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SCHOOL-LEAVERS

THE MOST IMPORTANT
FINDINGS WITH REGARD TO:

THE IDENTIFICATION OF
PUPILS UPON LEAVING
SCHOOL (SCHOOL-LEAVERS,
RESEARCH SERIES No. 50)

THE FOLLOW-UP OF PUPILS
AFTER LEAVING SCHOOL
(FOLLOW-UP STUDY OF
SCHOOL-LEAVERS, RESEARCH
SERIES No. 51)

by

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NATIONAL BUREAU OF EDUCATIONAL AND SOCIAL
RESEARCH

PRETORIA

1968

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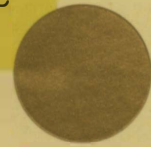
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P R E F A C E

There are probably 50,000 ~~White boys and girls~~ who leave the schools of the Republic of South Africa and South West Africa annually. Information on who the school-leavers are, the reasons why they leave school and what becomes of them after leaving school, has hitherto been very limited.

Chapter 2 of this report is concerned with the data supplied by pupils on leaving school during the period 15th July, 1963 - 14th July, 1964, and identifies the pupils according to home background, with reference to the home language and the father's occupation, school background, with reference to the standard reached upon leaving school, medium of instruction, situation of the school and the intelligence quotient, and immediate destination upon leaving school, with reference to vocational and/or study plans and the reasons for leaving school prematurely, and is based on the data of the report, "SCHOOL-LEAVERS", Research Series no. 50.

Chapter 3 of this report illustrates particularly the extent to which the vocational and study plans of pupils upon leaving school corresponds with the actual destination after leaving school, and to what extent the occupation of the father and the standard attained upon leaving school have determined the destination of the school-leavers with regard to further study and the occupation which is followed. This chapter is based on Research Series No. 51.

The value of this report lies therein that it can contribute to the planning of a system of education at secondary level in which pupils will be able to receive education according to their capabilities, which can be linked up with the pursuit of a post-school occupation and further training. As far as manpower research is concerned, the actual destination of the school-leavers after leaving school will explain more fully the flow of manpower to the economically-active community.



DIRECTOR.
NATIONAL BUREAU OF EDUCATIONAL AND SOCIAL RESEARCH

JULY, 1968.

CHAPTER 1

INTRODUCTORY REMARKS

1.1 INTRODUCTION

Probably about 50,000 White boys and girls leave school in the Republic of South Africa and in South West Africa every year. Information as to who these school-leavers are, why they leave school and what becomes of them afterwards has hitherto been very limited.

In South Africa, as in many other Western countries, occasional surveys and investigations have been made during the last forty years to find out more about school-leavers.

But none of these surveys was recent and/or comprehensive enough to serve as a basis for educational planning and for manpower research. It was therefore decided that a survey should be made of all White pupils who during the twelve months from 15th July, 1963 to 14th July, 1964 left school in the Republic of South Africa and in South West Africa for good. It was also decided that this group of school-leavers should then be followed up every year.

1.2 AIM

The first object of the survey is to obtain data on school-leavers at the time of their leaving school, so that they can be identified according to:

- (1) school background with reference to standard attained at the time of leaving school, the medium of instruction and the situation of the school,
- (2) intelligence quotient
- (3) home background with reference to the home language and the father's occupation,
- (4) immediate destination after leaving school, with reference to vocational and/or study plans and the reasons for leaving school early.

The second object of the survey is to follow up the school-leavers every year, to find out what becomes of them and to what extent the destination they had in mind when leaving school and their actual subsequent destination correspond.

The data relating to the first object are discussed in Chapter 2 of this report, while the data collected during the follow-up study and relating to the second object are discussed in Chapter 3.

1.3 METHOD

The questionnaire method has been used throughout. Three questionnaires were used in the survey, namely Questionnaire NB 425, to be completed by the pupils on leaving school; Questionnaire NB 446, to be completed approximately a year after leaving school; and Questionnaire NB 447, to be completed approximately two years after leaving school.

1.3.1 Questionnaire NB 425 to pupils, for completion upon leaving school

The questions in the questionnaire were designed to elicit the following: the educational authority under which the school falls, the medium of instruction at the school, age and standard on leaving school, home language, father's occupation, the vocational and/or study plans of the school-leavers, the IQ of school-leavers (as supplied by teachers) and the reasons why the boys and girls left school.

With a view to follow-up studies space was left on the first page of the questionnaire for the names and addresses of persons (parents, relatives, employers, educational authorities, friends), through whom the boys and girls could be reached after leaving school.

The survey period lasted from 15th July, 1963 to 14th July, 1964.

1.3.2 Questionnaires NB 446 and NB 447 to school-leavers, for completion in the first and second years after leaving school

In respect of contents Questionnaires NB 446 and 447 were the same, but the particulars to be supplied in the first follow-up questionnaire (NB 446) related to the position as at 31st October, 1964, those in the second (NB 447), to the position as at 31st October, 1965.

In addition to general identificatory information such as names and addresses, the school-leaver was asked to supply the following information:

whether he/she had a full-time job;
how many times he/she has changed jobs;
whether he/she was receiving formal in-service training as part of the full-time job;
whether he/she had a part-time job;
whether he/she was doing full-time study and if so, for what occupation;
whether he/she was doing part-time study and if so, for what occupation;
if he/she was not doing full-time work or study, what the main reason was; what the highest public examination was in which he/she had passed;
whether she was married (in the case of girls), whether he was undergoing Active Citizen Force training (in the case of boys).

1.4 THE SURVEY GROUP

1.4.1 Schools included in the survey

The original questionnaire (NB 425) was sent to all the White schools in the Republic of South Africa and in South-West Africa that could perhaps, on account of their standard composition and compulsory education requirements, have had school-leavers.

Of the 1221 schools to which the questionnaires were sent, 952 had school-leavers, while 133 indicated that during the survey period there had been no school-leavers. The schools who did not react were evenly distributed over the whole country.

Judging by the distribution according to types of schools and the situation of the schools, we have good reason to assume that such schools as did react were for all practical purposes representative of the schools originally included.

1.4.2 The school-leavers included in the original survey

In the original survey, questionnaires were received from 42,600 school-leavers. The data in respect of 41,895 school-leavers (21,745 boys and 20,150 girls) could be used for the purposes of the report. It is estimated that these 41,895 school leavers represent between 74 and 78 per cent of the actual number of White school-leavers who left school in the Republic of South Africa and in South West Africa during the survey year.

1.4.3 The school-leavers who were included in the original survey, according to sex

The 21,745 boys whose data were used represent 51.9 per cent of all the school-leavers in the survey and the 20,150 girls represent 48.1 per cent.

Although the actual number of boys and girls who left school during the original survey period is not known, one is struck by the fact that in June 1963, i.e. at the beginning of the survey year, of the White school population in the Republic of South Africa and in South West Africa 51.7 per cent were boys and 48.3 per cent girls. Though these percentages do not necessarily correspond to the boy-girl ratio among all school-leavers, their striking similarity to the boy-girl ratio in the school-leaver survey group does indicate that in respect of composition the group included in the analyses is representative, if not of the grand total of school-leavers, then at least of the school population as such.

1.4.4 The seven standard groups into which the school-leavers were divided

Seven standard groups were used and the number of school-leavers from each of the successive standards was as follows:

Std 6 and other classes	2,668
Std 7	1,899
Std 8	9,687
Std 9	2,175
Std 10 (as a group)	25,466
Std 10 (Matriculation Exemption)	11,499
Std 10 (school-leaving)	12,206
Std 10 (unknown)	1,761

(see definition of concepts, par. 1.5.4)

1.4.5 School-leavers divided according to the seven educational authorities under which they fall

The numbers of school-leavers from schools controlled by the various educational authorities were as follows:

Cape Province	9,506
Natal	2,939
Orange Free State	2,279

Transvaal	16,136
South West Africa	610
Education, Arts and Science	7,330
Non-departmental schools	3,095

1.4.6 The survey group during the original survey as a reliable and representative component of the universe

In addition to what was said above about the boy-girl ratio in the original survey there are other striking points of similarity between the school-leaving group and the White population of the country.

- (1) The ratio of school-leavers from urban schools to school-leavers from rural schools, namely 57.5 : 42.5, corresponds very closely to the distribution of the White school population in June, 1963, namely urban : 55.8 per cent and rural : 44.2 per cent.
- (2) The home language distribution among school-leavers corresponds closely to the home language distribution of the White population at the time of the 1960 population census.
- (3) The occupational distribution of the fathers of school-leavers corresponds closely to that of all White men who were economically active in April, 1963.

In the light of these similarities the school-leavers included in the original survey can be regarded as representative of the universe.

1.4.7 The school-leavers included in the follow-up study

The first follow-up questionnaire (NB 446) was answered by almost 25,000 school-leavers and the second (NB 447) by approximately 18,000.

Since the whole purpose of the follow-up study is to ensure that where the school-leavers are concerned continuity is maintained between the original survey and the second follow-up survey, and since every effort has been made to ensure that the same group of school-leavers is referred to throughout, the figures in the follow-up report refer only to school-leavers who completed all three questionnaires.

All in all there were 17,780 school-leavers (8,400 boys and 9,380 girls) who completed all three questionnaires. They represent

42.4 per cent of the 41,895 school-leavers included in the original survey.

1.4.8 The school-leavers in the follow-up study grouped as Std 10 school-leavers and early school-leavers

(a) The Std 10 school-leavers

The numbers of school-leavers from the different course groups in Std 10 who were included in the follow-up study were as follows:

Matriculation Exemption course	6,635 (57.7%)
School-leaving course	5,847 (47.9%)
Std 10 (unknown)	861 (48.9%)

The percentage in brackets represents each time the proportion of the particular group of school-leavers in the follow-up survey to the number of school-leavers in the same course group during the original survey.

(b) The early school-leavers

The numbers of school-leavers from the different standards up to and including Std 9, who were included in the follow-up study, were as follows:

Std 6 and other classes	629 (23.6%)
Std 7	403 (21.2%)
Std 8	2,715 (28.0%)
Std 9	690 (31.7%)

The percentage in brackets represents each time the proportion of school-leavers included in the follow-up survey to the number of school-leavers in the same standards at the time of the original survey.

1.5 DEFINITION OF CONCEPTS

1.5.1 The surveys

(a) The original survey

This refers to the "National Survey of School-Leavers 1963/64", conducted on the basis of Questionnaire NB425 for the period from 15th July, 1963 to 14th July, 1964.

(b) The first follow-up survey

This refers to the follow-up survey conducted on the basis of

Questionnaire NB 446, to be completed by all the school-leavers included in the original survey, in respect of the position as at 31st October, 1964.

(c) The second follow-up survey

This refers to the follow-up survey conducted on the basis of Questionnaire NB 447, to be completed by all school-leavers included in the first follow-up survey in respect of the position as at 31st October, 1965.

1.5.2 School-leaver

A school-leaver is a White boy or girl who is a permanent resident of the Republic of South Africa or of South West Africa and who left school for good during the survey period from 15th July, 1963 to 14th July, 1964.

1.5.3 Early school-leaver

An early school-leaver is a White boy or girl who left school before the Standard 10 year.

1.5.4 Std 10 school-leaver

A Std 10 school-leaver is a White boy or girl who left school during or upon completion of the Std 10 year. This group is sub-divided as follows:

- (1) A Std 10 school-leaver (Matriculation Exemption course) is a Std 10 school-leaver who in the opinion of his/her teacher would probably pass the Matriculation Exemption examination.
- (2) A Std 10 school-leaver (school-leaving course) is a Std 10 school-leaver who in the opinion of his/her teacher would probably pass the school-leaving examination (i.e. the examination other than that for Matriculation Exemption).
- (3) A Std 10 school-leaver (unknown) may be a school-leaver who left school before the Std 10 examination (i.e. during the Std 10 year), or one whose course and chances of success or failure in that course are unknown.

1.5.5 Std 6 and other classes

School-leavers who fall under this heading are those from standards up to and including Std 6, from special and adjustment classes and from classes in schools for special education.

1.5.6 Educational authorities

The body in control of a school is regarded as an educational authority. Schools controlled exclusively by an education department were classified as departmental schools; these included the schools wholly under the control of the education departments of the Cape Province, Natal, the Orange Free State, the Transvaal, South West Africa and the Department of Education, Arts and Science. Non-departmental schools were those not under the control, or only partly under the control, of an education department. These included subsidised schools and private schools.

1.6 ANALYSIS AND INTERPRETATION OF DATA

In the interpretation of the data of the original survey only the total picture was given each time.

In the processing of the follow-up survey data the two sexes were separately dealt with throughout, because boys and girls differ so widely in respect of vocational choices and destinations. Only a general comparison was made between the two sexes.

Note however that interpretations according to numbers should be avoided, that numbers and percentages should be read together, and that trends should be looked for rather than final answers.

CHAPTER 2

THE MOST IMPORTANT FINDINGS WITH REGARD TO THE IDENTIFICATION
OF PUPILS ON LEAVING SCHOOL

2.1 INTRODUCTION

The most important findings with regard to the identification of pupils upon their leaving school are given in this chapter. These findings concern the home background of the school-leavers, the schools they attended, their age at the time they left school, the reasons for leaving school early, the intelligence quotient of the school-leavers and their plans for the future.

2.2 HOME BACKGROUND

2.2.1 Home language

The home language distribution of the school-leavers in the survey was as follows:

Afrikaans-speaking	59.2 per cent (58.0%)
English-speaking	30.3 per cent (37.3%)
Afrikaans-speaking and English-speaking	6.4 per cent (1.5%)
Other languages	3.1 per cent (3.3%)
Unknown	0.9 per cent (none)

The figures in brackets indicate the percentages in respect of the home language distribution of the White population of the Union of South Africa at the time of the 1960 Population Census. This shows that the home language distribution of the school-leavers corresponds fairly closely to that of the White population of the Republic of South Africa.

(a) Afrikaans-speaking school-leavers

- (1) Of the Afrikaans-speaking school-leavers in the survey 43.2 per cent left school before reaching Std 10.
- (2) Of the Afrikaans-speaking school-leavers a higher percentage of boys (45.7%) than of girls (40.2%) left school before reaching Std 10.
- (3) Of the Afrikaans-speaking Std 10 school-leavers more took the school-leaving course (53.5%) than the Matriculation Exemption course (40.2%). It is not known which courses were taken by the remaining 6.3 per cent.

- (4) Of the Afrikaans-speaking Std 10 school-leavers more boys (48.5%) than girls (31.3%) took the Matriculation Exemption course.
- (b) English-speaking school-leavers
 - (1) Of the English-speaking school-leavers in the survey 30.6 per cent left school before reaching Std 10.
 - (2) Of the English-speaking school-leavers a higher percentage of girls (33.5%) than of boys (27.7%) left school before their Std 10 year.
 - (3) Of the English-speaking Std 10 school-leavers more took the Matriculation Exemption course (52.6%) than the school-leaving course (39.4%). It is not known which courses were taken by the remaining 7.9 per cent.
 - (4) English-speaking Std 10 school-leavers followed the same pattern as the Afrikaans-speaking group in that more boys (56.8%) than girls (48.1%) prepared for the Matriculation Exemption examination.
- (c) School-leavers from Std 10
 - (1) In each home language group school-leavers from Std 10 formed by far the biggest standard group (56.8% of the Afrikaans-speaking pupils, 69.4% of the English-speaking pupils, 55.7% of the Afrikaans-speaking and English-speaking pupils and 71.6% of those with some other home language).
 - (2) According to the data, it would appear that more English-speaking than Afrikaans-speaking pupils remained at school up to Std 10.
 - (3) More English-speaking Std 10 school-leavers (52.6% of the group) tended to attempt the Matriculation Exemption course, than Afrikaans-speaking Std 10 school-leavers (40.2% of the group).

2.2.2 Father's occupation

Apparently the occupations practised by the fathers help to determine the stage at which their children leave school. The higher the status of the father's occupation - and obviously also his educational level - the lower appears to be the incidence of early school-leaving among the children. As regards

the occupations of the fathers, school-leavers fell into two distinct groups.

- (a) Of the children of:
- (1) fathers in the professional and semi-professional occupations 89.2 per cent were Std 10 school-leavers;
 - (2) fathers in administrative and managerial occupations 84.4 per cent were Std 10 school-leavers;
 - (3) officers in the Armed Forces, pilots and navigators 69.2 per cent were Std 10 school-leavers;
 - (4) fathers in clerical occupations 68.0 per cent were Std 10 school-leavers; and
 - (5) sales employees 67.3 per cent were Std 10 school-leavers.

Of the school-leavers whose fathers fall into one of the above occupational groups, therefore, the group of Std. 10 school-leavers was by far the biggest each time.

- (b) Of the children of:
- (1) employees in personal and domestic services 52.0 per cent were early school-leavers;
 - (2) skilled artisans 52.9 per cent were early school-leavers;
 - (3) other trained outdoor workers 55.0 per cent were early school-leavers;
 - (4) semi-skilled workers 65.0 per cent were early school leavers; and
 - (5) unskilled labourers 77.2 per cent were early school-leavers.

Of the school-leavers whose fathers fall into one of the above five occupational groups, therefore, the group early school-leavers was the biggest each time.

2.3 SCHOOL ATTENDED

2.3.1 Medium of instruction

- (a) Afrikaans-medium schools
- (1) Of the school-leavers in the survey 52.0 per cent came from schools at which the medium of instruction was Afrikaans.
 - (2) Of the school-leavers in the survey 59.0 per cent were Afrikaans-speaking. This shows that at least 7.0 per cent of the Afrikaans-speaking school-leavers had attended schools at which their home language was not the only medium of instruction.

(3) The Afrikaans-medium school had a slightly stronger hold on its girls than on its boys.

(b) English-medium schools

(1) Of the school-leavers in the survey 27.6 per cent came from schools at which the medium of instruction was English.

(2) Of the school leavers in the survey 30.7 per cent were English-speaking. This shows that at least 3.1 per cent of the English-speaking school-leavers had attended schools at which their home language was not the only medium of instruction.

(3) The English-medium school had a considerably stronger hold on its boys than on its girls.

(4) The English-medium schools had prepared proportionately more Std 10 school-leavers for Matriculation Exemption than other schools. Of the Std 10 school-leavers from English-medium schools, 55.9 per cent took the Matriculation Exemption course, compared with 41.7 per cent in the case of Afrikaans-medium schools and 34.9 per cent in the case of parallel and/or dual-medium schools.

(c) School-leaver boys and girls from Std 10

Of the Std 10 school-leavers a higher percentage of boys than girls took the Matriculation Exemption course (Afrikaans-medium schools, 49.2% boys as against 33.7% girls; English-medium schools, 58.2% boys as against 53.2% girls; parallel and/or dual-medium schools 48.2% boys as against 22.1% girls).

(d) Of the school-leavers from parallel and/or dual-medium schools, 47.8% were early school-leavers. This is higher than the corresponding percentages of early school-leavers from Afrikaans-medium schools (42.0%) and English-medium schools (27.5%). The difference between the percentages of early school-leavers from Afrikaans-medium schools and English-medium schools gives cause for concern. It appears from the figures that English-medium schools had a stronger hold on their pupils than Afrikaans-medium schools.

2.3.2 Situation of schools

(a) Rural schools

- (1) Of the school-leavers in the survey 42.5 per cent came from rural schools.
- (2) The rural schools had a slightly stronger hold on their pupils than the urban schools, i.e. the percentage of early school-leavers from rural schools (35.3%) was lower than that of early school-leavers from urban schools (42.0%).

(b) Urban schools

- (1) Of the school-leavers in the survey 57.5 per cent came from urban schools.
- (2) There were proportionately fewer Std 10 school-leavers from urban schools (58.0%) than from rural schools (64.6%).
- (3) The proportion of school-leavers who prepared for Matriculation Exemption was slightly higher in urban than in rural schools (urban schools 47.5% and rural schools 42.3%).

2.4 AGE OF SCHOOL-LEAVERS AND REASONS FOR LEAVING SCHOOL

2.4.1 Age on leaving school

- (a) By far the most school-leavers were sixteen (22.3%), seventeen (39.6%) and eighteen (27.3%) years old when they left school, with a cumulative percentage of 97.1 school-leavers who were 16 years and over.
- (b) The school-leaving age is clearly reflected in the large percentage of pupils who left school at the age of sixteen (or fifteen in Natal) before reaching Std 9 (16-year-olds from Std 6, 61.0%; from Std 7, 56.8%; from Std 8, 48.4%).
- (c) In each case the ages of the school-leavers from the various standards up to and including Std 9 were considerably higher than the median ages for their respective standards.

Median ages of school-leavers from "Std 6 and other classes" up to Std 10: 16.71, 16.72, 16.85, 17.24 and 17.81 years respectively; median standard ages of universe: 13.64, 14.66, 15.63, 16.54 and 17.51 years, respectively.

2.4.2 Reasons for leaving school early

(a) Early school-leavers as a group

The main reasons why early school-leavers left school were:

- (1) The pupil found or was beginning to find the schoolwork difficult (20.1%).
 - (2) Financial circumstances precluded further school attendance (17.8%).
 - (3) The pupil had reached school-leaving age or had completed his/her course at the special school or school of industries (13.5%).
- (b) Boys and girls who leave school early
- (i) In the case of boys, the following are the main reasons for early school-leaving:
 - (1) The pupil found or was beginning to find the schoolwork difficult (21.8%).
 - (2) Financial circumstances precluded further school attendance (16.1%).
 - (3) The pupil had reached school-leaving age or had completed his course at the special school or school of industries (16.4%).
 - (ii) In the case of girls the following are the main reasons for early school-leaving:
 - (1) Financial circumstances precluded further school attendance (20.0%).
 - (2) The pupil found or was beginning to find the schoolwork difficult (18.3%).
 - (3) Parents saw no need for further school attendance (10.4%).
 - (4) The pupil had reached school-leaving age or had completed her course at a special school or school of industries (10.3%).

2.5 FUTURE PLANS OF SCHOOL-LEAVERS

2.5.1 Plans with regard to immediate destination after leaving school

The immediate destination mentioned by the school-leavers in the survey does not necessarily correspond to the actual destination.

- (a) More than a quarter of the school-leaving boys indicated that they were to receive Active Citizen Force training immediately after leaving school. Of the Active Citizen Force group, more than half indicated that they had been in Std 10 and had taken the Matriculation Exemption course.

It would appear that of the boys who leave school every year the Active Citizen Force usually takes the cream.

- (b) Of the school-leavers in the survey 25.0 per cent proposed to work full-time and to study further part-time, while 12.9 per cent intended to go out to work but had no plans for further study. Of the school-leavers, therefore, 37.9 per cent intended to go out to work full-time.
- (c) Not more than 37.8 per cent of the Std 10 school-leavers in the Matriculation Exemption course indicated that they intended to study full-time at a university or college of education.
- (d) Boys appeared to be more alive to the value of further study and higher qualifications than girls.
- (e) The fact that no fewer than 16.9 per cent of the school-leavers in the survey had no immediate vocational plans or plans for further study gives cause for concern.

2.5.2 Plans of school-leavers with regard to immediate destination after leaving school, indicated according to standard

- (a) Early school-leavers
 - (1) Approximately 60 per cent of the early school-leavers from "Std 6 and other classes" up to Std 9 intended to go out to work full-time.
 - (2) Between 3.1 and 16.0 per cent of the early school-leavers in the various standards wanted to study full-time, with the highest percentages (15.4 and 16.0% respectively) for Stds. 8 and 9.
 - (3) No fewer than 30.4 per cent of the school-leavers from Std. 6 and other classes and about 20 per cent of the school-leavers from Stds 7 to 9 had no plans with regard to either employment or study.
 - (4) Up to and including Std 8 more girls than boys intended to study full-time, but the opposite applied in Std 9.
 - (5) Up to and including Std 9 more boys than girls intended to go out to work full-time.
 - (6) Up to and including Std 9 the percentage of girls who did not yet have any plans with regard to employment or study was higher than the percentage of boys.

(b) Standard ten school-leaver boys

- (1) Of the boys balloted for Active Citizen Force training, 89.5 per cent were Std 10 school-leavers and 52.9 per cent of this group had taken the Matriculation Exemption course.
- (2) The main destinations of the Std 10 boys appeared to be the following:
 - i. Active Citizen Force training, 38.5 per cent.
 - ii. Further study, 28.0 per cent.
 - iii. Full-time employment, 17.1 per cent.
 - iv. No plans with regard to employment or study, 14.2 per cent.

(c) Standard 10 school-leaver girls

The main destinations of the Std 10 girls appeared to be the following:

- i. Further study, 53.6 per cent.
- ii. Full-time employment, 16.8 per cent.
- iii. Full-time employment and part-time study, 14.5 per cent.
- iv. No plans with regard to employment or study, 13.5 per cent.

2.5.3 Vocational plans of school-leavers

(a) School-leaver boys

- (1) Most of the boys who left school from Std 10 wanted to take up a professional career (48.4%).
- (2) Most of the boys who left school before Std 10 wanted to become skilled artisans (50.6%). This trend holds good for the standards up to and including Std 9.

(b) School-leaver girls

- (1) Most of the girls who left school from Std 10 wanted to take up a professional career (50.4%), followed by those who wanted to take up clerical posts (35.1%).
- (2) More than 70 per cent of the girls who took the Matriculation Exemption course in Std 10 wanted to do professional and semi-professional work. Many were interested in the human sciences.

- (3) Most of the girls who left school early wanted to take up clerical work (47.5%). This trend holds good for standards 7 to 9, while girls from Std 6 and other classes had no vocational plans.
- (c) The fact that no fewer than 16.1 per cent of the girl school-leavers in the survey had not as yet formed any vocational or study plans gives cause for concern.

2.6 INTELLIGENCE QUOTIENT OF SCHOOL-LEAVERS

2.6.1 Early school-leavers analysed according to IQ and standard

(a) Standard 6 and other classes

Nearly two thirds of the school-leavers from Std 6 and other classes (61.9%) had an IQ of 79 or under (subnormal), while 29.8 per cent fell into the 80-89 IQ group (dull-normal). The IQ of 91.7 per cent of these school-leavers was thus below average.

(b) Std 7

School-leavers whose IQ is below average, namely 19.0 per cent with IQ 79 and under (subnormal) and 37.1 per cent with IQ 80-89 (dull-normal), constituted just over half (56.1%) of the Std 7 school-leavers.

(c) Std 8

More than half (58.6%) of the Std 8 school-leavers had an average IQ (90-109), one-tenth an above-average IQ (IQ 110 and over) and a quarter a below-average IQ (IQ 80-89).

(d) Std 9

Nearly two-thirds (63.6%) of the Std. 9 school-leavers had an average IQ (IQ 90-109).

2.6.2 Std 10 school-leavers

- (a) The IQ distribution shows that Std 10 school-leavers with an average IQ (45.8% with IQ 90-109) and an above-average IQ (43.5% with IQ 110 and over) constitute the biggest and second biggest groups respectively. These two groups combined make up 89.3 per cent of the Std 10 school-leavers.

- (b) The majority of Std 10 school-leavers in the school-leaving course had an average IQ, namely 85.7 per cent with IQ 90-109.
- (c) The majority (67%) of Std 10 school-leavers in the Matriculation Exemption course had an IQ of 110 or over.

2.6.3 Wastage of potential Std 10 pupils

In an attempt to determine how many potential Std 10 pupils left school too early, the IQ cut-off was postulated at 100, 110 and 120, as three alternatives that would enable a pupil to pass Std 10.

- (a) The early school-leavers as a group
 - (i) With the IQ cut-off postulated at 100, 110 and 120, there is a wastage in the country of respectively 28.8 per cent or 3460, 8.9 per cent or 1070 and 1.5 per cent or 178 potential Std 10 pupils who left school too early.
 - (ii) It also appears that according to the said three IQ cut-offs the wastage of potential Std 10 girls was greater than that of potential Std 10 boys.
- (b) Early school-leavers analysed according to standard
 - (i) Std 6 and other classes

If the IQ cut-off is postulated at 100 and 110 there is a wastage in the country of respectively 1.4 per cent or 24 and 0.2 per cent or 4 potential Std 10 pupils.
 - (ii) Std 7

The wastage of potential Std 10 pupils appears to be 13.6 per cent or 203, 3.1 per cent or 47 and 0.4 per cent or 6, if the IQ cut-off is postulated at 100, 110 and 120 respectively.
 - (iii) Std 8

If the IQ cut-offs are 100, 110 and 120, the wastage of potential Std 10 pupils is respectively 33.3 per cent or 2430, 9.6 per cent or 702 and 1.5 per cent or 111.

(iv) Std 9

The wastage of potential Std 10 pupils appears to be 62.9 per cent or 803, 20.9 per cent or 317 and 4.0 per cent or 61 if the IQ cut-offs are 100, 110 and 120 respectively.

(v) The wastage of potential Std. 10 pupils appears to be the most severe from Stds 8 and 9, and the IQ of the majority of potential Std 10 pupils was between 100 and 109.

CHAPTER 3

THE MOST IMPORTANT FINDINGS OF THE FOLLOW-UP STUDY OF
SCHOOL-LEAVERS AFTER LEAVING SCHOOL

3.1 INTRODUCTION

The most important findings of the follow-up study have been summed up in this chapter. Particular attention has been paid to the immediate destinations of the school-leavers after leaving school and to the occupations in which they were engaged, or for which they were still being trained.

3.2 THE IMMEDIATE DESTINATIONS OF SCHOOL-LEAVERS

3.2.1 The destinations of school-leavers

(a) The boys

- (i) At the time of the first follow-up survey 47.8 per cent of the early school-leaver boys were undergoing formal in-service training. They formed the biggest destination group. At the time of the second follow-up survey 46.2 per cent of the early school-leaver boys were undergoing formal in-service training. Once again they formed by far the biggest destination group.
- (ii) Of the Std 10 school-leaver boys 40.9 per cent were engaged in Active Citizen Force training at the time of the first follow-up survey. This was consequently the biggest destination group at the time of the first follow-up survey. At the time of the second follow-up survey 41.0 per cent of the Std 10 school-leaver boys were engaged in further study full-time. They formed the biggest destination group.
- (iii) The higher the standard from which they left school, the lower the percentage of school-leaver boys who received no further training. At the time of the first follow-up survey 40.6 per cent of the boys from Std 6 and other classes indicated that they had not undertaken any further study, while 21.7 per cent of Std 9 boys were not intending to do so. The percentage of Std. 10 boys was much lower still, namely 10.8.

(iv) The percentages of the group "uncertain, unknown and unemployed" showed a similar downward trend. It would appear that the longer the boys remained at school, the more ambitious they became. (This may be due to the fact that such boys receive vocational guidance for a longer period and acquire higher educational qualifications.)

(b) The girls

(i) The first and second follow-up surveys showed that of the early school-leaver girls, 59.3 and 72.3 per cent respectively were working full-time and were not engaged in further study. They formed by far the biggest destination group.

(ii) In the case of the Std 10 school-leaver girls the biggest destination group was that of girls engaged full-time in further study (48.8 and 42.6 per cent in the two follow-up surveys).

(iii) At the time of the two follow-up surveys the early school-leaver girls differed from the early school-leaver boys in that the percentages of those who received no further training showed an upward trend, rising from 48.7 and 59.5 per cent in Std 6 to 65.9 and 77.4 per cent in Std 9.

It would appear that the boys had become more alive to the need for further training than the girls. The two follow-up surveys showed that even among Std 10 school-leaver girls 32.8 per cent and 42.6 per cent did not go in for further study, as against 10.8 and 14.1 per cent of the Std 10 school-leaver boys.

(iv) With the girls, as with the boys, the higher the standards at which they left the school (and the better therefore their qualifications), the smaller became the number classified as uncertain, unknown or unemployed. At the time of the first follow-up survey 28.9 per cent of the girls from Std 6 and other classes were "uncertain, unknown or unemployed" as against only 2.1 per cent of the Std 10 school-leaver girls.

3.2.2 Change of employment on the part of school-leavers

(a) The boys

(i) Of the boys whose destinations were known at the time of the first follow-up survey 94.2 per cent were still at their first destination (employer) at that stage. Of the Std 10 school-leaver boys 96.4 per cent and of early school-leaver boys 91.1 per cent were still at their first destination.

(ii) Among the early school-leaver boys there were only minor differences according to standard. The percentage rose from 89.2 per cent (Std 7) to 91.7 per cent (Std 8).

(b) The girls

(i) Of the school-leaver girls at the time of the first follow-up survey 90.0 per cent were still at their first destination (employer) at that stage. Of the Std 10 school-leaver girls 91.4 per cent and of the early school-leaver girls 84.2 per cent were still at their first destination.

(ii) Among the early school-leaver girls there was a distinct drop in the percentage of each standard who were still at their first destination (employer). The percentage fell from 90.4 in Std 6 and other classes to 84.0 in Std 9.

(iii) It would appear that the girls were slightly more inclined to change their employment than the boys.

3.2.3 The extent to which the first destination of school-leavers and their immediate intended destination as originally given correspond

With the boys as well as the girls the immediate intended destination as originally given corresponded to some extent to their destination at the time of the first follow-up survey. This applied to each standard.

More school-leaver girls than boys actually arrived at their immediate destination as originally given. Of the boys, 52.6 per cent arrived at their immediate destination as originally given, the percentage for the girls being 71.4.

(a) The boys

- (i) Of both early and Std 10 school-leaver boys, 52.6 per cent arrived at their immediate destination as originally given.
- (ii) The higher the standard at which the boys left school, the higher became the percentage of early school-leavers from the various standards who actually arrived at their immediate destinations as originally given (42.0% of the boys from Std 6 and other classes to 54.8% of the boys from Std 9).
- (iii) A remarkably large number of Std 10 school-leaver boys received Active Citizen Force training although they had originally mentioned other destinations. Of the early school-leaver boys a remarkably large number received formal in-service training in spite of the fact that they had originally indicated other destinations.

(b) The girls

- (i) Of the Std 10 school-leaver girls in the first follow-up survey 75.3 per cent arrived at their immediate destination as originally given, as against 55.9 per cent of the early school-leaver girls.
- (ii) The position with regard to the early school-leaver girls differed from the position with regard to the early school-leaver boys in that the percentage of girls from each standard who actually arrived at their immediate destinations as originally given showed a downward trend, from 67.0% (Std 6 and other classes) to 54.1% (Std 9).
- (iii) Among the Std 10 school-leaver girls as well as the early school-leaver girls a remarkably large number who had originally intended to continue their studies part-time eventually undertook no further study whatsoever.

3.3 THE OCCUPATIONS OF SCHOOL-LEAVERS

3.3.1 The full-time occupations of school-leavers

(a) The boys

- (i) At the time of the first follow-up survey 45.3 per

cent of the boys were working full-time. Of the early school-leavers 78.1 per cent and of the Std 10 school-leavers 34.1 per cent were in full-time employment.

- (ii) At the time of the second follow-up survey considerably more boys (60.2 per cent) were working full-time. There were 81.9 per cent of the early school-leavers and 52.7 per cent of the Std 10 school-leavers in full-time employment.
- (iii) At the time of the first follow-up survey the three biggest occupational groups among the early school-leaver boys were the following: (Percentages have been worked out according to the number of early school-leavers in full-time employment.)
 - (1) Skilled artisans 49.8 per cent
 - (2) Trained outdoor workers 19.1 per cent
 - (3) Clerical employees 12.1 per cent
- (iv) At the time of the second follow-up survey the percentages for the three biggest occupational groups among the early school-leavers were virtually identical with those arrived at during the first follow-up survey.
- (v) Among the Std 10 school-leavers the three biggest occupational groups at the time of the first follow-up survey were as follows: (Percentages have been worked out according to the number of Std 10 school-leavers in full-time employment).
 - (1) Clerical employees 48.6 per cent
 - (2) Trained outdoor workers 13.5 per cent
 - (3) Skilled artisans 13.0 per cent
- (vi) A large number of Std 10 school-leaver boys having completed their Active Citizen Force training in the mean time, the second follow-up survey showed a considerable change in the percentages of Std 10 school-leaver boys in full-time employment in each occupational group. The three biggest occupational groups were:

- (1) Clerical employees62.8 per cent
 - (2) Employees engaged in personal and domestic services 9.5 per cent
 - (3) Sales employees 8.9 per cent
- (iv) At the time of the second follow-up survey the same three occupational groups among the early school-leaver girls were still the three biggest, except that by this time 13.7 per cent were housewives.
- (v) Among the Std 10 school-leaver girls in full employment there were at the time of the first follow-up survey only two occupational groups worth mentioning, namely:
- (1) Clerical employees78.0 per cent and
 - (2) Professional and semi-professional employees18.1 per cent
- (vi) In the case of the Std 10 school-leaver girls the same two occupational groups were still the biggest at the time of the second follow-up survey.

3.3.2

The extent to which the original vocational plans of school-leavers and their full-time occupations correspond

Among boys as well as girls the original vocational plans of the school-leavers usually corresponded to their full-time employment. In each standard, however, the degree of correspondence was higher among the girls than among the boys. At the time of the first and second follow-up surveys respectively 75.6 and 70.6 per cent of the school-leaver girls in full-time employment were engaged in occupations that corresponded to those they had originally chosen. For the school-leaver boys the corresponding percentages were 54.7 and 57.8.

(a) The boys

- (i) Of the early school-leaver boys in full-time employment at the time of the first and second follow-up surveys respectively 67.6 and 67.4 per cent kept to the occupation they had originally chosen. Of the Std 10 school-leaver boys in full-time employment respectively 44.1 and 52.3 per cent in the two follow-up surveys kept to the occupation they had originally chosen. It would appear that early school-leaver boys show a stronger tendency than Std 10 school-leaver boys to stick to the occupation originally chosen.

(ii) A remarkably large number of school-leaver boys eventually took up clerical employment, in spite of the fact that they had originally aspired to other occupations.

(b) The girls

- (i) Among the girls, though not among the boys, Std 10 school-leavers were more inclined than early school-leavers to stick to their original vocational plans. The differences were smaller, however, than in the case of the boys. Of the Std 10 school-leaver girls in full-time employment respectively 77.1 and 71.4 per cent in the two surveys stuck to their original vocational plans, the percentages of the early school-leavers being 72.7 and 68.9 respectively.
- (ii) Of the school-leaver girls, too, a remarkably large number took up clerical employment, in spite of the fact that they had originally entertained other vocational plans.

3.3.3 The occupations for which school-leavers studied full-time

(a) The boys

- (i) Very few early school-leaver boys continued their studies full-time (respectively 1.7 and 0.8% of them for the two follow-up surveys).
- (ii) At the time of the first follow-up survey 20.7 per cent of the Std 10 school-leaver boys were continuing their studies full-time. Almost all these boys (i.e. 97.0 per cent of all the Std 10 school-leaver boys engaged in full-time study) were preparing to enter the professions.
- (iii) At the time of the second follow-up survey considerably more Std 10 school-leaver boys (41.0 per cent) were continuing their studies full-time. Of all the Std 10 school-leaver boys who at the time of the second follow-up survey were engaged in full-time study 98.0 per cent were preparing to enter the professions.

(b) The girls

- (i) Not many early school-leaver girls (only 9.8 and 3.5 of them in the two follow-up surveys) continued their studies full-time. Of those who did, the majority

were preparing to take up clerical employment. According to the first and second follow-up surveys respectively 87.0 and 75.7 per cent of all the early school-leaver girls who studied further full-time were preparing to enter clerical occupations.

- (ii) According to the first and second follow-up surveys, respectively 48.8 and 42.6 per cent of the Std 10 school-leaver girls were engaged in full-time study. Like the Std 10 school-leaver boys, most of these girls were preparing for professional occupations (respectively 87.5 and 97.2 per cent of all the Std 10 school-leaver girls engaged in full-time further study at the time of the two follow-up surveys). At the time of the first follow-up survey, however, an additional 12.3 per cent of the Std 10 school-leaver girls who were studying full-time, were preparing for clerical employment.

3.3.4 The extent to which the original vocational plans of school-leavers corresponded to the occupations for which they studied full-time

There was an exceptionally high degree of correspondence between the occupations for which the school-leavers studied further full-time and their original vocational plans. At the time of the first follow-up survey 92.5 per cent of the school-leaver boys and 93.9 per cent of the school-leaver girls engaged in full-time further study were preparing themselves specifically for the occupation originally indicated by them as that of their choice. At the time of the second follow-up survey the figures in question were 90.3 per cent for the boys and 95.6 per cent for the girls.

The high degree of correspondence should probably be attributed to the fact that it was mainly the Std 10 pupils who studied further full-time after leaving school and that at the time these pupils left school they had already formed a clear and realistic idea of the occupation for which they wanted to study.

3.3.5 The occupations for which school-leavers studied part-time

(a) The boys

- (i) Not many early school-leaver boys (respectively 5.4 and

7.3% in the follow-up surveys) studied further part-time. Most of those who did (respectively 50.0 and 48.9% of those engaged in part-time further study at the time of the follow-up surveys), were preparing to take up clerical posts. Of the early school-leavers engaged in further part-time study at the time of the follow-up surveys, respectively 23.0 and 17.0 per cent were preparing to become skilled artisans.

(ii) Of the Std 10 school-leaver boys 11.4 per cent were engaged in part-time study at the time of the first follow-up survey and 23.5 per cent at the time of the second follow-up survey. Of the boys who were studying further part-time the majority (59.7 and 65.1% respectively) were preparing for professional employment. At the time of the two surveys, however, of the Std 10 school-leaver boys engaged in part-time further study 31.1 and 29.7 per cent respectively were preparing to take up clerical employment.

(b) The girls

(i) Not many early school-leaver girls (respectively 5.9 and 4.6% of them at the time of the follow-up surveys) studied further part-time. As in the case of the early school-leaver boys, most of those who did were preparing for clerical employment.

(ii) Equally few Std 10 school-leaver girls (respectively 6.4 and 4.9% of the Std 10 school-leavers at the time of the two follow-up surveys) studied further part-time. Those who did, went in mainly for clerical training (respectively 59.6 and 49.7% of those engaged in further study at the time of the two follow-up surveys). Of the Std 10 school-leaver girls however, respectively 37.9 and 49.1 per cent of those who studied further part-time were preparing to enter the professions.

3.3.6 The extent to which the occupations for which school-leavers studied part-time corresponded to their original vocational plans

There was a high degree of correspondence between the occupations for which school-leavers studied further part-time and their

original vocational plans. This correspondence was more marked in the case of the girls than in that of the boys. (Girls respectively 74.9 and 75.9%, boys respectively 63.1 and 63.0% at the time of the two surveys.)

3.4 HOME LANGUAGE OF SCHOOL-LEAVERS AND THEIR FURTHER TRAINING

3.4.1 The connection between the home language of school-leavers and their further training

(a) The boys

- (i) The percentage of other-language school-leaver boys who went in for further training was considerably higher than that of the three other home language groups. This was particularly noticeable at the time of the first follow-up survey. Perhaps this is due to the fact that many of the other-language school-leaver boys were the children of immigrants and as such not called up for military service, with the result that they could continue their further training immediately. Of course it may also be because the sons of immigrants are more study-conscious.
- (ii) Afrikaans-speaking school-leaver boys tend to leave school earlier than English-speaking school-leaver boys.
- (iii) English-speaking school-leaver boys are more inclined to study either full-time or part-time than Afrikaans-speaking school-leaver boys. On the other hand Afrikaans-speaking school-leaver boys are more inclined to undergo formal in-service training.
- (iv) The percentage of Afrikaans-speaking school-leaver boys who underwent no further training after leaving school was higher than that of English-speaking school-leaver boys.

(b) The girls

- (i) Among the girls, the differences between the various home language groups were not very great. The English-speaking school-leaver girls did however show a slightly stronger tendency towards further training than the three other home language groups. It was

mainly among the girls who studied further full-time, and particularly the early school-leaver girls, that this difference was apparent.

- (ii) In all four home language groups there were, at the time of the second follow-up survey, nearly 30 per cent more school-leaver girls than boys who did not go in for further training.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

- 4.1.1 The school-leavers involved in the survey were a heterogeneous group and differed so widely (in respect of inter alia mental ability, home background, home language, standard at the time of leaving school and reasons for leaving school) that it is almost impossible to describe, even in general terms, the "typical" school-leaver.
- 4.1.2 The standard from which the majority of school-leaver boys and girls left school was Std 10. This is only to be expected, for Std 10 represents the last stage of the pupil's formal education. Among the early school-leavers those from Std 8. were the biggest standard group.
- 4.1.3 Most pupils left school only after reaching school-leaving age.
- 4.1.4 Because by far the most school-leavers leave school for good when they are already in high school, the blame for early school-leaving is often laid at the high school's door. One wonders, however, whether the primary school is altogether free from blame. If it is borne in mind that the ages of early school-leavers from each standard were considerably higher than the median age for their standard, it is obvious that the primary school is also partly responsible for early school-leaving. Some of the blame for early school-leaving may be traced to the present system of education, especially if it is borne in mind that as regards differential education and possibly also vocational guidance education is subject to divided control.
- 4.1.5 A considerable number of early school-leavers and Std 10 school leavers (even including some who took the Matriculation Exemption course) indicated at the time of leaving school that they had no vocational or study plans for the future. One wonders whether the country can afford to let pupils leave school without any idea of their future destination or occupation. In view of the country's manpower shortage this state of affairs should not be allowed to develop.
- 4.1.6 The fact that of the school-leavers who at the time of the original survey mentioned an immediate destination only half of

the boys and less than three-quarters of the girls indicated at the time of the first follow-up survey that they had actually arrived at the destinations mentioned, shows that many left school without knowing exactly what they would do immediately after leaving school, or what to expect of life once they went out to work.

- 4.1.7 In view of the fact that school-leavers annually constitute a very large group, that after leaving school they become a part of the economically active population and that some of them will later become leaders in various fields, it is essential that vocational and educational guidance should be such that pupils can derive the greatest possible benefits from education.

4.2 RECOMMENDATIONS

- 4.2.1 Since (i) the majority of the early school-leavers left school because they found or were beginning to find the work too difficult; (ii) the median age of the school-leavers from each early school-leaver standard is considerably higher than the median age of pupils in the standards concerned; and (iii) the pupils' IQ's show that there is a wastage of potential standard 10 pupils, it is recommended that:

A national system of differentiated education be worked out and eventually implemented, to ensure that, within the limits of their ability, pupils derive the greatest possible benefit from education and become an asset to their country after leaving school.

- 4.2.2 In view of the fact that a considerable number of early school-leavers and even Std 10 school-leavers left school without vocational and/or study plans it is recommended that:

A national system of guidance be developed and implemented under which pupils could receive vocational, educational and personality guidance, to ensure that the vocational and educational choice of pupils correspond to their ability and that pupils have a definite occupation in mind on leaving school.

- 4.2.3 Seeing that financial problems appear to be the second most important reason for early school-leaving it is recommended that:

High school pupils receive financial assistance so that they may enjoy maximum education.

4.2.4 It is also recommended that:

A system for the early identification of the potential early school-leaver be developed on the basis of psychometric techniques, scholastic tests, progress at school, observations by the teacher and data regarding the pupil's home background. Under such a system teachers could apply remedial education at primary school level, thereby helping the potential early school-leaver before it is too late.

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