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CHILDREN FROM BROKEN HOMES: AN EMPIRICAL STUDY

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INSTITUTE FOR MANPOWER RESEARCH DIRECTOR: W. VERHOEF

PRETORIA 1974





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PREFACE

The fate of children who come from homes where disrup= tion has occurred has always been, and will most certainly re= main a problem. Any publication reporting on disruption of the family, whether official statistics or reports in newspapers, confirms the impression that family disorganization is becoming an ever increasing problem, often with dire consequences for parents and children.

In this empirical study an attempt is made to shed some light on the fate of persons not responsible for, but suf= fering from the consequences of divorce and death of the parents. The study is mainly concerned with the children and no attempt is made to discuss the causes of disruption, as this has been thoroughly investigated and is still being investigated by sociologists.

The statistical processing of this investigation was done by the HSRC's Institute for Statistical Research, while the editing and proof-reading were undertaken by the Institute for Information and Special Services.

ACTING PRESID

ACKNOWLEDGEMENT

The data which were used in the research with which this report deals were obtained by means of Project Talent Survey. Talent Survey is a long-term research project which commenced in 1965, with the major aim of determining the country's man= power potential and of making data available which will assist in developing this potential to the maximum. The project was undertaken with the co-operation of all the education departments of the Republic of South Africa and South-West Africa, as well as of the associations of church and private schools.

The persons responsible for the planning in broad out= line between 1959 and 1964 and who had the task of convincing the authorities of the necessity of establishing Talent Survey, are Dr P.M. Robbertse, at present the President of the Human Sciences Research Council (HSRC), Prof. Dr H.P. Langenhoven at present on the staff of the UDFS and Dr A.B. Fourie, at present on the staff of the Department of Bantu Education. Talent Survey is being carried out under the direction of Mr W. Verhoef, Director, and Dr W.L. Roos, Assistant Director of the Insti= tute for Manpower Research. The measuring instruments which were used in Talent Survey's three extensive test programmes at Standard Six, Eight and Ten level, were constructed by the In= stitute for Psychometric Research, of which Dr J.H. Robbertse is the Director.

During the planning stage and in the application of the test programmes, Talent Survey's staff was assisted by an advi= sory committee consisting of representatives of the education departments of the RSA and SWA, associations of church and pri= vate schools and the National Education Council. The assistance of this advisory committee is highly appreciated. The commit= tee was dissolved in 1973 and its functions were taken over by the Advisory Committee for Manpower Research

Talent Survey is conducted in close co-operation with the HSRC's Institute for Statistical Research, which is respon= sible for the machine processing and storage of all Talent Sur= vey data. For the latter use is made of the IBM optic reader and computer of the Department of National Education.

In addition, appreciation is expressed to the more than a thousand persons, mostly teachers, who acted as testers, orga= nizers or supervisors at schools, and to the personnel of the psychological and guidance services of the education departments, who trained testers and were important links in the organization of the test programmes. Finally, the eventual success of Talent Survey would not have been possible without the whole-hearted co-operation of the approximately 85 000 pupils who were in= volved.

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OPSOMMING

In hierdie ondersoek is alle standerd 6-leerlinge wie se ouers oorlede en geskei of uitmekaar is, met die universum van standerd 6-leerlinge vergelyk ten opsigte van biografiese agtergrond, vordering op skool, en sekere sielkundige aspekte.

Daar is bevind dat die leerlinge uit ontwrigte gesinne in die algemeen ongunstig met ander leerlinge vergelyk met betrekking tot sosio-ekonomiese posisie, intelligensie, per= soonlikheid, aanpassing en vordering op skool. Die gevolgtrek= king is gemaak dat ontwrigting van die gesinsverband 'n negatie= we invloed op verskeie aspekte van hulle daaglikse lewe uit= oefen.

SUMMARY

In this investigation all Standard 6 pupils whose parents are deceased and divorced or separated were compared with the population of Standard 6 pupils in respect of biographical background, progress in school and certain psychological aspects.

It was found that pupils from disrupted homes generally compare unfavourably with other pupils with regard to socioeconomic position, intelligence, personality, adjustment and progress in school. It was concluded that disruption of family life has an adverse influence on several aspects of their daily lives.

CHAPTER 1

INTRODUCTION, BACKGROUND AND AIM

1.1 GENERAL INTRODUCTION

Psychologists and educationists are in agreement that in order for a child to attain its maximum development in the broadest sense, the care and guidance of both a father and a mother are needed in the process of education. The complete, happy and loving family is the breeding-ground in which chil= dren grow up to be psychologically healthy adults. Where one or both of the parents are absent as a result of death, di= vorce, or other reasons, in other words, where disruption has occurred, the optimal situation has been disturbed, and it can be expected that under such circumstances the chances for psychological harm to the children are greater than where all the members of a family are living together happily.

The stress in the above sentence should be placed on "happily". as there seems to be agreement among many authors (e.g. Despert, 1953; Goode, 1964; Hurlock, 1964; Landis, 1952; Mindey, 1969) that from the children's point of view. it is preferable for parents to divorce and the remaining members to be relatively happy, rather than to be an intact family whose daily living is characterized by continual arguments and discord. Leslie (1973) mentions 4 studies which have shown this to be true and says "... the negative impact of divorce upon children may be no greater than would be the effect of parents continuing to live together in an unhappy marriage" (p. 610). According to Burchinal (1964) "Inimical effects associated with divorce or separation ... were almost uniformly absent in the population studied. Acceptance of this conclusion requires the revision of widely held beliefs about the de= trimental effects of divorce upon children" (p. 50).

Opposed to this view, most churches and the Commission for Public Morals of the NG Kerk emphasize that marriage is an institution of God and can therefore not be dissolved except on the grounds of adultery and religious imcompatability, i.e. where a Christian is married to a heathen and then only when the heathen enforces divorce. Marriage is further regarded as a life-long union between one man and one woman, to which even the bond between parent and child must yield (Nederduitse Gereformeerde Kerk, 1962).

According to a senior spokesman of the Commission for Public Morals the Commission's point of view is that even though the marriage is an unhappy one, it is still in the child's interests if the parents do not divorce. In extreme cases in which the child is physically neglected or illtreated, it may be taken away from the parental home, but every effort is made to return it to the parents as soon as possible. In no case will divorce be recommended, however (personal communication).

According to Nel (1961) the child, since birth, needs education in order to can become an adult person. When parents lose their control over the child as a result of ignorance and indifference, e.g. divorce and separation, or are compelled to do so, as a result of death, for instance, there is a void in the education process which may result in children's becoming confused in their attitude towards responsibility.

Disruption or disorganization may take various forms. Goode (1964), e.g., mentions 5 different causes of family disorganization, namely -

(a) Illigitimacy, in which case the family unit is incomplete because the husband-father is absent.

(b) Annulment, separation, divorce and desertion.

(c) "Empty shell" families, in which case members are living together, but where there is little or no communication or interaction with one another.

(d) Unwilled absence of one spouse, owing to factors such as death, war, jail sentences and other catastrophes.

(e) "Unwilled" major role failures, such as intellec= tual, emotional or physical pathologies.

As the present investigation is a descriptive and a comparative study of children whose parents are dead and di= vorced or separated, rather than a sociological study of the causes and results of family disruption, the above short description of the causes of family disorganization is regarded as sufficient for the purpose of this study.

1.2 BACKGROUND OF THE INVESTIGATION : TALENT SURVEY

During 1965 the Institute for Manpower Research of the HSRC conducted a comprehensive research project, viz Talent Survey. By means of this programme all White Standard 6 pupils in the Republic of South Africa and in South-West Africa were subjected to a series of tests and questionnaires. For practical purposes the approximately 70 000 ouoils who took part are regarded as the population of Standard 6 pupils of 1965.

As a complete exposition of the aim and experimental design of Talent Survey appears in a previous report (Verhoef and Roos, 1970), the aims of Talent Survey are only explained in brief : The general aim of Talent Survey is to find an answer to the question: WHAT IS OUR COUNTRY'S WHITE MANPOWER POTENTIAL? and to make data available to DEVELOP THIS POTENTIAL TO THE MAXIMUM.

Two separate aims emerge from this general aim, viz

(a) to obtain an estimate of the White manpower poten= tial of South Africa and

(b) to determine or identify factors and/or circum= stances which promote or impede the maximal development of the White manpower potential.

1.3 AIM OF THE INVESTIGATION

The aim of this investigation arises from (b) of the above-mentioned aims of Talent Survey. The aim is to compare pupils from disrupted homes with the population of Standard 6 pupils in 1965 in respect of factors such as background, school adjustment, intellectual ability, personality and progress in school. From these data it will be attempted to determine whether and in what respects such pupils differ from other pupils and if family disruption has a detrimental effect on various aspects of their lives.

CHAPTER 2

METHOD OF INVESTIGATION

2.1 THE TEST GROUPS

The test groups were identified according to their replies to two questions in the Biographical Questionnaire (see 2.3.1) of 1965. The questions read as follows:

Question 19 : "Are your parents living?"

Question 20 : "Are or were your parents divorced or separated?"

Pupils' replies to these questions appear in Tables 2.1 and 2.2.

TABLE 2.1

DISTRIBUTION OF PUPILS ACCORDING TO DECEASE OF ONE OR BOTH PARENTS

Response	N	%
Father and mother both living Father deceased Mother deceased Both parents deceased	63286 4543 1270 314	91,1 6,6 1,8 0,5
TOTAL	69413	100,0

According to Table 2.1, 6127 pupils, representing 8,9 per cent of the Standard 6 population, have lost either one or both of their parents through death. This group constitutes one test group in the investigation.

TABLE 2.2

DISTRIBUTION OF PUPILS ACCORDING TO DIVORCE OR SEPARATION OF PARENTS

Response	N	%
Parents not divorced Parents divorced	62907 6393	90,8 9,2
TOTAL	69300	100,0

The second test group consists of the 6393 pupils, representing 9,2 per cent of the population, whose parents are divorced or separated.

It should be noted that the two test groups are not mutually exclusive.

2.2 THE CONTROL: GROUP

The population of the Standard 6 pupils in ordinary schools in 1965, consisting of 69 908 pupils, serves as the control group with which the test groups are compared with the aim of determining to what extent the latter differ from the former. Throughout the investigation the control group will be referred to as the population.

2.3 THE MEASURING INSTRUMENTS

The test groups are compared with the population ac= cording to the results of certain tests which were applied to them during the 1965 Talent Survey test programme and question= naires which were answered by them. A short description of the measuring instruments is given below. A more comprehensive description of these and other measuring instruments applied during the programme appears in a previous Talent Survey report (Roos, 1970).

2.3.1 The Biographical Questionnaire

This questionnaire was especially compiled for the purpose of Talent Survey and comprises, inter alia, questions regarding the pupils' hobbies, participation in sport, occupa= tional choice, occupation and financial status of parents and school particulars. The aim of this questionnaire was to ob= tain as many biographical and other background data as possible concerning each pupil.

2.3.2 The Teachers' Questionnaire

The purpose of this questionnaire was to obtain the Standard 6 class teacher's assessment of each pupil with re= gard to his behaviour, adjustment and ability in respect of the school situation and school work.

TABLE 2.3

DESCRIPTION OF THE HSPQ FACTORS

Low stanine score (1-3)	Fac= tor	High stanine score (7-9)
Reserved, detached, critic= al, cool	А	Outgoing, warm-hearted, easy- going, participating
Less intelligent, concrete- thinking, of lower scholas= tic mental capacity	В	More intelligent, abstract- thinking, bright, of higher scholastic mental capacity
Affected by feelings, emo= tionally less stable, easily upset, changeable, of lower ego strength	С	Emotionally stable, faces reality, calm, of higher ego strength (not the same as egotistical)
Phlegmatic, deliberate, inactive, stodgy	D	Excitable, impatient, de= manding, overactive
Obedient, mild, conforming, submissive	Е	Assertive, independent, ag= gressive, stubborn, dominant
Sober, prudent, serious, taciturn	F	Happy-go-lucky, gay, enthu= siastic, impulsive, lively
Expedient, evades rules, feels few obligations, has weaker superego strength	G	Conscientious, persevering, staid, rule-bound, has strong er superego strength
Shy, restrained, diffident, timid	Н	Venturesome, socially bold, uninhibited, spontaneous
Tough-minded, self-reliant, realistic, no-nonsense	I	Tender-minded, dependent, over-protected, sensitive
Vigorous, goes readily with the group, zestful, given to action	J	Doubting, obstructive, indi= vidualistic, reflective, internally restrained, unwil= ling to act.
Placid, confident, serene, untroubled	D	Apprehensive, worrying, de= pressive, troubled, guilt prone
Group-dependent, a "joiner" and sound follower	Q ₂	Self-sufficient, prefers own decisions, resourceful
Undisciplined self-conflict, careless of protocol, fol= lows own urges, has low integration	Q3	Controlled, socially precise, self-disciplined, compulsive, has high self-concept control
Relaxed, tranquil, torpid, unfrustrated	Q ₄	Tense, driven,overwrought, frustrated

2.3.3 The New South African Group Test

The New South African Group Test (NSAGT) was compiled in order to measure certain aspects of developmental intelli= gence, i.e. inherited intellectual potential which has develop= ed under environmental influences up to the day of testing. The aim is that it should be used as an objective aid in the classi= fication, sifting, and guidance of pupils. The test gives an indication of pupils' verbal, non-verbal and total IQ.

2.3.4 The Jr. Sr. High School Personality Questionnaire

The High School Personality Questionnaire (HSPQ) con= sists of 142 questions and measures 14 separate personality di= mensions or traits which, according to the findings of psycho= logists, embraces practically the entire personality. Each dimension or field is described in terms of two poles or ex= tremes as indicated in Table 2.3. The left-hand description points to a score on the lowest point and the right-hand des= cription to the highest point of the stanine scale, according to which the raw scores are converted into norm scores.

It should be kept in mind that high scores are not necessarily always "good" and low scores "bad".

The descriptions of the different fields are described in Table 2.3.

2.3.5 The Adjustment Questionnaire

The Adjustment Questionnaire was compiled with a three-fold aim in view, viz

(i) to be used as a screening test in order to single out pupils with problems of adjustment;

(ii) to serve as a means to a controlled interview with groups or individuals. The scores in the various fields of adjustment or reactions to specific questions can serve as a point of contact for further investigation, and

(iii) to serve as an objective instrument for comparisons between groups or individuals.

The questionnaire consists of 160 questions which cover two fields of adjustment, to wit, personal and social adjust= ment. The questions are divided into 10 groups in such a way that the questions in each group correlate highly with each other in order to obtain separate measurements in the major fields of adjustment. The 10 fields of adjustment measured by the questionnaire are the following: Field 1: Self-confidence Field 2 : Sense of personal worth Field 3 : Sense of personal freedom Field 4 : Recognition Field 5 : Social relationships Field 6 : Nervous symptoms Field 7: Moral attitudes Field 8 : Family relationships Field 9 : School relationships Field 10 : Emotionality X-score : Seriousness with which the questionnaire was answered.

2.4 SIGNIFICANCE OF DIFFERENCES

In the course of research samples representing the population are normally used. The findings applicable to the sample are then generalized to fit the population. In these cases inductive statistics are used to determine the extent to which the findings apparent from the samples are applicable to the population and the risk involved in such a generalization.

In the case of Talent Survey, the population of Stan= dard 6 pupils was tested so that the test groups, consisting of pupils from disrupted families, represent all such pupils and are in fact two sub-populations. This amounts. in practice. to a comparison of two or more populations. In such a case induc= tive statistics are no longer valid, but descriptive statistics Any difference is real and true since it is descriptive are. of the population itself. Calculation of the significance of differences is not necessary since any difference is a real one that does not rest on probability. The only problem is thus how large the difference must be before it can be regarded as being of practical significance. For the purposes of this in= vestigation. differences of approximately 5 per cent are re= garded as large enough to be of practical significance. How= ever, in cases in which comparisons take place on the strength of mean scores. the premise is adopted that any difference is significant.

Whether or not differences are of any practical signi= ficance, depends on the actual situation. In some cases, a relatively small difference can be of considerable significance and in other cases even relatively large differences can be of little practical significance. It is not the intention of this investigation to interpret the relative importance of the dif= ferences obtained in all possible practical situations, but rather to give a provisional or tentative interpretation there= of. It should be borne in mind that the test groups are included in the population for purposes of comparison. This implies that any difference found would have been larger if the test groups had not formed part of the population.

CHAPTER 3

BACKGROUND AND RELATED ASPECTS

3.1 INTRODUCTION

The information contained in this chapter was obtained from the responses of pupils to the questions in the Biographical Questionnaire, described in Paragraph 2.3.1.

The test groups are compared with the population of Standard 6 pupils in respect of various aspects pertaining to their general background, which includes particulars about their parents, domestic and school circumstances, health, hobbies, etc. The purpose of such a comparison is to determine whether and to what extent pupils from disrupted families differ from the general school-going population. The intention is rather to describe the test groups than to find and explain relation= ships.

As a result of the abundance of information included in the questionnaire, data will be classified under the following headings for the sake of convenience:

- (a) Biographical details
- (b) Parents and domestic circumstances
- c) School background
- (d) Use of leisure
- e) Attitudes
- (f) Health.

3.2 BIOGRAPHICAL DETAILS

3.2.1 <u>Sex</u>

The distribution of the test groups and the population, according to sex, appears in Table 3.1.

TABLE 3.1

C -11	Parents	deceased	Parents	divorced	Popula	ation
JEX	N	%	N	%	N	%
Male Female	3127 3000	51,0 49,0	3324 3069	52,0 48,0	35645 34092	51,1 48,9
TOTAL	6127*	100,0	6393*	100,0	69737*	100,0

DISTRIBUTION OF PUPILS ACCORDING TO SEX

*The figures in the "TOTAL" column may vary from table to table owing to the fact that data were not available for all pupils in respect of every variable. According to Table 3.1 the relation of males to fe= males in respect of both the test groups is approximately the same as that of the population.

3.2.2 <u>Age</u>

The mean age of the test groups and the population is indicated in Table 3.2.

TABLE 3.2

Parents	deceased	Parents	divorced	Population		
Mean age	Standard deviation	Mean age	Standard deviation	Mean age	Standard deviation	
13,66	0,94	13,59	0,93	13,47	0,87	

MEAN AGE DURING TALENT SURVEY IN 1965

According to Table 3.2 both the test groups were older than the population in Standard 6. The group whose parents are deceased was 13 years 7,9 months of age with a standard devia= tion of 11,3 months, followed by the divorced parents group, whose mean age was 13 years 7,1 month with a standard deviation of 11,2 months. The population was the youngest in Standard 6 with a mean age of 13 years 5,6 months and a standard deviation of 10,4 months.

3.2.3 Home language

Data in connection with home language appear in Table 3.3.

The following deductions can be made from Table 3.3:

(a) In comparison with the 30,7 per cent of the population who are English-speaking, 5,4 per cent more children from divorced parents are English-speaking, whereas 5,1 per cent less from homes where parents are deceased, are Englishspeaking.

(b) The opposite is true in respect of Afrikaansspeaking children: whereas 5,3 per cent more than the population distribution of Afrikaans-speaking children come from homes disrupted by death, a smaller percentage viz 9,1 per cent less come from homes where parents are divorced.

(c) In respect of pupils who are both English and Afrikaans-speaking, there are 1,1 per cent and 4,7 per cent respectively more whose parents are deceased and divorced than would be expected from the population distribution.

(d) Only slight and insignificant differences are found between pupils speaking other than the two official languages.

TABLE 3.3

Home language		Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%	
English Afrikaans English and Afrikaans German Dutch Greek Italian Portuguese Other languages	1571 3952 481 41 23 13 13 13 16 17	25,6 64,5 7,8 0,7 0,4 0,2 0,2 0,3 0,3	2304 3203 727 67 21 15 15 26 15	36,1 50,1 11,4 1,1 0,3 0,2 0,2 0,4 0,2	21430 41300 4696 726 448 247 261 352 288	30,7 59,2 6,7 1,0 0,7 0,4 0,4 0,5 0,4	
TOTAL	6127	100,0	6393	100,0	69748	100,0	

DISTRIBUTION OF PUPILS ACCORDING TO HOME LANGUAGE

The general conclusion can be made that there appears to be a higher incidence of divorce among parents of Englishspeaking pupils, in contrast to Afrikaans-speaking pupils, in which case divorce of the parents is less prevalent, but deaths occur more frequently.

Cronjé's (1959) explanation for the higher divorce rate among English than Afrikaans-speaking people is that Englishspeaking people are mainly city dwellers who are more exposed to the disintegrating influences of the city.

3.3 PARENTS AND DOMESTIC CIRCUMSTANCES

3.3.1 Father's/Guardian's occupation

The occupations pursued by the pupils' fathers/ guardians are indicated in Table 3.4. The occupations are classified into 11 occupational groups.

TABLE 3.4

DISTRIBUTION OF PUPILS ACCORDING TO FATHER'S/GUARDIAN'S OCCUPA=

Occupational group	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Professional and semi- professional Administrative Clerical Sales personnel Skilled artisans Trained field-workers Farmers, gardeners, fores= ters, fishermen Personal and household services Operators and semi- skilled workers Unskilled workers Housewives and pensioners No occupation supplied	573 492 810 259 653 440 601 78 495 98 1226 402	9,3 8,0 13,2 4,2 10,7 7,2 9,8 1,3 8,1 1,6 20,0 6,6	768 771 888 431 1106 735 397 53 642 127 297 178	12,0 12,1 13,9 6,7 17,3 11,5 6,2 0,8 10,0 2,0 4,7 2,8	8169 9957 6896 3375 11633 8311 8749 263 7550 1513 2282 1210	11,7 14,2 9,9 4,8 16,6 11,9 12,5 0,4 10,8 2,2 3,3 1,7
TOTAL	6127	100,0	6393	100,0	69908	100,0

It can be observed from Table 3.4 that whereas there are 5,9 per cent less pupils from the parents deceased group who replied that their fathers are or were employed in the first 4 occupational groups - which are the higher socio-economic occupations (see Strijdom, 1971; Scheffer, 1972) - there are slightly more (4,1%) of the pupils whose parents are divorced whose fathers pursue these occupations.

One possible explanation for the higher death rate among people pursuing the lower socio-economic occupations may be that there is a greater risk to life in the manual labour involved in these occupations, in contrast to a lesser risk in the white-collar occupations.

There does not seem to be agreement among authors as to which socio-economic group yields the most divorces.

Cronjé (1959) found that there were fewer divorces among farmers, people rendering personal services and unskil= led workers in comparison with public servants, clerks and postal staff. He attributes the lower incidence of divorce among the lower socio-economic occupations to the use of the poor man's divorce, viz desertion.

In accordance with the above-named author's finding, Landis (1963) avers: "The findings on occupation and education suggest that people in the higher educational occupations are more prone to end an unhappy marriage through divorce. Possi= bly professional people and more highly educated people recog= nize the damage that may be done to children in an unhappy mar= riage, or they may have a wider choice of alternatives availa= ble when they consider their future if they divorce" (p. 180).

Williamson (1966), on the other hand, is of the opinion that, in contrast to the popular opinion, there is a tendency towards a higher divorce rate among the lower occupational strata. According to him this phenomenon is not difficult to understand. The reason for the higher stability of people pursuing higher class occupations is due to the fact that they are older when they marry, have a higher income and more flexi= bility in personality and role.

Monahan (1960) maintains that divorce is much more cha= racteristic of the lower than the higher socio-economic groups. He also states that the considerable publicity accorded to pro: minent people's divorces tends to give rise to the wrong ideas about such persons.

According to Landis (1965) divorce is an escape mecha= nism for the lower occupational groups rather than for the more affluent and educated classes.

Kephart (1961) supports Landis in saying that research findings have shown irrefutably that divorce characterises the bottom rather than the top social classes.

3.3.2 Number of children in the family

The data concerning the number of children in the family appear in Table 3.5.

According to Table 3.5, 65,0 per cent of the population as opposed to 51,5 per cent of the parents deceased group and 59,8 per cent of the parents divorced group stated that their families consist of from one to four children. There are thus 13,5 per cent more pupils whose parents are deceased and 5,2 per cent more pupils from divorced families in comparison with the population who come from relatively large families, i.e. families consisting of 5 or more children. The conclusion can therefore be made that children from disrupted families and especially children whose parents are deceased come from larger families than those of the population.

TABLE 3.5

DISTRIBUTION OF PUPILS ACCORDING TO NUMBER OF CHILDREN IN THE FAMILY

Number of children	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
One (yourself) Two Three Four Five Six Seven Eight Nine or more	252 829 1066 987 834 640 461 390 622	4,1 13,6 17,5 16,3 13,7 10,5 7,6 6,4 10,3	384 999 1273 1152 907 585 397 274 390	6,0 15,7 20,0 18,1 14,3 9,2 6,3 4,3 6,1	2679 11722 16505 14025 9100 5701 3580 2456 3483	3,9 17,0 23,8 20,3 13,1 8,2 5,2 3,5 5,0
TOTAL	6081	100,0	6361	100,0	69251	100,0

Although Smith (1970) found that in very small families, i.e. with only one child, the occurrence of divorce is signifi= cantly greater than is the case with a control group, and Bos= sard (1956) as well as other authors are of the opinion that the presence of children is recognised generally as a deterrent to divorce and also that the larger the number of children, the less the probability of divorce, this is contradicted by the findings of this investigation. These apparently conflicting findings may possibly be in part ascribed to the fact that when parents divorce or are widowed, they often remarry and both spouses bring with them their children from previous marriages and in this way enlarge the family.

3.3.3 <u>Educational qualifications of parents/step-parents/</u> guardians

The pupils' responses to the question on the highest educational qualification obtained by their father/step-father/ guardian are indicated in Table 3.6 and those obtained by their mother/step-mother/guardian in Table 3.7.

TABLE 3.6

Qualification	Parents deceased		Parents divorced		Population	
46411, 104610.	N	%	N	%	N	%
Std 6 or lower Std 7 Std 8 Std 9 Std 10 Higher than Std 10 (degree excluded) University degree Do not know	922 215 690 106 645 225 287 2804	15,6 3,7 11,7 1,8 10,9 3,8 4,9 47,6	829 264 720 141 788 260 405 2900	13,2 4,2 11,4 2,2 12,5 4,1 6,4 46,0	1 1702 329 1 9253 170 1 932 1 35 18 4942 25295	16,9 4,8 13,4 2,5 13,5 5,1 7,2 36,6
TOTAL	5894	100,0	6307	100,0	69023	100,0

DISTRIBUTION OF PUPILS ACCORDING TO THE HIGHEST EDUCATIONAL QUA= LIFICATION OBTAINED BY THEIR FATHER/STEP-FATHER/GUARDIAN

TABLE 3.7

DISTRIBUTION OF PUPILS ACCORDING TO THE HIGHEST EDUCATIONAL QUALIFICATION OBTAINED BY THEIR MOTHER/STEP-MOTHER/GUARDIAN

Qualification	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Std 6 or lower Std 7 Std 8 Std 9 Std 10 Higher than Std 10 (degree excluded) University degree Do not know	1240 358 932 150 678 259 182 2246	20,5 5,9 15,4 2,5 11,2 4,3 3,0 37,2	1006 359 1136 178 829 293 194 2333	15,9 5,7 17,9 2,8 13,1 4,6 3,1 36,9	1 1859 4 130 12526 1867 9590 3864 2352 228 19	17,2 6,0 18,1 2,7 13,9 5,6 3,4 33,1
TOTAL	6045	100,0	6328	100,0	69007	100,0

From Table 3.6 it appears that the population's fathers are better qualified than either of the two tests groups' fathers, judging by the percentages who obtained a Standard 10 or higher qualification. In comparison with the fathers of the population, there is a slightly lower percentage of the pupils from divorced families, although not significantly so, who stated that their father/step-father/guardian had obtained at least a Matric certificate. There is, however, a significantly lower percentage of the parents deceased group whose father/ step-father/guardian has a Standard 10 or higher qualification.

It is also noteworthy that in respect of both the test groups approximately 10 per cent less than the population do not know what their fathers' educational qualifications are but, as there is such a large percentage of the test groups who do not know, not much value can be attached to the findings in this paragraph.

The same trend is observed in respect of the mother/ step-mother/guardian's qualifications as was the case with the fathers' qualifications, namely that both of the test groups' mothers appear to be educationally less well qualified than the population's mothers. The differences are not significant, how= ever.

3.3.4 <u>Parents' financial capacity as regards their children's</u> education

The assessment of the test groups and the population as to whether their parents possess the financial means to let them study up to Standard 10, is indicated in Table 3.8, and their assessment of whether or not they are financially capable of sending them to university, appears in Table 3.9.

TABEL 3.8

DISTRIBUTION OF PUPILS ACCORDING TO THEIR PARENTS' FINANCIAL CAPACITY AS REGARDS ALLOWING THEM TO STUDY UP TO STANDARD 10

Financial capacity	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Can afford it Cannot afford it Do not know	3311 746 2024	54,4 12,3 33,3	3738 570 2040	58,9 9,0 32,1	48492 3987 16568	70,2 5,8 24,0
TOTAL	6081	100,0	6348	100,0	69047	100,0

TABLE 3.9

Financial capacity	Parents dec e ased		Parents divorced		Population	
	N	%	N	%	N	%
Can afford it Cannot afford it Do not know	1438 1863 2776	23,7 30,7 45,6	1759 1584 2986	27,8 25,0 47,2	25806 11956 31122	37,5 17,3 45,2
TOTAL	6077	100,0	6329	100,0	68884	100,0

DISTRIBUTION OF PUPILS ACCORDING TO THEIR PARENTS' FINANCIAL CAPACITY AS REGARDS UNIVERSITY TRAINING

If the test groups' responses according to Tables 3.8 and 3.9 are compared with those of the population, it would appear that the parents or guardians of both the test groups are not in as good a socio-economic position as the parents of the population. As regards education up to Standard 10 there are 15,8 per cent and 11,3 per cent less of the parents deceased and parents divorced group respectively who are certain that the necessary resources are available to enable them to continue studying up to Standard 10.

With regard to university training the same trend is observed, namely that 13,8 per cent less of the parents de= ceased group and 9,7 per cent less of the parents divorced group are certain that their parents or guardians will finan= cially be capable of sending them to a university.

3.3.5 Pocket-money

Data concerning adequacy of pocket-money appear in Table 3.10 and Table 3.11 indicates whether or not pupils work for their pocket-money.

TABLE 3.10

DISTRIBUTION OF PUPILS ACCORDING TO SATISFACTION WITH AMOUNT OF POCKET-MONEY

Sufficient pocket-money	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Yes No	5154 943	84,5 15,5	5201 1160	81,8 18,2	59738 9500	86,3 13,7
TOTAL	6097	100,0	6361	100,0	69238	100,0

TABLE 3.11

Work for pocket-money	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Yes Sometimes No	1996 2968 1142	32,7 48,6 18,7	1895 3202 1280	29,7 50,2 20,1	22968 33685 12727	33,1 48,6 18,3
TOTAL	6106	100,0	6377	100,0	69380	100,0

DISTRIBUTION OF PUPILS ACCORDING TO WHETHER OR NOT THEY WORK FOR THEIR POCKET-MONEY

According to Table 3.10 a higher percentage of pupils from divorced families than the population are dissatisfied with the amount of pocket-money they receive. Nevertheless, the majority of them are satisfied.

No significant differences are apparent with regard to whether or not the pupils work for their pocket-money.

3.3.6 Mothers working away from home

In Table 3.12 an indication is given of the number of mothers who work away from home.

TABLE 3.12

DISTRIBUTION OF PUPILS ACCORDING TO MOTHERS WHO WORK AWAY FROM HOME

Does mother work	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Yes No	2306 3749	38,1 61,9	3313 3047	52,1 47,9	23320 45897	33,7 66,3
TOTAL	6055	100,0	6360	100,0	69217	100,0

According to Table 3.12 there is a higher percentage of pupils from both the test groups who stated that their mothers work away from home in comparison with the population. This is especially the case with the pupils from divorced homes, where more than half of the mothers work. The much higher percentage of divorced mothers who work in comparison with the population's mothers is probably the result of their being compelled to do so because of the absence of the traditional bread-winner.

The lower percentage of the parents deceased group whose mothers work in comparison with the divorced mothers could possibly be ascribed to the fact that some widows are left comfortably off financially.

Where the higher percentage of mothers who work has been attributed to their being divorced, some authors are of the opinion that the converse is true, namely that working may be the cause of divorce.

Cronjé (1959) is of the opinion that because of more opportunities to work and earn money, the economical neccesity of a woman being obliged to live with a husband with whom she is not happy, has disappeared.

Landis (1963) asserts that full or part-time work is characteristic of the divorced woman. According to him it is not clear whether a woman's career has contributed to dissatis= faction with her marriage, whether the fact that she is employ= ed is the result of an already existing dissatisfaction, or whether she was compelled to obtain work after her divorce.

According to Kephart (1961) divorce must have been a frightening prospect when most occupations were closed for women and they were dependent on their husbands for economic support. Under present conditions, however, under which most careers are accessible to women, an important barrier against divorce has been removed.

It is doutbful whether any valid deduction can be made with regard to the influence of work of mothers as such on the test group's adjustment, as Leslie (1973), after analyzing several studies, comes to the conclusion that "...research generally contradicts the idea of there being generally sig= nificant differences between the children of working and non= working mothers" and that "Any general conclusion to the effect that maternal employment is undesirable appears unwanted" (p. 566).

3.3.7 Place of residence during school terms

Table 3.13 indicates the persons with whom the pupils live during school terms.

TABLE 3.13

Place of residence	Parents deceased		Parents divorced		Population	
	Ν	%	N	%	N	%
With parents With relatives In a hostel Boarding privately	4175 382 1478 86	68,2 6,2 24,2 1,4	4564 315 1406 101	71,5 5,0 22,0 1,5	54280 1469 13213 504	78,2 2,1 19,0 0,7
TOTAL	6121	100,0	6386	100,0	69466	100,0

DISTRIBUTION OF PUPILS ACCORDING TO PLACE OF RESIDENCE DURING SCHOOL TERMS

According to Table 3.13 a smaller percentage of the test groups than of the population live with their parents and a higher percentage of the former therefore live with relatives, stay in hostels and boarding privately.

3.3.8 Area of residence during school terms

The area of residence of the test groups is compared with that of the population in Table 3.14.

TABLE 3.14

DISTRIBUTION OF PUPILS ACCORDING TO AREA OF RESIDENCE DURING SCHOOL TERMS

Area of residence	Parents deceased		Parents divorced		Population	
Area of residence	N	%	N	%	N	%
On a farm On a plot near a city or	374	6,1	360	5,7	5131	7,4
town	363	6,0	380	6,0	4719	6,8
In a town	2589	42,5	2173	34,1	26486	38,3
In a city or suburb	2767	45,4	3446	54,2	32900	47,5
TOTAL	6093	100,0	6359	100,0	69236	100,0

The only significant difference between the test groups and the population is found in respect of pupils from divorced families, with a higher percentage of them than of the popula= tion living in cities. This finding is to be expected since it is commonly accepted that divorces are more prevalent among city dwellers. The probable reason for this is, according to Strijdom (1974), that "... persons living in rural areas or who have rural ties have internalised a more conservative value orientation result= ing in disapproval of divorce" (p. 411) (translation).

3.3.9 Accommodation during school terms

Data concerning the accommodation of pupils appear in Table 3.15.

TABLE 3.15

DISTRIBUTION OF PUPILS ACCORDING TO ACCOMMODATION DURING SCHOOL TERMS

Accommodation	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
House Flat Boarding-house or hotel Hostel Children's home	4064 461 82 1312 202	66,4 7,5 1,4 21,4 3,3	4139 680 122 1183 263	64,8 10,7 1,9 18,5 4,1	52270 3355 619 12654 580	75,2 4,8 0,9 18,2 0,9
TOTAL	6121	100,0	6387	100,0	69478	100,0

According to Table 3.15 a significantly smaller per= centage of the test groups than the population live in houses and relatively more thus live in other residences, such as flats, boarding-houses, hostels or children's homes.

The smaller percentage of children from disrupted fa= milies living in houses, in contrast to the population, may possibly be attributed to the fact that it will be difficult for one parent to run a house and would therefore prefer to live in a smaller and more manageable residence. Apart from this, financial considerations may also play a part in the type of residence preferred, especially where children are entrusted to the mother, who may not have the means to maintain a house.

3.4 SCHOOL BACKGROUND

3.4.1 Medium of instruction

The distribution of pupils according to medium of in= struction appears in Table 3.16.
TABLE 3.16

DISTRIBUTION OF PUPILS ACCORDING TO MEDIUM OF INSTRUCTION

Medium	Parents deceased		Parents divorced		Population	
Meurum	N	%	N	%	N	%
English Afrikaans Dual medium German Another language	1910 3994 208 11 4	31,1 65,2 3,4 0,2 0,1	2813 3339 220 14 7	44,0 52,2 3,5 0,2 0,1	25735 41644 1933 139 8	37,0 60,0 2,8 0,2 0,0
TOTAL	6127	100,0	6393	100,0	69459	100,0

It appears from Table 3.16 that a disproportionately larger percentage of pupils from divorced families attend Eng= lish medium schools and a larger percentage of pupils whose parents are deceased, attend Afrikaans medium schools. With regard to other schools only negligible differences are found.

The findings of this table correspond with those of Table 3.3 (home language) in which the conclusion was made that there appears to be a higher incidence of divorce among Englishspeaking parents, while deaths seem to occur more frequently among Afrikaans-speaking parents.

3.4.2 Nursery school attendance

In Table 3.17 particulars appear on the number of pupils who indicated that they attended a nursery school.

TABLE 3.17

DISTRIBUTION OF PUPILS ACCORDING TO NURSERY SCHOOL ATTENDANCE

Nursery school attendance	Parents deceased		Parents divorced		Population	
	N	%	N	%	Ν	%
Yes No	947 5154	15,5 84,5	1700 4666	26,7 73,3	12748 56569	18,4 81,6
TOTAL	6101	100,0	6366	100,0	69317	100,0

It appears from Table 3.17 that while there is no sig= nificant difference between the pupils whose parents are de= ceased and the population as regards nursery school attendance, significantly more of the parents divorced group stated that they had attended nursery schools.

3.4.3 Age at which admitted to school

In Table 3.18 an indication is given of the pupils' age on their admission to school for the first time.

According to Table 3.18 there appears to be a slightly higher trend in the age of the parents divorced group to attend school at a younger age than the population, while the opposite is true of the parents deceased group.

TABLE 3.18

DISTRIBUTION OF PUPILS ACCORDING TO AGE AT WHICH FIRST ADMITTED TO SCHOOL

Age	Parents deceased		Parents divorced		Population	
лус 	N	%	N	%	N	%
5 years and younger 6 years 7 years 8 years 9 years and older	2013 3251 789 51 11	32,9 53,2 12,9 0,8 0,2	2434 3140 734 53 10	38,2 49,3 11,5 0,8 0,2	25588 36124 7185 420 80	36,9 52,0 10,4 0,6 0,1
TOTAL	6115	100,0	6371	100,0	69397	100,0

3.4.4 Number of schools attended

Particulars regarding the number of schools attended by \mathbf{p} upils appear in Table 3.19.

TABLE 3.19

DISTRIBUTION OF PUPILS ACCORDING TO THE NUMBER OF SCHOOLS WHICH THEY ATTENDED

Number of schools	Pare decea	ents Ised	Parents divorced		Popul	ation
	N	%	N	%	N	%
1 school 2 schools 3 schools 4 schools 5 or more schools	446 1830 1649 1040 1125	7,3 30,0 27,1 17,1 18,5	318 1416 1601 1233 1786	5,0 22,3 25,2 19,4 28,1	5285 2466 1 19 107 10 167 10062	7,6 35,6 27,6 14,7 14,5
TOTAL	6090	100,0	6354	100,0	69282	100,0

If one to three schools are regarded as being the nor= mal number and four or more schools as many schools, it appears from Table 3.19 that a higher percentage of the test groups than the population have changed schools to an undesireable extent. This is especially the case with the pupils whose pa= rents are divorced, and where 18,3 per cent more than the popu= lation have, up to and including Standard 6, attended four or more schools. Still more striking is the fact that more than a quarter of them have attended a considerable number, namely 5 or more schools.

According to Fournier (1963) divorce often results in moving, which has both advantages and disadvantages. On the positive side moving offers the opportunity to make a new start, away from interfering neighbours and an environment which re= minds too much of times when the family was still united.

On the negative side, many problems related to moving arise, such as adjustment to a new environment, school and friends.

The higher percentage of pupils whose parents are de= ceased who have attended many schools compared with the popula= tion may be the result, inter alia, of parents contracting another marriage and changing their residence or children being placed in institutions in other places, neccesitating attend= ance of a different school.

3.4.5 Failure at school

Data concerning the number of times that the pupils failed at school appear in Table 3.20.

TABLE 3.20

DISTRIBUTION OF PUPILS ACCORDING TO NUMBER OF TIMES FAILED AT SCHOOL

Number of times failed	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Have never failed Once Twice Three times Four times or more	3770 1571 609 140 20	61,7 25,7 10,0 2,3 0,3	3839 1762 634 112 26	60,2 27,6 10,0 1,8 0,4	49038 14428 4896 864 160	70,7 20,8 7,1 1,2 0,2
TOTAL	6110	100,0	6373	100,0	69386	100,0

According to Table 3.20 approximately 10 per cent more of both of the test groups, compared with the population, have failed at least once. The conclusion drawn is that family dis= organisation appears to have an adverse effect on school achievement.

3.4.6 <u>Occupational choice of pupils</u>

The occupations which the pupils wish to pursue one day, according to their choice in Standard 6, are indicated in Table 3.21. The occupations are classified according to 11 occupa= tional groups, as in the case of Table 3.20.

TABLE 3.21

DISTRIBUTION OF PUPILS ACCORDING TO THEIR OCCUPATIONAL CHOICE

Occupational group	Pare dece	ents eased	Parents divorced		Population	
occupational group	N	%	N	%	N	%
Professional and semi- professional Administrative Clerical Sales personnel Skilled artisans Trained field-workers Farmers, gardeners, foresters, fishermen Personal and household services Operators and semi- skilled workers Unskilled workers Housewives No occupation supplied	2443 56 1175 94 979 776 307 17 56 18 21 185	39,9 0,9 19,2 1,5 16,0 12,7 5,0 0,2 0,2 0,3 0,4 3,0	2615 59 1126 168 1061 802 240 29 51 12 9 221	40,9 0,9 17,6 2,6 16,6 12,5 3,8 0,5 0,5 0,8 0,2 0,1 3,5	32245 695 11767 1208 9053 7652 3669 159 423 100 444 2793	46,1 1,0 16,9 1,7 13,0 11,0 5,2 0,2 0,2 0,6 0,1 0,2 4,0
TOTAL	6127	100,0	6393	100,0	69908	100,0

According to Table 3.21 approximately the same percent= ages (slightly more than 60%) of all three groups wish to pur= sue occupations in the first 4 groups. Judging by the percent= age who wish to pursue professional and semi-professional occu= pations, however, significant differences are noticed, as 6,2 per cent less pupils whose parents are deceased and 5,2 per cent less pupils from divorced families than the population, are interested in the professions. No significant differences are found in respect of the other occupational groups. The lower percentage of the test groups wishing to pur= sue professional and semi-professional occupations is possibly the result of less favourable financial circumstances, owing to the father's absence and children realising that qualifying for a profession requires quite a lot of expenditure with regard to study fees at universities or colleges.

3.4.7 Aspirations with regard to education

Pupils' responses to the question, "Up to what level of education do you wish to study?", are given in Table 3.22.

TABLE 3.22

			W T 111
REGA	RD TO EDUC	CATION	
 	- <u> </u>		

Educational aspiration	Parents deceased		Parents 		Population	
	N	%	N	%	N	%
Does not really care Until he is 16 and can	162	2,7	177	2,8	1604	2,3
leave school	296	4,9	345	5,4	2251	3,3
Up to Std 7	75	1,2	81	1,3	579	0,8
Up to Std 8	1246	20,4	1187	18,7	10033	14,5
Up to Std 9	41	0,7	44	0,7	408	0,6
Up to Std 10	2065	33,9	2083	32,8	21519	31,1
Further than Std 10 (excluding degree) University degree	850 1360	13,9 22,3	844 1589	13,3 25,0	10984 21752	15,9 31,5
TOTAL	6095	100,0	6350	100,0	69130	100,0

Judging by the percentage of pupils who aspire after a Standard 10 or higher qualification, it appears from Table 3.22 that in respect of both of the test groups a lower percentage than the population wish to attain these qualifications. This is especially apparent in the case of post-matric qualifications where 11,2 per cent less of the parents deceased group and 9,1 per cent less of the parents divorced group than the population wish to obtain educational qualifications beyond Standard 10.

The lower percentage of pupils from disrupted families who wish to obtain a post-matric qualification shows a relation= ship with the data of Table 3.21, according to which relatively fewer of them than of the population wish to pursue professional or semi-professional occupations which usually call for higher qualifications than Standard 10. Both these above-mentioned findings is probably related to the test groups' poorer socioeconomc position, brought about by the absence of a father.

3.4.8 Availability of time for homework

Pupils' responses to the question whether they are given enough time to do their homework as well as possible appear in Table 3.23.

TABLE 3.23

DISTRIBUTION OF PUPILS ACCORDING TO AVAILABILITY OF ENOUGH TIME FOR HOMEWORK

Enough time available	Parents dec ea sed		Parents divorced		Population	
	Ν	%	N	%	Ν	%
Yes No	5625 480	92,1 7,9	5781 590	90,7 9,3	64264 5092	92,7 7,3
TOTAL	6105	100,0	6371	100,0	6 935 6	100,0

The slight differences found between the test groups and the population with regard to availability of enough time for homework cannot be regarded as significant.

3.4.9 Assistance with homework

Table 3.24 provides the data in respect of the pupils' responses to the question, "Is there anyone at home who can help you if you experience difficulties with your homework?"

TABLE 3.24

DISTRIBUTION OF PUPILS ACCORDING TO AVAILABILITY OF ASSISTANCE WITH HOMEWORK

Assistance available	Parents deceased		Parents divorced		Population	
	N	%	N	%	Ν	%
Yes No	4904 1210	80,2 19,8	5170 1203	81,1 18,9	59320 9998	85,6 14,4
TOTAL	6114	100,0	6373	100,0	69318	100,0

According to Table 3.24 there are relatively more pupils from disrupted families than from the population for whom no assistance with their homework is available. The reason for this may possibly be found in the fact that a greater percentage of the former's mothers work (see Par. 3.3.6).

3.5 USE OF LEISURE

3.5.1 Hobbies pursued by pupils

According to Table 3.25, where the hobbies that the pupils pursue are indicated, the only significant difference found between the test groups and the population is in respect of keeping of pets, where relatively more of the population stated that they do this as a hobby.

TABLE 3.25

DISTRIBUTION OF PUPILS ACCORDING TO THE HOBBIES THEY PURSUE

Hobby	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Collection of articles Building of models Keeping pets Handicraft Photography Art Reading Correspondence with pen- friends Gardening and cultivating plants Working with tools Other hobbies	3834 2087 4747 4418 976 1735 4960 1846 2781 3633 3306	62,7 34,2 77,6 72,2 16,0 28,4 81,1 30,2 45,5 59,5 54,1	4012 2365 4869 4372 1125 2027 5176 1875 2651 3784 3647	62,9 37,1 76,3 68,6 17,6 31,8 81,1 29,4 41,6 59,3 57,2	44961 24909 57751 49728 11755 19638 56626 20986 31427 42044 38926	64,8 35,9 83,2 71,6 28,3 81,5 30,2 45,3 60,6 56,2

The smaller percentage of test group pupils compared with the population who keep pets can possibly be ascribed to living conditions, as it was found that a larger percentage of the former live in other residences than houses, such as flats and boarding-houses, where they will not be able to keep pets (see Par. 3.3.9).

3.5.2 Time spent on extramural activities

In Table 3.26 an indication is given of the time pupils spend on extramural activities.

TABLE 3.26

DISTRIBUTION OF PUPILS ACCORDING TO TIME SPENT ON EXTRAMURAL ACTIVITIES

Hours per week	Parents deceased		Parents divorced		Population	
Hours per week	N	%	N	%	N	%
Does not take part at all 4 hours or less 5-9 hours 10-14 hours 15-19 hours 20 hours or more	1596 2479 1359 445 137 84	26,2 40,6 22,3 7,3 2,2 1,4	1696 2450 1425 492 166 121	26,7 38,6 22,4 7,8 2,6 1,9	16017 27718 17067 5539 1798 1107	23,1 40,0 24,7 8,0 2,6 1,6
TOTAL	6100	100,0	6350	100,0	69246	100,0

No generalization can be made in respect of time spent on extramural activities, as there are only slight and insigni= ficant differences between the test groups and the population according to the data of Table 3.26.

3.5.3 <u>Participation in lessons after school which are not</u> connected with school-work

Table 3.27 gives an indication of the number of pupils who receive lessons after school which are not connected with their school-work, such as music, ballet, etc.

TABLE 3.27

DISTRIBUTION OF PUPILS ACCORDING TO PARTICIPATION IN LESSONS AFTER SCHOOL WHICH ARE NOT CONNECTED WITH SCHOOL-WORK

Lessons after school	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Yes No	1214 4892	19,9 80,1	1373 4989	21,6 78,4	16930 52384	24,4 75,6
TOTAL	6106	100,0	6362	100,0	6 931 4	100,0

According to Table 3.27 a slightly higher percentage of the population than the test groups receive lessons not connected with school-work.

3.5.4 Activity which pupils like best

Particulars concerning the type of activity that pupils like best appear in Table 3.28.

TABLE 3.28

DISTRIBUTION OF PUPILS ACCORDING TO THE TYPE OF ACTIVITY THAT THEY LIKE BEST

Activity	Parents deceased		Parents divorced		Population	
Activity	N	%	N	%	N	%
Participation in sport Plaving records or listen=	1672	27,4	1805	28,3	20327	29,3
ing to the radio Plaving a musical in=	1018	16,7	1038	16 , 3	9992	14,4
strument	46 1	7,6	457	7,1	5407	7,8
Going to the bioscope	490	8,0	637	10,0	5315	7,6
Reading books	960	15,7	929	14,5	10734	15,5
Visiting friends	269	4,4	261	4,1	2833	4,1
Pursuing hobbies	1242	20,2	1255	19 , 7	1 4805	21,3
TOTAL	6112	100,0	6382	100,0	69413	100,0

The slight differences found between the test groups and the population with regard to the type of activity that they like best are not significant and therefore of no practical value.

3.5.5 Type of reading matter preferred

Particulars concerning the type of reading matter preferred appear in Table 3.29.

According to Table 3.29 the differences between the test groups and the population are not significant. However, there appears to be a slightly higher tendency among the pupils from disrupted homes to prefer the less desirable reading matter, viz comic strips.

TABLE 3.29

Reading matter	Parents dec e ased		Parents divorced		Population	
	Ν	%	N	%	N	%
Do not enjoy reading Library books Periodicals Comic strips Newspapers	378 3538 846 939 420	6,2 57,8 13,8 15,3 6,9	374 3725 813 1148 326	5,9 58,3 12,7 18,0 5,1	4134 41973 9228 9670 4462	6,0 60,4 13,3 13,9 6,4
TOTAL	6121	100,0	6386	100,0	69467	100,0

DISTRIBUTION OF PUPILS ACCORDING TO TYPE OF READING MATTER THEY PREFER

3.6 ATTITUDES

3.6.1 Attitude towards attending school

The pupils' attitudes towards attending school are indicated in Table 3.30.

TABLE 3.30

DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS ATTENDING SCHOOL

Attitude	Parents deceased		Parents divorced		Population	
Attitude	N	%	N	%	N	%
Like going to school very much Do not much like going to school Do not like going to school at all	2399 3321 385	39,3 54,4 6,3	2485 3484 408	39,0 54,6 6,4	28829 36873 3669	41,6 53,1 5,3
TOTAL	6105	100,0	6377	100,0	69371	100,0

The differences between the test groups and the popula= tion concerning their attitudes towards attending school cannot be regarded as significant.

3.6.2 Attitude towards homework

Data concerning pupils' attitudes towards homework ap= pear in Table 3.31.

TABLE 3.31

DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS HOMEWORK

Attitude	Parents deceased		Parents divorced		Population	
	N	%	Ν	%	N	%
It is not of much value	335	5,5	455	7,1	4097	5,9
ment Important - through it	1141	18,7	1324	20 , 8	12409	17,9
your own	4634	75 , 8	4605	72 , 1	52873	76,2
TOTAL	6110	100,0	6384	100,0	69379	100,0

Although the differences between the test groups and the population are not significant according to Table 3.31, there is a higher tendency among the pupils from divorced parents to have a more negative attitude towards homework than either the population or the parents deceased group.

3.6.3 Attitude towards learning

Pupils' attitudes towards learning are indicated in Table 3.32.

TABLE 3.32

DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS LEARNING

Attitude	Parents deceased		Parents divorced		Population	
Attitude	N	%	N	%	N	%
Does not have much value Do not know Enables one to make the	63 782	1,0 12,8	66 859	1,0 13,5	552 7456	0,8 10,7
best of life	5261	86,2	5459	85,5	6 1377	88,5
TOTAL	6106	100,0	6384	100,0	69385	100,0

The differences in distributions between the test groups and the population are smaller than 5 per cent throughout and consequently not significant.

3.6.4 Attitude towards school rules

Pupils' opinions regarding the statement "Every child should obey school rules" are indicated in Table 3.33.

TABLE 3.33

DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS SCHOOL RULES

Every child should obey	Parents deceased		Parents divorced		Population	
school rules	N	%	N	%	N	%
Yes Not necessarily No	5537 539 41	90,5 8,8 0,7	5619 712 58	88,0 11,1 0,9	62183 6779 485	89,5 9,8 0,7
TOTAL	6117	100 , 0	6389	100,0	69447	100 , 0

No significant differences are found in Table 3.33 and the conclusion is made that pupils from disrupted homes do not differ from the population as regards their attitudes towards school rules.

3.6.5 Attitude towards religion

Pupils' attitude towards religion are indicated in Table 3.34.

TABLE 3.34

DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS RELIGION

Attitude	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Has no value Do not know Has great value	89 1192 4832	1,5 19,5 79,0	146 1672 4558	2,3 26,2 71,5	1050 14884 53436	1,5 21,5 77,0
TOTAL	6113	100,0	6376	100 , 0	69370	100,0

According to Table 3.34 there is a significantly higher percentage of the parents divorced group than the population who stated that religion is of no value to them or are unsure about their attitudes. In contrast to this, the parents de= ceased group appears to have a slightly more positive attitude towards religon than the population, although the difference is not significant.

As children's attitudes towards religion is to a great extent brought about by their parents' example, the higher percentage of children from divorced parents who have a nega= tive attitude thereto, points to a more negative attitude on the part of the parents. It thus appears that there is a re= lationship between religiosity and divorce, on account of the fact that parents who are religious will attach greater value to the permanent nature of marriage required by the church.

Landis (1963) found that parents who are indifferent towards religion are more likely to end an unhappy marriage by divorce, whereas those who are religious are more inclined to persist with an unhappy marriage.

3.6.6 Attitude towards sport

Particulars of the pupils' attitudes towards sport are given in Table 3.35.

TABLE 3.35

DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS SPORT

Attitude	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Do not like sport at all Not sure Like sport very much	365 1551 4194	6,0 25,4 68,6	386 1531 4456	6,1 24,0 69,9	3701 16401 49256	5,3 23,7 71,0
TOTAL	6110	100,0	6373	100,0	69358	100,0

According to Table 3.35 none of the test groups differs significantly from the population in respect of their attitudes towards sport.

3.6.7 Desire to be a leader

Table 3.36 indicates pupils' answers to the question "Would you like to be the leader of a group or team?"

TABLE 3.36

DISTRIBUTION OF PUPILS ACCORDING TO DESIRE TO BE A LEADER

Desire for leadership	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Yes Do not know No	2729 1655 1733	44,6 27,1 28,3	3127 1692 1563	49,0 26,5 24,5	31456 19508 18458	45,3 28,1 26,6
TOTAL	6117	100,0	6382	100,0	69422	100,0

No significant differences are found between the test groups and the population with regard to desire to be a leader.

3.7 HEALTH

3.7.1 General state of health

Particulars concerning pupils' assessment of their state of health appear in Table 3.37.

TABLE 3.37

DISTRIBUTION OF PUPILS ACCORDING TO THEIR GENERAL STATE OF HEALTH

State of health	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Good Fair Poor	3976 1953 188	65,0 31,9 3,1	4039 2152 193	63,3 33,7 3,0	47439 20484 1478	68,3 29,5 2,2
TOTAL	6117	100,0	6384	100,0	69401	100 , 0

According to Table 3.37 a lower percentage of the pa= rents deceased group as well as the parents divorced group, but significantly lower in the case of the latter group only, stated that their general state of health is good. It thus appears that children from disrupted families experience more . problems with their health in comparison with the population.

The test groups' poorer state of health may in part be attributed to their mothers' absence from the home, as it was

found in Paragraph 3.3.6 that relatively more of their mothers than of the population work away from home. This may result in children not receiving the necessary supervision with regard to their eating habits and a greater neglect of health precautions.

3.7.2 Ailments which give pupils the most trouble

The ailments which trouble pupils the most are indicated in Table 3.38.

TABLE 3.38

DISTRIBUTION OF PUPILS ACCORDING TO AILMENTS WHICH TROUBLE THEM MOST

Ailment	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Not applicable Speech defects External physical defects Weak heart Asthma Overweight Epilepsy Defective hearing Defective vision Other ailments	3972 218 110 86 161 169 27 88 353 895	65,3 3,6 1,8 1,4 2,7 2,8 0,4 1,5 5,8 14,7	4000 216 123 113 195 203 38 95 405 956	63,0 3,4 1,9 1,8 3,1 3,2 0,6 1,5 6,4 15,1	47074 2140 1113 831 1942 1985 291 846 3908 8985	68,1 3,1 1,6 2,8 2,9 0,4 1,2 5,7 13,0
TOTAL	6079	100,0	6344	100,0	69115	100,0

It can be observed from Table 3.38 that in respect of both of the test groups a higher percentage than the population experience problems with some ailment or other. Except for asthma and overweight in the case of the parents deceased group all the ailments reveal a higher percentage of incidence in respect of the test groups, although no difference can be re= garded as significant.

3.7.3 Absence from school

An indication is given in Table 3.39 of the number of days on which pupils were absent from school up to the Talent Survey programme in August/September 1965.

TABLE 3.39

Number of days absent	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
0 to 4 days 5 to 9 days 10 to 14 days 15 to 19 days 20 days or more	4281 1048 376 192 206	70,1 17,2 6,2 3,1 3,4	4305 1116 464 203 275	67,7 17,5 7,3 3,2 4,3	50217 11129 4091 1695 2115	72,5 16,1 5,9 2,4 3,1
TOTAL	6103	100,0	6363	100,0	69247	100,0

DISTRIBUTION OF PUPILS ACCORDING TO THE NUMBER OF DAYS THEY WERE ABSENT FROM SCHOOL

According to Table 3.39 a smaller percentage of the test group than the population were absent from school for a total of 0 to 4 days. A greater percentage of the test groups are encountered in each of the other sections of the table, i.e. from 5 to 20 or more days' absence. The conclusion can thus be made that the test groups were absent from school more often than the population.

3.8 SUMMARY

3.8.1 Biographical details

(a) The pupils from disrupted homes were older than the population in Standard 6.

(b) In comparison with the distribution of the population according to home language, a disproportionately higher percentage of pupils whose parents are divorced are Englishspeaking, while a higher percentage of pupils whose parents are deceased, are Afrikaans-speaking.

3.8.2 Parents and domestic circumstances

In comparison with the population the following findings were made in respect of pupils from disrupted homes:

(a) A higher percentage of the parents divorced group and a lower percentage of the parents deceased group stated that their fathers/step-fathers/guardians are employed in the higher socio-economic occupations. (b) Children from disrupted families and especially those whose parents are deceased, come from larger families.

(c) A significantly lower percentage of the parents deceased group stated that their fathers had obtained at least a Standard 10 qualification. The parents divorced group does not differ significantly from the population. No significant differences were found in respect of mothers' educational qua= lifications.

(d) Relatively fewer pupils of the test groups are of the opinion their parents/step-parents/guardians will be capable financially of keeping them in school up to Standard 10 or sending them to a university.

(e) A higher percentage of the test groups are dis= satisfied with the amount of pocket-money they receive, but only the parents divorced group differs significantly. No significant differences are apparent with regard to whether or not the pupils work for their pocket-money.

(f) More mothers of the test groups work away from home.

(g) A higher percentage of the test groups live with relatives, stay in hostels or board privately.

(h) Significantly more of the parents divorced group live in cities. No significant difference was found between the parents deceased group and the population as concerns area of residence.

(i) A lower percentage of the test groups live in houses and relatively more live in other residences such as flats, boarding-houses, hostels and children's homes.

3.8.3 School background

(a) Relatively more pupils from the parents divorced group attend English medium schools, while relatively more of the parents deceased group attend Afrikaans medium schools.

(b) Significantly more pupils from the parents di= vorced group attended nursery schools, while no significant difference was apparent in respect of the parents deceased group. (c) Slightly more of the parents divorced group attended school at a relatively young age, while the opposite is true of the parents deceased group.

(d) The test groups have changed schools more often than the population.

(e) A higher incidence of failure at school was found among the test groups.

(f) No significant differences were found in respect of the pupils' occupational choice with regard to the 4 highest socio-economic occupations. However, a significantly lower percentage of both the test groups are interested in the top occupational group, viz professional and semi-professional occupations.

(g) The test groups have lower educational aspirations than the population.

(h) While there is no significant difference between the test groups and the population with regard to availability of time for homework, significantly more of the former stated that there is no assistance available to them should they experience difficulties with their homework.

3.8.4 Use of leisure

(a) The only significant difference found after comparing the test groups with the population in respect of a number of hobbies, was that relatively more of the population keep pets.

(b) No generalization could be made with regard to time spent on extramural activities, participation in lessons after school which are not connected with school-work, type of activity liked best and reading matter preferred.

3.8.5 Attitudes

The test groups were compared with the population with regard to their attitudes towards attending school, homework, learning, school rules, religion, sport and leadership. The only significant difference found was in respect of attitude towards religion, according to which the parents divorced group has a more negative attitude than either the parents deceased group or the population. 3.8.6 Health

(a) According to the test groups' opinion their general state of health is poorer than that of the population, but the difference is significant in the case of the parents divorced group only.

(b) Relatively more pupils of the test groups than of the population experience problems with specific ailments. In respect of no ailment, however, the difference was significant.

(c) The test groups were absent from school more often than the population.

CHAPTER 4

CLASS TEACHERS' ASSESSMENT OF THE PUPILS

4.1 INTRODUCTION

In order to obtain as much information as possible about the pupils, particularly with regard to information which they themselves could not readily supply, each pupil's class teacher completed a questionnaire in which confidential infor= mation about the pupil was supplied (see Par. 2.3.2).

In this chapter the test groups are compared with the population with regard to aspects such as diligence, adjustment at school, etc.

4.2 LEADERSHIP

Table 4.1 indicates what percentage of the test groups and the population show signs of leadership, according to the opinions of their class teachers.

TABLE 4.1

Parents Parents Population deceased divorced Signs of leadership % Ν % N % N 1749 27.9 19872 Yes 1565 26.1 29.0 No 4425 73,9 4350 72,1 48547 71,0 TOTAL 5990 100.0 6099 100.0 68419 100.0

DISTRIBUTION OF PUPILS ACCORDING TO SIGNS OF LEADERSHIP

According to Table 4.1 a slightly lower percentage of the test groups than of the population show signs of leadership. The differences cannot be regarded as significant, however. In contrast to this finding, it was found in Paragraph 3.6.7 that a slightly higher percentage, although not significantly so, of the parents divorced group than the population stated that they would like to be leaders.

4.3 ACHIEVEMENT IN SPORT

Data concerning the achievement of the pupils in the field of sport appear in Table 4.2.

Achievement	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Very poor Below average Average Above average Very good	1013 1652 24'78 652 198	16,9 27,6 41,3 10,9 3,3	973 1656 2614 792 226	15,5 26,5 41,8 12,6 3,6	9551 17076 29792 9088 2929	14,0 25,0 43,5 13,2 4,3
TOTAL	5993	100,0	6261	100,0	68436	100,0

DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN THE FIELD OF SPORT

According to Table 4.2 both the test groups attain a poorer achievement in sport than the population. If the cate= gories "very poor" and "below average" are added together, it appears that there are 5,5 per cent more pupils from the parents deceased group and 3,0 per cent more of the parents divorced group whose achievement in sport is poor, according to their class teachers.

4.4 ACHIEVEMENT IN CERTAIN SCHOOL SUBJECTS

Particulars in connection with the pupils' achievement in certain school subjects appear in Tables 4.3 to 4.7. These subjects are Mathematics, Arithmetic or General Mathematics, first language, second language, General Science and History, Geography or Social Studies.

If the percentage of the test groups who obtained 39 per cent or less in the subjects indicated in Tables 4.3 to 4.7 is compared with the population, it appears that in respect of each subject a higher percentage of the former attained poor achievement. It can also be observed that, with the ex= ception of the second language, the difference between the parents divorced group and the population is greater than the difference between the parents deceased group and the population.

Percentage	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
19% and less 20 - 29% 30 - 39% 40 - 49% 50 - 59% 60 - 69% 70 - 79% 80% and more	400 632 981 1148 1067 851 541 439	6,6 10,5 16,2 19,0 17,6 14,0 8,9 7,2	479 715 1062 1238 1070 816 545 396	7,6 11,3 16,8 19,6 16,9 12,9 8,6 6,3	3678 6243 9972 12526 11979 10382 7717 6759	5,3 9,0 14,4 18,0 17,3 15,0 11,2 9,8
TOTAL	6059	100,0	6321	100,0	69256	100,0

DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN MATHEMATICS, ARITHMETIC OR GENERAL MATHEMATICS

TABLE 4.4

DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN THE FIRST LANGUAGE

Percentage	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
19% and less 20 - 29% 30 - 39% 40 - 49% 50 - 59% 60 - 69% 70 - 79% 80% and more	39 198 633 1566 1703 1208 555 171	0,7 3,3 10,4 25,8 28,0 19,9 9,1 2,8	47 213 756 1622 1858 1194 509 141	0,8 3,4 11,9 25,6 29,3 18,8 8,0 2,2	386 1685 6446 16268 19563 14762 7783 2442	0,6 2,5 9,3 23,4 28,2 21,3 11,2 3,5
TOTAL	6073	100,0	6340	100,0	69335	100,0

Percentage	Parents deceased		Parents divorced		Population	
	N	%	Ν	%	N	%
19% and less 20 - 29% 30 - 39% 40 - 49% 50 - 59% 60 - 69% 70 - 79% 80% and more	143 438 1055 1499 1398 911 461 158	2,4 7,2 17,4 24,7 23,1 15,0 7,6 2,6	167 438 1040 1614 1465 1004 447 144	2,7 6,9 16,4 25,5 23,2 15,9 7,1 2,3	1410 4346 10712 16551 16263 11778 6011 2069	2,1 6,3 15,5 23,9 23,5 17,0 8,7 3,0
TOTAL	6063	100,0	6319	100,0	69140	100,0

DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN THE SECOND LANGUAGE

TABLE 4.6

DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN GENERAL SCIENCE

Percentage	Parents deceased		Par div	Parents divorced		Population	
	Ν	%	N	%	N	%	
19% and less 20 - 29% 30 - 39% 40 - 49% 50 - 59% 60 - 69% 70 - 79% 80% and more	267 549 967 1290 1140 889 518 317	4,5 9,3 16,3 21,7 19,2 15,0 8,7 5,3	335 658 1035 1320 1198 854 485 269	5,4 10,7 16,8 21,4 19,5 13,9 7,9 4,4	2549 5449 9847 13266 13079 11107 7466 4953	3,8 8,1 14,5 19,6 19,3 16,4 11,0 7,3	
TOTAL	5937	100,0	6154	100,0	67716	100,0	

Percentage	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
19% and less 20 - 29% 30 - 39% 40 - 49% 50 - 59% 60 - 69% 70 - 79% 80% and more	205 442 842 1118 1137 949 632 530	3,5 7,5 14,4 19,1 19,4 16,2 10,8 9,1	235 446 899 1221 1204 1005 689 431	3,8 7,3 14,7 19,9 19,6 16,4 11,3 7,0	1911 4226 8219 12070 12642 11456 8973 7917	2,9 6,3 12,2 17,9 18,7 17,0 13,3 11,7
TOTAL	5855	100,0	6130	100,0	67414	100,0

DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN HISTORY, GEOGRAPHY OR SOCIAL STUDIES

If the test group pupils who do well in their school subjects, i.e. those who attained 70 per cent and more are com= pared with the population, the same trend is observed, namely that in respect of each subject a smaller percentage of the test groups than the population did well. Again there is a smaller percentage of the parents divorced group than the parents de= ceased group who did well.

In view of the above-mentioned findings, it can be concluded that pupils from disrupted homes appear to attain poorer results in school than other pupils and that divorce seems to have a more adverse effect on pupils' achievement than death of the parents.

Although some authors are in agreement with the results of this investigation with regard to achievement at school, others have found no significant relation between poor marks and the fact that pupils come from disrupted homes.

Campbell (1931) for example, says that there is general agreement among educators that the broken home has a definite effect upon the child's achievement in school. However, after her study she draws the following conclusion: "Broken homes appear to have no effect upon the child's achievement in school when achievement is regarded as accomplishment over a period of years" (p. 281).

Crescimbeni (1964) also maintains that very little data exist to indicate that broken homes directly affect academic achievement.

Engemoen (1967) found no statistical difference between children from united and broken homes with regard to intelli= gence, school readiness, reading achievement and arithmetic achievement.

Shelton (1969) on the other hand, found that his twoparent group did significantly better in respect of academic grade point averages than students from families which were not intact.

Blanchard and Biller's (1971) findings indicated that in agreement with previous studies mentioned by them, father absence or father unavailability can interfere with academic performance.

4.5 , TRUANCY

In Table 4.8 an indication is given of the number of pupils who are guilty of truancy. The test groups do not dif= fer significantly from the population with regard to this variable.

TABLE 4.8

DISTRIBUTION OF PUPILS ACCORDING TO WHETHER OR NOT THEY PLAY TRUANT

Play truant	Parents deceased		Parents divorced		Population	
	Ν	%	N	%	N	%
Yes No	309 5775	5,1 94,9	356 5993	5,6 94,4	2738 66688	4,0 96,0
TOTAL	6084	100,0	6349	100,0	69426	100,0

4.6 INFLUENCE OF ABSENCE ON SCHOLASTIC ACHIEVEMENT

Data concerning the influence of repeated absence on pupils' scholastic achievement are indicated in Table 4.9.

According to Table 4.9 no significant differences are observed between the test groups and the population.

DISTRIBUTION OF PUPILS ACCORDING TO THE INFLUENCE OF REPEATED ABSENCE ON SCHOLASTIC ACHIEVEMENT

Influence of absence	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Not applicable Deleterious effect No effect Not sure	5164 298 502 114	85,0 4,9 8,2 1,9	5259 370 576 142	82,9 5,8 9,1 2,2	59587 2544 6004 1206	85,8 3,7 8,7 1,8
TOTAL	6078	100,0	6347	100,0	69341	100,0

4.7 CO-OPERATION WITH TEACHERS

Data regarding pupils' co-operation with their teachers appear in Table 4.10.

TABLE 4.10

DISTRIBUTION OF PUPILS ACCORDING TO CO-OPERATION WITH TEACHERS

Co-operation	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Very poor Below average Average Above average Very good	283 873 3147 1092 690	4,6 14,4 51,7 18,0 11,3	325 1040 3234 1157 597	5,1 16,4 50,9 18,2 9,4	2406 8820 33991 14572 9675	3,5 12,7 48,8 21,0 14,0
TOTAL	6085	100,0	6353	100,0	69464	100,0

According to Table 4.10 the test groups' and especially the parents divorced group's co-operation with their teachers is poorer than that of the population, judging by the percentages whose co-operation is regarded as very poor and below average. On the other extreme, a lower percentage of the test groups', as opposed to the population's co-operation is above average or very good.

With regard to the relation between divorce and rebel= liousness Fournier (1963) has the following theory: In a dis= harmonious home the child often learns to play off one parent against the other and by doing this, he regards authority as someone or something to dodge or rebel against. If parents lose their control over a child, it often does not want to accept other adults' authority either. When a father, in a child's opinion, lets him down, he may reason that a male figure of authority is worthless and need not be obeyed. He is then in= clined to come into conflict with persons such as leaders and teachers.

4.8 DILIGENCE WITH REGARD TO SCHOOL-WORK

The teachers' assessment of the diligence which pupils evince in their school-work is indicated in Table 4.11.

TABLE 4.11

DISTRIBUTION OF PUPILS ACCORDING TO THEIR DILIGENCE WITH REGARD TO SCHOOL-WORK

Diligence	Parents deceased		Parents divorced		Population	
Diligence	N	%	N	%	N	%
Very poor Below average Average Above average Very good	441 1207 2834 993 603	7,3 19,9 46,6 16,3 9,9	504 13'73 2990 986 501	7,9 21,6 47,1 15,5 7,9	3854 11906 31949 1299'7 8718	5,6 17,1 46,0 18,7 12,6
TOTAL	60'78	100,0	6354	100,0	69424	100,0

According to Table 4.11 the test groups' diligence with regard to their school-work is poorer than that of the popula= tion, as a higher percentage of the parents deceased group and still a higher percentage of the parents divorced group than the population, is regarded by their teachers as not up to standard with regard to this aspect.

4.9 CHANCES OF PASSING STANDARD 10

The teachers' opinions concerning pupils' chances of passing Standard 10 are given in Table 4.12.

According to the significantly higher percentages of the test groups whose chances of passing Standard 10 are regard= ed as very poor or below average and, on the other hand, the significantly lower percentages of those whose chances are above average or very good as compared with the population, it appears that pupils from disrupted homes do less well in school than other pupils. This finding is in accordance with the findings in Paragraphs 4.4 (achievement in school subjects) and 4.7 (co-operation with teachers).

TABLE 4.12

DISTRIBUTION OF PUPILS ACCORDING TO CHANCES OF PASSING STANDARD 10

Chances of passing	Parents deceased		Parents divorced		Population	
	N	%	N	%	N	%
Very poor Below average Average Above average Very good	1283 1491 1893 709 696	21,1 24,6 31,2 11,7 11,4	1355 1605 2039 717 624	21,4 25,3 32,2 11,3 9,8	11252 15053 22788 9748 10453	16,2 21,7 32,9 14,1 15,1
TOTAL	6072	100,0	6340	100,0	69294	100,0

4.10 INTERCOURSE WITH FELLOW-SCHOLARS

In Table 4.13 an indication is given whether or not, in the opinion of their class teachers, pupils get on well with their fellow-scholars. No significant differences between the test groups and the population are apparent according to this variable.

TABLE 4.13

DISTRIBUTION OF PUPILS ACCORDING TO INTERCOURSE WITH FELLOW-SCHOLARS

Intercourse with fellow-scholars	Pare dece	ents æsed	Parents divorced		Population	
	N	%	N	%	Ν	%
Good Poor	5723 326	94,6 5,4	5913 410	93,5 6,5	66201 2970	95,7 4,3
TOTAL	6049	100,0	6323	100,0	69171	100,0

4.11 SUMMARY

In this chapter pupils from disrupted homes were compared with the population of Standard 6 pupils in respect of their class teachers' assessment of them. No significant differences between the test groups and the population were found with regard to signs of leadership, incidence of truancy, influence of absence on scholastic achieve= ment and intercourse with fellow-scholars.

In respect of the following variables the test groups were judged significantly less favourably than the population: Achievement in sport, where only the parents deceased group differs significantly, achievement in school subjects, co-opera= tion with teachers, diligence with school-work, and chances of passing Standard 10. In most instances the pupils whose parents are divorced were judged less favourably than the pupils whose homes were disrupted by death.



CHAPTER 5

INTELLIGENCE, PERSONALITY AND ADJUSTMENT

5.1 INTRODUCTION

In this chapter the information thus far obtained from pupils from disrupted homes is supplemented by information which was obtained more objectively by means of standardized psycho= logical tests and questionnaires. The test groups are compared with the population in respect of their intellectual ability, obtained by means of the NSAGT, described in Paragraph 2.3.3, their personality as measured by the HSPQ (see Par. 2.3.4) and their adjustment, according to the Adjustment Questionnaire (see Paragraph 2.3.5).

5.2 INTELLIGENCE

In Table 5.1 the mean non-verbal, verbal and total IQ scores obtained by the test groups and the population are indi= cated.

TABLE 5.1

TO seems	Parents	s deceased	Parent	s divorced	Population		
IG SCOLE	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation	
Non-verbal Verbal Total	101,06 97,48 99,65	15,22 19,51 15,06	101,74 98,36 100,32	14,60 14,83 14,95	103,48 101,20 102,75	14,78 15,22 15,25	
N	60)34	62	291	68	3917	

MEAN SCORES OBTAINED IN THE NSAGT

According to the results of Table 5.1 both the test groups have a lower mean non-verbal, verbal and consequently a lower total mean IQ. It can also be seen that the parents de= ceased group compares more unfavourably with the population than the parents divorced group.

The test groups' lower mean IQ partly explains their poorer achievement in their school subjects (see Par. 4.4) and their weaker chances of passing Standard 10 (see Par. 4.9) in comparison to the population, but it is doubtful whether this alone can account for their significantly poorer performance at school.

5.3 PERSONALITY

In Tables 5.2 and 5.3 the scores which the test groups obtained in the 14 fields of the HSPQ are compared with those of the population with a view to determining whether the personality composition of the test groups differs from that of other pupils. Scores in each field are expressed in terms of stanines. A high stanine means that a person possesses the specific persona= lity trait to a high degree, while a low stanine indicates that the person possesses it to a lesser extent.

Since separate norms were calculated for boys and girls, the scores of the sexes are indicated separately.

Only the abbreviated names of the fields of the HSPQ are supplied in the tables. A more comprehensive description of the questionnaire and the various fields is given in Para= graph 2.3.4 (Table 2.3).

According to Tables 5.2 and 5.3 the biggest differences with regard to personality are found in respect of field Q_4 (Tenseness) where the girls of the parents divorced group ob= tained a stanine of 0,26 higher than their counterparts in the population and in respect of field B (Intelligence) where the boys of the parents deceased group scored 0,26 stanines lower than the boys of the population. This implies that the girls whose parents are divorced are slightly more tense, driven and overwrought than girls in general and the boys whose parents are deceased are less intelligent and more concrete-thinking, in contrast to abstract-thinking, than boys in general.

Although the differences between the test groups and the population are not great, there are, nevertheless, indications that the former groups tend to have a somewhat less favourable perso= nality composition.

5.4 ADJUSTMENT

For the purpose of determining whether the test groups differ from the population as regards their adjustment, their stanine scores in the Adjustment Questionnaire (described in Par. 2.3.5) are indicated in Table 5.4.

In each field a low score points to a better adjustment than a high score.

TABLE 5.2							
MEAN STANINES	OBTAINED (BOYS)	IN	THE	HSPQ			

Field		Parents deceased		Parents divorced		Population	
		Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
A B C D E F G H I J O Q 2 3 4	Sociability Intelligence Ego strength Excitability Dominance Surgency Conscientiousness Adventurousness Emotional sensitivity Passive individualism Apprehension Self-sufficiency Self-control Tenseness	4,93 4,73 4,81 5,07 4,89 5,01 4,90 4,83 5,19 5,17 5,06 4,91 4,76 5,20	1,93 2,02 1,92 1,94 2,00 1,97 1,97 2,00 2,06 1,95 1,90 1,97 2,03 1,94	4,90 4,81 4,70 5,17 5,06 5,17 4,80 4,89 5,19 5,11 5,16 4,94 4,78 5,21	1,89 2,03 1,92 1,94 2,01 1,98 1,95 2,00 2,03 1,93 1,97 1,98 2,03 1,92	4,96 4,99 4,94 4,99 4,94 5,03 4,96 4,99 5,02 4,95 4,95 4,96 4,91 5,04	1,94 2,04 1,95 1,99 1,99 1,98 1,96 2,05 2,03 1,94 1,97 1,99 2,01 1,95
	N	3085		3271		35	183

TABLE 5.3

MEAN STANINES OBTAINED IN THE HSPQ (GIRLS)

Field		Parents deceased		Parents divorced		Population	
		Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
A B C D E F G H I J O Q 2 3 4	Sociability Intelligence Ego strength Excitability Dominance Surgency Conscientiousness Adventurousness Emotional sensitivity Passive individualism Apprehension Self-sufficiency Self-control Tenseness	4,86 4,92 5,16 4,99 4,88 4,95 4,95 4,95 4,91 5,26 5,12 5,08 5,04 5,24	1,98 1,83 1,89 2,04 1,87 1,96 1,87 1,96 1,91 1,93 1,96 2,02 1,97 2,01	4,89 4,82 5,16 5,26 5,10 4,80 4,99 4,92 5,23 5,19 4,91 4,96 5,34	1,96 1,78 1,99 2,07 1,90 1,90 1,98 1,87 1,95 1,93 1,91 2,00 1,97 1,99	4,92 5,07 5,05 5,03 5,01 4,94 5,03 5,05 4,98 5,10 5,00 4,92 5,05 5,08	1,97 1,79 1,92 2,04 1,91 1,96 1,92 1,92 1,96 1,94 2,03 1,95 2,00
	N	2953		3023		33	757

TABLE 5.4

MEAN STANINES OBTAINED IN THE ADJUSTMENT QUESTIONNAIRE

Field -		Parents deceased		Parer	nts divorced	Population	
		Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
1 2 3 4 5 6 7 8 9 10	Self-confidence Sense of personal work Sense of personal freedom Recognition Social relationships Nervous symptoms Moral attitudes Family relationships School relationships Emotionality X-score	5.10 5,22 5,39 5,22 5,18 5,21 5,06 5,37 5,23 5,31 4,67	1,86 1,95 1,65 1,91 1,82 1,89 2,07 1,55 1,94 1,97 1,78	5,06 5,28 5,63 5,37 5,22 5,25 5,25 5,27 5,40 4,71	1,86 1,92 1,68 1,94 1,83 1,88 2,06 1,61 1,91 1,98 1,71	5,02 4,98 5,25 5,01 5,08 5,04 4,91 5,04 4,91 5,04 4,98 4,87	1,89 1,92 1,65 1,92 1,86 1,90 2,06 1,67 1,94 1,96 1,29
	N	6044		6294		-685	981

From Table 5.4 it can be observed that both the test groups obtained higher mean stanines than the population in all 10 fields of the Adjustment Questionnaire and are therefore not so well adjusted. It also appears that the parents divorced group is more poorly adjusted than the parents deceased group, as the difference between the former group's and the popula= tion's scores are, with the exception of field 1 (Self-confi= dence) and field 5 (Social relationships), larger than the difference between the parents deceased group and the population.

The fields in which the greatest difference between the parents deceased group and the population are found and therefore the fields in which they experience the greatest problems of adjustment are field 10 (Emotionality), field 2 (Sense of personal worth) and field 4 (Recognition). The parents deceased group's higher mean stanines in these fields implies that in comparison with Standard 6 pupils in general, they are emotionally less mature, they have a lesser sense of personal worth and they feel that they are not accepted and recognised by other people to the same extent as other pupils.

Apart from fields 10 and 4 in which the parents di= vorced group, like the parents deceased group, experience adjustment problems, the former group also differs unfavourably from the population with regard to field 3 (Sense of personal freedom), field 7 (Moral attitudes) and field 8 (Family rela= tionships). This means that the pupils whose parents are di= vorced, do not have, in comparison with the population, the same sense of personal freedom which arises as a result of inner discipline and the acceptance of the necessity of a rea= sonable amount of authority and order, they do not as readily concur to the standards of behaviour accepted by the community and they have a more negative feeling for and attitude towards their homes.

Where it was found that the parents divorced group compares more unfavourably with the population in respect of personality make-up and adjustment than the parents deceased group, it is appropriate to quote Goode (1964) who found that delin= quency rates among children from homes broken by divorce are higher than among children from homes broken by death of a parent. He offers the following explanation: "This difference would be expected, because of the help and social support the bereaved person receives, and the lesser likelihood that the children who have lost a parent by death have lived through a period of dissension, quarreling, or problems of identification or loyalty" (p. 101). The same explanation can probably be given for any sort of personality and adjustment problem when, in comparing children from divorced parents with children whose parents are deceased, it is found that the children whose pa= rents are divorced experience more problems.

It is not difficult to understand why children from dis= rupted homes differ unfavourably from other children with re= spect to their personality and adjustment.

Monahan (1960) for example, mentions 7 studies in which were shown that disorders of a psychological and social kind may be related to a break in the social matrix of husband-wife-child.

According to Crescimbeni (1964) no child can escape from any family tragedy without some adverse psychological or emotional symptoms.

Despert (1953) maintains that the most serious danger to children whose parents are divorced, lies in the deprivation of emotional support which they must grow on and that this is more serious than being deprived of physical comforts.

Bossard and Boll (1966) summarize the effect of a home broken by divorce on the child's personality and adjustment as follows: "Among the problems which such children face are basic internal conflicts; life in stepparent situations; frequent shifts from one family milieu to another; usually restraints upon behaviour and conversation; feelings of inferiority, selfbity, resentment, or disappointment; continuing preoccupation 'ith personal problems; the development of critical attitudes oward parents; and breaks in the continuity of emotional and ntellectual development" (p. 359).

According to Hilgard <u>et al.</u> (1960) the death of a pa= int is potentially one of the most traumatic events that may cur in childhood and that adjustment will depend upon the lationships within the home prior to the parental death and ntenance or reconstruction of the home after the death occurs

SUMMARY

Pupils from disrupted homes have a lower IQ than other ard 6 pupils, which partly explains their poorer achieve= 'n school.
The test groups tend to have a slightly more unfavou= rable personality make-up in comparison to the population.

With regard to their adjustment, the test groups com= pare unfavourably with the population. Their main problems seem to centre around emotional immaturity and sense of perso= nal worth in the case of both the test groups, acceptance and recognition by others in the case of the parents deceased group, and sense of personal freedom, moral attitudes and fa= mily relationships in the case of the parents divorced group.

CHAPTER 6

SCHOLASTIC ACHIEVEMENT FROM STANDARD 6 TO STANDARD 10

6.1 INTRODUCTION

To obtain a complete picture of children who come from broken homes, the scholastic achievement in certain school subjects from Standard \leq to 10 are investigated, their mean total percentages in each standard, the number and percentage who reached each standard in the minimum time and the number and percentage who failed each standard.

It should be noted that the control group in this chapter is smaller than in the previous chapters as, for prac= tical and economic purposes, a representative sample of 15 per cent of pupils from the population was drawn, instead of using the entire population as was done hitherto.

6.2 FAILURES AND DROP-OUTS

In Table 6.1 an indication is given of the number and percentage of pupils from the original test groups and the control group who took the final examinations of each standard in the minimum time.

According to Table 6.1 it can be observed that a lower percentage of both the test groups than the population took the final examinations of each year from Standard 6 up to Stan= dard 10. In respect of the Standard 10 examinations the great= est differences are found as 14,3 per cent and 10,4 per cent less of the parents deceased and the parents divorced group respectively were able to write these examinations in 5 years time. It also appears that a slightly lower percentage of the parents deceased group than the parents divorced group took the final examinations of each year.

The conclusion is that at any time during their high school careers a greater loss of manpower is experienced among pupils from broken homes than among other pupils owing to failure or dropping out. This may in part be ascribed to their lower mean IQ (see Par. 5.2), but it is doubtful whether this difference alone can account for the much higher percentage of failures and drop-outs among the test groups each year.

TABLE 6.1

NUMBER	AND	PERCE	ENTAGE	OF	THE	ORIC	SINAL	. GROUPS	WHO	TOOK	THE	EXAMI=
NA	ATION	IS OF	EACH	STAN	NDARD	IN	THE	MINIMUM	NUME	BER OF	F YE	ARS

Year and standard	Parents (N at th of Taler = 6127)	deceased le time lt Survey	Parents (N at th of Taler = 6393)	divorced ne time nt Survey	Control group (N at the time of Talent Sur= vey = 10948)			
	N	%	N	%	N	%		
1965 - Std 6 1966 - Std 7 1967 - Std 8 1968 - Std 9 1969 - Std 10	5780 4583 3588 2456 1784	94,3 74,8 58,6 40,1 29,1	6002 4618 3494 2306 1609	93,8 72,2 54,7 36,1 25,2	10545 8808 7287 5262 4320	96,3 80,5 66,6 48,1 39,5		

6.3 EXAMINATION MARKS AND FAILURE IN STANDARD 6 TO 10

In Tables 6.2 to 6.6 an indication is given of the examination marks obtained by pupils in certain subjects from Standard 6 to Standard 10, their total mean percentage in each standard and the percentage of failures each year.

According to Table 6.2 (Standard 6 examinations) the control group attains higher percentages in all their subjects than either of the test groups.

In Standard 7 (Table 6.3) the control group also per= formed better than the test groups in all the subjects except for Afrikaans Lower, in which case parents deceased group has the highest percentage.

In Standard 8 (Table 6.4) the parents deceased group performed better than the control group in Afrikaans Lower, Geography and Physical Science and the parents divorced group in English Lower.

In Standard 9 (Table 6.5) the parents deceased group attained higher marks than the control group in Afrikaans Lower and Geography.

In Standard 10 (Table 6.6) the parents deceased group has higher percentages than the control group in 4 subjects viz Afrikaans Higher, Afrikaans Lower, History and Domestic Science, while the parents divorced group performs better than the control group in English Lower.

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MEAN PERCENTAGES IN THE STANDARD SIX EXAMINATIONS

Cubicot	Paren	its dec	eased	Parer	nts div	orced	Control group			
Subject	N	%	5*	N	%	5	N	%	S	
English Higher Afrikaans Lower Afrikaans Higher English Lower Arithmetic General Mathematics Mathematics History Geography General Science Physical Science Domestic Science Woodwork Bookkeeping Commerce	1890 1848 3925 3896 1547 2740 2454 3252 3286 4990 503 1845 667 •248 316	48,3 45,2 49,5 44,7 41,6 43,6 43,6 43,2 47,1 47,0 46,2 46,6 46,9 48,0 52,6 47,7	12,4 14,6 12,2 14,4 21,5 17,4 20,5 17,6 16,7 17,0 16,3 14,5 15,7 21,8 19,6	2734 2693 3290 3269 1707 2951 3701 3705 5161 508 1819 631 212 273	48,0 44,6 48,5 39,4 42,1 42,1 45,8 45,5 44,4 45,5 51,9 45,5	12,7 14,7 12,3 14,4 20,6 17,3 20,0 17,0 16,7 16,6 17,4 14,1 15,5 21,9 20,7	4018 3912 6582 6530 2921 4941 4568 6043 6172 8916 1114 3073 1120 487 710	50,4 46,0 51,3 46,6 44,0 47,3 47,2 50,0 49,9 49,2 49,4 48,6 50,0 54,1 49,3	12,6 14,6 12,5 14,1 22,1 17,4 20,7 17,7 17,5 17,1 17,6 14,8 15,7 19,6 20,0	
TOTAL	5780	46,0	13,1	6002	44,8	12,6	10545	48,4	13,3	
Failure percentage		13,1			15,0			10,2		

* Standard deviation

TABLE 6.3

MEAN PERCENTAGES IN THE STANDARD SEVEN EXAMINATIONS

Subject	Parents deceased			Parer	nts div	orced	Control group			
	N	%	S	N	%	S	N	%	S	
English Higher Afrikaans Lower Afrikaans Higher English Lower Arithmetic General Mathematics Mathematics History Geography General Science Physical Science Domestic Science Woodwork Bookkeeping Commerce	1458 1424 3153 3125 2818 1076 1621 2239 937 3566 537 1451 296 1898 1000	47,4 45,6 48,8 44,2 43,2 42,0 43,8 46,4 44,3 44,4 44,3 44,1 49,5 47,1 46,6 43,7	11,6 13,2 11,7 13,9 18,4 19,4 21,0 16,8 16,5 16,5 16,5 18,0 13,8 13,8 13,8 13,4 18,4	2083 2059 2551 2533 2971 1181 1615 2445 1212 3516 526 1470 247 1827 933	47,3 44,9 47,5 45,0 42,4 41,4 41,4 41,9 42,6 42,6 41,8 47,7 44,5 43,9 41,9	11,5 13,4 11,2 13,6 17,9 20,0 16,4 15,6 16,3 17,0 13,3 12,6 19,4 18,0	3498 3409 5371 5309 5465 2239 3407 4502 2397 6619 1135 2604 443 3108 1854	48,5 45,3 49,9 45,4 46,4 46,3 45,5 48,0 46,6 46,3 45,7 51,0 47,7 48,2 46,0	11,8 13,1 12,0 13,8 18,2 18,7 20,7 16,9 17,0 16,9 17,0 13,3 13,8 19,3 18,1	
TOTAL	4583	45,9	12,9	4618	44,5	, 12 , 2	8808	47,4	12,9	
Failure percentage		14,4			16,5			12,1		

WEAR FEIGERTAGES IN THE STANDARD FIGHT EXAMINATIONS												
Subject	Parents deceased			Pare	ents di	vorced	Control group					
	N	%	S	N	%	S	N	%	S			
English Higher Afrikaans Lower Afrikaans Higher English Lower Arithmetic General Mathematics Mathematics History Geography General Science Physical Science Domestic Science Woodwork Bookkeeping Commerce	1152 1125 2453 2433 1982 755 1343 2171 701 2581 428 1048 860 1483 1032	49,5 50,5 45,9 45,1 41,0 42,9 47,8 47,6 46,3 44,6 49,2 49,3 48,5 46,2	11,0 12,9 10,8 13,8 18,2 17,9 19,5 17,1 15,5 16,5 13,5 13,5 11,9 18,0 16,8	1615 1596 1889 1874 2083 810 1309 2239 896 2458 436 996 899 1387 866	49,0 46,5 49,0 47,° 43,4 40,3 41,2 46,6 44,5 45,0 40,4 48,2 47,3 46,3 46,3 45,6	10,8 13,1 10,0 13,2 17,5 17,6 18,4 16,9 14,8 15,2 16,9 13,0 11,8 18,3 16,2	2828 2767 4489 4448 1608 2965 4521 1954 4972 966 1951 1674 2706 1890	50,9 46,6 51,1 47,0 47,1 44,5 44,4 49,2 47,4 48,6 42,4 51,4 50,0 50,0 47,6	11,2 12,8 11,0 13,6 17,9 18,4 19,4 17,2 15,1 15,7 15,7 17,0 12,8 11,8 17,6 17,0			
TOTAL	3588	46,8	11,9	3494	45,6	11,4	7287	48,0	12,1			
Failure percentage		10,5			11,5			9,8				

TABLE 6.4

MEAN PERCENTAGES IN THE STANDARD EIGHT EXAMINATIONS

MEAN PERCENTAGES IN THE STANDARD NINE EXAMINATIONS

Subject		Parents deceased			ts div	orced	Control group			
	N	%	S	N	%	S	N	%	S	
English Higher Afrikaans Lower Afrikaans Higher English Lower Mathematics History Geography Physical Science Domestic Science Woodwork Bookkeeping Commerce	850 833 1616 1599 950 981 575 657 461 301 675 673	46,0 45,6 47,7 45,2 42,4 46,3 44,6 45,0 45,0 45,2 48,8 46,4	10,8 13,2 10,8 13,4 18,9 17,3 14,4 17,4 12,9 12,6 18,5 17,3	1158 1143 1148 1135 931 991 665 599 390 263 607 584	46,2 44,2 46,1 45,7 39,5 44,1 43,7 42,0 44,7 45,1 46,7 45,4	10,1 12,2 10,4 13,1 18,2 16,1 13,6 17,1 13,4 12,4 17,7 17,1	2213 2167 3080 3039 2241 2265 1421 1451 871 413 1239 1312	46,7 44,9 48,3 46,0 43,1 46,9 44,5 46,9 46,7 46,6 49,7 47,9	10,5 12,3 10,9 13,2 18,8 17,1 14,8 17,2 12,5 13,4 18,9 17,2	
TOTAL	2456	46,2	11,9	2306	44,6	11 , 2	5262	46,8	11,9	
Failure percentage		17,3			20,2			16,4		

TABLE 6.6

MEAN PERCENTAGES IN THE STANDARD TEN EXAMINATIONS

Subject	Parer	nts dec	ceased	Parer	nts div	vorced	Control group			
	N	%	S	N	%	S	N	%	S	
English Higher Afrikaans Lower Afrikaans Higher English Lower Mathematics History Georgraphy Physical Science Domestic Science Woodwork Bookkeeping Commerce	633 613 1171 1153 941 684 418 737 320 130 169 596	48,1 46,7 51,3 46,5 42,2 49,7 45,2 48,0 48,3 48,4 53,8 46,6	10,5 12,7 9,9 12,9 17,3 15,3 14,0 14,8 9,8 11,2 17,0 15,9	829 821 788 778 959 669 462 734 259 104 155 474	48,7 45,5 50,1 47,5 40,8 47,5 44,6 47,0 47,9 47,1 51,6 45,4	9,8 11,9 9,1 12,4 16,4 14,2 13,7 14,1 10,4 11,5 15,9 15,4	1836 1792 2525 2485 2510 1796 1131 1889 709 236 411 1239	49,6 46,2 51,0 46,5 43,7 49,4 46,2 49,1 47,6 50,0 55,5 46,8	10,9 11,8 9,5 12,7 16,7 14,6 13,5 14,8 9,5 10,4 17,0 16,0	
TOTAL	1784	48,2	10 , 3	16 09	47,1	10,0	4320	48,4	10,4	
Failure percentage		13,4			15,2			13,5		

With a few exceptions the parents divorced group ob= tained lower marks than the parents deceased group or the con= trol group in the individual subjects.

With regard to their mean total percentages the parents divorced group obtained the lowest marks in each standard, followed by the parents deceased group and the control group, which consistently fared better in each standard.

From Standard 6 to Standard 9 the parents divorced group yielded the highest percentage of failures and the control group the lowest. In Standard 10, however, there was a slight= ly lower failure percentage (0,1% less) among the parents deceased group than the control group.

An interesting phenomenon that can be observed from Tables 6.2 to 6.6 is that as the pupils progress in school, the differences between the test groups and the control group be= come smaller. In Standard 6, for example, the parents de= ceased group's total mean percentage was 2,4 per cent lower and' the parents divorced group's 3,6 per cent lower than that of the control group. The gap narrows in each standard until the pa= rents deceased and the parents divorced group respectively scored only 0,2 per cent and 1,3 per cent less than the control group in Standard 10. This trend also appears in respect of failure.

One may speculate that, as the pupils grow older, the differences relating to scholastic achievement will become smaller still until the disrupting factor, which played an im= portant role in their earlier years may fail to exist anymore.

On the other hand, however, it may be reasoned that the further they progress in school the more selected the groups become, resulting in earlier differences with regard to intellectual ability being smoothed out.

6.4 SUMMARY

A higher percentage of the test groups than the control group fail or drop out each year from Standard 6 to Standard 10.

The test groups had lower mean percentages in each stan= dard and with some exceptions obtained lower marks than the con= trol group in individual subjects. With the exception of the parents deceased group in Standard 10, their failure percentage was also higher than that of the control group. The parents divorced group generally compares less favourably with the control group than the parents deceased group.

CHAPTER 7

SYNOPSIS AND CONCLUSION

7.1 INTRODUCTION

It is generally accepted that it is necessary for a child's optimum development to have both parents present in the education process. Where one or more parent is absent as a re= sult of divorce, separation or other causes, it can be expected that the child will suffer in various ways. This investigation was undertaken to obtain a clearer picture of the possible harmful effects of a broken home on certain aspects of the lives of children who experienced such a potentially traumatic occur= rence.

7.2 AIM OF THE INVESTIGATION

The aim of this investigation was to compare pupils from homes disrupted by divorce and death with the population of Standard 6 pupils with regard to factors such as background, school adjustment, intellectual ability, personality and pro= gress in school.

7.3 METHOD OF INVESTIGATION

7.3.1 The test groups

The test groups consisted of (a) 6127 Standard 6 pupils who lost one or both parents through death, representing 8,9 per cent of the 1965 Standard 6 population and (b) 6393 Standard 6 pupils representing 9,2 per cent of the population, whose pa=rents were divorced or separated.

7.3.2 The control group

The control group was the population of 69 908 Standard 6 pupils in ordinary schools in the Republic of South Africa and South-West Africa who took part in the Talent Survey pro=gramme in 1965.

7.3.3 Measuring instruments

For the purpose of comparing the test groups with the population, the results of the following measuring instruments were used:

- (a) The Biographical Questionnaire
- (b) The Teachers' Questionnaire
- (c) The New South African Group Test

- (d) The High School Personality Questionnaire
- (e) The Adjustment Questionnaire.

7.4 FINDINGS

7.4.1 Biographical and other background data

(a) Biographical details

The pupils from broken homes were older in Standard 6 than the population and a higher percentage of the parents divorced group were English-speaking, while a higher percentage of the parents deceased group were Afrikaans-speaking, judging by the population's distribution according to home language.

(b) Parents and domestic circumstances

In comparison with the population, the following find= ings were made in respect of pupils from broken homes: A higher percentage of the parents divorced group and a lower percentage of the parents deceased group's fathers or stepfathers are employed in the higher socio-economic occupations; relatively fewer pupils of the test groups are interested in pursuing professional occupations; they (and more specifically the parents deceased group) come from larger families: a lower percentage of the parents deceased group's fathers had obtained at least a Standard 10 qualification: relatively more of both groups are of the opinion that the necessary financial means to allow them to further their studies up to Standard 10 or university are not available; a higher percentage of the parents di= vorced group are dissatisfied with the amount of pocket-money they receive; more of the test groups' mothers work away from home; a higher percentage live with relatives, stay in hostels or board privately; relatively more of the parents divorced group live in cities and a higher percentage of both groups live in flats. boarding-houses. hostels and children's homes.

In respect of the following variables no significant differences between the test groups and the population were found: Father's educational qualifications (parents divorced group), mother's educational qualifications (both groups), satisfaction with pocket-money (parents deceased group), work for pocket-money (both groups), urban or rural residence (parents deceased group).

(c) School background

In comparison with the population, relatively more of the parents divorced group attended English medium schools, while relatively more of the parents deceased group attended Afrikaans medium schools; both groups changed schools more of= ten, failed more often at school, have lower educational aspi= rations, and relatively more stated that there is no assistance available should they experience problems with their homework.

While no significant difference was found between the parents deceased group and the population with regard to nursery school attendance, a significantly higher percentage of the parents divorced group attended such schools.

(d) Attitudes

In respect of attitude towards attending school, home= work, learning, school rules, sport and leadership, no signi= ficant differences between the test groups and the population were found. However, significantly more of the parents divorced group than the population have a negative attitude towards religion.

(e) Health

The test groups were absent from school more often than the population, and a higher percentage of the former experience problems with specific ailments. With regard to their general state of health, only the parents divorced group differs signi= ficantly from the population in an unfavourable way.

7.4.2 Teachers' assessment of the pupils

The test groups were, in comparison with the population, judged significantly less favourably by their teachers in re= spect of achievement in school subjects, co-operation with teachers, diligence with regard to school-work, chances of passing Standard 10 and achievement in sport (parents deceased group only). They did not differ significantly from the popu= lation in respect of signs of leadership, truancy, influence of absence on school achievement and intercourse with fellowpupils.

7.4.3 Intelligence, personality and adjustment

The test groups have a lower mean IQ than the popula= tion, possess a slightly more unfavourable personality make-up and are less well adjusted.

7.4.4 Progress in school

According to the number of pupils who took the final examinations each year from Standard 6 to Standard 10, a higher failure and drop-out percentage was experienced among the pupils from disrupted homes than the control group. The test groups generally obtained lower marks in individual subjects, had lower total mean percentages in each standard and with the exception of the parents deceased group in Standard 10, had a higher percentage of failures in each standard.

7.5 CONCLUSION

From the results of this investigation it can be concluded that in relation to other children, children whose homes are disrupted by divorce, separation or death, are, as a group, adversely affected by this and generally experience more problems in respect of various aspects of their daily lives. This conclusion substantiates the views of most authorities, namely that in order for a child to develop to its maximum, the assist= ance and guidance of both parents are necessary and that a dis= ruption of the natural situation may give rise to a wide variety of psychological and other problems.

Furthermore, it appears that disruption of the family by divorce generally has a more profound effect upon the lives of children than the death of a parent as, in spite of being socio-economically better off and in spite of a higher mean IQ, the parents divorced group are judged more poorly by their teachers in respect of aspects pertaining to school-work, do more poorly in most of their school subjects and are more poorly adjusted than the parents deceased group.

While death is to a great extent unforeseen, parents planning a divorce should take due consideration of the possi= ble harmful influence thereof on the lives of their children.

HOOFSTUK 8

SAMEVATTING EN SLOT

8.1 INLEIDING

Daar word algemeen aanvaar dat dit vir die optimale ontwikkeling van die kind noodsaaklik is dat albei ouers tydens die opvoedingsproses teenwoordig moet wees. In gevalle waar een of albei ouers afwesig is as gevolg van egskeiding, ver= vreemding of ander oorsake, kan daar verwag word dat die kind op verskeie maniere daaronder sal ly. Hierdie ondersoek is onderneem om 'n duideliker beeld te verkry van die moontlike na= delige invloed wat 'n ontwrigte gesin op sekere aspekte van die lewens van kinders wat so 'n potensieel traumatiese ondervinding opgedoen het, uitoefen.

8.2 DOEL MET DIE ONDERSOEK

Die doel met hierdie ondersoek was om leerlinge uit huise wat deur egskeiding en dood ontwrig is, met die universum van standerd 6-leerlinge te vergelyk ten opsigte van faktore soos agtergrond, skoolaanpassing, intellektuele vermoë, per= soonlikheid en vordering op skool.

8.3 METODE VAN ONDERSOEK

8.3.1 Die ondersoekgroepe

Die ondersoekgroepe het bestaan uit (a) 6127 standerd 6-leerlinge van wie een of albei ouers oorlede was (8,9% van die standerd 6-universum van 1965) en (b) 6393 standerd 6leerlinge, wat 9,2 persent van die universum verteenwoordig, wie se ouers geskei of vervreem was.

8.3.2 Die kontrolegroep

Die kontrolegroep was die universum van 69 908 standerd 6-leerlinge in gewone skole in die Republiek van Suid-Afrika en Suidwes-Afrika wat in 1965 aan die Talentopnameprogram deelge= neem het.

8.3.3 Meetinstrumente

Die resultate van die volgende meetinstrumente is ge= bruik om die ondersoekgroepe met die universum te vergelyk:

- (a) Die Biografiese Vraelys
- (b) Die Onderwysersvraelys
- (c) Die Nuwe Suid-Afrikaanse Groeptoets

- (d) Die Hoërskool-Persoonlikheidsvraelys
- (e) Die Aanpassingsvraelys.

8.4 BEVINDINGS

8.4.1 * Biografiese en ander agtergrondgegewens

(a) Biografiese besonderhede

Die leerlinge uit ontwrigte gesinne was in standerd 6 ouer as die universum. Te oordeel na die universumverspreiding volgens huistaal, was 'n hoër persentasie van die groep wie se ouers geskei is, Engelssprekend, terwyl 'n hoër persentasie van die groep wie se ouers oorlede is, Afrikaanssprekend was.

(b) Ouers en huislike omstandighede

Die volgende bevindings is in vergelyking met die uni= versum ten opsigte van leerlinge uit ontwrigte gesinne gemaak : n Hoër persentasie van die groep wie se ouers geskei is en n laer persentasie van die groep wie se ouers oorlede is, se vaders of stiefvaders beklee die hoër sosio-ekonomiese betrek= kings; relatief minder leerlinge van die ondersoekgroepe stel daarin belang om professionele beroepe te beoefen; hulle (en meer spesifiek diegene wie se ouers oorlede is) kom uit groter gesinne, 'n laer persentasie van die groep wie se ouers oorlede is. se vaders het minstens 'n standerd 10-kwalifikasie behaal; relatief meer van die leerlinge van beide groepe is die mening toegedaan dat die nodige finansiële middels wat hulle in staat sal stel om hul studies tot standerd 10 of aan die universiteit voort te sit. nie beskikbaar is nie; n hoër persentasie van die groep wie se ouers geskei is. is ontevrede met die bedrag sak= geld wat hulle ontvang; meer van die ondersoekgroepe se moeders werk buitenshuis; 'n hoër persentasie bly by familielede, woon in koshuise of loseer privaat; relatief meer van die groep wie se ouers geskei is, woon in stede en 'n hoër persentasie van al= bei groepe woon in woonstelle, losieshuise, koshuise en kinder= huise.

Geen betekenisvolle verskille ten opsigte van die vol= gende veranderlikes is tussen die ondersoekgroepe en die univer= sum gevind nie : Vader se opvoedkundige kwalifikasies (groep wie se ouers geskei is), moeder se opvoedkundige kwalifikasies (albei groepe), tevredenheid met sakgeld (groep wie se ouers oorlede is), werk vir sakgeld (albei groepe), woon in n stad of op die platteland (groep wie se ouers oorlede is).

(c) Skoolagtergrond

In vergelyking met die universum, het relatief meer van die groep wie se ouers geskei is, Engelsmedium-skole bygewoon, terwyl relatief meer van die leerlinge wie se ouers oorlede is, Afrikaansmedium skole bygewoon het; albei groepe het meer dik= wels van skool verwissel, meer dikwels op skool gedruip en het laer opvoedkundige aspirasies, terwyl 'n relatief groter getal beweer het dat daar geen hulp beskikbaar is as hulle probleme met hul huiswerk ondervind nie.

Terwyl geen betekenisvolle verskil tussen die groep wie se ouers oorlede is en die universum gevind is ten opsigte van die bywoning van kleuterskole nie, het 'n betekenisvol hoër per= sentasie van die leerlinge wie se ouers geskei is, sulke skole besoek.

(d) Houdings

Geen betekenisvolle verskille is tussen die ondersoek= groepe en die universum gevind ten opsigte van hulle houdings teenoor skoolbywoning, huiswerk, geleerdheid, skoolreëls, sport en leierskap nie. Betekenisvol meer van die leerlinge wie se ouers geskei is as die universum het egter 'n negatiewe houding teenoor godsdiens geopenbaar.

(e) Gesondheid

Die ondersoekgroepe was meer dikwels as die universum van die skool afwesig en n hoër persentasie van eersgenoemde leerlinge ondervind probleme met spesifieke kwale. Slegs die groep wie se ouers geskei is, verskil ten opsigte van hul alge= mene gesondheidstoestand betekenisvol van die universum.

8.4.2 Onderwysers se beoordeling van die leerlinge

Die ondersoekgroepe is in vergelyking met die universum betekenisvol minder gunstig deur hul onderwysers beoordeel ten opsigte van prestasie in skoolvakke, samewerking met onderwy= sers, ywer in verband met skoolwerk, kanse om standerd 10 te slaag en prestasie op sportgebied (slegs die groep wie se ouers oorlede is). Hulle verskil nie betekenisvol van die universum ten opsigte van tekens van leierskap, stokkies draai, invloed van afwesigheid op skoolprestasie en omgang met medeleerlinge nie.

8.4.3 Intelligensie, persoonlikheid en aanpassing

Die ondersoekgroepe het 'n laer gemiddelde IK as die bevolking, 'n ietwat minder gunstige persoonlikheidsamestelling en is minder goed aangepas.

8.4.4 Vordering op skool

Volgens die getal leerlinge wat jaarliks die eindeksa= mens van standerd 6 tot standerd 10 afgelê het, is daar m hoër druipsyfer en uitsakpersentasie onder die leerlinge uit ont= wrigte gesinne as in die geval van die kontrolegroep. Die on= dersoekgroepe het in die algemeen laer punte in indiwiduele vakke en laer gemiddelde persentasies in elke standerd behaal en het met die uitsondering van die groep wie se ouers oorlede is, in standerd 10 m hoër persentasie druipelinge in elke stan= derd gehad.

X 8.5 SLOT

Daar kan uit die bevindings van hierdie ondersoek afge= lei word dat in verhouding tot ander kinders, kinders wie se gesinne deur egskeiding, vervreemding of dood ontwrig word as groep hierdeur ongunstig beïnvloed word en dat hulle in die al= gemeen meer probleme ten opsigte van verskeie aspekte van hul daaglikse lewens ervaar. Hierdie gevolgtrekking bevestig die standpunt van die meeste deskundiges, naamlik dat die kind die steun en leiding van albei ouers nodig het om tot volle ont= plooiing te kom en dat 'n ontwrigting van die natuurlike situasie aanleiding kan gee tot 'n groot verskeidenheid sielkundige en ander probleme.

Dit blyk verder dat die ontwrigting van die gesin as gevolg van egskeiding in die algemeen 'n meer diepgaande invloed op die lewens van kinders uitoefen as die dood van 'n ouer want, alhoewel hulle sosio-ekonomies beter daaraan toe is en 'n hoër gemiddelde IK het, word die groep wie se ouers geskei is ongun= stiger beoordeel deur hul onderwysers ten opsigte van aspekte rakende skoolwerk, presteer hulle swakker in die meeste skool= vakke en is hulle minder goed aangepas as die groep wie se ouers oorlede is.

Waar dood in n hoë mate onvoorspelbaar is, moet ouers wat n egskeiding beplan, deeglik rekening hou met die moontlike nadelige uitwerking van so n stap op die lewens van hul kinders.

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