

COUNSELLING NEEDS OF ADOLESCENTS IN CERTAIN SOUTH
AFRICAN SUB-CULTURES.

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Abstract

This study attempted to survey adolescent needs and concerns. It also tried to discover whether teenagers in high schools accept the idea of counsellors in their schools. In this study three private schools, representing Jewish, English and "non-white" sub-cultures in Johannesburg were chosen for the survey. Samples of standard seven and standard nine pupils completed a checklist indicating their concerns and their willingness to discuss these concerns with others.

The principal concerns that emerged in this study were those concerning relationships with the opposite sex, future careers, concern about performance at school, family relationships and concerns relating to acceptance of oneself. There were more similarities among subcultures than differences, as the sub-cultures surveyed were similar in ideals, though they came from various religious and cultural backgrounds. It seems that most pupils surveyed who had concerns would rather not discuss these with others. Among those who were willing to discuss their concerns, it was found that parents and friends were the most desired "counsellors" while school counsellors and teachers ranked a poor third and fourth and other adults were last.

TABLE OF CONTENTS.

1. Introduction	1
1.1 Background	1
1.1.1 A theoretical framework	1
1.1.2 Counselling in South African Sub-cultures	5
1.2 Rationale	8
1.3 Aims	9
2. Method	10
2.1 Sample	10
2.1.1 Composition	10
2.1.2 Description of the schools	11
2.2 Measure	13
2.2.1 Construction of the measure	13
2.2.2 Structure and content of the measure	14
2.3 Procedure	16
2.4 Design	17
3. Results	17
3.1 In the area of work	18
3.2 In the area of aloneness	25
3.3 In the area of relationships	29
3.4 Reactions to the idea of counselling	34
3.5 The open-ended section of the checklist	38
4. Discussion	38
4.2 In the area of work	39
4.2 In the area of aloneness	40
4.3 In the area of relationships	42
4.4 Choice of person with whom to discuss concerns	42
4.5 Limitations of this study and Suggestions for Further Research	46

LIST OF TABLES.

1. Analysis of the Sample	11
2. Percentage distribution of work concerns that affect the majority of subjects	18
3. Percentage distribution to compare responses of subjects in the three schools in the area of work	20 - 21
4. Percentage distribution of concerns that affect a majority of subjects in the aloneness area	25
5. Percentage distribution to compare responses of the subjects in the three schools in the area of aloneness	27
6. Percentage distribution to show concerns that affect a large proportion of the subjects in the relationships area	30
7. Percentage distribution to compare responses of subjects in the three schools in the area of relationships	31
8. Summary to show percentage of subjects that are desirous of discussing their concerns with specific others	35
9. Percentage of subjects willing to discuss their concerns with specified others in the three schools in the three areas and in the different standards	37
Appendix	48
List of references	63

Appendix	48
Enclosure: Checklist of Teenage Concerns	49
 <u>TABLES.</u>	
A - Comparison of concerns of pupils in the area of Work	53
B - Comparison of concerns of pupils in the area of Aloneness	56
C - Comparison of concerns of pupils in the area of Relationships	57
D - Showing χ^2 Values of significant differences among responses of subjects in the three schools in the area of Work	59
E - χ^2 Values of significant differences among responses of subjects in the three schools in the area of Aloneness	60
F - χ^2 Values of significant differences between responses of subjects in the three schools in the area of Relationships	61
G - Showing χ^2 Values of significant differences between Std seven and Std nine in the three schools	62

1. Introduction

1.1 Background

1.1.1 A Theoretical Framework

An examination of the counselling needs of adolescents is in many ways a search for confirmation of existing viewpoints. However, adolescence is still an area of controversy, especially when one considers the views of classicists as against those of empiricists. A survey of adolescent concerns, needs or problems enables one to proceed onto counselling without taking up a specific viewpoint. In addition, a particular group of adolescents in a particular culture and a specific period and milieu needs to be investigated before one begins making assumptions about them.

The picture of adolescence that has emerged from studies since the beginning of the century centres around identity crisis, role conflicts, development of self-concept and embodies the "storm and stress" views of Freud and his school. Even more recent writings reflect this view of adolescence, for example, Erikson (1968), Blos (1962) and Meyerson (1975). Anne Juhasz (1982) writing on the implications of Eriksonian theory states that rebellion, withdrawal from family, search for independence, instability in emotions, argumentation and excessive energy often directed toward anti-social or fringe area activities are normal, developmentally determined movements toward maturity. She concludes, among other things, that it will be the professional's responsibility to plan and implement ways of lessening the adaptational stress for early adolescents.

Also developing from early studies is the Behaviourist view of adolescence as a period of relative calm, for example, Douvan and Adelson (1966) and Offer, D (1969, 1975). Recent studies continue to support these findings e.g. Gupta and Gupta (1982). They gave 500 adolescent girls aged

14 to 18 an Indian version of the Mooney Problem Checklist. Their results show that adolescence was observed to be a period of calm transition from childhood to maturity. The most prominent problem areas were social, personal and school related. Areas of least concern were physique and health, courtship, sex and marriage. The controversy is thus continuing. Oldham (1978) points out that our cultural expectations that youth cannot be marked by stability and relatively peaceful growth constitute a self-fulfilling prophecy. Offer, Ostrov and Kenneth (1981) conducted an investigation into the mental health professionals' concept of the normal adolescent and reported that the professionals saw normal adolescents (407 subjects) as having more problems than were reported for psychiatrically disturbed adolescents (513 subjects) or delinquent adolescents (262 subjects). The empirical evidence is in favour of the Behaviourist view yet adult society and even professional counsellors incline to the view of the classicists (cf. Oldham's findings above).

Coleman (1974, 1978) attempted to reconcile these differences by proposing a "Focal theory". Coleman proposes that "at different ages particular relationship patterns come into focus, in the sense of being most prominent, but that no pattern is specific to one age only. Thus patterns overlap, different issues come into focus at different times, but simply because an issue is not the most prominent feature of an age does not mean that it may not be critical for some individuals" (Coleman p.8, 1978). The theory suggests that adolescents cope with "storm and stress" by "dealing with one issue at a time. They spread the process of adaptation over a span of years, attempting to resolve first one issue and then the next. Different problems, different relationship issues come into focus and are tackled at different stages so that the stresses

resulting from the need to adapt to new modes of behaviour are rarely concentrated all at one time. It follows from this hypothesis, that those who, for whatever reason, have more than one issue to cope with at a time are most likely to have problems" (Coleman, p.9, 1978).

This view allows one to accept that the "storm and stress" period can occur and also that it need not occur. It also makes it very necessary for a school counsellor to know his charges in school intimately so that he can help resolve issues that are of major concern before asking the individual to focus on what may concern the school, the parent or society. The counsellor requires to know his charges in all facets of being.

Of the theories of adolescent development, Erikson's epigenetic theory (1968) is most widely accepted. His views have given rise to numerous researches, which in the main have resulted in wider acceptance of his basic tenets (Bourne, 1978). Erikson's view of identity, which he sees as a stage of psychosocial development and as involving resolution of "identity vs role confusion" (in Biehler, 1981) encompasses all modes of being. Bourne suggests "one of the most important indications of identity is what might be called the individual's life commitments". These can be of many kinds - vocational, avocational, social, marital, ideological, ethical" (Bourne, p.227, 1978). The adolescent has to resolve his identity in all these "basic life commitments" and it is the school counsellor's task to find out in which area his client is having difficulty. It is also necessary for the school to provide for the development of the individual as a whole. This would imply, according to the views of Erikson and Bourne, assistance in resolving his identity in vocational, avocational, social, marital, ideological and ethical life commitments.

Susan K. Gilmore (1973) describes "dimensions of existence" which are closely related to the life commitments referred to by Edward Bourne in his explanation of what Erikson implied by the term identity. The life commitments referred to by Bourne are embodied in Gilmore's concepts of Work, Relationships and Aloneness. She asks "Are you organising the content your client communicates in such a way that both of you are better able to see how he is coming to terms with the basic interrelated, developmental tasks concerning Work, Relationships and Aloneness which are the defining characteristics of humanness?" (p.5). She states: "Each human being, at every developmental stage in his life, must somehow come to grips with these three dimensions of existence" (Gilmore p.5, 1973).

Gilmore defines a person's Work as the "limited pattern of activity in which he engages for purposes of 'altering the features of his environment so that life will be more secure, more satisfying or more pleasurable'" (Gilmore p.8). It is therefore a broader concept than our day-to-day concept of work and involves all that a person is "DOING" whether it is for pleasure, gain or maintenance functions.

In Gilmore's view an individual's Relationships can be viewed in terms of "the movement between himself and others and the purpose these movements serve and/or are intended to serve. The general purpose of survival and humanization which are served by the movements between persons are more specifically: 1) Physical and emotional care. (2) support and encouragement (3) instruction and guidance (4) co.operation for achieving mutual goals and (5) continuity and stability" (Gilmore, p.10, 1973).

Gilmore's concept of Aloneness is very similar to that of personal identity. She says :- "To cope constructively

with Aloneness is to confront your own separateness, your set-apartness, your uniqueness and affirm your own being" (Gilmore, p. 20). However, she also stipulates that the person experiences himself as being "very much a part of humanity".

Gilmore presents these concepts as a guide to the content of counselling in which she sees the counsellor using these three dimensions of existence to encapsulate a client as a complete person. It also provides the counsellor with a relatively simple framework for determining a client's level of adjustment and for determining the major areas in which he may need information about a client.

1.1.2 Counselling in South African Subcultures

The introduction of counselling into a South African setting raises further questions relating to the reaction of the adolescents in South Africa to counselling, and to whether different cultures have different concerns, problems and needs. A further aspect to the first question concerns the reactions of adolescents of different sub-cultures to counsellors. Counselling in South African schools is a relatively new phenomenon. In Johannesburg, only few private schools have counsellors - most state schools only have guidance teachers who fill in and perform some counselling functions. In Natal and Cape Province there has been a major effort as far as counselling in state schools is concerned - but most counselling programmes are relatively new.

School counsellors in private schools work mainly with individuals and small groups. The guidance teacher works with class groups and teaches guidance. The few private schools that employ school counsellors do not have guidance in their curricula. State schools in Natal and

the Cape Province are now employing school counsellors or teacher psychologists to provide both guidance and counselling. Such schools have guidance teachers as well as school counsellors.

The guidance teacher is frequently a person who has chosen "guidance" as one of his special teaching subjects, and has received some training in the field during his university years. The guidance teacher may also be any other teacher on the school staff who has been selected for the purpose through his experience or through necessity.

The school counsellor is supposed to be a teacher who has received post-graduate qualifications in his field. Ideally he should be a person with a masters degree in counselling or educational psychology. Very few school counsellors have such qualifications in South Africa. Most have received some training in the field of psychology or social work and have begun practising as school counsellors. In Natal and Cape Province there are definite moves by education authorities to train teachers in counselling. Most school counsellors have limited qualifications and rely on their experience, workshops and available literature to assist them.

The South African context has a wide variety of sub-cultures and the idea of introducing counselling into this complex society requires some caution. At the same time the notion that only a technologically advanced, democratic American society can benefit from counselling is outmoded. Richard C. Day of the American University of Beirut (1983) writes, "As East and West interface on a more frequent and personal level, it is the author's hope that counselling as a profession can add a positive element to the force of life" (Day, p,151). However, Daniel I. Denga (1983) of the

University of Jos in Nigeria, writes "the guidance and counselling profession in Africa must tolerate some compromises and modifications from its original philosophy in the Western sense" (Denga p.115). Ipaye (1982) claims that in Africa, traditional helpers or lay counsellors have been playing the role of the skilled helper from the earliest of times. He concedes, however, that the scientific approach is new, that traditional approaches were advice-orientated and curative in nature while counselling is learning orientated, non-directive and preventive in aim.

Crosscultural studies are becoming more common in various parts of the world e.g. the Middle East, Great Britain, Canada and the United States. Marvin Westwood (1982) of the University of British Columbia investigated East Indian and Anglo-European expectations of counselling. He found two cultural heritages: "the East Indian tendency to see the individual in the context of the family environment as an explainer of behaviour while the Anglo-European adolescent appearing not to see others (especially the family) as assisting in his/her individual path of decision making" (Westwood, p.228, 1982).

In commenting on the attitudes of various cultures to counselling, perhaps Denga's comments can serve as a statement that affects South Africa closely: "Different communities in Africa have their own ways of handling psychological problems, including those of occupational decision-making. For instance, the use of elders as authority figures and a source of wisdom; consultation with gods, spirits, supernatural powers, including herbalists are some of the major vehicles for resolving psychological problems in Africa" (Denga, p.116, 1983).

South African sub-cultures also have a wide array of "helping services" for solving the problems of individuals -

but it is also a society that is developing in the direction of American ideals. Counselling has become an essential feature of American society - a society that places the responsibility of growth and development on the shoulders of each individual. As South African society is developing in the same direction, the individual in this society is increasingly in need of the helping hand of the counsellor.

1.2 Rationale

It is apparent that studies on adolescence have not yet resolved the controversy between the "storm and stress" adherents or those who prefer to view adolescence as a period of calm. Even some of the very recent studies continue to promote the controversy, for example Gupta and Gupta (1982) and Anne Juhasz (1982).

Coleman's views enables us to reconcile the viewpoints and accept the evidence of both sides. In this view, however, the individual has to be understood as a unique person, and not in the light of generalisation on storm and stress or otherwise. Bourne's explanation of Eriksonian theory highlights the need for a counsellor to know the "life commitments" of the adolescent. Gilmore summarizes these into her concepts of Work, Aloneness and Relationship.

Gilmore's concepts offer a simple guide to knowing all dimensions of an individual's existence. It was felt that it could be used as the basis for a questionnaire that gave a comprehensive picture of an individual in all major areas of functioning.

Such a questionnaire would probe the adaptation of the individual to each of the facets of Work, Aloneness and Relationships and would allow for Coleman's "Focal theory"

to be incorporated, in that, no problem would be seen as being important to a particular stage of development but would allow for individual development. The questionnaire would also be used to seek information on pupil's current needs, concerns and problems in the various subcultures in the South African context. The school counsellor and education authorities need to enquire into the immediate concerns of adolescents before designing programmes that are aimed at providing for their developmental needs.

The need for counselling in the schools as an imposition by the administration has been established by the authorities, but the reaction of the youth to counsellors and counselling has not been assessed. In order to gauge the reaction to counselling it was decided that the questionnaire would also ask the subject to indicate whether he would like to discuss the concerns he had listed with some other person - the counsellor being one of the alternatives given. Willingness on the part of the counsellee is probably the key to successful implementation of counselling in schools. Further, it would indicate to what extent the pupil needs to seek outside help and whether the people around him provide sufficient support or not.

1.3 Aims

The Aims of the Study were:

- 1.3.1 To provide a contemporary view of adolescent concerns.
- 1.3.2 To elicit a cross cultural comparison of these concerns in some South African subcultures.
- 1.3.3 To assess the extent to which pupils in the sub-cultures are amenable to counselling by counsellors, parents, teachers and friends.

2. Method

2.1 Sample

2.1.1 Composition

The 221 subjects were pupils from standards seven and nine (forms II and IV), to reflect early and middle adolescence. Most of the pupils in standard seven were 14-15 years of age while those in standard nine were around 16-17 years of age. The pupils in standard seven also represented the junior secondary phase of education while those in standard nine represented pupils in the senior secondary phase. Most of the pupils in standard nine had been in their respective schools for at least two and half years and had developed in the traditions of the schools they attended.

The pupils were selected from three schools. The schools were all private (fee paying) high schools in the Johannesburg area. They were schools which employed full-time school counsellors. This was an important criterion as the reaction of the subjects to the idea of being counselled was part of the survey. The socio-economic level of the pupils was generally from the upper and middle class (businessmen, professionals, priests, teachers, etc.). A few of the pupils came from less affluent homes - but were selected for placement in these schools on the grounds of performance in intelligence tests, school examinations, etc. This meant that the majority of the pupils were above average in school performance. The curricula in these schools were all aimed at high academic achievement with mathematics and science being taken by all pupils. Pupils were generally expected to be active on the sportsfield as well as being able and active in other areas. Table 1 provides a numerical analysis of the sample.

Table 1 Analysis of the Sample

	Std Seven	Std Nine	Total
ST. STITHIANS	55	44	99
KING DAVID	22	27	49
ST. BARNABAS	48	25	73
	125	96	221

2.1.2 Description of the Schools

School A - St. Stithians College

This school is funded and administrated by the Methodist community. It serves mainly the White, Methodist, English speaking population. However, pupils from all faiths and religions are admitted even though the school has daily Chapel services and weekly religious instruction lessons by an ordained minister of the Methodist faith. Most of the pupils' fees are paid for by their parents and the number of bursars is few. The school admits pupils of all races but the number of pupils from Indian, Coloured and Black populations is very limited ($\pm 2\%$ of an approximate population of 500). It is a school catering only for boys.

School B - King David High School (Linksfield)

This school is funded and administrated by the Jewish community. It is a co-educational school that places emphasis on Jewish culture and religion. All Jewish holidays and festivals are observed, and Hebrew is a compulsory subject for all pupils. Jewish Studies is taken by all pupils in the junior secondary section. The school also caters for the academically inclined pupil and those who cannot cope with the demanding academic standards.

have to leave. The pupils are generally from economically independent homes although all Jewish children who want to attend this school can be admitted by utilising funds from the community.

School C - St. Barnabas College

This is a school serving mainly the Indian and Coloured community around Johannesburg. Its total enrolment is around 120 and over the years this number has included an increasing number of Indians. At present the Indian population of the school is about 45% with Coloureds at about 40%. The Blacks are in the region of 10% and there are about 4% Whites. The school conducts stringent screening procedures to ensure that only the best pupils are admitted. Though most of the pupils are fee paying, a large number are bursars with funds raised from the private sector in South Africa and overseas. The school is Anglican in orientation-with regular services and religious instruction but the pupils are of mixed faiths. The Indians are mainly Moslem and Hindu. Coloureds and others are generally Christian. The pupils are generally from middle class to wealthy homes - although some of the pupils are from less affluent homes and are heavily subsidised by bursaries.

These three schools were chosen as they all had school counsellors in full-time positions. In addition, these schools represented a so called "non-white" subculture, a white English-speaking subculture and a white Jewish subculture. Afrikaans-speaking pupils were not catered for as they attend state schools which did not, then, employ counsellors. Indian, African and Coloured state schools also did not employ counsellors at the time.

The subjects in the various schools were chosen on the

basis of their availability. Chance was the main factor influencing their selection as subjects. At St. Stithians two of the four classes chosen for the survey were allocated to visiting trainee school counsellors by the principal on the basis of their having an optional period on a particular day of the week. The same procedure was used for choosing the standard nines at St. Stithians. At King David one class of standard seven and one of standard nine were administered the "Checklist of Teenage Concerns". These classes were also chosen as they had free time on a particular day. In the case of St. Barnabas all the pupils in standard seven and all the pupils in standard nine became the subjects.

2.2 Measure

2.2.1 Construction of the Measure (See appendix, p. 49)

Using Gilmore's concepts as a guide, the "Checklist of Teenage Concerns" was drawn up. Not only did this checklist attempt to cover the aspects of "Work, Aloneness and Relationships" but it also tried to relate to Coleman's focal theory. This was done by including in one checklist, items relating to problems that could occur to teenagers of all levels of development. Issues that might concern a twelve year old and an eighteen year old were all included. The checklist also covered the epigenetic theory of Erikson in that the whole development of the individual was covered by using Gilmore's concept of Work, Aloneness and Relationships.

Section A of the Checklist covered the area of Work and included items on school, recreation and routine chores. The items were not specific in nature and covered broad areas which examined the adolescents' attitude to work, play and other "doing" activities. In the section on

Aloneness the items covered the pupils' uncertainty about himself, his future, his family and his ideals. Some items also probed his feelings about death and his liking of himself. In the third section Relationships, attitudes to family, friends, teachers, adults and the opposite sex were itemised. A fourth section was included to allow the adolescent to put down those aspects that he felt were not included in the checklist. This not only allowed for omissions but also enabled the researcher to gauge whether there were some concerns that the adolescent felt he had to state more emphatically by repeating or by being more specific about them.

2.2.2 Structure and Content of the Measure (See appendix, p.49)

The Checklist consists of four sections. Section I contains 14 statements about Work as defined by Gilmore. Each statement suggests a negative attitude to some aspect of Work - school work, recreation, work at home, sporting activities, and "work" in general. The items are stated in broad general terms and so refer to a wide range of activities and do not list any one specific sport or school subjects. Section II contains 15 statements referring to Aloneness (Personal Identity). The statements include reference to acceptance of oneself, acceptance of one's financial, social and familial security, attitudes on issues like religion, sex and death. Section III contains 17 statements on Relationships. These includes statements on attitudes to parents, friends, teachers, adults and the opposite sex.

It was decided to limit the number of statements to the above 47 so as to keep the pupil interested in his task and prevent boredom and fatigue on the part of the subjects. Section IV of the checklist was open-ended and

spaces were provided to enable the subject to write down concerns that he felt were not contained in the checklist. This also assured the subject that his uniqueness was not being ignored and that his specific problems were also catered for.

The subject was required to respond on a 4-point scale, reflecting whether the concerns listed affected him "always" or "very often", "quite often", "not often" or "infrequently", or "seldom" or "never". In this way the subject was forced to commit himself to either a positive or negative attitude and was not allowed to seek refuge in a neutral position. Thus the pupil had to decide whether he was happy or unhappy about a specific situation.

In evaluating these responses it was found that it was unwieldy to consider all these replies and that it was more meaningful to convert these four categories into a "yes" or "no" answer. This gave a clearer indication as to the distribution of the concerns among the subjects and it probably reduced the margin of error - as the different subjects could never be in agreement as to what constituted "quite often" as compared to "very often".

In the same way pupils would also differ on the interpretation of the difference between "infrequently" and "seldom". However, the difference between "quite often" and "infrequently" would be more clear cut and there would be general agreement on the interpretation of these statements. Each "yes" category was counted as a positive concern. In terms of scoring each contributed one point to the frequency count.

In addition to indicating the degree of severity of their concerns the subjects were also asked to indicate whether they would like to discuss these concerns with some person.

They had to do this by writing the letters P, F, T, C, A, or N next to each concern listed. The letters represented Parents (P), Friend (F), Teacher (T), School counsellor or other counsellor (C), some other adult person (A) and nobody or don't want to discuss it (N).

For Example:

I don't like
the kind of
work I have
to do at school

Very Of- ten/ or Always	Quite Of- ten	Not Of- ten/in- freq.	Seldom/ never	Person
✓				T

The subject was also offered counselling if he desired it. All he had to do was to write down his name at the bottom of the checklist. The subject was also required to indicate his age, sex, race and religion on the checklist. They were given assurances that checklists would remain anonymous and that it would only be seen by the school counsellor or the counsellors-in-training at the University of the Witwatersrand.

2.3 Procedure

The checklist was presented to a class of pupils in their own school during a free period. (In each case the principal of the school had given permission for the survey to be conducted). The checklists were administered by student-counsellors of the University of the Witwatersrand who were serving a practicum at the relevant schools during September of 1982. The student counsellors were enrolled for a Master of Education course in school counselling.

The checklists were handed out and the instructions on the cover page read to the pupils. Any relevant questions were to be answered and explanations rendered, if necessary, to the subjects. The pupils completed the checklists in the classroom in the presence of the administrators. They were

not allowed to communicate with each other while completing the checklist. Most of the subjects completed the checklist within twenty minutes although a few took up to 35 minutes.

Scoring of the checklists was done manually, the information required being the number of pupils who indicated a positive concern and whether that concern was to be discussed with some important other person or not.

2.4 Design

The study used a survey approach to determine the concerns of subjects and their desire (or otherwise) to discuss these concerns with some important other. The data are descriptive and the frequency of occurrence is expressed in percentages. A chi square statistical test was used to determine the significance of differences on items between the two standards (7 and 9) and among the various schools.

3. Results

A comprehensive set of data from the checklist is attached in the appendix so that the results depicted in this section reflect only major features and findings. In general, the findings indicate great similarity between the schools. However, detailed comparison produces numerous differences and these are reflected in this section. The results are shown below in the form of tables followed by commentary and discussion.

The results are presented separately for each of the areas of Work, Aloneness and Relationship. Each section includes general observations followed by comparison of differences among schools A,B and C and between standards seven and nine.

3.1 In the area of "work".3.1.1 Concerns that affect the majority* of subjects in the area of Work

* In an attempt to focus attention on those concerns that affect a large percentage of pupils, it was decided to examine only those concerns that affected more than 50 percent of the subjects. The term "majority" is thus used to denote more than 50 percent of the subjects.

Table 2: Percentage distribution of Work concerns that affect the majority of subjects

Nature Of Concern	% Of Subjects Std Seven N=125	% Of Subjects Std Nine N=96
2. I want to do better at school but don't seem to be able to.		64
4. I don't like the kind of work I have to do at school.		52
8. I don't have enough time for all my interests and sport activities.	52	63
10. I worry about what my future career is going to be.	58	69
12. I don't think I put enough effort into the things I do.		56
Percentage of Total responses that indicate concern in the area of work.	35%	46%

Table 2 indicates that, in the area of Work, 35% of all responses of the subjects in standard seven were positive i.e. they indicated concerns that affected subjects either "very often" or "quite often". 46% of all responses of the standard nines were positive. This implies that each of the 14 concerns affected an average of 35% of standard seven subjects and 46% of standard nine subjects. It also implies that each individual was affected by an average of 35% or 46% of the concerns listed in the area Work.

The concerns that affected most subjects in the standard sevens related to future careers (58%) and lack of time for all interests (52%). The major concerns of the standard nines related to future career (69%), lack of time for all interests (63%), inability to do better at school (64%), poor effort put into some tasks (58%), and dissatisfaction with the curriculum at school (52%).

3.1.2 Comparison of Individual Concerns in the Area of Work

(See Table 3 - Pages 20 & 21)

Concern No. 2: I want to do better at School but Don't Seem to Be Able To.

The majority of the subjects in standard nine in all three schools was affected by this concern. Subjects in standard nine tended to be more greatly affected by it than those in standard seven. However, only for St. Barnabas was the concern significantly more prevalent in standard nine than in standard seven ($X^2 = 6.06, p < 0.01$). The possible reasons for this difference between standard sevens and nines may lie in the amount of work they have to accomplish.

TABLE 3

Percentage Distribution to Compare Responses of Subjects in the Three Schools in the Area of Work
(Only Concerns that Affect 50% or More of Subjects in at Least one School are Shown)

	STANDARD SEVEN				STANDARD NINE			
	ST. STITHIANS N=55	KING DAVID N=22	ST. BARNABAS N=48	ST. STITHIANS N=44	KING DAVID N=27	ST. BARNABAS N=25		
2. I want to do better at school but don't seem to be able to.	55	36	39	68	56	34		
4. I don't like the kind of work I have to do at school.	31	36	4	36	57	40		
6. I find certain kinds of work boring and I do it badly.	58	40	44	64	38	20		
7. I find some types of work I do makes me too tired.	20	22	19	25	30	20		
8. I don't have enough time for all my interests and sport activities.	29	27	42	44	67	84		
9. I like sport and other activities but find it hard to train/practise	20	22	19	25	26	72		
10. I worry about what my future career is going to be.	56	20	33	61	74	76		

TABLE 3: (Contd.)

	ST. STIMMONS	KING DAVID	ST. BARNES	ST. STEPHENS	KING DAVID	ST. BARNES
11. I don't know if I have the ability to fit into the career I like.	38	50	32	34	38	64
12. I don't think I put enough effort into the things I do.	40	55	31	54	63	60

For this concern the standard nines of all schools appear to be more or less equally troubled. The difference between schools was only apparent for the standard sevens where large numbers of pupils at St. Stithians are troubled. This difference between St. Stithians and others is significant ($\chi^2 = 11.47, p < 0.01$). (See also number 6 below).

Concern No. 4, I don't like the kind of work I have to do at school.

Only at King David, among the standard nines, were there large numbers of subjects who disliked the kind of work they had to do. The difference with other schools is significant ($\chi^2 = 9.7, p < 0.01$) as is the difference with the standard sevens of King David ($\chi^2 = 9.26, p < 0.01$). There appears to be some specific factor at King David that was affecting the standard nine pupils. The standard sevens at St. Barnabas have recorded only 4% concern suggesting that the vast majority were quite happy with the kind of work they did at school. This may explain why the standard sevens appear to have so few concerns - in comparison with the standard nines of St. Barnabas who have a large number of concerns and who had a 48% distribution for concern no. 4.

Concern No. 6: I find certain kinds of work boring and I do it badly.

This concern affected the majority of pupils at St. Stithians in both standard seven and standard nine. The differences between St. Stithians and the other schools is significant for standard nine ($\chi^2 = 12.98, p < 0.01$). However, in considering Concern No. 2 it is apparent that the standard sevens were affected to a large extent. As St. Stithians is the only school where the pupils were so

generally troubled by this concern it would seem that the nature of work set may have been an adverse effect on the pupils' reactions. The subjects in all schools are basically similar as are the syllabi.

Concern No. 7: I find some types of work I do makes me too tired.

This concern affected the majority of the pupils in standard nine at St. Barnabas. The standard nines of St. Barnabas are significantly different from the standard sevens in this respect ($\chi^2 = 18.72, p < 0.01$) and from the standard nines of the other schools ($\chi^2 = 21.2, p < 0.01$). This concern may have been construed differently from Concern No. 4 - which refers to school work, and it would appear that the work referred to in this concern is that work done after school. Many businessmen expect their older children to assist them after school especially among the Indians.

Concern No. 8: I don't have enough time for all my interests and sport activities.

This concern affected more than 50% of all subjects except for the standard sevens at St. Barnabas (42%) and the standard nines at St. Stithians (44%). This, therefore may be regarded as a fairly widespread concern. However, the extremely large percentage of pupils affected among the standard nines at St. Barnabas makes differences with other schools significant ($\chi^2 = 12.39, p < 0.01$). The high percentage here also seems to suggest that the work that was taking up the pupils' time and energy was work outside of school.

Concern No. 9: I like sport and other activities but find it hard to train/practise.

Only the standard nines at St. Barnabas had a majority of pupils affected by this problem. They differ significantly from the standard sevens of St. Barnabas ($\chi^2 = 35,16, p < 0,01$) and from the standard nines of the other schools ($\chi^2 = 31,9, p < 0,01$). This concern seems related to concerns No. 7 and No. 8.

Concern No. 10: I worry about what my future career is going to be.

This concern affected 62% of subjects in all schools and in both standards seven and nine. It ranks first as the problem with the widest distribution in the area of Work. This finding is in line with previous theory and research that have seen career concerns as intimately related to identity status (Marcia, 1976, and Erikson, 1968).

Concern No. 11: I don't know if I have the ability to fit into the career I like.

This concern affected 50% of the pupils in standard seven at King David and 64% of the standard nine pupils at St. Barnabas. Only the differences between results for the latter and the other schools are significant ($\chi^2 = 11,74, p < 0,01$). Reasons for these differences may relate to cultural factors and feelings of inadequacy engendered by sociopolitical status or to more specific pressure in each "cohort" (Keniston, 1971).

Concern No. 12: I don't think I put enough effort into the things I do.

This concern affected the majority of subjects in standard

nine in the three schools and the subjects in standard seven at King David. The differences between the standard sevens of St. Barnabas who did not see this as a concern and the others is significant ($\chi^2 = 6,87, p < 0,05$). The difference between standard seven and nine is only significant at St. Barnabas ($\chi^2 = 6,99, p < 0,01$). This appears to be a general concern which affects the majority of pupils. This is a general complaint of adults about teenagers, and reflects upon the teenagers' beliefs about themselves. At the same time it is a well known fact among most individuals that they feel they can try harder.

3.2 In the Area of Aloneness

3.2.1 Concerns that affect the majority of subjects in the area of Aloneness (Personal Identity).

Table 4: Percentage Distribution of concerns that affect a majority of subjects in the Aloneness area.

Nature of Concern	% of pupils affected by concern.	
	Std Seven N = 125	Std Nine N = 96
2. I wish I could be more wise and clever.	58	58
7. I want to be more clear about who I am or what I am going to be.	52	57
Percentage of responses that indicate concern.	34%	34%

58% of all subjects indicated that they desired to be more wise and clever. More than 50% indicated that they wanted

to be more clear about their personal identities (concern no. 7). In this section relating to Aloneness, 34% of all responses indicated concern. Other specific concerns that were well above this mean included the need to be clearer about issues like sex, drugs, religion, politics, etc., fear of revealing their feelings, desire for a more attractive body and the desire to be a happier person.

3.2.2 Comparison of individual concerns in the area of Aloneness.

(See Table 5)

Concern No. 1: I wish I could have a better body.

This concern affected the majority of pupils at St. Barnabas in standard nine. However, the pupils at King David and the pupils in standard seven at St. Barnabas recorded more than 40% occurrence. This suggests that this concern is a fairly general one - but affects the "non-white" standard nine the most. The question of physical appearance (or race) is an important issue in the political situation of this country. The difference between the standard nines of St. Barnabas and the others is significant ($\chi^2 = 10,6, p < 0,01$). The fact that the standard sevens of St. Barnabas have a lower distribution than the standard nines may again be attributed to the fact that this concern has not yet come into focus for the standard sevens.

Concern No. 2: I wish I could be more wise and clever.

This concern affected the majority of subjects in all schools except for the standard seven pupils at King David. This difference was significant ($\chi^2 = 13,62, p < 0,01$). This concern suggests that the majority of pupils feel inadequate in terms of intelligence and reflects, perhaps,

TABLE 5

Percentage Distribution to Compare Responses of the Subjects in the Three Schools in the Area

Aloneness (Personal Identity)

(Only Concerns that Affect: 50% or More of Subjects in at Least one School are Shown)

	Standard Seven				Standard Nine			
	ST. STEPHENS	KING DAVID	ST. BARBARAS	ST. STEPHENS	KING DAVID	ST. BARBARAS	ST. STEPHENS	KING DAVID
	N = 55	N = 22	N = 48	N = 44	N = 27	N = 25		
1. I wish I could have a better body.	36	45	42	32	48	64		
2. I wish I could be more wise and clever.	58	32	69	54	63	60		
3. I wish I could become a happier person.	27	23	52	27	52	60		
7. I want to be more clear about what I am and what I am going to be.	47	45	60	48	55	76		
8. I need to be more clear about some issues e.g. sex, drugs, politics, religion, etc.	45	32	48	32	26	56		
9. I am afraid of making mistakes so I find it hard to make decisions.	36	45	44	27	44	60		

their need to be more adult.

Concern No. 3: I wish I could become a happier person.

Among the standard sevens, only St. Barnabas recorded a majority distribution. Among the standard nines only St. Stithians had a low distribution. The difference among the standard sevens is significant ($\chi^2 = 14.53, p < 0.01$). It seems that there is a high degree of similarity between the standard sevens and nines at St. Barnabas on issues like self-acceptance and personal identity. This points to the difficulty of minority cultures in establishing identities.

At King David there was a significant difference between standard seven and nine ($\chi^2 = 11.21, p < 0.01$). Again the standard sevens at King David appear to be protected in some way so that they do not appear to be concerned by the issues troubling the standard nines.

Concern No. 7: I want to be more clear about who I am and what I am going to be.

Pupils in the three schools in both standard seven and nine recorded a frequency distribution of over 45%. However, the pupils of St. Barnabas had relatively higher frequency distribution than the other two schools. Again the concern about personal identity looms as a major concern to the "non-white" pupils, even though it is a factor affecting a large percentage of the whole sample.

Concern No. 8: I need to be more clear about some issues, e.g. sex, religion, politics, drugs, etc.

This concern only affected the majority of pupils at

St. Barnabas in standard nine. The differences between the standard sevens and nines were not significant but the differences between the standard nines of St. Barnabas and the other schools were significant ($\chi^2 = 13,13, p < 0,01$). This may indicate that for the standard nines of St. Barnabas issues like politics or drugs or religion are important. Since the pupils in the other schools are not so seriously affected it would appear that St. Barnabas is affected because of their political consciousness. Another factor that could be affecting the pupils is their general unwillingness to appear ignorant about the subject of sex. Boys generally, seem to want to be seen as well-informed on sex or the opposite sex.

Concern No. 9: I am afraid of making mistakes so I find it hard to make decisions.

Only the majority of pupils in standard nine at St. Barnabas were affected by this concern. However, only the pupils at St. Stithians in both standard seven and nine recorded low distribution (36% and 27%). The difference between St. Barnabas and the other schools is significant for the standard nines ($\chi^2 = 12,5, p < 0,01$). Again, an issue involving lack of self-confidence appears to be affecting only the minority and disenfranchised sub-cultures.

3.3 In the area of Relationships.

3.3.1 Concerns that affect the majority of subjects in the area of Relationships.

(See Table 6 on Page 30)

Table 6: Percentage Distribution to show concerns that affect a large proportion of the subjects in the area of relationships

Nature of Concern	% of subjects affected by concern	
	Std 7 N = 125	Std 9 N = 96
5. I often argue with one or more members of my family.	-	54
11. I want a particular person of the opposite sex to like me more.	63	58
12. I would like to get a better understanding of people of the opposite sex.	-	51
Percentage of responses that indicate concern	31%	33%

Table 6 shows, that the concern that affected most subjects in the area of Relationships was that indicating a desire to be shown more affection by someone of the opposite sex. This also proved to be the concern that affected the second highest number of subjects in the whole checklist. Other concerns that affected a large proportion of subjects were those indicating a desire to understand members of the opposite sex better, a wish for change of one or more teachers and arguments with members of one's family. 31% of the responses of standard seven subjects and 33% of the responses of standard nine subjects had concerns in the area of relationships.

TABLE 7

Percentage Distribution to Compare Responses of Subjects in the Three Schools in the Area of Relationship.
(Only Concerns that Affect 50% or More of Subjects in a Least one School are Shown)

	STANDARD SEVEN				STANDARD NINE			
	ST. STUTHEANS	KING DAVID	ST. BARNABAS	ST. STUTHEANS	KING DAVID	ST. BARNABAS	ST. STUTHEANS	KING DAVID
	N = 55	N = 22	N = 48	N = 44	N = 27	N = 25		
2. One or more members of my family expects too much from me.	35	36	45	44	40	36		
4. I would like to spend more time with one or more members of my family.	49	27	42	47	37	34		
5. I often argue with one or more members of my family.	47	50	33	43	62	31		
11. I want a particular person of the opposite sex to like me more.	67	68	56	54	79	52		
12. I would like to get a better understanding of people of the opposite sex.	42	41	52	39	63	60		
13. I feel that one or more of my teachers expects too much from me.	35	50	21	25	22	36		
15. I would like one or more of my teachers to be changed.	55	68	21	48	55	48		

TABLE 7

Percentage Distribution to Compare Responses of Subjects in the Three Schools in the Area of Relationship.
(Only Concerns that Affect 50% or More of Subjects in a Least one School are Shown)

	STANDARD SEVEN				STANDARD NINE			
	ST. STEPHENS	KING DAVID	ST. BARNABAS	ST. STEPHENS	KING DAVID	ST. BARNABAS	ST. STEPHENS	ST. BARNABAS
	N = 55	N = 22	N = 48	N = 44	N = 27	N = 25		
2. One or more members of my family expects too much from me.	35	36	45	41	40	50		
4. I would like to spend more time with one or more members of my family.	49	27	40	30	55	50		
5. I often argue with one or more members of my family.	47	50	30		63	50		
11. I want a particular person of the opposite sex to like me more.	67	65	30	34	70	52		
12. I would like to get a better understanding of people of the opposite sex.	42	41	52	39	63	60		
13. I feel that one or more of my teachers expects too much from me.	35	50	21	25	22	36		
15. I would like one or more of my teachers to be changed.	55	68	21	48	55	48		

3.3.2 Comparison of Individual concerns in the area of Relationships.

(See Table 7)

Concern No. 2: One or more members of my family expects too much from me.

Only the standard nine subjects of St. Barnabas recorded a distribution of more than 50% for this concern. However, the difference among schools is not significant nor is the difference between standard seven and nine. In fact, a large percentage of all schools consider that the family is too demanding. The lowest percentage of subjects concerned was 35% (Std 7's at St. Stithians). If one has to speculate on this one could state that the "non-white" parents appear to be more demanding and authoritarian than their white counterparts - although this is not significantly so.

Concern No. 4: I would like to spend more time with one or more members of my family.

The subjects at King David and St. Barnabas had distributions in excess of 50%. There was no significant difference among schools although the differences between standards was significant at St. Stithians with the standard sevens showing more concern, ($\chi^2 = 7.78, p < 0.01$) and at King David where standard nines showed more concern, ($\chi^2 = 9.56, p < 0.01$). It would appear that the standard nines at St. Stithians do not want to be seen as "softies", while the standard sevens at King David again appear to be revealing some protective factor that is shielding them from concerns that are openly indicated by the standard nines.

Concern No. 5: I often argue with one or more members of my family

The subjects in standard nine at King David and at St.

Barnabas and the subjects in standard seven at King David all tallied more than 50% positive concerns. St. Stithians was not far behind with 47% recorded for standard seven and 48% for standard nine. The standard sevens of St. Barnabas differed significantly from the standard nines ($\chi^2 = 5.94, p < 0.05$). This concern implies a general trend among teenagers except for the standard sevens at St. Barnabas. This low frequency of arguments with the family may support the idea of "non-white" families being more authoritarian as expressed in the discussion of concern no. 2.

Concern No. 11: I want a particular person of the opposite sex to like me more.

This concern affected the majority of all groups of subjects. The lowest distribution was found in St. Barnabas - (Std 7 - 50% and Std 9 - 52%). Although these figures are not significantly different from the other schools, it lends support to the idea that "non-white" families are more authoritarian (here taken to imply - restraining). This is certainly the case with Indian parents. However, the desire of adolescents to develop relationships with the opposite sex is a universal phenomenon in the Western World. It is also a status symbol for adolescents to have girl friends or boy friends and is therefore a socially desirable trait as well.

Concern No. 12: I would like to get a better understanding of people of the opposite sex.

This concern had a high degree of occurrence in all groups although only the groups at St. Barnabas and the standard nine subjects of King David recorded majority distributions. It is perhaps, surprising that St. Stithians' subjects had low distributions, as the other schools are co-educational

and St. Stithians is a boys' school. It is, perhaps, the male ego which wishes to show that it does not need a better understanding of the "weaker" sex. Alternatively the boys may be less interested in girls at this stage.

Concern No. 13: I feel one or more of my teachers expects too much from me.

This concern was particularly prominent among the subjects in standard seven at King David although there were no significant differences among groups.

Concern No. 15: I would like one or more of my teachers changed.

This concern affected a high percentage of most groups, though only 21% of the standard sevens at St. Barnabas recorded this desire. In schools in which academic performance is stressed and where pupils were finding difficulty in coping with school work (compare Concern No. 2 in the area of work) one can expect some of the blame to be placed on the teacher.

3.4 Reactions to the Idea of Counselling

The second part of the survey dealt with the willingness of the pupils to discuss their concerns. For each response of a "yes" to a concern a count was taken of the pupils' indication of whether he would like to discuss this with some important other. In Table 8 a summary of these findings are shown - and indicates the number of pupils who would like to discuss their concerns with "Parents or Friends, etc". The pupil was only allowed to indicate one person with whom he was desirous of discussing his concern. Table 8 indicates the percentage of pupils in each standard in each school who had concerns with whom they were willing to discuss their concerns.

Those pupils who did not have a "yes" concern are not included in this table. Thus, the total of 100% for each group of pupils refers only to those who have indicated that they have concerns and not to the whole sample.

Table 8: Summary to show percentage of subjects that are desirous of discussing their concerns with specific others.

	ST. STITHIANS		KING DAVID		ST. BARNABAS	
	Std 7	Std 9	Std 7	Std 9	Std 7	Std 9
Parent	34	14	33	28	19	21
Friend	13	16	12	15	20	20
Teacher	7	6	5	6	7	5
Counsellor	10	8	17	6	9	13
Other Adult	2	2	3	3	9	13
Nobody	35	53	31	42	37	29

Most of the pupils were willing to discuss their concerns with some other person except for the subjects in standard nine at St. Stithians where 53% indicated that they did not wish to discuss their concerns with anybody. This figure is significantly different from that of the standard nines of St. Barnabas (29%), ($\chi^2 = 7.02, p < 0.01$). It indicates the possible need of St. Stithian's pupils to appear as independent, male and adult, which is part of the English tradition of keeping a "stiff upper lip". This group of pupils, probably, includes all those who wish to be self-reliant, as well as those who are afraid, ashamed or suspicious enough not to want others to learn of their concerns.

Those pupils who did not have a "yes" concern are not included in this table. Thus, the total of 100% for each group of pupils refers only to those who have indicated that they have concerns and not to the whole sample.

Table 8: Summary to show percentage of subjects that are desirous of discussing their concerns with specific others.

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	Std 7	Std 9	Std 7	Std 9	Std 7	Std 9
Parent	34	14	33	28	19	21
Friend	13	16	12	15	20	20
Teacher	7	6	5	6	7	5
Counsellor	10	8	17	6	9	13
Other Adult	2	2	3	3	9	13
Nobody	35	53	31	42	37	29

Most of the pupils were willing to discuss their concerns with some other person except for the subjects in standard nine at St. Stithians where 53% indicated that they did not wish to discuss their concerns with anybody. This figure is significantly different from that of the standard nines of St. Barnabas (29%), ($\chi^2 = 7.02, p < 0.01$). It indicates the possible need of St. Stithian's pupils to appear as independent, male and adult, which is part of the English tradition of keeping a "stiff upper lip". This group of pupils, probably, includes all those who wish to be self-reliant, as well as those who are afraid, ashamed or suspicious enough not to want others to learn of their concerns.

Among those who wanted to discuss their concerns, the person most frequently chosen was the parent. Notable exceptions were the standard sevens of St. Barnabas and the standard nines of St. Stithians who chose friends. Although the percentage difference between friends and parents in the two instances was low, the difference in favour of parents at King David and for the standard sevens at St. Stithians was high.

Among the pupils of St. Barnabas, there was greater reliance on friends than in other schools - both among standard sevens and nines. Some of this may be due to the fact that parents of "non-whites" are not so highly educated. Most "non-white" businessmen and artisans are not matriculants - and many of them do tend to be more authoritarian parents.

It is also notable that the number of pupils who would rather not discuss their concerns increases from 35% in standard seven to 53% in standard nine at St. Stithians, and from 31% to 42% at King David but decreases from 37% to 29% at St. Barnabas. It would appear that pupils in the "white" schools become more self-reliant while those at the "non-white" schools become more dependent and less self-confident. Alternatively the relationship between elders and teenagers may be seen to improve with increasing age of pupils in the case of pupils at St. Barnabas. (They do represent a rather small group or "cohort".) At the same time there may be deterioration (though not marked) of relationships between adults or teenagers among the "white" schools.

Teachers and counsellors occupy a poor third and fourth place in relation to parents and friends. In the area of Work (see Table 9) however, teachers and counsellors appear to be recognised by a slightly higher percentage of pupils as being the first choice for help. However, the percentage of pupils who see teachers, and particularly

TABLE 9

Percentages of Subjects Willing to Discuss their Concerns with Specified Others in the Three Schools,
in the Three Areas and in the Different Standards.

	ST. STEPHENS			KING DAVID			ST. BARNABAS		
	WORK	ALONENESS	RELATIONSHIPS	WORK	ALONENESS	RELATIONSHIPS	WORK	ALONENESS	RELATIONSHIPS
<u>STD 9</u>									
Parent	19	11	11	32	35	24	20	18	24
Friend	15	15	18	14	14	20	20	17	22
Teacher	11	1	5	14	3	3	9	2	3
Counsellor	11	7	5	7	1	9	13	14	13
Other Adult	1	3	2	6	2	2	13	14	11
Nobody	43	63	59	27	45	43	24	35	27
<u>STD 7</u>									
Parent	35	39	28	38	28	31	26	16	17
Friend	7	15	17	3	12	18	17	11	23
Teacher	14	1	5	9	0	7	10	5	6
Counsellor	12	8	10	18	17	17	8	9	10
Other Adult	2	1	1	1	7	0	9	7	10
Nobody	30	36	38	30	36	27	31	42	34

counsellors, as preferred people to turn to is alarmingly low, especially as all these schools have people in the role of counsellors.

3.5 The open-ended section of the checklist.

Responses of pupils in this section were very limited. Aside from a few pupils who repeated concerns already covered in other parts of the checklist, pupils who filled in this section used the space provided to complain about school rules and customs or to display their wit with funny, suggestive or rude comments. The proportion of pupils who filled in this part of the checklist was about 10%.

A small number of pupils (11 i.e. 5%) entered their names at the end of the checklist and so made themselves available for counselling. From these a few pupils with serious concerns were found while others proved to be pupils who seem to require a sounding board, or limited help from adults.

4. Discussion

The main concerns of teenagers have appeared fairly clearly. In the section on Work, concern about finding a career, school performance and time for outside interests are the main issues. In the section on Aloneness (personal identity) the main issues are the need to accept oneself and the need to know oneself better. In the section on Relationships the adolescent is concerned with the opposite sex, relationships with the family and with teachers. These concerns do not differ drastically for the various sub-cultures - or from previous findings - but they do indicate the principal concerns as stated by the teenagers themselves.

In relation to the various sub-cultures, the picture that emerges is not one from which generalisations can be made. The notable exception being that "non-white" groups have more concern about their identities than their white counterparts. Other differences appear to be specific to the "cohorts" in the survey.

4.1 In the Area of Work

The findings in the area of Work are compatible with those of previous researchers. For example, Schechter (1974) reported that between $\frac{1}{3}$ to $\frac{1}{2}$ of young people seen in psychological clinics are referred primarily because of learning problems. Holland, Mayoon and Spokane (1980) quote research to point out that career interventions are the most sought after type of assistance by college students and are given a high priority by high school students.

It is notable that a higher percentage of standard nines admit to concerns than do standard sevens and that the concerns that affect the standard nines are greater in number. This trend is noticeable in the other areas and in all schools. Perhaps, this is explained by the greater pressures on standard nine pupils in terms of longer syllabi, greater depth of study, increased expectations by parents and teachers, the proximity of external matriculation examinations, greater pressure to make decisions about career or study directions and the amount of time available before school leaving. In contrast, the standard sevens are seen as having sufficient time, have still time to develop career consciousness and do not have so much of pressure in terms of academic requirements. In fact, standard six and seven are deemed to be exploratory years for the pupil. It is also possible that the standard nines are more "open" to adults than the standard sevens and are therefore more willing to admit to concerns.

The major concerns of the standard nines centre around school performance and the nature of work. Complaints about the nature of work are probably due to the fact that most subjects in the curriculum are compulsory and work is set to a strict regimen.

In examining Table 3 it is clear that the largest incidence of concerns is to be found among the standard nine pupils of St. Barnabas. This trend is also apparent in the areas of Aloneness and Relationships. These pupils are a small "cohort" of "non-whites" receiving privileged, "private" education in one of the few racially mixed schools in a country which is renowned for its practice of "apartheid". Their problems and concerns as teenagers are added to by this racial factor.

4.2 In the Area of Aloneness

The question of identity is closely related to all other concerns a pupil may have. Many studies following on Marcia's work (1964, 1966) have made use of his system of classifying individuals into four identity statuses or categories (Bourne, 1978). These studies have shown that students who are identity achievers have the best achievements in most fields. (By an identity achiever he means: individuals who have forged their own identity subsequent to a period of crisis and decision-making.) Bourne reports "On a number of variables, i.e. reflectiveness - impulsivity (C.K. Waterman and Waterman, 1974), need for complexity (Mateson, 1974) cultural sophistication (A.S. Waterman and Waterman, 1971) and level of moral reasoning (Podd, 1972) they have the highest score among the four statuses" (Bourne, P. 373, 1978). It is to be expected that concerns relating to identity will affect all functions of an individual.

The results shown in Table 4 indicate that 34% of all responses show concern about Aloneness (personal identity). The desire to be more wise and clever and the need to be clear about personal identity affect the majority of subjects in all schools and in standards seven and nine. This supports Coleman's focal theory in that adolescent concerns or problems are not seen to be confined to a particular age group but are spread throughout the two age groups. This could be interpreted as coming into "focus at different times" (Coleman, 1977).

An examination of Table 4 shows that the standard nine pupils of St. Barnabas are the ones with the greatest number of concerns - but in this area they do not differ from the standard sevens of the same school. The question of identity as a major issue with the majority of "non-whites". In comparison, for St. Stithians, it would appear that this issue (personal identity) is barely significant. They have only one concern that affects the majority of pupils in contrast to six for the standard nines of St. Barnabas. As the Work concerns of the standard nines are also high in number it might be assumed that the "identity" concerns are related to work, but if one looks at the standard sevens of St. Barnabas it is apparent that their identity or Aloneness concerns are not related to their lack of Work concerns. This also seems to point to the identity concerns of the subjects of St. Barnabas being a cultural or racial issue.

The standard nines of King David also have a high percentage affected by these concerns. In contrast, the standard sevens at this school have no concerns affecting more than 50% of the pupils. Using Coleman's concept one might say that "personal identity" has not yet come into the focus of these pupils. Once again, the issue "personal identity" may be seen as a cultural

issue as the pupils of King David or St. Barnabas.. The Jewish community is a minority group in this country as are Coloureds and Indians.

4.3 In the Area of Relationships

The number of people with concerns in the area of Relationships was the lowest of the three areas. This is despite the fact that Concern No.11 (I want a particular person of the opposite sex to like me more.) drew the second highest number of responses in the whole checklist. The concerns that were seen by the pupils as affecting them related to parents (family), the opposite sex and teachers.

A glance at Table 7 reveals that overall there are few differences to be gleaned. Pupils of St. Barnabas do have a greater percentage of concerns - but this is not significant. The standard nine pupils of St. G. thians have the lowest percentage of concerns overall (26%) and may indicate the ideal of English males - that is, trying to develop a "stiff upper lip" - but in general the trends are not as clear as in the area of Aloneness or Work.

The lack of clear indications may be because the Relationships area is the one that is the most sensitive in relation to emotions. It is a tendency all over the world for people to hide their emotions and sensitivities behind an air of nonchalance. It is easier, perhaps, to admit to anger and blame (as against parents and teachers) than to admit to love and affection or fear and loneliness.

4.4. Choice of person with whom to discuss concerns

A startling finding in this section was the number of

people who do not wish to discuss their concerns with anyone. This, however, is a finding that points to an adolescent's striving for independence and adult status. As this investigation was concerned with finding out the reaction of pupils to counselling it is disheartening to note that counsellors are poorly regarded. More promising is the healthy relationship that appears to exist between parents and children in general. It seems that for adolescents the generation gap does not exist or that it occurs in a small percentage of homes.

In "The Myth of the Generation Gap", S Coopersmith, M Regan and L Dick observe:- "The (generation) gap is largely between the worlds of adults and young people rather than between parents and children" (1975, in Biehler). The role of friends versus those of parents has also been an issue in adolescent psychology. Perhaps, the conclusions of C V Brittain (1968) are most apt. He suggests that parents have a greater impact on decisions that have implications for the future (e.g. choice of career) while peers influence decisions that involve the current status and identity needs (choice of friends) (in Biehler, 1981).

The role of the counsellor is more crucial in that he represents the person who should counsel the pupils. However, he stands as the third choice of the pupils. It would appear that a rather low percentage of pupils would seek out the counsellor as first choice of person with whom to discuss concerns.

In some cases (see Table 9) the choice of teacher precedes that of counsellor in the Work area. This is, probably, a very healthy situation as it points to a very good relationship between certain pupils and the teacher.

It is not unacceptable that the counsellor should be third choice of person with whom to discuss concerns of problems. The counsellor serves as helper to pupils who cannot resolve their own crisis and as such he should not be first choice of person to turn to. If pupils try out their own resources and then turn to parents, friends and finally counsellor - it would probably mean that the pupils who approach the counsellor seem him as a specialised resource person rather than immediate helper.

In addition, the role of the counsellor is also to serve as helper to the parent or teacher and it is these people who often refer pupils for help.

The fact that counsellors are more readily accepted by teachers (Skuy et al) and by parents than by children may indicate that counsellors' roles are thought of as being "in loco parentis" and hence earn the rejection of teenagers. Adolescents it would appear, want to be closer to their parents and would therefore reject substitutes. Counsellors may be seen subconsciously by teenagers as people who are assisting parents to escape their duties to their children by acting on their behalf.

In addition to this the counsellor is often associated with the school authorities and has to struggle to establish an empathic trusting relationship with his clients. Even in the United States the counsellor is not always the chosen helper - (Leviton, 1977). Leviton states that parents were most important for resolving career indecisions, while the counsellor was important in dealing with truancy. He also found that while 54% of students would seek a relative or friend to discuss a personal problem, only 4% would seek out a counsellor (Leviton, 1977).

It is interesting to note that guidance teachers (see p. 5) who differs from counsellors in qualifications and function are also found to have a poor image among teenagers. Skuy, Hoar, Oakley-Smith and Westaway (1984) conducted a survey into perceptions of the guidance teacher as preferred helping agent. They found that the extent to which guidance teachers were selected as preferred helping agents was negligible. The study also showed that teachers were preferred as helping agents for school work, while the guidance teachers were more favoured than teachers but less favoured than parents in the area of future concerns. This is also the image enjoyed by the school counsellors.

In contrast, some studies, for example, Hooper (1978), Siann, Draper and Cosford (1982) have indicated that pupils perceive guidance teachers as being effective for both school-based and personal-familial problems. It would appear that in some cases the personality, experience, status, approachability and charisma of the helping professional may overcome the barriers that exist between teenagers and school counsellors or guidance teachers. At the moment, the counsellor may well appear to be a mysterious personality in the school since he is often in confidential discussions with the pupils who are known to have problems of some kind.

Another factor in this study was that the people who occupied the position of school counsellors in the various schools did not have formal training to be counsellors and their personality attributes may have hampered their acceptance by their charges. Nevertheless these people represent pioneers in the field - people who were introducing the idea of counselling into the various schools.

4.5 Limitations of this study and suggestions for further research

This study attempted to discover general issues relating to teenagers by making use of one simple measure. The measure used was not sufficiently comprehensive to cover some aspects that are regarded as vital issues in the lives of adolescence, that is, drugs, alcoholism, role conflicts, sex, and smoking. The use of additional techniques such as interviews, open-ended questionnaires could have provided more in depth information about problems. As such this study must remain an indicator of trends which require further investigation. In this respect, perhaps an on-going study, spread over a few months would reveal the reactions of pupils that take into account mood variability and the effects of temporary factors that influence the subjects.

From the open-ended section of the checklist it appears that another limitation of the study was the lack of relationship between the administrators of the checklist and the subjects. Perhaps, counsellors who had worked with pupils regularly as groups could have elicited a more widespread and open response. The open-ended section of this checklist reveals the reticence of the subjects to communicate openly with counsellors-in-training who administered the checklist.

The samples chosen for this survey were not carefully weighted. There were too many boys in the sample, and perhaps, a girls' school should have been chosen to balance this factor. The "non-white" school in the survey had too few pupils to balance against the numbers of English - speaking and Jewish subjects. The differences between males and females had to be ignored as the number of girls in the sample was small. With a

a larger and better distribution of subjects, more sophisticated statistical tests could have been used in analysing data.

Another limitation of this study was that in examining the choice of helper of the teenager, only one choice was allowed to the individual. This means that the role of the individuals who may have been, second, third and fourth choices has been overlooked. As has been pointed out elsewhere the counsellor need not be first choice of person with whom to discuss concerns. It would be healthier for parents, friends and even teachers to be closer to the individual than the counsellor. It is necessary to establish if pupils who would seek help from parents or friends would also turn to counsellors if necessary. An aspect that perhaps, is not clear from this study, and in the study of Skuy et al, is whether there is actual rejection of the school counsellor and the guidance teacher.

From these observations, it would appear that further study could be undertaken to determine the concerns of adolescents from more divergent cultures and to assess their reaction to counselling. Subjects should include Indians, Coloureds, Blacks, Afrikaners, other sub-cultures as well as individual from different socioeconomic levels.

The study also indicates the need to examine the role of the counsellor and to enquire into his lack of acceptance among teenagers. Here training, experience and personality of counsellors need to be studied.

A P P E N D I X

CHECKLIST OF TEENAGE CONCERNS

This checklist is designed to help adults get to know what are the concerns or worries of teenagers. We hope that by getting teenagers to fill in this checklist we will have a better understanding of the central issues in the lives of teenagers.

This checklist contains some concerns which trouble people of all ages. Read through each one and indicate in the appropriate box whether the concern stated affects you :

1. Very often / always
2. Quite often
3. Not often / infrequently
4. Seldom / never.

⑤ When you have finished with the listed ones you may write down in the space provided other concerns which you feel affect you.

⑥ After that look at each concern once again and indicate whether you would like to discuss it or have discussed it with some important person in your life. You may do this by writing down one of the symbols shown below in the space provided next to each concern.

- P : Parent
 F : Friend
 T : Teacher
 C : School Counsellor or other Counsellor
 A : Some other adult person
 N : Nobody or Don't want to discuss it.

Example

1. I prefer being alone as far as possible.

2. I wish to live in a world where there is no work.

very often/ always	Quite often	not often/ infreq	seldom/ never	person
✓				N
		✓		F

In the above the person has indicated that concern 1, troubles him or her very often or always and that he/she would not like to talk about it to anyone. In the second case the person is troubled by this concern 'infrequently' and would like to talk about it to a friend.

- N.B. 1. The information gained from this checklist will only be used for research purposes. The checklist will not be seen by the school counsellors and researchers.
 2. You don't have to write your name so no one will be able to say who filled in a particular checklist.

P.T.O.

Please indicate the following information which is important for the purposes of this research :

Your age :

Sex :

Race :

Religion :

CHECKLIST OF CONCERNS

SECTION 1

	very often/ always	quite often	not often/ infreq	seldom/ never	person
1. I find some of the work at school too difficult.					
2 I want to do better at school but don't seem to be able to.					
3 I find it hard to keep pace with all the work at school					
4 I don't like the kind of work I have to do at school.					
5 I find work I do at home or outside of school takes too much time.					
6 I find certain kinds of work boring and I do it badly.					
7 I find some types of work I do makes me too tired.					
8 I don't have enough time for all my interests and sport activities					
9 I like sport and other activities but find it hard to train/practice					
10 I worry about what my future career is going to be.					
11 I don't know if I have the ability to fit into the career I like.					
12 I don't think I put enough effort into the things I do.					
13 I get too involved in whatever I try to do.					
14 I would like to live in a world where there was no work.					

SECTION 2

- 1 I wish I could have a better body.
- 2 I wish I could be more wise and clever.
- 3 I wish I could become a happier person.

				
				
				
				

	very often/ always	quite often	not often/ infreq	seldom/ never	person
4 I wonder whether there is enough love in my family.					
5 I worry about the money affairs of my family.					
6 I am not sure whether my friends really like me.					
7 I want to be more clear about who I am and what I am going to be,					
8 I need to be more clear about some issues e.g. sex, religion, politics, drugs, etc.					
9 I am afraid of making mistakes so I find it hard to make decisions.					
10 I am afraid to show people how I really feel.					
11 I am afraid of becoming too much like other people or too different from other people.					
12 Death frightens me - it can make people so lonely.					
13 Life frightens me - how will I face up to all its problems.					
14 I never like to be alone at any time.					
15 I like to be left to myself as much as possible.					
SECTION 3					
1 One or more persons in my family tries to control my life too much.					
2 One or more persons in my family expects too much from me.					
3 I feel that I don't get enough support and encouragement from some part of my family.					
4 I would like to spend more time with one or more members of my family.					
5 I often argue with one or more members of my family.					
6 I sometimes feel like running away from home.					
7 I would like to have more friends					
8 I don't get along with many people of my age level.					

very often/ always	quite often	not often/ infreq	seldom/ never	person
				
				
				
				
				
				
				
				
				
				
				
				

9 I feel that having too many friends
can become a problem.

10 I find it difficult to make friends
with the opposite sex.

11 I want a particular person of the
opposite sex to like me more.

12 I would like to get a better
understanding of people of the
opposite sex.

13 I feel that one or more of my
teachers expects too much from me.

14 I feel that one or more of my
teachers dislikes me.

15 I would like one or more of my
teachers to be changed.

16 I find it difficult to get along
with adults.

17 I wish I could get one or more adults
adults to talk to me seriously.

SECTION 4 In this section list any concern that you are experiencing
and is not listed above.

1

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2

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3

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4

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5

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6

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7

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If you would like the school counsellor to discuss any of the above
concerns with you please write your name here. Remember you are not
compelled to write your name if you don't want to.

Name.....

TABLE A: Comparison of Opinions of Pupils in the Area of Work

	STANDARD SEVEN										STANDARD NINE									
	ST. STATHIAMS		KING DAVID		ST. BARNABAS		ST. STATHIAMS		KING DAVID		ST. BARNABAS		KING DAVID		ST. BARNABAS		KING DAVID		ST. BARNABAS	
	N = 55		N = 22		N = 48		N = 44		N = 27		N = 25		N = 27		N = 25		N = 27		N = 25	
	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%
1. I find some of the work at school too difficult.	21	38	6,5	3	14	13	12	25	9,5	17	53	9,5	8	30	9,5	9	36	12		
2. I want to do better at school but don't seem to be able to.	30	54	4	8	36	6,5	19	40	4,5	68	1	15	56	5	16	64	4,5			
3. I find it hard to keep pace with all the work at school	7	13	14	5	14	10	10	21	11	17	39	9,5	7	26	15	11	44	10		
4. I don't like the kind of work I have to do at school.	17	31	11	8	36	6,5	2	4	14	20	45	6	18	57	2,5	12	48	8,5		
5. I find work I do at home or outside of school tiring too much time.	19	35	9,5	7	32	8	14	29	8	19	43	7	7	26	13	9	36	11		
6. I find certain kinds of work boring and I do it badly.	32	58	1,5	9	41	5	21	44	2	28	64	2	10	37	6,5	8	32	13		
7. I find some types of work I do makes me too tired.	11	20	13	5	23	10	9	19	12	11	25	12,5	8	30	9,5	15	60	6,5		

TABLE A1 (Contd.)

54

	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK
8. I don't have enough time for all my interests and sport activities.	32	58	1,5	13	59	1,5	20	42	3	21	48	5	18	67	2,5	21	84	1			
9. I like sport and other activities but find it hard to train/practice.	20	36	8	6	27	9	19	40	4,5	18	41	8	7	26	13	18	72	3			
10. I worry about what my future career is going to be.	31	56	3	13	50	1,5	28	50	1	27	61	3	20	74	1	19	76	2			
11. I don't know if I have the ability to fit into the career I like.	21	38	6,5	11	50	4	18	50	6	15	34	11	10	37	6,5	16	64	4,5			
12. I don't think I put enough effort into things I do.	22	40	5	12	55	3	17	35	7	24	55	4	17	63	4	15	60	6,5			
13. I get too involved in whatever I try to do.	19	35	9,5	4	18	11,5	12	25	9,5	11	25	12,5	8	30	9,5	12	48	8,5			
14. I would like to live in a world where there is no work.	15	27	12	4	18	11,5	3	18	13	9	28	14	8	30	9,5	3	12	14			
	297	30	104	34	206	31	267	43	161	45	184	53									

TOTAL: 807 : 30%

TOTAL: 612 : 46%

TOTAL

TABLE B: (Contd.)

	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK
9. I am afraid of making mistakes as I find it hard to make decisions.	28	36	5,5	18	46	2	21	44	6	12	27	8	12	44	5	15	60	
10. I am afraid to show people how I really feel.	22	40	4	7	32	7,5	22	46	5	15	34	4	6	30	7,5	11	44	9,5
11. I am afraid of becoming too much like other people or too different from other people.	15	27	9	3	14	14,5	14	29	10	9	20	10,5	7	26	10,5	12	48	7,5
12. Death frightens me - it can make people so lonely.	15	27	9	8	36	4,5	20	42	7,5	4	9	14,5	5	19	13,5	7	28	13
13. Life frightens me - how will I face up to all its problems.	8	15	14	5	23	11,5	11	23	12,5	7	16	12	7	26	10,5	10	40	11
14. I never like to be alone at anytime.	10	18	13	3	14	14,5	18	21	14	16	36	3	4	15	15	4	16	13,5
15. I like to be left to myself as much as possible.	13	24	11	8	36	4,5	13	27	11	9	28	10,5	7	26	10,5	4	16	14,5
TOTAL:	258	51	100	50	278	56	278	56	178	27	178	27	139	34	173	46	173	46
	TOTAL: 636: 34%										TOTAL: 400: 34%							

TABLE B: Comparison of Perceptions of People in the area of Alameda

	STANDARD DEVIATION						STANDARD ERROR											
	ST. SYTHIAMS N = 56			KING DAVID N = 22			ST. BARRABAS N = 46			ST. SYTHIAMS N = 44			KING DAVID N = 27			ST. BARRABAS N = 25		
	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK
1. I wish I could have a better body.	20	36	5,5	10	45	2	20	42	7,5	14	32	5,5	13	48	4	16	64	2
2. I wish I could be more wise and clever.	32	58	1	7	32	7,5	33	69	1	24	54	1	17	63	1	15	60	4
3. I wish I could become a happier person.	15	27	9	5	23	11,5	25	52	3	12	27	8	14	52	3	15	60	4
4. I wonder whether there is enough love in my family.	6	11	15	4	18	13	9	19	15	4	9	14,5	8	30	7,5	11	44	5,5
5. I worry about the money affairs of my family.	12	22	12	7	32	7,5	17	35	9	12	27	8	10	37	6	12	48	7,5
6. I am not sure whether my friends really like me.	19	35	7	6	27	10	11	23	12,5	5	11	13	5	19	13,5	8	32	12
7. I want to be more clever about who I am and what I am going to be.	26	47	2	10	45	2	29	60	2	21	48	2	15	55	2	19	76	1
8. I need to be more clever about some issues e.g. sex, religion, politics, drugs, etc.	25	45	3	7	32	7,5	23	48	4	14	32	5,5	7	26	10,5	14	56	

TABLE C: Comparison of Pupils in the Area of Relationships

	STANDARD SEVEN				STANDARD NINE			
	ST. SYTHIAMS N = 55	KING DAVID N = 22	ST. BARNABAS N = 48	ST. SYTHIAMS N = 44	KING DAVID N = 27	ST. BARNABAS N = 25		
	NO	%	RANK	NO	%	RANK	NO	%
1. One or more persons in my family tries to control my life too much.	17	31	10	4	18	11,5	14	29
2. One or more persons in my family expects too much from me.	19	35	8,5	8	36	7,5	22	46
3. I feel that I don't get enough support and encouragement from some part of my family.	7	13	15	3	14	14	10	21
4. I would like to spend more time with one or more members of my family.	27	49	3	6	27	9,5	20	42
5. I often argue with one or more members of my family.	26	47	4	11	50	3,5	16	33
6. I sometimes feel like running away from home.	6	11	16	3	14	15	12	25
7. I would like to have more friends.	22	40	6	8	36	7,5	18	38
8. I don't get along with many people of my age level.	11	20	14	3	14	15	8	17

TABLE E: (Contd.)

	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK	NO	%	RANK
9. I feel that having too many friends can become a problem.	14	25	12	2	1	17	9	19	14	7	16	10,5	9	33	9	8	32	14
10. I find it difficult to make friends with the opposite sex.	13	24	13	6	27	9,5	12	25	9,5	7	16	10,5	8	30	10	9	36	12
11. I want a particular person of the opposite sex to like me more.	37	67	1	15	68	1,5	27	56	1	24	54	1	19	70	1	13	52	4,5
12. I would like to get a better understanding of people of the opposite sex.	23	1	5	9	41	6	25	52	2	17	39	5	17	63	2,5	15	60	1
13. I feel that one or more of my teachers expects too much from me.	19	35	8,5	11	50	3,5	10	21	12	11	25	8,5	6	22	13	9	36	12
14. I feel that one of my teachers dislikes me.	28	36	7	10	45	5	5	10	17	12	27	7,5	7	26	11	7	28	15
15. I would like one or more of my teachers to be changed.	38	55	2	15	68	1,5	10	21	12	21	48	2,5	15	55	4,5	12	48	7
16. I find it difficult to get along with adults.	2	4	17	3	14	15	7	15	16	4	9	14,5	3	11	16,5	3	12	17
17. I wish I could get one or more adults to talk to me seriously.	13	24	12	4	18	11,5	16	33	6,5	1	2	16,5	6	22	13	11	44	9
TOTAL:	306	32	121	52	241	29	241	29	192	26	177	37	176	41				
	TOTAL: 668: 31%										TOTAL: 539: 33%							

TABLE D: χ^2 Values of significant differences among Responses of Subjects in the three Schools.

IN SECTION A: THE AREA OF WORK.

CONCERN NO: % OF PUPILS WITH CONCERN

ST. EUTHIMIA KING DAVID ST. BARNABAS χ^2 VALUE

STANDARD SEVENS

2	55	36	39	11,46 $p < 0,01$
4	31	36	4	25,11 $p < 0,01$
12	40	55	31	6,99 $p < 0,05$

STANDARD NINES

4	36	67	48	9,7 $p < 0,01$
6	64	39	32	12,98 $p < 0,01$
7	25	30	60	18,72 $p < 0,01$
8	44	67	84	12,39 $p < 0,01$
9	25	26	72	38,16 $p < 0,01$
11	34	38	64	11,74 $p < 0,01$

TABLE E: χ^2 Values of Significant differences among Responses of Subjects in the three Schools.

IN SECTION B: THE AREA OF ALONENESS.

CONCERN NO:

% OF PUPILS WITH CONCERN

ST. STITHIANE KING DAVID ST. BARNABAS χ^2 VALUE

STANDARD SEVEN

2	58	32	69	13,52 $p < 0,01$
3	27	23	52	14,52 $p < 0,01$
7	47	45	60	7,21 $p < 0,05$

STANDARD NINES

1	32	48	64	10,50 $p < 0,01$
3	27	52	60	8,50 $p < 0,05$
7	48	55	76	7,12 $p < 0,05$
8	32	26	56	13,30 $p < 0,01$
9	27	44	60	12,54 $p < 0,01$

TABLE F: χ^2 Values of Significant differences among Responses of Subjects in the three Schools.

IN SECTION C: THE AREA OF RELATIONSHIPS.

CONCERN NO. % OF PUPILS WITH CONCERN

ST. STITHIANS KING DAVID ST. BARNABAS χ^2 VALUE

STANDARD SEVENS

4	49	27	42	6,37 p<0,05
13	36	45	10	11,88 p<0,01
18	55	68	21	24,81 p<0,01

STANDARD NINES

4	28	58	52	12,4 p<0,01
12	39	63	60	8,99 p<0,05

TABLE G: χ^2 Values of Significant differences between Std Sevens and Std Nines in the three Schools.

CONCERN NO.	χ^2 VALUES		
	ST. STITHIANS	KING DAVID	ST. BARNABAS
<u>SECTION A: WORK</u>			
2	-	4,3 p<0,05	6,06 p<0,05
4	-	9,26 p<0,01	37,2 p<0,01
7	-	-	10,63 p<0,01
8	-	-	7,0 p<0,01
9	-	-	31,9 p<0,01
11	-	-	10,67 p<0,01
12	-	-	9,2 p<0,01
<u>SECTION B: ALONENESS</u>			
1	-	-	4,5 p<0,05
2	-	10,11 p<0,01	-
3	-	11,21 p<0,01	-
<u>SECTION C: RELATIONSHIPS</u>			
4	7,78 p<0,01	9,56 p<0,01	-
12	-	4,65 p<0,05	-
13	-	10,8 p<0,01	-
15	-	-	10,56 p<0,01
5	-	-	8,94 p<0,05

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