
humanitas RGN-HSRC

NI PA
N.I.P.N.
N. $R$

# children from broken homes: an empirical study 

## HUMAN SCIENCES RESEARCH COUNCIL

Private Bag X41, Pretoria 0001, Republic of South Africa
Telephone: 48-3944
Telegrams: RAGEN

President: Dr P. M. Robbertse
Vice-Presidents: Dr A. J. van Rooy and Dr J. D. Venter Secretary: Miss K. M. Henshall

## Institutes of the HSRC

Communication Research
Educational Research
Historical Research
Information and Special Services
Languages, Literature and Arts
Manpower Research
Psychometric Research
Research Development
Sociological, Demographic and Criminological Research
Statistical Research
Administration

## Function of the HSRC

The HSRC undertakes, promotes and co-ordinates research in the human sciences, advises the Government and other bodies on the utilization of research findings and disseminates information on the human sciences.

# CHILDREN FROM BROKEN HOMES: AN EMPIRICAL STUDY 

F.B. SMITH, B.A.

# INSTITUTE FOR MANPOWER RESEARCH DIRECTOR: W. VERHOEF 

PRETORIA<br>1974

Report No. MT-27

## RGN BHELOTEEK 109510.19 <br> HSRE MBRARY

## STAND:CODE AANWINSNOMMER 001.3072068 HSRC MT 27 PB 19697

## 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.


## 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 UOFS and Dr A.B. Fourie, at present on the staff of the Department of Bantu Education. Talent Sur= vey 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 85000 pupils who were in= volved.
PAGE
OPSOMMING/SUMMARY ..... vii
CHAPTER
1 INTRODUCTION, BACKGROUND AND AIM ..... 1
1.1 General introduction ..... 1
1.2 Background of the investigation : Talent Survey ..... 2
1.3 Aim of the investigation ..... 3
2 METHOD OF INVESTIGATION ..... 4
2.1 The test groups ..... 4
2.2 The control group ..... 5
2.3 The measuring instruments ..... 5
2.4 Significance of differences ..... 8
3 BACKGROUND AND RELATED ASPECTS ..... 10
3.1 Introduction ..... 10
3.2 Biographical details ..... 10
3.3 Parents and domestic circumstances ..... 12
3.4 School background ..... 22
3.5 Use of leisure ..... 29
3.6 Attitudes ..... 32
3.7 Health ..... 36
3.8 Summary ..... 38
4 CLASS TEACHERS' ASSESSMENT OF THE PUPILS ..... 42
4.1 Introduction ..... 42
4.2 Leadership ..... 42
4.3 Achievement in sport ..... 42
4.4 Achievement in certain school subjects ..... 43
4.5 Truancy ..... 47
4.6 Influence of absence on scholastic achievement ..... 47
4.7 Co-operation with teachers ..... 48
4.8 Diligence with regard to school-work ..... 49
4.9 Chances of passing Standard 10 ..... 49
4.10 Intercourse with fellow-scholars ..... 50
4.11 Summary ..... 50
5 INTELLIGENCE, PERSONALITY AND ADJUSTMENT ..... 52
5.1 Introduction ..... 52
5.2 Intelligence ..... 52
5.3 Personality ..... 53
5.4 Adjustment ..... 53
5.5 Summary ..... 58
6 SCHOLASTIC ACHIEVEMENT FROM STANDARD 6 TO STANDARD 10 ..... 60
6.1 Introduction ..... 60
6.2 Failures and drop-outs ..... 60
6.3 Examination marks and failure in Standard 6 to 10 ..... 61
6.4 Summary ..... 67
7 SYNOPSIS AND CONCLUSION ..... 69
8 SAMEVATTING EN SLOT ..... 73
BIBLIOGRAPHY ..... 77

## TABLES

PAGE
2.1 DISTRIBUTION OF PUPILS ACCORDING TO DECEASE OF
ONE OR BOTH PARENTS
2.2 DISTRIBUTION OF PUPILS ACCORDING TO DIVORCE OR
SEPARATION OF PARENTS
2.3 DESCRIPTION OF THE HSPQ FACTORS 6
3.1 DISTRIBUTION OF PUPILS ACCORDING TO SEX 10
3.2 MEAN AGE DURING TALENT SURVEY IN 196511
3.3 DISTRIBUTION OF PUPILS ACCORDING TO HOME LANGUAGE 12
3.4 DISTRIBUTION OF PUPILS ACCORDING TO FATHER'S/
GUARDIAN'S OCCUPATION
$\begin{array}{ll}3.5 & \text { DISTRIBUTION OF PUPILS ACCORDING TO NUMBER OF } \\ \text { CHILDREN IN THE FAMILY }\end{array}$
$\begin{array}{ll}3.6 & \text { DISTRIBUTION OF PUPILS ACCORDING TO THE HIGHEST } \\ \text { EDUCATIONAL QUALIFICATION OBTAINED BY THEIR FATHER/ } \\ \text { STEP-FATHER/GUARDIAN }\end{array}$
$\begin{array}{ll}3.7 & \text { DISTRIBUTION OF PUPILS ACCORDING TO THE HIGHEST } \\ \text { EDUCATIONAL QUALIFICATION OBTAINED BY THEIR MOTHER/ } \\ \text { STEP-MOTHER/GUARDIAN }\end{array}$
$\begin{array}{ll}3.8 & \text { DISTRIBUTION OF PUPILS ACCORDING TO THEIR PARENTS' } \\ \text { FINANCIAL CAPACITY AS REGARDS ALLOWING THEM TO } \\ \text { STUDY UP TO STANDARD } 10\end{array}$
$\begin{array}{ll}3.9 & \text { DISTRIBUTION OF PUPILS ACCORDING TO THEIR PARENTS' } \\ \text { FINANCIAL CAPACITY AS REGARDS UNIVERSITY TRAINING }\end{array}$
3.10 DISTRIBUTION OF PUPILS ACCORDING TO SATISFACTION
WITH AMOUNT OF POCKET-MONEY
3.11 DISTRIBUTION OF PUPILS ACCORDING TO WHETHER OR NOT
THEY WORK FOR THEIR POCKET-MONEY
3. 12 DISTRIBUTION OF PUPILS ACCORDING TO MOTHERS WHO
WORK AWAY FROM HOME
3.13 DISTRIBUTION OF PUPILS ACCORDING TO PLACE OF RESI=
DENCE DURING SCHOOL TERMS
$\begin{array}{ll}3.14 & \text { DISTRIBUTION OF PUPILS ACCORDING TO AREA OF } \\ & \text { RESIDENCE DURING SCHOOL TERMS }\end{array}$
3.15 DISTRIBUTION OF PUPILS ACCORDING TO ACCOMMODATION 22
DURING SCHOOL TERMS
3. 16 DISTRIBUTION OF PUPILS ACCORDING TO MEDIUM OF INSTRUCTION ..... 23
3.17 DISTRIBUTION OF PUPILS ACCORDING TO NURSERY SCHOOL ATTENDANCE ..... 23
3.18 DISTRIBUTION OF PUPILS ACCORDING TO AGE AT WHICH FIRST ADMITTED TO SCHOOL ..... 24
3. 19 DISTRIBUTION OF PUPILS ACCORDING TO THE NUMBER OF SCHOOLS WHICH THEY ATTENDED ..... 24
३.२० DISTRIBUTION OF PUPILS ACCORDING TO NUMBER OF TIMES FAILED AT SCHOOL ..... 25
3.21 DISTRIBUTION OF PUPILS ACCORDING TO THEIR OCCUPA= TIONAL CHOICE ..... 26
3.22 DISTRIBUTION OF PUPILS ACCORDING TO THEIR ASPIRA= TIONS WITH REGARD TO EDUCATION ..... 27
3.23 DISTRIBUTION OF PUPILS ACCORDING TO AVAILABILITY OF ENOUGH TIME FOR HOMEWORK ..... 28
3.24 DISTRIBUTION OF PUPILS ACCORDING TO AVAILABILITY OF ASSISTANCE WITH HOMEWORK ..... 28
3.25 DISTRIBUTION OF PUPILS ACCORDING TO THE HOBBIES THEY PURSUE ..... 29
3.26 DISTRIBUTION OF PUPILS ACCORDING TO TIME SPENT ON EXTRAMURAL ACTIVITIES ..... 30
3.27 DISTRIBUTION OF PUPILS ACCORDING TO PARTICIPATION IN LESSONS AFTER SCHOOL WHICH ARE NOT CONNECTED WITH SCHOOL-WORK ..... 30
3.28 DISTRIBUTION OF PUPILS ACCORDING TO THE TYPE OF ACTIVITY THAT THEY LIKE BEST ..... 31
3.29 DISTRIBUTION OF PUPILS ACCORDING TO TYPE OF READING MATTER THEY PREFER ..... 32
3.30 DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS ATTENDING SCHOOL ..... 32
3.31 DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS HOMEWORK ..... 33
3.32 DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS LEARNING ..... 33
3.33 DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS SCHOOL RULES ..... 34
3.34 DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS RELIGION ..... 34
3.35 DISTRIBUTION OF PUPILS ACCORDING TO ATTITUDE TO= WARDS SPORT ..... 35
3.36 DISTRIBUTION OF PUPILS ACCORDING TO DESIRE TO BE A LEADER ..... 36
3.37 DISTRIBUTION OF PUPILS ACCORDING TO THEIR GENERAL STATE OF HEALTH ..... 36
3.38 DISTRIBUTION OF PUPILS ACCORDING TO AILMENTS WHICH TROUBLE THEM MOST ..... 37
3.39 DISTRIBUTION OF PUPILS ACCORDING TO THE NUMBER OF DAYS THEY WERE AESENT FROM SCHOOL ..... 38
4.1 DISTRIBUTION OF PUPILS ACCORDING TO SIGNS OF LEADERSHIP ..... 42
4.2 DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN THE FIELD OF SPORT ..... 43
4.3 DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN MATHEMATICS, ARITHMETIC OR GENERAL MATHEMATICS ..... 44
4.4 DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN THE FIRST LANGUAGE ..... 44
4.5 DISTRIBUTION OF PUPIL̇S ACCORDING TO ACHIEVEMENT IN THE SECOND LANGUAGE ..... 45
4.6 DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN GENERAL SCIENCE ..... 45
4.7 DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN HISTORY, GEOGRAPHY OR SOCIAL STUDIES ..... 46
4.8 DISTRIBUTION OF PUPILS ACCORDING TO WHETHER OR NOT THEY PLAY TRUANT ..... 47
4.9 DISTRIBUTION OF PUPILS ACCORDING TO THE INFLUENCE OF REPEATED ABSENCE ON SCHOLASTIC ACHIEVEMENT ..... 48
4.10 DISTRIBUTION OF PUPILS ACCORDING TO CO-OPERATION WITH TEACHERS ..... 48
4.11 DISTRIBUTION OF PUPILS ACCORDING TO THEIR DILIGENCE WITH REGARD TO SCHOOL-WORK ..... 49
4.12 DISTRIBUTION OF PUPILS ACCORDING TO CHANCES OF PASSING STANDARD 10 ..... 50
4. 13 DISTRIBUTION OF PUPILS ACCORDING TO INTERCOURSE WITH FELLOW-SCHOLARS ..... 50
5.1 MEAN SCORES OBTAINED IN THE NSAGT ..... 52
5.2 MEAN STANINES OBTAINED IN THE HSPQ (BOYS) ..... 54
5.3 MEAN STANINES OBTAINED IN THE HSPQ (GIRLS) ..... 55
5.4 MEAN STANINES OBTAINED IN THE ADJUSTMENT QUESTIUNNAIRE ..... 56
6.1 NUMBER AND PERCENTAGE OF THE ORIGINAL GROUPS WHO TOOK THE EXAMINATIONS OF EACH STANDARD IN THE MINIMUM NUMBER OF YEARS ..... 61
6.2 MEAN PERCENTAGES IN THE STANDARD SIX EXAMINATIONS ..... 62
6.3 MEAN PERCENTAGES IN THE STANDARD SEVEN EXAMINATIONS ..... 63
6.4 MEAN PERCENTAGES IN THE STANDARD EIGHT EXAMINATIONS ..... 64
6.5 MEAN PERCENTAGES IN THE STANDARD NINE EXAMINATIONS ..... 65
6.6 MEAN PERCENTAGES IN THE STANDARD TEN EXAMINATIONS ..... 65

## 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.

INTRODUCTION, BACKGROUND AND AIM

## 1.1 <br> 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 conclu= sion 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 70000 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 IMESTIGATION

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 | 63286 | 91,1 |
| Father deceased | 4543 | 6,6 |
| Mother deceased | 1270 | 1,8 |
| Both parents deceased | 314 | 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 | 62907 | 90,8 |
| Parents divorced | 6393 | 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 69908 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 $o b=$ 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 HSPG FACTORS

| Low stanine score ( $1-3$ ) | Fac= tor | High stanine score (7 |
| :---: | :---: | :---: |
| Reserved, detached, critic= al, cool <br> Less intelligent, concretethinking, of lower scholas= tic mental capacity <br> Affected by feelings, emo= tionally less stable, easily upset, changeable, of lower ego strength | A B C | Outgoing, warm-hearted, easygoing, participating <br> More intelligent, abstractthinking, bright, of higher scholastic mental capacity <br> Emotionally stable, faces reality, calm, of higher ego strength (not the same as egotistical) |
| Phlegmatic, deliberate, inactive, stodgy <br> Obedient, mild, conforming, submissive | D E | Excitable, impatient, de= manding, overactive <br> 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 | H | 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 | $\rfloor$ | Doubting, obstructive, indi= vidualistic, reflective, internally restrained, unwil= ling to act. |
| Placid, confident, serene, untroubled | 0 | 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 |  | 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 threefold 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 compari= sons 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 $\mathrm{po=}$ pulation 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 are. Any difference is real and true since it is descriptive 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 Sex

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

TABLE 3.1
DISTRIBUTION OF PUPILS ACCORDING TO SEX

| Sex | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| Male | 3127 | 51,0 | 3324 | 52,0 | 35645 | 51, 1 |
| Female | 3000 | 49,0 | 3069 | 48,0 | 34092 | 48,9 |
| TOTAL | 6127* | 100,0 | 6393* | 100,0 | 69737* | 100,0 |

*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 $\mathrm{fe}=$ males in respect of both the test groups is approximately the same as that of the population.

### 3.2.2 Age

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

TABLE 3.2
MEAN AGE DURING TALENT SURVEY IN 1965

| Parents deceased | Parents divorced | Population |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Mean ageStandard <br> deviation | Mean age | Standard <br> deviation | Mean ageStandard <br> deviation |  |  |
| 13,66 | 0,94 | 13,59 | 0,93 | 13,47 | 0,87 |

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 popu= lation 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
DISTRIBUTION OF PUPILS ACCORDING TO HOME LANGUAGE

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

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.

Cronje'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= TION

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

Cronje (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" ( $\rho .180$ ).

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 pros 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. Ine coricıusıon carı 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) | 252 | 4, 1 | 384 | 6,0 | 2679 | 3,9 |
| Two | 829 | 13,6 | 999 | 15,7 | 11722 | 17,0 |
| Three | 1066 | 17,5 | 1273 | 20,0 | 16505 | 23,8 |
| Four | 987 | 16,3 | 1152 | 18, 1 | 14025 | 20, 3 |
| Five | 834 | 13,7 | 907 | 14,3 | 9100 | 13, 1 |
| Six | 640 | 10,5 | 585 | 9,2 | 5701 | 8,2 |
| Seven | 461 | 7,6 | 397 | 6,3 | 3580 | 5,2 |
| Eight | 390 | 6,4 | 274 | 4,3 | 2456 | 3,5 |
| Nine or more | 622 | 10,3 | 390 | 6, 1 | 3483 | 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 Educational qualifications of parents/step-parents/ 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
DISTRIBUTION OF PUPILS ACCORDING TO THE HIGHEST EDUCATIONAL QUA= LIFICATION OBTAINED BY THEIR FATHER/STEP-FATHER/GUARDIAN

| Qualification | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| Std 6 or lower | 922 | 15,6 | 829 | 13,2 | 11702 | 16,9 |
| Std 7 | 215 | 3,7 | 264 | 4,2 | 3291 | 4,8 |
| Std 8 | 690 | 11,7 | 720 | 11,4 | 9253 | 13,4 |
| Std 9 | 106 | 1,8 | 141 | 2,2 | 1701 | 2,5 |
| Std 10 | 645 | 10,9 | 788 | 12,5 | 9321 | 13,5 |
| Higher than Std 10 (degree excluded) | 225 | 3,8 | 260 | 4,1 | 3518 | 5,1 |
| University degree | 287 | 4,9 | 405 | 6,4 | 4942 | 7,2 |
| Do not know | 2804 | 47,6 | 2900 | 46,0 | 25295 | 36,6 |
| TOTAL | 5894 | 100,0 | 6307 | 100,0 | 69023 | 100,0 |

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 | 1240 | 20,5 | 1006 | 15,9 | 11859 | 17,2 |
| Std 7 | 358 | 5,9 | 359 | 5,7 | 4130 | 6,0 |
| Std 8 | 932 | 15,4 | 1136 | 17,9 | 12526 | 18, 1 |
| Std 9 | 150 | 2,5 | 178 | 2,8 | 1867 | 2,7 |
| Std 10 | 678 | 11,2 | 829 | 13, 1 | 9590 | 13,9 |
| Higher than Std 10 (degree excluded) | 259 | 4,3 | 293 | 4,6 | 3864 | 5,6 |
| University degree | 182 | 3,0 | 194 | 3, 1 | 2352 | 3,4 |
| Do not know | 2246 | 37,2 | 2333 | 36,9 | 22819 | 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/ stepmother/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 Parents' financial capacity as regards their children's, 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.

$$
\text { TABEL } 3.8
$$

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 \% | $N \quad \%$ |
| Can afford it | 3311 54,4 | 3738 58,9 | 48492 70,2 |
| Cannot afford it | 746 12,3 | 570 9,0 | 3987 5,8 |
| Do not know | 2024 33,3 | 2040 32,1 | 16568 24,0 |
| TOTAL | 6081 100,0 | 6348100,0 | 69047 100,0 |

TABLE 3.9
DISTRIBUTION OF PUPILS ACCORDING TO THEIR PARENTS' FINANCIAL CAPACITY AS REGARDS UNIVERSITY TRAINING

| Financial capacity | Parents <br> deceased | Parents <br> divorced | Population |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | $\%$ | N | $\%$ | N | $\%$ |
|  | 1438 | 23,7 | 1759 | 27,8 | 25806 | 37,5 |
| TOTAL | 1863 | 30,7 | 1584 | 25,0 | 11956 | 17,3 |
| 2776 | 45,6 | 2986 | 47,2 | 31122 | 45,2 |  |

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 <br> deceased |  | Parents <br> divorced | Population |  |
| :--- | ---: | ---: | ---: | :---: | :---: |
|  | N |  | $\%$ | N | $\%$ |
| N | N | $\%$ |  |  |  |
| Yes | 5154 | 84,5 | 5201 | 81,8 | 59738 |
| No | 943 | 15,5 | 1160 | 18,2 | 9500 |
| TOTAL | 6097 | 100,0 | 6361 | 100,0 | 69238 |

TABLE 3.11
DISTRIBUTION OF PUPILS ACCORDING TO WHETHER OR NOT THEY WORK FOR THEIR POCKET-MONEY

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

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 | 2306 | 38, 1 | 3313 | 52, 1 | 23320 | 33,7 |
| No | 3749 | 61,9 | 3047 | 47,9 | 45897 | 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.

Cronje (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
DISTRIBUTION OF PUPILS ACCORDING TO PLACE OF RESIDENCE DURING SCHOOL TERMS

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

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 | P.arents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% |  | \% | N | \% |
| On a farm | 374 | 6,1 | 360 | 5,7 | 5131 | 7,4 |
| On a plot near a city or 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 | 4064 | 66,4 | 4139 | 64,8 | 52270 | 75,2 |
| Flat | 461 | 7,5 | 680 | 10,7 | 3355 | 4,8 |
| Boarding-house or hotel | 82 | 1,4 | 122 | 1,9 | 619 | 0,9 |
| Hostel | 1312 | 21,4 | 1183 | 18,5 | 12654 | 18, 2 |
| Children's home | 202 | 3,3 | 263 | 4, 1 | 580 | 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
DISTRİBUTION OF PUPILS ACCORDING TO MEDIUM OF INSTRUCTION

| Medium | Parents <br> deceased |  | Parents <br> divorced |  | Population |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  | N | $\%$ | N | $\%$ | N | $\%$ |
| English | 1910 | 31,1 | 2813 | 44,0 | 25735 | 37,0 |
| Afrikaans | 3994 | 65,2 | 3339 | 52,2 | 41644 | 60,0 |
| Dual medium | 208 | 3,4 | 220 | 3,5 | 1933 | 2,8 |
| German | 11 | 0,2 | 14 | 0,2 | 139 | 0,2 |
| Another language | 4 | 0,1 | 7 | 0,1 | 8 | 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 | \% |
| Yes | 947 | 15,5 | 1700 | 26,7 | 12748 | 18,4 |
| No | 5154 | 84,5 | 4666 | 73,3 | 56569 | 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 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| 5 years and younger | 2013 | 32,9 | 2434 | 38,2 | 25588 | 36,9 |
| 6 years | 3251 | 53,2 | 3140 | 49,3 | 36124 | 52,0 |
| 7 years | 789 | 12,9 | 734 | 11,5 | 7185 | 10,4 |
| 8 years | 51 | 0,8 | 53 | 0,8 | 420 | 0,6 |
| 9 years and older | 11 | 0,2 | 10 | 0,2 | 80 | 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 pupils appear in Table 3.19.

TABLE 3.19
DISTRIBUTION OF PUPILS ACCORDING TO THE NUMBER OF SCHOOLS WHICH THEY ATTENDED

| Number of schools | Parents deceased |  | Parentsdivorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| 1 school | 446 | 7,3 | 318 | 5,0 | 5285 | 7,6 |
| 2 schools | 1830 | 30,0 | 1416 | 22,3 | 24661 | 35,6 |
| 3 schools | 1649 | 27, 1 | 1601 | 25,2 | 19107 | 27,6 |
| 4 schools | 1040 | 17, 1 | 1233 | 19,4 | 10167 | 14,7 |
| 5 or more schools | 1125 | 18,5 | 1786 | 28, 1 | 10062 | 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 | 3770 | 61,7 | 3839 | 60,2 | 49038 | 70,7 |
| Once | 1571 | 25,7 | 1762 | 27,6 | 14428 | 20,8 |
| Twice | 609 | 10,0 | 634 | 10,0 | 4896 | 7,1 |
| Three times | 140 | 2,3 | 112 | 1,8 | 864 | 1,2 |
| Four times or more | 20 | 0,3 | 26 | 0,4 | 160 | 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 Occupational choice of pupils

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 | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| Professional and semiprofessional | 2443 | 39,9 | 2615 | 40,9 | 32245 | 46, 1 |
| Administrative | 56 | 0,9 | 59 | 0,9 | 695 | 1,0 |
| Clerical | 1175 | 19,2 | 1126 | 17,6 | 11767 | 16,9 |
| Sales personnel | 94 | 1,5 | 168 | 2,6 | 1208 | 1,7 |
| Skilled artisans | 979 | 16,0 | 1061 | 16,6 | 9053 | 13,0 |
| Trained field-workers | 776 | 12,7 | 802 | 12,5 | 7652 | 11,0 |
| Farmers, gardeners, foresters, fishermen | 307 | 5,0 | 240 | 3,8 | 3669 | 5,2 |
| Personal and household services | 17 | 0,2 | 29 | 0,5 | 159 | 0,2 |
| Operators and semiskilled workers | 56 | 0,9 | 51 | 0,8 | 423 | 0,6 |
| Unskilled workers | 18 | 0,3 | 12 | 0,2 | 100 | 0,1 |
| Housewives | 21 | 0,4 | 9 | 0,1 | 144 | 0,2 |
| No occupation supplied | 185 | 3,0 | 221 | 3,5 | 2793 | 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
DISTRIBUTION OF PUPILS ACCORDING TO THEIR ASPIRATIONS WITH REGARD TO EDUCATION

| Educational aspiration | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| Does not really care | 162 | 2,7 | 177 | 2,8 | 1604 | 2,3 |
| Until he is 16 and can |  |  |  |  |  |  |
| 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) | 850 | 13,9 | 844 | 13,3 | 10984 | 15,9 |
| University degree | 1360 | 22,3 | 1589 | 25,0 | 21752 | 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 <br> deceased |  | Parents <br> divorced |  | Population |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  | N | $\%$ | N | $\%$ | N | $\%$ |
|  | 5625 | 92,1 | 5781 | 90,7 | 64264 | 92,7 |
| No | 480 | 7,9 | 590 | 9,3 | 5092 | 7,3 |
| TOTAL | 6105 | 100,0 | 6371 | 100,0 | 69356 | 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 | \% |
| Yes | 4904 | 80,2 | 5170 | 81, 1 | 59320 | 85,6 |
| No | 1210 | 19,8 | 1203 | 18,9 | 9998 | 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 | 3834 | 62,7 | 4012 | 62,9 | 44961 | 64,8 |
| Building of models | 2087 | 34,2 | 2365 | 37, 1 | 24909 | 35,9 |
| Keeping pets | 4747 | 77,6 | 4869 | 76,3 | 57751 | 83,2 |
| Handicraft | 4418 | 72,2 | 4372 | 68,6 | 49728 | 71,6 |
| Photography | 976 | 16,0 | 1125 | 17,6 | 11755 | 16,9 |
| Art | 1735 | 28,4 | 2027 | 31,8 | 19638 | 28,3 |
| Reading | 4960 | 81, 1 | 5176 | 81, 1 | 56626 | 81,5 |
| Correspondence with penfriends | 1846 | 30,2 | 1875 | 29,4 | 20986 | 30,2 |
| Gardening and cultivating plants | 2781 | 45,5 | 2651 | 41,6 | 31427 | 45,3 |
| Working with tools | 3633 | 59,5 | 3784 | 59,3 | 42044 | 60,6 |
| Other hobbies | 3306 | 54, 1 | 3647 | 57,2 | 38926 | 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 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| Does not take part at all | 1596 | 26,2 | 1696 | 26,7 | 16017 | 23, 1 |
| 4 hours or less | 2479 | 40,6 | 2450 | 38,6 | 27718 | 40,0 |
| 5-9 hours | 1359 | 22,3 | 1425 | 22,4 | 17067 | 24,7 |
| 10-14 hours | 445 | 7,3 | 492 | 7,8 | 5539 | 8,0 |
| 15-19 hours | 137 | 2,2 | 166 | 2,6 | 1798 | 2,6 |
| 20 hours or more | 84 | 1,4 | 121 | 1,9 | 1107 | 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 Participation in lessons after school which are not 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 schooi-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 | 1214 19,9 | 1373 21,6 | 1693024,4 |
| No | 4892 80, 1 | 4989 78,4 | 52384 75,6 |
| TOTAL | 6106 100,0 | 6362 100,0 | 69314 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 <br> deceased | Parents <br> divorced | Population |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  | N | $\%$ | N | $\%$ | N | $\%$ |
| Participation in sport | 1672 | 27,4 | 1805 | 28,3 | 20327 | 29,3 |
| Playing records or listen $=$ | 1018 | 16,7 | 1038 | 16,3 | 9992 | 14,4 |
| ing to the radio |  |  |  |  |  |  |
| Playing a musical in= | 461 | 7,6 | 457 | 7,1 | 5407 | 7,8 |
| strument | 490 | 8,0 | 637 | 10,0 | 5315 | 7,6 |
| Going to the bioscope | 960 | 15,7 | 929 | 14,5 | 10734 | 15,5 |
| Reading books | 269 | 4,4 | 261 | 4,1 | 2833 | 4,1 |
| Visiting friends | 1242 | 20,2 | 1255 | 19,7 | 14805 | 21,3 |
| Pursuing hobbies | 6112 | 100,0 | 6382 | 100,0 | 69413 | 100,0 |
| TOTAL |  |  |  |  |  |  |

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
DISTRIBUTION OF PUPILS ACCORDING TO TYPE OF READING MATTER THEY PREFER

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

### 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 |
| :---: | :---: | :---: | :---: |
|  | N \% | N \% | N \% |
| Like going to school very much <br> Do not much like going to school <br> Do not like going to school at all | $\begin{array}{\|rr} 2399 & 39,3 \\ 3321 & 54,4 \\ 385 & 6,3 \end{array}$ | $\left\|\begin{array}{cc} 2485 & 39,0 \\ 3484 & 54,6 \\ 408 & 6,4 \end{array}\right\|$ | $\begin{array}{rr} 28829 & 41,6 \\ 36873 & 53,1 \\ 3669 & 5,3 \end{array}$ |
| TOTAL | 6105100,0 | 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


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 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| Does not have much value | 63 | 1,0 | 66 | 1,0 | 552 | 0,8 |
| Do not know | 782 | 12,8 | 859 | 13,5 | 7456 | 10,7 |
| Enables one to make the best of life | 5261 | 86,2 | 5459 | 85,5 | 61377 | 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 school rules | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| Yes | 5537 | 90,5 | 5619 | 88,0 | 62183 | 89,5 |
| Not necessarily | 539 | 8,8 | 712 | 11, 1 | 6779 | 9,8 |
| No | 41 | 0,7 | 58 | 0,9 | 485 | 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 | 89 1,5 | 146 2,3 | 1050 1,5 |
| Do not know | 1192 19,5 | 1672 26,2 | 14884 21,5 |
| Has great value | 4832 79,0 | 4558 71,5 | 53436 77,0 |
| TOTAL | 6113 100,0 | 6376100,0 | 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 iridifferent 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
DISTRIEUTION OF PUPILS ACCORDING TO ATTITUDE TOWARDS SPORT

| Attitude | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | $N$ | \% | N | \% |
| Do not like sport at all | 365 | 6,0 | 386 | 6,1 | 3701 | 5,3 |
| Not sure | 1551 | 25,4 | 1531 | 24,0 | 16401 | 23,7 |
| Like sport very much | 4194 | 68,6 | 4456 | 69,9 | 49256 | 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 <br> deceased | Parents <br> divorced | Population |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | $\%$ | $N$ | $\%$ | $N$ | $\%$ |
|  | 2729 | 44,6 | 3127 | 49,0 | 31456 | 45,3 |
| Do not |  |  |  |  |  |  |
| No | 1655 | 27,1 | 1692 | 26,5 | 19508 | 28,1 |
| 1733 | 28,3 | 1563 | 24,5 | 18458 | 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 | \% |
| Good | 3976 | 65, 0 | 4039 | 63,3 | 47439 | 68,3 |
| Fair | 1953 | 31,9 | 2152 | 33,7 | 20484 | 29,5 |
| Poor | 188 | 3, 1 | 193 | 3,0 | 1478 | 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 <br> deceased |  | Parents <br> divorced | Population |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  | N | $\%$ | N | $\%$ | N | $\%$ |
| Not applicable | 3972 | 65,3 | 4000 | 63,0 | 47074 | 68,1 |
| Speech defects | 218 | 3,6 | 216 | 3,4 | 2140 | 3,1 |
| External physical defects | 110 | 1,8 | 123 | 1,9 | 1113 | 1,6 |
| Weak heart | 86 | 1,4 | 113 | 1,8 | 831 | 1,2 |
| Asthma | 161 | 2,7 | 195 | 3,1 | 1942 | 2,8 |
| Overweight | 169 | 2,8 | 203 | 3,2 | 1985 | 2,9 |
| Epilepsy | 27 | 0,4 | 38 | 0,6 | 291 | 0,4 |
| Defective hearing | 88 | 1,5 | 95 | 1,5 | 846 | 1,2 |
| Defective vision | 353 | 5,8 | 405 | 6,4 | 3908 | 5,7 |
| Other ailments | 895 | 14,7 | 956 | 15,1 | 8985 | 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
DISTRIBUTION OF PUPILS ACCORDING TO THE NUMBER OF DAYS THEY WERE ABSENT FROM SCHOOL

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

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 popu= lation 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 betweer 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 com= paring 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 compıeted 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
DISTRIBUTION OF PUPILS ACCORDING TO SIGNS OF LEADERSHIP

| Signs of leadership | Parents deceased | Parents divorced | Population |
| :---: | :---: | :---: | :---: |
|  | N \% | N \% | N \% |
| Yes | 1565 26, 1 | 1749 27,9 | 19872 29,0 |
| No | 4425 73,9 | 4350 72,1 | 48547 71,0 |
| TOTAL | 5990 100,0 | 6099 100,0 | 68419 100,0 |

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.

TABLE 4.2
DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN THE FIELD OF SPORT

| Achievement | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | N | \% | N | \% |
| Very poor | 1013 | 16,9 | 973 | 15,5 | 9551 | 14,0 |
| Below average | 1652 | 27,6 | 1656 | 26,5 | 17076 | 25,0 |
| Average | 24'78 | 41, 3 | 2614 | 41,8 | 29'792 | 43,5 |
| Above average | 652 | 10,9 | '792 | 12,6 | 9088 | 13,2 |
| Very good | 198 | 3, 3 | 226 | 3,6 | 2929 | 4,3 |
| TOTAL | 5993 | 100,0 | 6261 | 100,0 | 68436 | 100,0 |

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.

TABLE 4.3
DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN MATHEMATICS, ARITHMETIC OR GENERAL MATHEMATICS

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

TABLE 4.4
DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN THE FIRST LANGUAGE

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

TABLE 4.5
DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN THE SECOND LANGUAGE

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

TABLE 4.6
DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN GENERAL SCIENCE

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

TABLE 4.7
DISTRIBUTION OF PUPILS ACCORDING TO ACHIEVEMENT IN HISTORY, GEOGRAPHY OR SOCIAL STUDIES

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

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 con= cluded 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 |
| :---: | :---: | :---: | :---: |
|  | N \% | N \% | N \% |
| Yes | 309 5, 1 | 356 5,6 | 2738 4,0 |
| No | 5775 94,9 | 5993 94,4 | 66688 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.

TABLE 4.9
DISTRIBUTION OF PUPILS ACCORDING TO THE INFLUENCE OF REPEATED ABSENCE ON SCHOLASTIC ACHIEVEMENT

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

### 4.7 CO-OPERATION WITH TEACHERS

Data regarding pupils' comoperation 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 | 283 | 4,6 | 325 | 5,1 | 2406 | 3,5 |
| Below average | 873 | 14,4 | 1040 | 16,4 | 8820 | 12,7 |
| Average | 3147 | 51,7 | 3234 | 50,9 | 33991 | 48,8 |
| Above average | 1092 | 18,0 | 1157 | 18,2 | 14572 | 21,0 |
| Very good | 690 | 11,3 | 597 | 9,4 | 9675 | 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 comoperation 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.

$$
\text { TABLE } 4.11
$$

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

| Diligence | Parents <br> deceased |  | Parents <br> divorced |  | Population |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  | N | $\%$ | N | $\%$ | N | $\%$ |
| Very poor | 441 | 7,3 | 504 | 7,9 | 3854 | 5,6 |
| Below average | 1207 | 19,9 | 1373 | 21,6 | 11906 | 17,1 |
| Average | 2834 | 46,6 | 2990 | 47,1 | 31949 | 46,0 |
| Above average | 993 | 16,3 | 986 | 15,5 | 129977 | 18,7 |
| Very good | 603 | 9,9 | 501 | 7,9 | 8718 | 12,6 |
| TOTAL | 6078 | 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 | 1283 | 21, 1 | 1355 | 21,4 | 11252 | 16,2 |
| Below average | 1491 | 24,6 | 1605 | 25,3 | 15053 | 21,7 |
| Average | 1893 | 31,2 | 2039 | 32,2 | 22788 | 32,9 |
| Above average | 709 | 11,7 | 717 | 11,3 | 9748 | 14, 1 |
| Very good | 696 | 11,4 | 624 | 9,8 | 10453 | 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 FELLOWSCHOLARS

| Intercourse with fellow-scholars | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | \% |  | \% | N | \% |
| Good | 5723 | 94,6 | 5913 | 93,5 | 66201 | 95,7 |
| Poor | 326 | 5,4 | 410 | 6,5 | 2970 | 4,3 |
| TOTAL | 6049 | 100,0 | 6323 | 100,0 | 69171 | 100,0 |

### 4.11 SUMMARY

In this chapter pupils from disrupted homes were com= pared 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 schoul-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
MEAN SCORES OBTAINED IN THE NSAGT

| IQ score | Parents deceased | Parents divorced | Population |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | MeanStandard <br> deviation | MeanStandard <br> deviation | MeanStandard <br> deviation |  |  |
|  | 101,06 | 15,22 | 101,74 | 14,60 | 103,48 |
| 14,78 |  |  |  |  |  |
| Verbal | 97,48 | 19,51 | 98,36 | 14,83 | 101,20 |
| Total | 99,65 | 15,06 | 100,32 | 14,95 | 102,75 |
| $N$ | 6034 | 6291 | 68917 |  |  |

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 $\mathrm{a}_{\mathrm{b}} \mathrm{b}=$ 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 IN THE HSPQ (BOYS)


TABLE 5.3
MEAN STANINES OBTAINED IN THE HSPG (GIRLS)

| Field |  | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Mean | Standard deviation | Mean | Standard deviation | Mean | Standard deviation |
| A | Sociability | 4,86 | 1,98 | 4,89 | 1,96 | 4,92 | 1,97 |
| B | Intelligence | 4,86 | 1,83 | 4,89 | 1,78 | 5,07 | 1,79 |
| C | Ego strength | 4,92 | 1,89 | 4,82 | 1,92 | 5,05 | 1,92 |
| D | Excitability | 5,16 | 1,99 | 5,16 | 1,99 | 5,03 | 2,01 |
| E | Dominance | 4,99 | 2,04 | 5,26 | 2,07 | 5,01 | 2,04 |
| F | Surgency | 4,88 | 1,87 | 5,10 | 1,90 | 4,94 | 1,91 |
| G | Conscientiousness | 4,95 | 1,96 | 4,80 | 1,98 | 5,03 | 1,96 |
| H | Adventurousness | 4,95 | 1,87 | 4,99 | 1,87 | 5,05 | 1,92 |
| I | Emotional sensitivity | 4,91 | 1,91 | 4,92 | 1,95 | 4,98 | 1,92 |
| $J$ | Passive individualism | 5,26. | 1,93 | 5,23 | 1,93 | 5,10 | 1,96 |
| 0 | Apprehension | 5,12 | 1,96 | 5,19 | 1,91 | 5,00 | 1,94 |
| $\mathrm{Q}_{2}$ | Self-sufficiency | 5,08 | 2,02 | 4,91 | 2,00 | 4,92 | 2,03 |
| $\mathrm{Q}_{3}$ | Self-control | 5,04 | 1,97 | 4,96 | 1,97 | 5,05 | 1,95 |
| $Q_{4}$ | Tenseness | 5,24 | 2,01 | 5,34 | 1,99 | 5,08 | 2,00 |
|  | $N$ | 2953 |  | 3023 |  | 33757 |  |

TABLE 5.4
mean stanines obtained in the adjustment questionnaire

| Field |  | Parents deceased |  | Parents divorced |  | Population |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Mean | Standard deviation | Mean | Standard deviation | Mean | Standard deviation |
| 1 | Self-confidence | 5.10 | 1,86 | 5,06 |  | 5,02 |  |
| 2 | Sense of personal work | 5,22 | 1,95 | 5,28 | 1,92 | -5,98 | 1,89 |
| 3 | Sense of personal freedom | 5,39 | 1,65 | 5,63 | 1, 68 | 5,25 | 1,65 |
| 4 | Recognition | 5,22 | 1,91 | 5,37 | 1,94 | 5,01 | 1,92 |
| 5 | Social relationships | 5,18 | 1,82 | 5,13 | 1,83 | 5, 08 | 1,8t; |
| 6 | Nervous symptoms | 5,21 | 1,89 | 5,22 | 1,883 | 5,04 | 1,90) |
| 8 | Moral attitudes | 5,06 | 2,07 | 5,25 | 2,00 | 4,91 | 2,06 |
| 8 9 | Family relationships | 5,37 | 1,55 | 5,67 | 1,61 | 5,31 | 1,67 |
| 10 | School relationships Emotionality | 5,23 | 1,94 | 5,27 | 1,91 | 5, 174 | 1,94 |
|  | X -score | 5,31 4,87 | 1,97 1,78 | 5,40 4,71 | 1,98 1,71 | $\begin{aligned} & 8,98 \\ & 14,87 \end{aligned}$ | $\begin{aligned} & 1,96 \\ & 1,29 \end{aligned}$ |
|  | N | 6044 |  | 6294 |  | 488961 |  |

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 com= pares more unfavourably with the population in respect of per= sonality 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 $\mathrm{pa}=$ 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 ıpon behaviour and conversation; feelings of inferiority, selfjity, 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" (р. 359).

According to Hilgard et al. (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.

### 6.1 INTRODUCTION

To obtain a complete picture of children who come from broken homes, the scholastic achievement in certain school subjects from Standard 5 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 PERCENTAGE OF THE ORIGINAL GROUPS WHO TOOK THE EXAMI= NATIONS OF EACH STANDARD IN THE MINIMUM NUMBER OF YEARS

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

TABLE 6.2
mean percentages in the standard six Examinations

| Subject | Parents deceased |  |  | Parents divorced |  |  | Control group |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | 5* | N | \% | 5 | N | \% | 5 |
| English Higher | 1890 | 48,3 | 12,4 | 2734 | 4.8,0 | 12,7 | 4018 | 50,4 | 12,6 |
| Afrikaans Lower | 1848 | 45,2 | 14,6 | 2693 | 44,6 | 14,7 | 3912 | 46,0 | 14,6 |
| Afrikaans Higher | 3925 | 49,5 | 12,2 | 3290 | 48,5 | 12,3 | 6582 | 51,3 | 12,5 |
| English Lower | 3896 | 44,7 | 14,4 | 3269 | 45,4 | 14,4 | 6530 | 46,6 | 14, 1 |
| Arithmetic | 1547 | 41,6 | 21,5 | 1707 | 39,4 | 20,6 | 2921 | 44, 0 | 22,1 |
| General Mathematics | 2740 | 43,6 | 17,4 | 2951 | 42, 1 | 17,3 | 4941 | 47,3 | 17,4 |
| Mathematics | 2454 | 43,2 | 20,5 | 2391 | 42, 1 | 20,0 | 4508 | 47,2 | 20,7 |
| History | 3252 | 47, 1 | 17, 6 | 3701 | 45, 8 | 17,0 | 6043 | 50,0 | 17,7 |
| Geography | 3286 | 47,0 | 16,7 | 3765 | 45,5 | 16,7 | 6172 | 49,9 | 17,5 |
| General Science | 4990 | 46, 2 | 17,0 | 5161 | 44,4 | 16, 6 | 8916 | 49,2 | 17, 1 |
| Physical Science | 503 | 46,6 | 16,3 | 508 | 45,0 | 17,4 | 1114 | 49,4 | 17,6 |
| Domestic Science | 1845 | 46,9 | 14,5 | 1819 | 45, 1 | 14, 1 | 3073 | 48,6 | 14, 8 |
| Woodwork | 667 | 48,0 | 15,7 | 631 | 45,5 | 15,5 | 1120 | 50,0 | 15,7 |
| Bookkeeping | - 248 | 52,6 | 21,8 | 212 | 51,9 | 21,9 | 487 | 54, 1 | 19, 0 |
| Commerce | 316 | 47,7 | 19, 6 | 273 | 45,5 | 20,7 | 710 | 49,3 | 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 |  |  | Parents divorced |  |  | Control group |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | 5 | N | \% | 5 | N | \% | 5 |
| English Higher | 1458 | 47,4 | 11,6 | 2083 | 47,3 | 11,5 | 3498 |  |  |
| Afrikaans Lower | 1424 | 45,6 | 13,2 | 2059 | 44,9 | 13, 4 | 3498 | 48,5 | 11,8 13,1 |
| Afrikaans Higher | 3153 | 48,8 | 11,7 | 2551 | 47,5 | 11,2 | 3409 5371 | 45,3 | 13,1 12,0 |
| Arithmetic | 3125 | 44,2 | 13,9 | 2533 | 45,0 | 13,6 | 5309 | 45,4 | 13,8 |
| General Mathematics | 2818 | 43,2 | 18,4 | 2971 | 42,4 | 17,9 | 5465 | 46, 4 | 18,2 |
| Mathematics | 1076 | 42,0 | 19,4 | 1181 | 41,4 | 19, 0 | 2239 | 46,3 | 18,7 |
| History | 1621 | 43,8 | 21,0 | 1615 | 41,0 | 20,0 | 340'7 | 45,5 | 20,7 |
| Geography | 2239 937 | 46,4 44,4 | 16,8 16,9 | 2445 1212 | 44,9 | 16,4 | 4502 | 48,0 | 16,9 |
| General Science | 3566 | 44,4 44,3 | 16,9 16,5 | 1212 3516 | 42,6 | 15,6 | 2397 | 46,6 | 17,0 |
| Physical Science | 537 | 44, 1 | 18,0 | 3516 526 | 42,6 41,8 | 16,3 | 6619 | 46,3 | 16,9 |
| Domestic Science Woodwork | 1451 | 49,5 | 13, 8 | 1470 | 47,7 | 17, 3 | 1135 2604 | 45,7 51,0 | 17,7 13,3 |
| Woodwork <br> Bookkeeping | 296 | 4'7, 1 | 13,8 | 247 | 44,5 | 12,6 | 2643 | 47, ${ }^{\text {47, }}$ | 13,3 13,8 |
| Bookkeeping Commerce | 1898 | 46,6 | 19,4 | 1827 | 43,9 | 19,4 | 3108 | 48,2 | 19,3 |
|  | 1000 | 43,7 | 18,4 | 933 | 41,9 | 18,0 | 1854 | 46,0 | 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 |  |  |

TABLE 6.4
MEAN PERCENTAGES IN THE STANDARD EIGHT EXAMINATIONS

| Subject | Parents deceased |  |  | Parents divorced |  |  | Control group |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | S | N | \% | 5 | N | \% | 5 |
| English Higher | 1152 | 49,5 | 11,0 | 1615 | 49, 0 | 10, 8 | 2828 | 50,9 |  |
| Afrikaans Lower | 1125 | 46,7 | 12,9 | 1596 | 46,5 | 13, 1 | 2767 | 46,6 | $\begin{aligned} & 11,2 \\ & 12,8 \end{aligned}$ |
| Afrikaans Higher | 2453 | 50,5 | 10,8 | 1889 | 49,0 | 10,0 | 4489 | 51,1 | 11,0 |
| English Lower Arithmetic | 2433 | 45,9 | 13,8 | 1874 | 47, | 13,2 | 4448 | <7,0 | 13,6 |
| Arithmetic General Mathematics | 1982 755 | 45, 1 | 18,2 | 2083 | 43, 4 | 17,5 | 4132 | 47,1 | 17,9 |
| Mathematics | 1343 | 41,0 | 17,9 | 810 1309 | 40,3 | 17,6 | 1608 | 44,5 | 18,4 |
| History | 2171 | 42,9 47,8 | 19,5 17,1 | 1309 2239 | 41,2 | 18,4 | 2965 | 44,4 | 19,4 |
| Geography | 701 | 47,6 | 15,7 | 2239 896 | 46,6 | 16,9 14,8 | 4521 | 49,2 | 17,2 |
| General Science | 2581 | 46,3 | 15,5 | 2458 | 45,0 |  | 4972 | 48,6 | 15,1 |
| Physical Science | 428 | 44,6 | 16,5 | + 436 | 40,4 | 15,2 | 4972 966 | 48,6 42,4 | 15,7 17,0 |
| Domestic Science | 1048 | 49,2 | 13,5 | 996 | 48,2 | 13,0 | 1951 | 51,4 | 12,8 |
| Woodwork | 860 | 49,3 | 11,9 | 899 | 47,3 | 11, 8 | 1674 | 50,0 | 11,8 |
| Bookkeeping <br> Commerce | 1483 | 48,5 | 18,0 | 1387 | 46,3 | 18,3 | 2706 | 50,0 | 117,6 |
| Commerce | 1032 | 46,2 | 16,8 | 866 | 45,6 | 16,2 | 1890 | 47,6 | 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 6.5
MEAN PERCENTAGES IN THE STANDARD NINE EXAMINATIONS

| Subject | Parents deceased |  |  | Parents divorced |  |  | Control group |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | 5 | N | \% | 5 | N | \% | 5 |
| English Higher | 850 | 46,0 | 10, 8 | 1158 | 46,2 | 10, 1 | 2213 | 46,7 | 10,5 |
| Afrikaans Lower | 833 | 45,6 | 13,2 | 1143 | 44,2 | 12,2 | 2167 | 44,9 | 12,3 |
| Afrikaans Higher | 1616 | 47,7 | 10,8 | 1148 | 46, 1 | 10,4 | 3080 | 48,3 | 10,9 |
| English Lower | 1599 | 45,2 | 13, 4 | 1135 | 45,7 | 13, 1 | 3039 | 46,0 | 13,2 |
| Mathematics | 950 | 42,4 | 18,9 | 931 | 39,5 | 18,2 | 2241 | 43, 1 | 18,8 |
| History | 981 | 46,3 | 17, 3 | 991 | 44, 1 | 16, 1 | 2265 | 46,9 | 17, 1 |
| Geography | 575 | 44,6 | 14,4 | 665 | 43,7 | 13,6 | 1421 | 44,5 | 14,8 |
| Physical Science | 657 | 45,0 | 17,4 | 599 | 42,0 | 17, 1 | 1451 | 46,9 | 17,2 |
| Domestic Science | 461 | 45,0 | 12,9 | 390 | 44,7 | 13, 4 | 871 | 46,7 | 12,5 |
| Woodwork | 301 | 45,2 | 12,6 | 263 | 45, 1 | 12,4 | 413 | 46,6 | 13,4 |
| Bookkeeping | 675 | 48,8 | 18,5 | 607 | 46,7 | 17,7 | 1239 | 49,7 | 18,9 |
| Commerce | 673 | 46,4 | 17, 3 | 584 | 45,4 | 17, 1 | 1312 | 47,9 | 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 | Parents deceased |  |  | Parents divorced |  |  | Control group |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N | \% | 5 | N | \% | S | N | \% | S |
| English Higher | 633 | 48, 1 | 10,5 | 829 | 48,7 |  |  |  |  |
| Afrikaans Lower | 613 | 46,7 | 12,7 | 821 | 48,5 | 9,8 11,9 | 1836 | 49,6 46,2 | 10,9 11,8 |
| Afrikaans Higher <br> English Lower | 1171 | 51,3 | 9,9 | 788 | 50, 1 | 1,9 9,1 | 2525 | 46,2 51,0 | 11,8 9,5 |
| English Lower <br> Mathematics | 1153 | 46,5 | 12,9 | 778 | 47,5 | 12,4 | 2485 | 46,5 | 12,5 |
| Mathematics <br> History | 941 | 42,2 | 17,3 | 959 | 40,8 | 16,4 | 2510 | 43,7 | 16,7 |
| Georgraphy | 684 | 49,7 | 15,3 | 669 | 47,5 | 14,2 | 1796 | 49,4 | 14,6 |
| Physical Science |  | 48, ${ }^{4}$ | 14,0 14,8 | 462 | 44,6 | 13,7 | 1131 | 46,2 | 13,5 |
| Domestic Science | 320 | 48,3 | 14,8 9,8 | 734 | 47,0 | 14, 1 | 1889 | 49,1 | 14, 8 |
| Woodwork | 130 | 48,4 | 9,8 | 259 | 47,9 | 10,4 | 709 | 47,6 | 9,5 |
| Bookkeeping | 169 | 53,8 | 17,0 | 104 | 47, 1 51,6 | 11,5 15,9 | 236 | 50,0 | 10,4 |
| Commerce | 596 | 46,6 | 15,9 | 474 | 51,6 | 15,9 15,4 | 411 1239 | 55,5 46,8 | 17,0 16,0 |
| TOTAL | 1784 | 48,2 | 10,3 | 1609 | 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

I't 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 69908 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 $\uparrow 0$ 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 univer= sity 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 con= cluded 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 pro= blems 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<br>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 69908 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 *iografiese 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 in 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 in 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 afgele het, is daar $n$ 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 ' $n$ hoër persentasie druipelinge in elke stan= derd gehad.
$\times 8.5$
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 beinvloed 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 onvoor'spelbaar 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.

BLANCHARD, R.W. and BILLER, H.B. Father availability and academic performance among third-grade boys. Developmental Psychology 4(3), May 1971: 301-305.
BOSSARD, J.H. and BOLL, ELEANOR S. The Sociology of child development (4th ed.). New York, Harper, 1966.
BOSSARD, J.H.S. The large family system. Philadelphia, University of Pennsylvania Press, 1956.
BURCHINAL, L.G. Characteristics of adolescents from unbroken homes, and reconstituted families. Journal of Marriage and the Family 26(1), 1964 : 44-51.
CAMPBELL, Marian W. The effect of the broken home upon the child in school. Journal of Educational Sociology, 5, Sept. 1931 : 274-281.

CRESCIMBENI, J. Broken homes affect academic achievement. Education (Indiana), 84(7), 1964 : 437-441.
CRONJE, G. Easkeiding : die aard en oorsake van huweliks= ontbinding in Suid-Afrika. (Verslag van die Kommissie van Ondersoek insake die Gesinslewe; deel 3). Hoofred. G. Cronje, Kaapstad, N.G.Kerk-Uitgewers, 1959.

DESPERT, J. Louise. Children of divorce. New York, Doubleday, 1953.
ENGEMOEN, B.L. The influence of membership in a broken home on test performance of first.grade children. Dissertation Abstracts. 27(9-A), 1967 : 2726.
FOURNIER, E.P. Kinderen van gescheiden ouders. Arnhem, Van Loghum Slaterus, 1963.
GOODE, W.J. The family. Englewood Cliffs, Prentice-Hall, 1964.

HILGARD,Josephine R. et al. Strength of adult ego fol= lowing childhood bereavement. American Journal of Ortopsychiatry 30, 1960 : 788-798.
HURLOCK, Elizabeth B. Child development (4th ed.). New York, McGraw-Hill, 1964.
KEPHART, W.M. The family, society and the individual. Boston, Houghton Mifflin, 1961.
LANDIS, J.T. Social correlates of divorce or nondivorce among the unhappy married. Marriage and Family Living. 25(2), 1963 : 178-180.

LANDIS, P.H. Social policies in the making. (rev. ed.). Boston, D.C. Heath, 1952.
LANDIS, P.H. Making the most of marriage. New York, Meredith, $19 \overline{65 .}$
LESLIE, G.R. The family in social context, (2nd ed.). New York, Oxford University Press, 1973.
MINDEY, Carol. The divorced mother : A guide to readjust= ment. New York, McGraw-Hill, 1969.
MONAHAN, T.P. Divorce by occupational level. Marriage and Family Living. 17(4) 1955: 322-324.
MONAHAN, T.P. Broken homes by age of delinquent children. Journal of Social Psychology 51, 1960 : 387-397.
NEDERDUITSE GEREFORMEERDE KERK. Handelinge van die eerste vergadering van die Algemene Sinode van die Nederduitse Gereformeerde Kerk. Kaapstad, 11 Okt. 1962.
NEL, B. F. 'n Modern-pedagogiese benadering van jeugpro= bleme. Pretoria, N.G. Boekhandel, 1961.
ROOS, W.L. The 1965 Talent Survey test programme. Pretoria, Human Sciences Research Council, 1970.
SCHEFFER, P. The influence of social status on the education of a group of Afrikaans-speaking high school. boys. Pretoria, Human Sciences Research Council, 1972.
SHELTON, L.A. A comparative study of educational achieve= ment in one-parent families and in two-parent families. Dissertation Abstracts, $29(8-A), 1969$ : 2535-2536. SMITH, F.B. The only child in the family : a comparative study. Pretoria, Human Sciences Research Council, 1970.
STRIJDOM, H.G. Social status and its relationship to leisure activities, attitudes and aspirations of Afrikaans-speaking Standard Six boys. Pretoria, Human Sciences Research Council, 1971.
STRIJDOM, H.G. Egskeiding: Die ontleding van sekere gegewens aan die hand van in paradigma. Humanitas, 2(4) 1974 : 407-414.
VERHOEF, W. and ROOS, W.L. The aim and experimental de= sign of Project Talent Survey. Pretoria, Human Sciences Research Council, 1970.
WILLIAMSON, R.C. Marriage and family relations. New York, John Wiley, 1966.

HSRC PUBLICATIONS SINCE 1 JANUARY 1974
'n Volledige lys van RGN-publikasies is op aanvraag verkrygbaar. Eksemplare van publii:asies wat uit druk is, kan deur biblioteek= dienste verkry word.

A complete list of HSRC publications is available on request. Copies of publications which are out of print can be obtained through library services.

## GESKIEDENIS/HISTORY

Genealogy Publication No. 2/Hiller, V.W./The descendants of Richard and Maria Peacock 1820 Settlers/1974/R3, 15

Source Publication No. 2/Brits, J.P./Diary of a National Scout P.J. du Toit 1900-1902/1974/R5,30

## INLIGTING/INFORMATION

IN-20/Coetzee, C.J.S. en Caroline Geggus/Tersiêre opleiding buite die universiteit en beroepsgeleenthede/RGN Voorlig= tingsreeks VR-4/1973/R4,35
IN-20/Coetzee, C.J.S. and Caroline Geggus/Tertiary training outside universities and career opportunities/HSRC Guidance Series GS-4/1973/R4,35

IN-21/Geggus, C./Toekennings beskikbaar vir nagraadse studie in die Republiek van Suid-Afrika en in die buiteland 1974/ RGN Voorligtingsreeks VR-8/R4,80
IN-21/Geggus, C./Awards available for post-graduate study in the Republic of South Africa and overseas 1974/HSRC Guidance Series GS-8/R4,80

IN-22/Coetzee, C.J.S. en Geggus, C./Opleiding en beroeps= geleenthede vir skoolverlaters voor standerd tien/ 1974/ RGN Voorligtingsreeks VR-3, $\mathrm{\ell}$ R1,40 IN-22/Coetzee, C.J.S. en Geggus, C./Training and career opportunities for school-leavers before Standard Ten/1974/ HSRC Guidance Series GS-3/R1,40

MM-50/Meij, L.R. en Strauss, F./Die akkulturasie van die Zoeloe-ondernemer in Kwa-Zulu/1974/R1,85

MM-51/Pelser, J.J./Die invloed van die heersende kulturele milieu op die ontwikkeling van entrepreneurskap onder die Tswana in die distrikte Bafokeng en Mankwe/1974/R2,55

MT-20/Roos, W.L./Projek Talentopname: Navorsingsbevindinge - 1973/1974/RO,65

MT-20/Roos, W.L./Project Talent Survey: Research Findings - 1973/1974/RO,80

MT-21/Smith, F.B./Leerlinge met fisieke gebreke en kwale/ 1974/R1, 50

MT-22/Marais, F.A.J./Leerlinge met hartprobleme: 'n Psigo= logies-pedagogiese ondersoek/1974/R1,90

## NAVORSINGSONTWIKKELING/RESEARCH DEVELOPMENT

Navorsingsbulletin/Verskyn tien keer per jaar Research Bulletin/Ten issues per annum

Kwic-index van Navorsingsbulletins, Volumes 1-2/1971-1972 Kwic-index of Research Bulletins, Volumes 1-2/1971-1972

RSA 2000 Gesprek met die toekoms/Verskyn twee keer per jaar RSA 2000 Dialogue with the future/Two issues per annum

## OPVOEDKUNDE/EDUCATION

0-17/Strydom, A.E./Die doeltreffende beplanning en benut= ting van skoolterreine vir buitemuurse aktiwiteite Deel een/ 1973/R3, 25

0-18/Strydom, A.E./Die doeltreffende beplanning en benut= ting van skoolterreine vir buitemuurse aktiwiteite Deel twee/ 1973/R6, 10

SOSIOLOGIE, DEMOGRAFIE, KRIMINOLOGIE/SOCIOLOGY, DEMOGRAPHY, CRIMINOLOGY

S-27/Rip, Colin, M. en Schurink, W.J./Vryetydsaktiwiteite in in kleiner gemeenskap wat aan in groot stad grens/1974/ R4, 05

S-28/Mostert, W.P. and Malherbe, W.S./Fertility and family planning among Indians in Chatsworth, Durban/1974/R2,80

S-30/Strijdom, H.G. en Smith, H.E./Die sorgbehoewende kind - Deel 1: Agtergrond en vorms van benadeling/1974/R1,75

S-32/L४tter, J.M. en Du Plessis, J.L./Aspekte van die sosioekonomiese posisie van die Indiërgemeenskap in Transvaal: Statistiese gegewens/1974/R2,15

## STATISTIEK/STATISTICS

WS-9/Van Rensburg, F.A.J./Graduation trends for Whites at South African universities 1956-1972, with projections to 1990/1974/R4,60

WS-12/Soskolne, Colin L./A computerised statistical census relating to university education: A group of science and engineering students, University of the Witwatersrand, 1970/ 1974/R1,45

TAAL, LETTERE EN KUNS/LANGUAGES, LITERATURE AND ARTS
Rosalie Botha/Bronnegids vir Toneel, Ballet, Rolprente en Hoorspele Nuwe Reeks, deel II 1971 - Source guide for Drama, Ballet, Films and Radio Plays New series, volume II 1971/ 1974/R4, 05

Yvonne Huskisson/The Bantu Composers of Southern Africa Supplement/1974/R3, 15

Loïs Albertyn/Bronnegids by die studie van die Afrikaanse Taal en Letterkunde Nuwe Reeks, deel II (1971)/1974/R3,45

Rosalie Botha/Bronnegids vir Toneel, Ballet, Rolprente en Hoorspele Nuwe Reeks, deel III (1972)/1974/R4,70 Source Guide for Drama, Ballet, Films arid Radio Plays New series, volume III (1972)/1974/R4,70

PUBLIKASIES WAT DEUR DIE RGN ONDERSTEUN WORD/PUBLICATIONS SUPPORTED BY THE HSRC

Van der Merwe, F.Z./Suid-Afrikaanse Musiekbibliografie/ Tafelberg, 1974

Esterhuysen, M./Gedenkpennings ter ere van President S.J.P. Kruger/Ko甘perasiepers van SA Bpk., 1973

Verhandelinge van die KIassieke Vereniging van Suid-Afrika/ Proceedings of the Classical Association of South Africa/ ACTA CLASSICA/Volume XVI 1973/A.A. Balkema, Kaapstad

Hunt, K.S./Sir Lowry Cole - A study in Colonial Administra= tion/Butterworth \& Co. (SA) (Pty.) Ltd., Durban, 1974

Nuwe Testamentiese Werkgemeenskap van Suid-Afrika/Aspekte van die Nuwe Testamentiese Hermeneutiek (Neotestamentica 4 1970)/RGN Publikasiereeksnommer 35/Universiteit van Pre= toria, 1974

Mouton, D.J./The behaviour of the firm and the problem of restrictive trade practices/HSRC Publication Series Number 44/J.L. van Schaik Ltd., Pretoria, 1974

Oosthuizen, G.C./The great debate: Abortion in the S.A. Context/HSRC Publication Series Number 47/Howard Timmins, Cape Town, 1974

Kruger, D.W./Die ander oorlog - Die stryd om die openbare mening in Engeland gedurende die Tweede Vryheidsoorlog/RGN Publikasiereeksnommer 49/Tafelberg-Uitgewers, 1974

Shaw, E.M. and Van Warmelo, N.J./The Material Culture of the Cape Nguni, Technology Part 2/Annals of the South Afri= can Museum, P.O. Box 61, Cape Town, 1974
.


