81	58	49.15	21	19	35.00	31.67	40	66.67
2 No	30	19	25.42	16.10	49	41.53	6	10	10.00	16.67	16	26.67
3 N/A	4	7	3.39	5.93	11	9.32	3	1	5.00	1.67	4	6.67
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.00</b>
1 Yes V43	40	49	33.90	41.53	89	75.42	17	12	28.33	20.00	29	48.33
2 No	14	7	11.36	5.93	21	17.00	11	13	18.33	21.67	24	40.00
3 N/A	4	4	3.39	3.39	8	6.78	2	5	3.33	8.33	7	11.67
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.00</b>
1 Yes V45	44	48	37.29	40.68	92	77.97	21	19	35.00	31.67	40	66.67
2 No	12	9	10.17	7.63	21	17.80	9	9	15.00	15.00	18	30.00
3 N/A	2	3	1.69	2.54	5	4.24	0	2	0.00	3.33	2	3.33
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.00</b>
1 Yes V46	38	43	32.20	36.44	81	68.64	17	14	28.33	23.33	31	51.67
2 No	20	11	16.95	9.32	31	26.27	11	12	18.33	20.00	23	38.33
3 N/A	0	6	0.00	5.08	6	5.08	2	4	3.33	6.67	6	10.00
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>50.00</b>	<b>50.00</b>	<b>118</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.00</b>

Table 5.19 **Statistic table of V40, V41, V42, V43, V45 and V46 by V5 Boys\* and girls\***

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE = Difference between expected observed value	PROBABILITY VALUE
V40	Chi-square	2	9.986	0.007
V41	Chi-square	2	2.152	0.341
V42	Chi-square	2	2.100	0.350
V43	Chi-square	2	2.314	0.314
V45	Chi-square	2	2.100	0.350
V46	Chi-square	2	1.000	0.606

**Variable 40 - Question 37**

**Is one of your biggest problems how to improve your school work?**

Alternative 1 was chosen by 60.17% pupils (30.44% boys and 28.73% girls), and 60.00% teachers (30% for each gender group). On the other hand alternative 2 was chosen by 32.20% pupils (boys 9.32% and girls 22.88%). The percentage of teachers is 26.67% (13.33% males and 13.33% females).

There is a significant difference between boys and girls with boys being more on the positive side while there is a 50% agreement on both sides by the teachers. This means that black adolescent boys from single parent families regard their biggest problem as being how to improve their schoolwork. They need assistance in this respect, which can be provided through guidance programme at schools.

**Variable 41 - Question 38**

**Do you get a great deal of encouragement from your teacher to continue and to persist with your education?**

There is a strong agreement between both groups of pupils and teachers that pupils do get a great deal of encouragement from teachers. Alternative 1 (yes) was chosen by 86.44% pupils (41.53% boys and 44.92% girls) and 80.00% of the teachers (36.67% males and 43.33% females). Alternative 2 (no) was selected by only 8.47% pupils and 1.67% teachers.

**Variable 42 - Question 39**

**Most teachers at your school have a good understanding and appreciation of your problems.**

In general pupils seem unsure as to whether teachers have a good understanding and appreciation of their problems. This is revealed by 49.15% of pupils choosing alternative 1 and 41.53% choosing alternative 2. On the other hand, teachers display a high degree of uncertainty. Alternative one was chosen by 66.67% while alternative 2 was chosen by 26.67%. It is also significant to note that, similarly to 9.38% pupils, some teachers are uncertain about this, which indicates that there is a need to provide guidance to the black adolescent from single parent families and encourage them to persist with their schoolwork.



**Variable 43 - Question 42**

**Do you receive adequate vocational guidance at school?**

Alternative 1 was chosen by 75.42% pupils (33.90% boys and 41.53% girls) and 48.33% teachers (28.33% male and 20% female). It is interesting to note that alternative 2 (no) was chosen by 17% pupils as against 40% teachers. Teachers feel that no adequate vocational guidance is being offered at school while pupils feel that it is adequate. It would seem that pupils confuse ordinary teaching with vocational guidance, while teachers with their knowledge and understanding of vocational guidance fear that what is being done is not enough. This strengthens the view that black adolescents from single parent families need guidance so that they will be able to make informed decisions and choices in life, which will have an impact on their choice of careers and professions.

**Variable 45 - Question 42**

**Would you like more individual attention from your teacher?**

Alternative 1 was chosen by 77.97% pupils and 66.67% teachers, while alternative 2 was chosen by 17.80% pupils and 30.00% teachers. A very small percentage 4.25% (pupils) and 3.33% (teachers) were uncertain of their choice. It would seem that the general feeling between both teachers and pupils is that black adolescents from single parent families would like more individual attention from teachers. Such individual attention needs to be provided because these adolescents experience unique circumstances and depriving them of individual attention will have an impact on their future life. They have already been deprived of unqualified attention from both parents, a gap which can be filled by guidance programmes at school.

**Variable 46 - Question 43**

**Do you get on well with most teachers at your school?**

There is a general feeling amongst teachers (51.67%) that adolescents from single parent families don't get on well with most teachers at school, as is revealed by their choice of alternative 1 (28.33% male and 23.33% female). A high percentage of teachers (38.83% - 18.33% male and 20.00% female) chose alternative 2 (no). The pupils also demonstrate the same feeling. The percentage that chose alternative 1 is 68.64% (32.20% boys and 36.44% girls) while 26.27% (16.95% boys and 9.32% girls) chose alternative 2 (no).

A comparison between responses of both teachers and pupils reveals a monumental challenge regarding the relationship between black adolescents from single parent families with their teachers. Boys in particular appear to be a concern regarding the relationship between themselves and their teachers. Their attitude appears to be more inconsistent, although the majority appears to disagree with the statement. The significance of this response is that it emphasises the need for guidance if the black Adolescent in a single parent family is to be assisted in coping with his relations with others.

#### 5.4.4 Orientation towards adulthood

##### 5.4.4.1 Independent view of life

Table 5.20 Independent view of life: Comparison between boys and girls

CATEGORY & VARIABLE	FREQUENCY		PERCENTAGE		TOTAL FRE- QUENCY	TOTAL %
	BOYS	GIRLS	BOYS	GIRLS		
1 Never <b>V32</b>	5	4	4.20	3.36	9	7.56
2 Sometimes	28	18	23.58	15.13	46	38.66
3 Always	26	38	21.85	31.98	64	57.78
<b>TOTAL</b>	<b>59</b>	<b>60</b>	<b>49.58</b>	<b>50.42</b>	<b>119</b>	<b>100.0</b>
1 Never <b>V51</b>	11	4	9.32	3.39	15	12.71
2 Sometimes	40	48	33.90	40.68	88	74.58
3 Always	7	8	5.93	6.78	15	12.71
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>

Table 5.21 **Statistic table of V32 and V51 by V5**

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE = Difference between expected observed value	PROBABILITY VALUE
V32	Chi-square	2	0.009	0.996
V51	Chi-square	2	4.028	0.133*

\* Significant difference

#### Variable 32 - Question 29

**Do you have a clear understanding of the purpose of your life?**

There is a significant difference in the response to various alternatives. A high percentage 86.44% (38.66% alternative 2 and 57.78% alternative 3) of pupils say that they always or sometimes have a clear understanding of the purpose of life. A small percentage (7.56%) chose alternative 1, which indicates that black adolescents from single parent families understand who they are and what they are living for. It is imperative to reinforce this self-awareness through guidance programmes.

#### Variable 51 - Question 48

**Are you a victim of circumstances? (which means that you cannot be held personally responsible for your conduct, progress at school and so forth)**

Alternative 2 was chosen by 74.58% (33,90% boys and 40.68% girls). There are significant similarities between the choice of alternative 1 and 3. The implication is that black adolescents from single parent families are not sure whether they are victims of circumstances or not. In spite of this uncertainty, they have accepted everything.

#### 5.4.4.2 Social norm orientation

Table 5.22 Social norm orientation: Comparison between pupils and teachers

CATEGORY & VARIABLE	PUPILS						TEACHERS					
	FRE-QUENCY		PER-CENTAGE		TOTAL FRE-QUENCY	TOTAL %	FRE-QUENCY		PERCENTAGE		TOTAL FRE-QUENCY	TOTAL %
	BOYS	GIRLS	BOYS	GIRLS			MALE	FEMALE	MALE	FEMALE		
1 Yes V54	27	17	22.88	14.41	44	37.29	25	19	41.67	31.67	44	73.33
2 No	23	35	19.49	29.66	58	49.15	3	9	5.00	15.00	12	20.00
3 N/A	8	8	6.78	6.78	16	13.56	2	2	3.33	3.33	4	6.67
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.0</b>
1 Yes V55	40	20	34.19	24.79	69	58.97	25	22	41.67	36.67	47	78.33
2 No	14	28	11.97	23.93	42	35.90	5	5	8.33	8.33	10	16.67
3 N/A	3	3	2.56	2.56	6	5.13	0	3	0.00	5.00	3	5.00
<b>TOTAL</b>	<b>57</b>	<b>60</b>	<b>48.72</b>	<b>51.28</b>	<b>117</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.0</b>
1 Yes V56	56	51	47.86	43.59	107	91.45	26	21	43.33	35.00	47	98.33
2 No	1	4	0.85	3.42	5	4.27	4	6	6.67	10.00	10	16.67
3 N/A	0	5	0.00	4.27	5	4.27	0	3	0.00	5.00	3	5.00
<b>TOTAL</b>	<b>57</b>	<b>60</b>	<b>48.72</b>	<b>51.28</b>	<b>117</b>	<b>100.0</b>	<b>30</b>	<b>30</b>	<b>50.00</b>	<b>50.00</b>	<b>60</b>	<b>100.0</b>

Table 5.23 Statistic table of V54, V55 and V56 by V5 (boys and girls)

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE - Difference between expected observed value	PROBABILITY VALUE
V54	Chi-square	2	4.723	0.094
V55	Chi-square	2	6.441	0.042
V56	Chi-square	2	6.761	0.031

Table 5.24 Statistic table of V54, V55 and V56 by V5 (male and female)

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE - Difference between expected observed value	PROBABILITY VALUE
V54	Chi-square	2	3.818	0.148
V55	Chi-square	2	3.191	0.114
V56	Chi-square	2	3.932	0.140

#### Variable 54 - Question 51

**If someone were to give a series of talks on marriage, divorce, single parenting and relationships with the opposite sex, would you like to attend these?**

Alternative 1 was chosen by 22.88% boys and 14.41% girls, while alternative 2 was chosen by 19.49% boys and 29.66% girls. It is obvious that adolescent boys from single parent families are more concerned about improving their knowledge on marriage, divorce and single parenting than their female counterparts. The result of Table 5.23 show a highly significant difference at the 0.094 level of significance between boys and girls.

The black adolescent boys from single parent families might view themselves as being unfortunate, underprivileged and condemned, resulting in lack of self-esteem and self-worth. This type of outcry is projected by the fact that only 19.49% chose alternative 2. Girls on the other hand are quite comfortable and need no coaching, as is revealed by the 29.66% respondents who chose this alternative. It is therefore necessary to provide these adolescents with guidance so that they are equipped for the difficult life that lies ahead of them.

**Variable 55 - Question 52**

**Would you like to know more about the problems related to drug-taking?**

A comparison between pupils and teachers reveals the following significant results. Altogether 58.97% pupils chose alternative 1 (yes) (34.19% boys and 24.79% girls) and 78.33% teachers (41.67 males and 36.67 females). This is a clear indication that drug-taking is regarded as a problem among black adolescents in general. Table 5.23 reveals a significant relationship of 0.042 between boys and girls. Hence the problem of drug-taking has proved to a concern for both teachers and black adolescents in single parent families. It is imperative that such adolescents be helped through guidance and counselling.

**Variable 56 - Question 52**

**Would you like to have more information on how to be a helpful member of the community?**

The results of Table 5.22 and 5.24 show a highly significant relationship between the response of the teachers and the pupils. Altogether 91.45% pupils chose alternative 1

(47.86% boys and 43.59% girls) and 98.33% teachers (43.33% male and 35.00% female).

The level of significance is 0.031 between boys and girls and 0.140 between male and female teachers.

It can thus be deduced that the majority of black adolescents from single parent families would like to have more information on how to be helpful members of the community. This need has been revealed by the adolescents' understanding of themselves as well as the knowledge and understanding of the black adolescents in single parent family's needs by their teachers.

It is therefore a challenge that a way of providing such information to these adolescents must be found and this can only be done through formal guidance programmes in schools, which will have impact on the positive development of these adolescents to responsible adulthood so that they can accept themselves.



5.4.4.3 Career directedness

Table 5.25 Career directedness: Comparison between boys and girls

CATEGORY & VARIABLE	FREQUENCY		PERCENTAGE		TOTAL FREQUENCY	TOTAL %
	BOYS	GIRLS	BOYS	GIRLS		
1 Yes V52	46	46	38.98	38.98	92	77.97
2 No	10	12	3.47	10.17		
3 N/A	2	2	1.69	1.69		
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.00</b>
1 Yes V53	55	57	46.51	48.31	112	94.92
2 No	3	1	2.54	0.35		
3 N/A	0	2	0.00	1.69		
<b>TOTAL</b>	<b>58</b>	<b>60</b>	<b>49.15</b>	<b>50.85</b>	<b>118</b>	<b>100.00</b>
1 Yes V57	49	49	41.88	41.88	98	83.76
2 No	6	7	5.13	5.98		
3 N/A	2	4	1.71	3.42		
<b>TOTAL</b>	<b>57</b>	<b>60</b>	<b>48.72</b>	<b>51.28</b>	<b>117</b>	<b>100.00</b>
1 Yes V58	38	36	32.48	30.77	74	63.25
2 No	14	19	11.97	16.24		
3 N/A	5	5	4.27	4.27		
<b>TOTAL</b>	<b>57</b>	<b>60</b>	<b>48.72</b>	<b>51.28</b>	<b>117</b>	<b>100.00</b>

Table 5.26 Statistic table of V52, V53, V57 and V58 by V5

VARIABLE NUMBER	STATISTIC	DEGREE OF FREEDOM	VALUE = Difference between expected observed value	PROBABILITY VALUE
V52	Chi-square	2	0.145	0.929
V53	Chi-square	2	3.003	0.223
V57	Chi-square	2	0.667	0.716
V58	Chi-square	2	0.735	0.692

**Variable 52 - Question 49**

**Would you like to take up any career one day as long as it is a highly paid one?**

Both boys and girls with 38.98% for both groups is of vital importance to this research. The percentage of those who are not certain is also 1.69%. This agreement is significant and it shows that almost all black adolescents from single parent families feel they have no direction in as far as career choice is concerned. These adolescents need help to overcome the problem of being marginalised because at home they lack proper guidance due to the absence of the other parent. Provision of career guidance is essential in schools, particularly to this group.

**Variable 53 - Question 50**

**Do you work hard at school in order to live a better life than your family?**

Almost all pupils (94.92% - 46.51% boys and 48.31% girls) chose alternative 1 as against 3.39% (2.54% boys and 0.35% girls) who chose alternative 2. Boys displayed more certainty than girls because none of them was uncertain while 1.69% girls were uncertain. This type of response is significant in that it shows that black adolescents from single parent families want to live a better life in future. Boys seem to be more concerned about the conditions of their families than girls. This is not surprising because being a single parent in a black community is sometimes regarded as a taboo, especially amongst male persons. Generally speaking this high percentage demonstrates that there is a need for guidance in school which will have an impact on the adolescent's choice of career, which will in turn enable them to live a better life than their families.

**Variable 57 - Question 54**

**Do you know what career to follow when you complete your schooling?**

In contrast to variable 53, the majority of pupils (83.76% - 41.88% boys and 41.88% girls) chose alternative 1 (yes). This is because pupils seem to be anxious to work and as such they think that the work they want will always be available to them. It is clear that because of their family background, they know what they want. What they don't know is that it is not always easy to follow the career one chooses. This type of response once more emphasises the need for career guidance so that black adolescents from single parent families should be in the position to choose a suitable career. One significant observation is that the degree of uncertainty among black adolescents from single parent families is very low (5.13%), with boys displaying a high degree of certainty (1.71%) as against 3.42% girls who are uncertain of their choice.

**Variable 58 - Question 55**

**Do you have knowledge of the different kinds of occupations (work) that enable you to select a career or course of study after you have left school?**

Like the above variable, the majority of pupils (63.25% - 32.48% boys and 30.77% girls) chose alternative 1, while only 4.27% of both groups indicated uncertainty. There is a significant difference between boys (11.27%) and girls (16.24%) in as far as alternative 2 is concerned. This once more demonstrates that boys are more positive concerning their career choice. The reasons for this can be that boys are more interested in working than their female counterparts. It is therefore evident that black adolescents from single parent families need guidance on how to choose a career or a profession. The findings portrayed by Table 5.25 give an impression of how black adolescent boys and girls from

single parent families differ on career directedness and the need for guidance in order to make the correct choice of career which will have an impact on their future lives.

## 5.5 SYNTHESIS

The aim of this study is to ascertain empirically ways in which black adolescent pupils from single parent families experience their personal, social, educational and career needs. The statistical information in Chapter Five concerns a comparative study of pupils' and teachers' views as well as the need for guidance. This established what pupils and teachers feel about the problems of the adolescents, and provided guidelines for guidance programmes to be implemented in schools.

In this chapter a comparison was made between the knowledge and understanding of the teachers and the needs as expressed by black adolescents from single parent families. This comparison was based on the following main dimensions: spontaneous dimension, relationship dimension (interpersonal relationship) and orientation towards adulthood. A comparison between males and females reveals that males are more positive about life and seem to have vision and direction when compared with their female counterparts. The degree of female single parenting among the blacks, as seen from the responses, is reason for concern and poses a monumental challenge regarding guidance services.

Differences of opinion were expressed by various groups, which indicates that there are different needs among black adolescents from single parent families, which have to be accommodated in school guidance programmes.