

WORK AND SCHOOL

A CASE STUDY

A DISSERTATION

BY

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CHAPTER I

PURPOSE AND SCOPE OF THE STUDY

This is a study of young workers. It was undertaken as a comparative analysis of the occupational and educational experiences of school leavers. As such it focuses on the link between the educational system and the labour market and, in particular, on the relevance of the educational experiences of this group of young people to the jobs they entered and implicitly to the lifestyles they lead.

Education performs a key function in industrialized society, in transmitting "cultural values and behaviour patterns of the society to its young and potential members". Education, through the agency of the school, performs a dual function - "to internalize in its pupils both commitments and capacities for the successful performance of their adult roles and to allocate these human resources within the role structure of the adult society. Added to the manifest function of socialization there is this latent function of manpower allocation. The development of this view is that school is a bureaucratic and decisive agency managing the status and life chances of the individual; democratisation of society and education has transformed what had been an educational into an allocative function.

This view of the role of education has led proponents of social equality to seek greater opportunity for working class children to compete successfully within the educational system. But what many of these proponents fail to recognise is that education, as organised and trans-

mitted, does not necessarily meet either the needs, interests or aspirations of such children, nor indeed that of the majority of pupils.

This was the basic premise from which the study started. It meant that one of my research aims was to add to our understanding of the manner in which the present outcomes of education may prove dysfunctional to a large section of the student population. While this was the main aim of the study, the research was also designed with the intention of providing teachers in the school concerned with some insights into the felt needs of their pupils.

SCOPE OF THE STUDY

As indicated above the research was concerned with young school leavers and the manner in which they found their education to be a suitable preparation for their occupational roles. In a time of high unemployment transitional problems for the young leaver are accentuated. In a tight labour market he or she may be unable to get the sort of work which in better economic times, would be more readily accessible. The study then is carried out at a time when the employment situation poses special difficulties for new entrants to the labour market and especially so for young leavers with few, if any, formal qualifications.

A third limitation also derives from the population studied, namely that the research is confined to leavers from one particular school in a predominantly rural setting. Other limitations, conceptual and methodological, derive from a narrowing of the scope of the study since in a survey of this kind the researcher must confine himself to what seems to be the immediately relevant aspects of his subject. The most important constraint on the present work was the short gestatory period that could be allowed to the design of the project. Given this limitation the research should be viewed primarily as an exploratory study.

It was decided to concentrate on three major areas of study: job entered, work satisfaction in contrast with school life and overall attitudes towards school and education. Taken together these form a fairly coherent picture of the transition from school to work and the relevance of the one institution to the other.

Two aspects of job choice, achievements and aspirations, are studied. The level and type of occupation entered is a reflection of the young person's educational attainment which in turn, as Bernstein (1970) argues, is a reflection of the degree to which the pupil has been successfully assimilated into the school's socialization process. Occupational aspirations are, in turn, an important determinant of expectations from the educational system. Recruitment network or job finding methods are also important factors deciding the type and level of job eventually entered. Such methods also highlight an awareness of possible as against probable job opportunities.

The satisfactions and dissatisfactions of the young school leavers with their work has been studied for two reasons. The first aspect attempts to identify the degree and direction of core attitudes towards work. The second deals with the perceived attractions of the world of work in contrast with school life.

Finally, attitudes towards school were examined. Three major aspects were analysed: level of expectations, perceived relevance of the curriculum and the direction and degree of enthusiasm felt for school.

OUTLINE OF THE REPORT

Chapter 2 deals with the theoretical context of the study, the situational framework and research procedures used. Results of the

study are presented in Chapters 3 to 6. Level and type of employment taken up by the young leavers is dealt with in Chapter 3; work satisfaction, occupational aspirations and the interrelationship between the two is discussed in Chapter 4; transition from school to work is examined in Chapter 5, while overall attitudes to school are analysed in Chapter 6. In the concluding chapter a summary of the findings is presented and some of the implications are discussed.

CHAPTER II

THE RESEARCH BACKGROUND

The object of this chapter is to provide a context to facilitate interpretation of the research findings. The chapter is divided into three sections dealing respectively with the theoretical context, background characteristics of the respondents and the methods used to collect the data.

The shortcomings attached to "abstracted empiricism" have been highlighted by Mills which, to paraphrase Morrison and McIntyre, limits the relevance of results from even the best designed studies. Placing the results firmly in a theoretical context provides a guideline for directing the research and greater insight into the implications of the findings. The second section presents a summary discussion of respondents' social and educational backgrounds, school setting and local employment opportunities. A review of research procedures is set out in the final section.

THEORETICAL CONTEXT

Studies of occupational choice usually take one of two approaches. At one end of the spectrum we have the theoretical approaches of Ginzberg and Super, where occupational choice is seen as "a process of self-actualisation during which an individual brings an occupational aim into reality." Such studies have been criticized on the grounds that they pay insufficient attention to the social structure within which socialization and work role allocation takes place. The role of social background and

school experience has been reduced, in psychologically-centred theories, to affecting occupational choice only in so far as they affect the development of vocational aspirations.

A second approach, focuses on an analysis of the factors affecting young people in their attitudes towards employment and examines in detail the process of transition from school to work. Carter's study of Sheffield school leavers is perhaps the most widely known example of this descriptive approach. This and similar studies, as Roberts claims in his review of the research, show, in contradiction to the work of Super and Ginzberg, "little indication of careers being unfolded in accordance with preconceived ambitions and aspirations." Furthermore, such studies have indicated that membership of a social class imposes upon the individual "certain attitudes, values and interests relating to his role and status in the political and economic sphere." (Musgrave)

Holland states that the theoretical and descriptive approaches amount to two literatures of occupational choice - one for people with personal resources and opportunity; the other for those who are relatively uneducated and poor. What seems clear from each approach is that job entry for both groups is best conceptualized as the outcome of a fairly lengthy process in which there has been an increasing individual awareness both of internal and external constraints and their interrelationship. But it also seems clear that occupationally relevant actions have their origins in the differentiating procedures used in the educational system. Pupils who are academically successful have their immediate educational, and hence, their occupational decisions sponsored by the educational system. And, as McPherson points out, pupils who experience relative academic failure start 'scanning' the labour market for possible opportunities. This remains true whether the organisation

of education is selective or non-selective. The advantage of a non-selective system is that it permits education and ambitions to interact and both help to determine each other. In a selective system of education ambitions may be unable to play such a positive role.

Most of the research reviewed above focuses on the determinants of occupational choice and the interrelationship of educational achievement and occupational placement with little attention being paid to the process of selection. An understanding of how people enter their occupations requires a study not only of personal attributes and educational achievements but also an analysis of the development of the social and **economic** conditions of selection.(Blau et al.).

A fundamental assumption of the functionalist perspective is that a fixed set of positions exist in the economy, whose requirements the labour force must satisfy. Thus it is the existing market demand for differing kinds of skills that is the basic determinant of who will be selected for given positions. ~~From~~ this viewpoint, it is the needs of society that determine the behaviour and the rewards of the individual. The emphasis for success is on achieved rather than ascribed status in the labour force. Yet, when one examines the empirical evidence on one of the most open societies, the United States, one finds that the link between social class origins and occupational attainment has remained constant during the twentieth century (Blau and Duncan). Marsh's comparative **analysis** of elite groups in traditional and modern societies comes to a similar conclusion on the relatively low and stable levels of mobility that has actually taken place. Clignet in his review of the literature concludes that "the liberating effects of formal schooling on individual **economic** behaviour remains moderate, and the influence of education is not independent of the ascription based components of individual status."

While the functionalist view does highlight such existing patterns of stratification it fails to explain how particular groups are able to dominate certain positions. One approach to an understanding of how such dominance comes about is given in Weber's *Economy and Society*. Here Weber suggests that the basic units in society are associational groups sharing common cultures and such status groups comprise "all persons who share a sense of status equality based on participation in a common culture." Membership of a cultural group gives an individual his fundamental sense of identity as contrasted with other groups. That there are such distinctions among various subcultural groups is supported by the work of Kahl and Klein. Moreover, different status groups tend to occupy different levels of occupations within the economic system. (Mills, Zytowski). How this comes about is explained by Weber as the result of a continual struggle in society for wealth, power and prestige, a struggle that is carried out in and between economic, political, social and educational organizations. (While individuals may struggle with each other the conflict is primarily between groups since group cohesiveness is a key resource in the struggle with others). Once particular status groups become dominant at various levels of organisational frameworks they ensure self-perpetuation through recruitment of new members from their own status groups. (Weber). One of the most important institutions in ensuring and strengthening this self-perpetuation is the educational system (Husen).

The role of school in socializing pupils was outlined in Chapter I where we saw that one of the main functions of schooling is to select and allocate pupils to various occupational roles. Parsons, in developing this aspect of schooling argues that "as in virtually all comparable

processes, ascriptive as well as achieved factors influence the outcome ..

. but the school class is not simply a way of affirming a previously determined ascriptive process the process of selection, by which persons will select and be selected for categories of roles, is yet to take place." And, the manner in which the differentiation takes place is through differential achievement on the school curriculum. For theorists such as Bernstein and Bourdieu the crux of the problem rests on the content and organisation of the curriculum on which this differential achievement takes place - "depending on the manner in which educational knowledge is transmitted different socialization outcomes can be expected." Bernstein goes on to argue that existing curriculum organisation rests on a tacit ideological basis - "the structure of education's classification and frames reflect the power and principles of social control" - and as Smith points out in 'The Foundations of Curriculum,' curricular content reflects the vocational interests of the upper-middle and upper classes. Our immediate concern here is with this latter role of the school in the provision of training; for elite culture, a concern with the content rather than the organisation of the curriculum, although one must recognise that the two are interrelated.

In 'Fundamentals of Curriculum Development', the authors make a distinction between common education which is concerned with the universal elements of culture and special or vocational education which involves the training of the individual for a particular social or vocational position. The same authors make a further distinction in pointing out that the special or vocational education associated with the upper social classes, directed towards 'cultural' subjects and courses leading to the 'higher professions', tends, with the introduction of mass education, to be identified with a general education. Success on such a

curriculum is dependent on membership of the elite culture or, alternatively, a respect for it (Keddie, McPherson, Musgrove). What has come to be known as a general education would then seem to be a specifically vocational education for middle and upper-middle class people. For children who are not members, nor aspire to membership, of these social groups it provides neither specifically vocational skills nor vocationally relevant skills.

One approach to overcoming this problem has been the grafting onto school curricula such subjects as technical drawing, metalwork, woodwork, typing and "other skills seen by people as being directly useful for their jobs". But such piecemeal tinkering with the system is of little use on two counts. Firstly, a number of studies have shown that specifically vocational education in schools for manual positions is virtually independent of job fate (Plunkett ; Duncan). Moreover, most skilled manual workers acquire their skills on the job or casually (Clark & Sloan). More importantly, this approach does nothing to right the underlying problem of a curriculum which bears little relationship to the needs, interests or aspirations of the pupils. As research in Britain (Ford, Eggleston) has shown, widening avenues of access to examinations or implementing 'Newsom-type' curricula (i.e. an education "mainly directed to emotions, the shaping of social behaviours, preparation for suitable vocational tasks and the right 'use of leisure'") does not answer effective participation by the majority of students nor an identification with educational goals and values. What seems to be important is the internal organisation of the school. It is those schools scoring positively on degrees of streaming, innovation, social climate and teacher-pupil relationships that are likely to have the highest effective participation by all social classes (Benn and Simon; Ross et al.).

SITUATIONAL FRAMEWORK OF THE STUDY

Type, size and tone of a school and the area which it serves, local employment opportunities and pupil characteristics such as social background, sex, intelligence and interests exert an influence on expectations and attitudes towards school and work. The ways in which these forces interact with each other and act upon the pupils, are, however, complex. Here we confine ourselves to outlining some of the basic facts.

The catchment area of the school encompasses both rural and urban areas. Proportionally more pupils are drawn from outside the town boundary. But the majority of this latter group are living within a five mile radius of the town on local authority housing estates. Few of the pupils are living in privately owned housing. The majority of respondents came from large or fairly large families - over 80 per cent had four or more siblings. Thirty nine per cent are members of families of eight or more children.

Fathers' occupations are generally of the unskilled manual variety. No parent held a professional or managerial position and less than 5 per cent were in some sort of skilled work. Ten per cent of fathers owned and worked a farm. The Defence Forces and Bloodstock Industry account for 44 per cent of all parents' jobs, a strong reflection of local employment opportunities. Parents are under-represented in the manufacturing sector (less than 7 per cent), a discrepancy due in large part to the recent opening of a light engineering works which, with two other factories, a food processing plant and a paper works, constitute the local industrial employment opportunities.

All respondents had attended the vocational school, co-educational and non-selective in its intake. While there is no streaming by ability

within the school, boys and girls receive separate instruction. There are two other post-primary schools in the locality, both single-sex and one selective in intake. As one would expect, these policies are, to some extent, reflected in the composition of the vocational school population. Less than a quarter of all junior cycle pupils are girls. On intelligence levels equal proportions of the students fall into the "dull-normal" and "average-normal" ranges of intelligence. The remaining 7 per cent are equally represented in the 'bright-normal' and 'mildly handicapped' bands.

Until the introduction of a senior-cycle course in 1976 the main orientation of the curriculum was towards the Group and Intermediate Examinations. In the interests of the student body as a whole curricula were geared for lower level courses. In this way the school ensured that minimum educational competence was attained and maximum standards encouraged. The outlook of the school towards the employment of its pupils was similarly ambitious within realistic limits.

CHARACTERISTICS OF THE RESPONDENTS:

All pupils who had enrolled in the school in the years 1972 - 74 were included in the exploratory stages of the study. Data was collected from fifty-nine young people who were still attending school and while a number of factors precludes a full-reporting of these findings it may be of interest to note that the responses that were analysed showed no significant differences from past-pupils' replies. One of the dimensions - attitudes towards school - is reported in greater detail at a later stage of the study. A further 10 per cent of those that had enrolled were not included as they had transferred to other schools or moved from the district. Data on the remaining group, who comprise the population of school leavers, are analysed in the report.

This latter group is made up of 102 boys and 31 girls. Data on the boys are presented in three categories as follows: Pre-Inter Leavers I (those who did not complete two years), Pre-Inter Leavers II (those who took Group Examinations only) and Post-Inter Leavers comprising those who sat for The Intermediate Certificate Examination. The number of respondents in each group is 27, 36 and 39 respectively. Girls responses are treated as a single group for two reasons - their overall small representation in the research and the fact that only 3 girls had attempted the Intermediate Examination. Age of respondents on entry to post-primary school ranged from twelve to sixteen years, the modal age being thirteen; age on leaving ranged from fourteen to nineteen.

RESEARCH PROCEDURES

Two factors were of importance in the decision to collect the data required by means of individual interviews, namely, the detailed nature of the information being sought and the probability that many of the young people would not be motivated to respond unless the researcher was seen to have a personal commitment to the work he had undertaken.

Without the proper resources and expertise the design of an adequate interview schedule is a hazardous and strenuous affair. To avoid the pitfalls encountered at this stage it was believed prudent to utilize previous research findings. Accordingly, existing relevant schedules were adapted to the requirements of the present study. A pilot study carried out at this stage led to a number of changes in the schedule. The amended version was then tested. The garrulousness of Pre-Inter Leavers proved a persistent problem and it was decided to

delete the questions relating to school subjects and educational objectives for this group. These questions were retained intact for the Post-Inter Leavers as it was felt that a valid and reliable measurement of this dimension for a select group was preferable to an unreliable assessment for a larger group. The final version of the schedule, as used in the survey, is set out in Appendix 2.

Whereas a definite date for an interview was arranged with the Post-Inter respondents, only one visit was made to the home of each Pre-Inter Leaver, and 60 per cent of the interviews were successfully completed on such visits. For the remaining 40 per cent a parent was requested to ensure that the schedule would be completed within two or three days. In such cases it was impressed upon the parents that, although their personal views were valuable and worthy of study in their own right, the present research was limited to recording past-pupils own opinions. Seventy-five per cent of the Post-Inter Leavers were interviewed in their homes. Twenty-five per cent found it more convenient to be interviewed at the school. It was stressed at the outset of each interview that it was the respondents' own impressions that were of importance rather than any preconceptions of what they thought the interviewer might want to hear. This latter point explains the large number of open-ended questions.

A list system was used to code replies on open-ended questions. A list of respondents' answers was compiled and then refined to arrive at a manageable number of categories. Responses were then assigned numbers corresponding to the categories they best represented. The coded replies were then summarised in the tables presented in Appendix I. Tests of significance were used with some of the data in the later sections of the study to highlight the degree of agreement in responses of present and past pupils.

CHAPTER III

FINDING A JOB

One of the central objectives of the study outlined in Chapter I was to document the type and level of employment entered by young school leavers. In this section we set out the variety of occupations entered, the factors that determined their choice and the manner in which they were recruited. But, first, a number of terms and their usage need clarification.

'work', 'occupation' and 'job' are often used interchangeably but, as Shartle points out, these terms are not synonymous. Our immediate concern is to differentiate 'job' from 'occupation'. In the present study occupational types are compiled to reflect different economic activities; 'job' denotes the level and type of task within these sectors. Thus, the same job could be held in different economic settings. A similar distinction is made by Timperley and Gregory in their study of the career choices of Sixth Form Leavers. But, the economic is not the sole classification that could be applied. A reading of the literature on occupational choice reveals two other major classificatory systems - the sociological, grounded in the prestige and status ranking of jobs and the psychological, using factors of personality, interests, intelligence and aptitudes to cluster specific jobs into occupational categories. An economic based coding system was chosen for the present study on the practical grounds of ease of compilation. In addition, it provides an important overview of the world of work.

The occupational codes used include Agriculture, Defence Forces, Distributive/Catering, Bloodstock Industry, Engineering, Motor Engineering, Electrical, Construction and The Manufacturing and Food-Processing Industries. Understandably, these categories strongly reflect local economic activity. Using these categories, Table 2 outlines the occupations entered.

EMPLOYMENT ENTERED

Ninety per cent of Pre-Inter Leavers are employed in one of the five occupational areas of Agriculture, Defence Forces, Distributive/Catering, Bloodstock or Manufacturing/Food Processing Industries. These same sectors account for just over 50 per cent of Post-Inter Leavers. A further 30 per cent of this latter group, entered the motor, engineering or electrical fields, the traditional areas of skilled manual work. Just under 5 per cent of the Pre-Inter Leavers entered these occupations. Only one respondent in each of the groups works in the Construction Industry.

From this it would seem that whereas the intra-group variation in occupations entered strongly reflects local employment conditions, the inter-group differences suggest that the Post-Inter Leavers are more likely to gain employment within the skilled sectors. That this is so can be verified from Table I which shows the specific jobs obtained. An analysis of the skill rating of the jobs, presented in Table 3 supports this conclusion. Whereas 36 per cent of The Post-Inter boys entered jobs that are rated as skilled or highly skilled less than 7 per cent of Pre-Inter boys found skilled work.

Unemployment poses a greater problem for the Post-Inter Leavers - twelve per cent as against 5 per cent of the Pre-Inter group. Given the types of skilled work that the Post-Inter unemployed hoped to enter it would seem that the higher unemployment rate reflects higher expectations. Length of time in the labour market is not an explanatory factor since there was no difference between the two groups of employed in average length of time taken to find a job.

Unemployment is even more prevalent amongst the girls. Thirty eight per cent were without a job but a quarter of these were not actively seeking paid employment. The majority of girls working had taken up jobs as shop-assistants, waitresses or factory operatives. Only two girls held clerical positions. The majority of the girls, then, like the boys, entered unskilled or routine jobs on leaving school.

A FURTHER LOOK AT WORK-BASED EXPERIENCE

Fifty one and 28 per cent respectively of Post and Pre-Inter Leavers said that they had taken up an apprenticeship on leaving school. A breakdown of these apprenticeships is shown in Table 5. The first category, trade apprenticeships, covers the motor, engineering, electrical and construction fields. Twenty eight and 5 per cent of each group were undergoing recognised training in these areas. Less than 4 per cent of all respondents participated in recognised courses for the hotel and catering industry. Entry on a career as an apprentice jockey, unlike the previous two categories, is largely independent of school achievement and, with a normal entry age of fifteen, it is not surprising that the majority of entrants had left school before Intermediate Examinations. The fourth category deals with those respondents who

considered themselves apprentices but were not involved in a training course. While a number of the apprenticeships, such as that of butcher, involves the acquisition of some skills one cannot but be sceptical that in many instances the reality of the apprenticeship is an exploitation of youth labour. An examination of the tasks carried out by the young workers lends weight to our conjecture. The results of this analysis, set out in Table 4, show that very few respondents, irrespective of type of apprenticeship, undertook any skilled or semi-skilled tasks.

RECRUITMENT NETWORK

The task of finding a job is approached in a number of ways but the most common method, as shown in various research studies (Super; Carter; Moor), is through the use of contacts. The young person's family or neighbours inform him of a vacancy or the same adult may make use of special conditions to arrange a job. In the present study job placement for more than one third of respondents is effected through parental or friends' influence.

The use of family contacts as a form of recruitment has inherent weaknesses. Firstly, it limits the school leavers to jobs at the level of their parents' social grouping. Secondly, even for those lacking in qualifications and ambition, parental influence is often misplaced in that parents or friends rarely assess a job in relation to the person to whom it is directed. In many instances placement is based more on proximity than on the attitudes and interests of the young person. (Carter, Roberts, Hollingshead). A third form of contact, one less likely to suffer from these pitfalls, the school, is cited by 16 per cent of Post-Inter Leavers (6 per cent of total leavers).

The second most common method of finding a job is by direct application to employers. Here two major approaches were used, namely, 'making the rounds' of employers and answering advertisements. Thirty per cent found employment through the first approach and, in most cases, success was achieved on a 'hit - or - miss' basis. The more selective approach of answering advertisements was used by 14 per cent. That greater use is not made of this latter method is more a reflection of the haphazard hiring policies of firms than the lack of astuteness by young leavers in seeking a job.

The third method of entry into the labour force, taking a part-time job on a full-time basis, could be viewed as a direct form of contact. Eighteen and 3 per cent of Pre and Post-Inter Leavers respectively found employment in this way.

The manner in which girls were recruited does not, on the whole, differ from the pattern set by boys.

The picture of the recruitment network of young school leavers that emerges here is one of a haphazard fitting of workers to jobs. Ad hoc decisions are made by both parties as and when vacancies arise. In failing to use an adequate screening process for entrants to their labour force employers bring upon themselves the bad workmanship they so often deplore. Furthermore, this casual attitude of the employers cannot but colour the young workers' perceptions of their own worth.

FACTORS DETERMINING CHOICE OF WORK

Clearly there is no single factor which determines an individual's choice of job - "decisions about work are the result of a complex of influences - direct and indirect, deliberate and fortuitous, personal and social." (Carter). The more important threshold determinants include home background, social status, level of education and local employment opportunities. (Halsey; Craft; C.E.C.D.).

The limitations facing young people in the lower income group are particularly severe and numerous (Ginzberg 1975). The plight of the early leaver is no different in that these groups are so often synonymous. Indeed, many would argue that the element of choice for these groups is largely illusory. Nevertheless, as the Report on Early Leaving in Northern Ireland points out, the presence of limitations is not the same as the absence of freedom - "even within this more restricted option-field, a considerable range of jobs, both in level and content, is available. A wise choice at this stage is critical."

Respondents in the present study were asked in an open-ended question, to outline the reasons underlying their choices. The replies given were coded into six categories, namely, interest in the field of work; the perceived prospects and security offered; a 'free and easy' job; the unavailability of alternative employment; expressed desire to start earning; decision to take a part-time job on a full-time basis. Using these categories, Table 10 presents a summary of the replies.

A quarter of all respondents were motivated, in their choice of job, by an intrinsic interest in their field of work. Many of these said that it had always been their intention to find a job similar to the one they were now in. The security and prospects of the job was an important

determinant for 35 per cent of the Pre-Inter group. This was an important factor for less than 15 per cent of the Post-Inter Leavers. Less than 10 per cent of all respondents mentioned earnings, but this factor was relatively more important for the Post-Inter group.

Whatever the shortcomings of the determinants outlined 10 per cent of the respondents felt that there was, at least, some element of choice in entering their present jobs. For the remainder there was no such perceived choice; these young leavers said that they were in their present jobs by the simple fact of not being able to find a better alternative.

Girls were, generally, more articulate in their replies. The main differences centred on the perceived ease of their work, the greater importance attached to earnings and the fact that much less emphasis was placed on prospects or security. Seventeen per cent mentioned lack of alternative opportunities for their choices.

It would appear that about a quarter of all choices are based on an orientation towards particular "settings" (Isathas). A further 30 per cent of respondents make no choice in terms of either an occupation, a job or a career. It is difficult to judge the extent to which the remainder drifted into their present jobs but it would seem that the majority made immediate decisions as soon as some vacancy arose. Evidence for this conjecture is based partly on impressions formed from conversations after the interview; more concrete evidence comes from the average number of job applications made. (Omitting the five respondents who made three or more applications the average number of attempts, direct and indirect, to find a job was just over one.

CHAPTER IV

WORK SATISFACTION AND OCCUPATIONAL ASPIRATIONS

Here we examine work satisfaction, occupational aspirations and the interrelationship between the two. The first section deals with respondents' feelings about their work and the dimensions of satisfaction that are important to them; the second contrasts occupational expectations and achievements.

Job satisfaction has been defined as the "... affective orientation on the part of individuals towards work roles which they are presently occupying" (Vroom). One of two approaches is usually adopted in the measurement of work satisfaction. Workers may be asked in a general way whether they like or dislike their work or, alternatively, to rate the relative importance of a series of items covering the various dimensions of work satisfaction. Research has established (Robinson; Zytowski) that there are three major needs for which satisfaction is sought at work, namely, "satisfying human relations, activities that satisfy carried on in conditions which are agreeable, and an assured livelihood" (Super). One would expect these needs to be reflected in the respondents feelings towards their work. The responses in Table 11 indicate the awareness of, and importance attached to these dimensions.

WORK SATISFACTION

Respondents' answers to an open-ended question on their feeling about their work were coded into categories partly based on Reisman's 'tradition-directed', 'inner-directed' and 'other-directed' trichotomy. Applied to job satisfaction 'tradition-directed' refers to those factors in which satisfaction is predetermined by commitment based on family tradition. The commitment here is stronger than that expressed in such statements as - "I always wanted a job in that area"; rather it is the outcome of identification with the total way of life associated with that occupation. This type of response (4 per cent of leavers) was given by those working in either the Bloodstock Industry or Agriculture.

'Inner-directed' refers chiefly to satisfying work conditions in terms of intrinsic rewards or derivative of the human relations in the workplace. These factors were a major determinant of the job satisfaction experienced by 52 per cent of the respondents. For 40 per cent of the young workers satisfaction is primarily 'other directed'. Here the emphasis is on needs extrinsic to the work itself. Satisfaction is derived from a feeling of security, available promotional prospects, status needs in terms of 'a good job' or a favourable trade-off with leisure time.

A detailed analysis of the responses show that within the 'tradition-directed' category there are direct references to family tradition and an understanding that the job is in effect a lifestyle. A further breakdown of the responses in the 'inner-and other-directed' categories is shown in Table 11. 'Inner-direction' is composed of four items - variety and interest, interpersonal relationships, self-expression and successful experiences. Variety and interesting activities is the most frequently mentioned (one third of all respondents).

'Variety' is a loosely used term but when its meaning has been analysed in relation to work, the emphasis seems to be on change in pace and routine rather than specific content of the activity itself. Had this latter meaning been implicit here one would have expected a higher response rate and a greater variety of work activities within the category 'using ones hands' and 'working with machines' than the 7 per cent recorded. Social relationships were a source of work satisfaction for less than 12 per cent; successful experiences were mentioned by less than 2 per cent.

Interpersonal relations were much more important for girls - 28 per cent of total responses. Variety and interesting activities was an important factor of job satisfaction for 25 per cent. Self-expression, successful experiences and cleanliness of work were also more important for girls than boys.

Three types of responses constitute the 'other-directed' dimension, namely, emphasis on security, earnings and short working hours. Sixteen per cent of all boys emphasised that they had obtained a good job with security, a factor which gave them a strong feeling of satisfaction in their work. This aspect of job satisfaction is much more important for Post than Pre-Inter Leavers - twenty one and 12 per cent respectively. The second item, earning money, receives the greater emphasis from the Pre-Inter group. That it is not mentioned at all by the Post-Inter group requires some explanation. A partial explanation is offered in a consideration of what is meant by 'earning money'. Firstly, present and future aspects must be considered; while current earnings are important the manner in which this income is earned is even more important for the way in which it affects possible future wage levels. That twice as many Post-Inter Leavers had apprenticeships would in large part explain their relative lack of concern with their current level of income.

The corollary of this would be a greater emphasis by this group on prospects which is, as we have seen, the case. Secondly, earnings can be viewed in absolute or relative terms. While every person, in so far as he must maintain himself, is interested in the financial remuneration of his job, it is the relative level of earnings that is the important factor in job satisfaction. As such it is a status rather than an economic need. It would then seem that with occupational aspirations higher than actual achievement for those who were unsuccessful in getting apprenticeships their present level of earnings is not a satisfactory substitute.

Twelve per cent of the Pre-Inter group neither expect nor derive much satisfaction from their work. Employment for these young workers is evaluated primarily in terms of the ease of completion of the job on hand, and the amount of leisure time it allows them. Three per cent of girls mentioned this aspect. Girls, on the whole, placed less emphasis than boys on 'other-directed' sources of satisfaction. Thirteen per cent of responses referred to security and prospects; six per cent mentioned earnings.

ASPIRATIONS AND ACHIEVEMENTS

Previous research (Morse and Weiss; Sofer) has highlighted the fact that many people fail to enter the type of work for which they had originally expressed a preference and yet seem satisfied. In the present study it also seems that job satisfaction is not dependent on achievements matching aspirations.

To measure level and orientation of aspirations respondents were asked to record first, the sort of job that they would really like to

have new, and secondly, the sort of job they expect to hold fifteen years hence. The table below reveals the extent of the divergence between present aspirations and achievements and yet, as we saw earlier, the majority of young workers were not dissatisfied with their work. A possible explanation for this seeming contradiction

Number and Percentage for whom Achievements and Preferences Differ

Pre-Inter Leavers	Post-Inter Leavers	Total Boys
50 (30)	58.8 (20)	53.2 (50)

(Base - N= 94)

is offered by Moor. Moor postulates that achievements and aspirations are encapsulated in the concept of goal orientation, a concept that consists of three distinct levels of meaning, the first of which, aspirations, "represents the level which a person would ideally like to achieve but at the same time does not really expect to do so. The second level, anticipation, constitutes the lower and more realistic level that an individual believes that he will reach and the third, the level of normative expectation, refers to the level which he feels people like himself should reach, and it is the most crucial because if achievements fall below it, feelings of dissatisfaction are likely to result". Moreover, such an explanation would also account for the finding that 85 per cent of respondents expected and hoped to hold a job similar to their present one fifteen years hence.

JOB PREFERENCES

Whereas choice is best applied to those jobs which the young worker has seriously considered entering, preference is based on the relative attractiveness of a large range of jobs.

Here respondents were asked to record verbatim the sort of job they would like to have. The presentation of a list of possible jobs was avoided on account of the likelihood that such a list would result in a selection bearing little relationship to normative expectations. Responses are summarised in Table 12.

The greatest desired movement (56 per cent) was from less to more skilled occupations. Of such less importance was the desired upward movement (8 per cent) within occupational groups. A similar percentage wished to move from skilled manual to non-manual employment. The jobs mentioned here included salesman, accountant and draughtsman. The residual (except for one person - from skilled work to agriculture) represents horizontal movement between occupational groups.

It would seem, then that the Horizons of these young workers are essentially working class. Hollingshead's argument in Elmstown Youth that "lower class" youngsters, whether consciously or unconsciously, limit themselves to their class horizons, and regard it as natural that they will move into the same occupational groups as their parents" still rings true for this group of young workers.

Yet, while there is realism in terms on the level of job at which they aim, the majority aspire to jobs which they have little chance of getting either because they lack the requisite ability, qualifications or the limited available opportunities for any type of skilled or semi-skilled training. That boys themselves were aware of these

stumbling blocks is indicated in their responses, summarised in the table below, when questioned as to the reasons for their lack of success in realizing their job preferences.

Reasons For Lack Of Success In Finding Preferred Jobs

	Pre-Inter Leavers	Post-Inter Leavers	Total Boys
Too young to apply for job	16.6 (5)	-	10.0 (5)
Lacks necessary qualifications	53.3 (16)	25.0 (5)	42.0 (21)
No vacancies available	30.0 (9)	60.0 (12)	42.0 (21)
Lacks necessary experience	- -	15.0 (3)	6.0 (3)

Four major categories of reasons were given in explanation of failure to achieve employment preferences. Lack of qualifications and employment opportunities was mentioned by 80 per cent. Ten per cent were too young and 6 per cent found that they lacked the necessary experience. While these explanations are valid few (10 per cent), when asked what sort of jobs they had applied for, had attempted to secure some job in their preferred field. Neither had they initiated any action to enhance their career prospects. For the majority present jobs sufficed and preferred jobs "were dismissed from the mind, permanent or temporarily without regret or disappointment" (Carter).

CHAPTER V

TRANSITION FROM SCHOOL TO WORK

Mead has argued persuasively that problems will occur during those stages of life which society chooses to regard as critical. For most adolescents the transition from school life to the world of work marks such a critical stage; he leaves the society of youth towards a fuller integration into the world of adults. This process of integration, gradual and cautious during the later years at school, is accelerated on entry to the world of work. Accepting that the 'myth of adolescent culture' has been exaggerated (Rutter et al.) there are still genuine differences in adolescent and adult subcultures. (Brim and Wheeler). In the home and school he is automatically a group member with certain claims to loyalties and has achieved a certain status. In the workaday world he has to learn a different set of rules and prove his worth anew. Some writers have gone so far as to suggest that new entrants to the world of work undergo some sort of a shock - a 'culture shock' - giving rise to problems of adjustment (Miller and Form).

Whether the transition is one of storm or calm is dependent on the interplay of a number of influences. Such influences include the family, neighbourhood, school, peer groups, the work situation, personal attitudes and expectations. Our interest focuses on the latter two dimensions. Keil outlines three factors of attitudes and expectations relevant to work adjustment, namely, attitude to 'old life as a pupil', expectations of life as a worker and 'core' attitudes to work. The following analysis first deals with respondents' attitudes to school life in the immediate past.

Here respondents were set a series of questions dealing with perceptions of school life, reasons for leaving school, attractions of work and the counter-attractions of school. A measurement of overall attitude to school life was used with respondents being asked to rate their time at school as being either a period of fun and excitement, pleasant, interesting, unhappy or boring. The results are presented in Table 13 where it can be seen that over 50 per cent of all respondents did not ostensibly object to school but neither had they any great sense of enthusiasm or accomplishment. For 30 per cent school was something best left in the past; recollections were of a time of boredom or unhappiness. Just over 16 per cent of boys and 19 per cent of girls considered their schooldays to be an interesting and rewarding experience.

In further exploration of attitudes towards school respondents were asked whether they now believed that they had left school at the

Decisions on Best Time to Leave School

	Pre-Inter Leavers	Post-Inter Leavers	Total Boys	Girls
Left at best age	84.1 (53)	61.5 (24)	75.5 (77)	45.1 (14)
Better to have stayed longer	14.2 (9)	25.6 (10)	18.6 (19)	9.6 (3)
Better to have left sooner	1.6 (1)	10.2 (4)	4.9 (5)	38.9 (12)
Don't Know	-	2.5 (1)	(1)	6.4 (2)
Total	100 (63)	100 (39)	100 (102)	100 (31)

best age. A breakdown of responses is given above where it can be seen that 75 per cent felt that they had made the right decision in leaving

school when they did. One fifth felt that it would have been wiser to have stayed longer, with the remainder (5 per cent) firm in the conviction that they should have left sooner. The table also brings out the greater variation in opinion of Post-Inter leavers. Girls were much more likely to believe that they should have left school sooner.

Respondents were then asked to give their reasons for leaving school. Table 14 presents a summary of the responses.

REASONS FOR LEAVING SCHOOL

Pre-Inter leavers' responses show a definite feeling that they would be much better occupied starting work as they felt there was little to be gained from staying at school; forty seven per cent felt the right time had come to leave and start work; for a further 43 per cent failure at school acted as a positive reinforcement in the decision to leave; less than one tenth had left to take up a specific job.

An orientation towards starting work was also prevalent in the Post-Inter leavers' responses. That they had finished the available course of study also seemed important although there is no indication that they would have stayed longer if such a course was available. It was exceptional for a student to be sufficiently motivated to transfer schools to continue his studies and only two respondents spontaneously expressed regret that a higher course had not been available at their school. Furthermore, data gathered from pupils currently pursuing a senior-cycle course at the school showed that only a quarter were committed to finishing the course. For the remainder the decision to remain at school was provisional, dependent on the availability of skilled work.

Of Post-Inter boys who regretted their decision to leave when they did 50 per cent felt that they had been too young to be launched into the adult world and that much floundering could have been avoided had they been capable of taking a more mature view. The remainder believed that they had unnecessarily narrowed their job opportunities. Pre-Inter Leavers' misgivings stemmed from their preference for school over work.

The prevalent feeling amongst the few who believed that it would have been better to have left sooner was one of being hard done by and that their last years at school had been misspent.

As indicated in Table 14 girls responses closely parallel those given by the boys.

INITIAL REACTIONS TO WORK

Here respondents were asked whether, when they first started work, they found that their life had changed for the better, the worse or a 'bit of both'. Three quarters of Pre-Inter Leavers, as can be seen from the table were unequivocal in their opinion that work was preferable.

The Post-Inter Leavers, like the girls, show more variation in their responses. Sixty four per cent and 47 per cent respectively felt that life at school had some counter-actions.

For those who unambiguously preferred work to school the main attractions were seen as the opportunity to earn money, the greater variety in tasks to be performed, the easier discipline and the enjoyment of successfully doing something suited to their aptitudes and abilities. But the same emphasis was not attached to each of these aspects by all respondents. That distinct differences exists between the groups can be seen from the summary of responses presented in Table 15.

Over 80 per cent of the respondents who had left school without sitting for any examination emphasised two aspects, namely, the stimulating and varied tasks associated with work (50 per cent) and the more relaxed atmosphere. This latter aspect was equally important for the second group of Pre-Inter Leavers the most important being earnings. Post-Inter Leavers placed greatest emphasis on their new role and the feeling of responsibility and independence this engendered. More leisure time and earnings was mentioned by 38 per cent and 30 per cent respectively.

Responses for those who believed that work had disadvantages as well as advantages over school are set out in Table 16. Both groups of leavers placed greater emphasis on earnings than their respective groups in the previous category. In addition, the Post-Inter Leavers attached greater importance to the variety of tasks at work but less to responsibility and extra leisure time. An opposite trend is discernible for Pre-Inter Leavers on both these aspects. On the disadvantages of working, twenty of the twenty four Post-Inter Leavers mentioned that they had too many new tasks to learn too quickly and felt themselves under pressure. Other most frequently mentioned disadvantages included boredom, the length of the working day, conditions of work and having to get up early.

For girls work was considered better than school in that one was earning money, the tasks to be performed were more varied and interesting and one had more leisure time. The most frequently mentioned adjustment was the need to develop an attitude for working quickly and efficiently without getting flustered.

CORE ATTITUDES TO WORK

Core attitudes towards work were analysed by asking respondents to rank four items in order of perceived importance. These items included level of income, feeling of satisfaction in work well done, prospects of promotion and job security. Differences along these dimensions are generally precursors of the different satisfactions which individuals seek and derive from their work. These dimensions also cover what Keil identifies as the four core attitudes towards work, namely, an extrinsic or instrumental attitude in which work is valued as a means of providing external satisfaction; an intrinsic or vocational attitude, in which the work or elements of the work are valued in themselves; a 'career oriented' attitude where the emphasis is on promotional prospects; and finally, an emphasis on security of job tenure.

	Rank Score	Rank Position	% Rank 1 or 2
High Wages	1.84	1	75
No danger of being 'fired'	2.74	2	44
The work is important and gives a feeling of something well done	2.98	3	41
Chances of promotion	3.17	4	34

(Rank scores were combined as intergroup differences were insignificant)

The results are set out in the table above, showing mean rank, rank positioning and the percentage who ranked each characteristic first or second in order of importance.

It can be seen from this table that level of income is viewed as the most important consideration followed, in descending order of importance, by job security, intrinsic work satisfaction and promotional prospects.

The ordering shows a realistic appraisal and awareness of the essentials of the world of work. Except for a minority of people the most pressing need to work is rooted in the necessity to earn a livelihood and only when this aim is readily attainable is it feasible to be discriminatory on the basis of intrinsic satisfaction. It is also possible that the ordering of priorities reflects a gap between the intrinsic work satisfaction that people seek and their opportunities for its attainments. Young workers from lower income families frequently have difficulty in finding work with potential for intrinsic satisfaction since so many jobs are closed to them because of their inadequate qualifications.

Overall it would appear that given a range of occupational choices respondents would first discriminate in terms of income, the level of income being a threshold variable, after which other factors become decisive.

CHAPTER VI

ATTITUDES TO SCHOOL

School performance is affected by a number of factors the most important being family background and individual characteristics, interaction within the school environment and the characteristics of the institutions attended (Tinto). Here we concentrate on individual characteristics and while the more important of these traits include ability, personality, attitudes, sex, past educational experiences and level and intensity of goal commitment this chapter confines itself to an exploration of this latter aspect.

Educational goal expectations were examined by asking students to rate the relative importance of a number of educational objectives. Data on goal commitment was collected by setting respondents a series of questions about their overall reactions to school and whether they had found each of their school subjects useful and interesting.

As was outlined in Chapter 2, in reporting the results of the pilot study, the Pre-Inter Leavers found it difficult to concentrate over the whole range of questions set in the schedule and particularly with the structured questions dealing with attitudes towards school. Reactions to school, for this group, were measured in a series of open-ended questions and these have been reported in Chapter 5. As was also outlined in Chapter 2 it was decided to retain the questions dealing with educational objectives and school subjects for the Post-Inter Leavers.

The same questions were included in an interview schedule for a group of pupils who had entered the school contemporaneously with the Post-Inter Leavers and were still in attendance at the time of the interviews. In this chapter the educational expectations and commitments for this group are compared with those of Post-Inter Leavers. Such an approach, it was felt, would provide a robust measurement on this dimension and simultaneously act as a cross-check on the validity of the results of the Post-Inter Leavers.

OVERALL REACTIONS TO SCHOOL

Questions dealing with overall reactions to school comprised a list of eight statements to measure perceptions to teacher interest, teacher discipline, routine of school life and the general usefulness of school. A dichotomous rating was used for the statements. However, as the interviews proceeded it became clear that a finer scale would have been preferred by some of the interviewees, a disadvantage that the pilot study had not highlighted. But the majority of the respondents had little difficulty in deciding on a 'Yes' or 'No' answer.

The chi-square test was used to assess the internal consistency of the ratings of each group on the list of items, (the item dealing with perceptions of the overall usefulness of school was omitted from the test). No significant differences were found and neither was there any significant intergroup differences in responses on individual statements of attitudes. Results of this latter test are shown in Table K which summarises respondents replies on this dimension.



DISCUSSION OF RESULTS

Three of the items related to overall reactions to teachers in the areas of discipline, instruction and interpersonal relations. On perceived teacher help and interest over half the respondents believed that their teachers took a great deal of interest and helped them a lot. A similar proportion felt that they were treated as mature and responsible individuals. But only one third willingly accepted the legitimacy and relevance of teacher-initiated directions and control.

On school attendance 60 per cent indicated that they disliked the daily routine of going to school and were glad when they had an excuse to stay away. This closely parallels the findings of the E.S.R.I. Survey where only 36 per cent of boys and 43 per cent of girls involved in the study said that they looked forward to going to school most days.

On the statements dealing with school routine - whether school life was perceived as being the same every day and the extent to which respondents felt that interesting things happened at school - over 50 per cent considered the daily schedule to be boring and monotonous with little of interest happening. But when questioned as to the overall usefulness of school the majority (89 per cent) believed that the skills and competencies taught at school were of some use to them personally.

EDUCATIONAL OBJECTIVES

This section of the study attempts to identify respondents expectations of school and what they perceive to be the legitimate and primary concerns of school achievement. As a measure of these perceptions those interviewed were asked to rate each of twenty four educational objectives as being a very important, fairly important or unimportant outcome of schooling.

To ensure reliability and validity the list of educational objectives used in the study was adapted from three previous studies in this field, namely, the British 'Young School Leavers' study, Early Leaving in Northern Ireland and 'A Survey of the Attitudes of Teachers and Pupils'. The list of objectives was presented in four staggered sections reducing the probability of interviewee boredom and random answering.

Responses on educational objectives are set out in two different but interrelated formats. The first, Tables A1 to A24, show the number of boys and girls at work and at school rating each objective as very, fairly or not important. As a first step in simplifying the presentation of the results boy-girl rankings within each group were tested for any significant differences in response patterns. The result of this test - a rank order correlation - set out in the table below show that boy-girl responses were significantly correlated

Rank Correlation of Boy-Girl Responses

Respondents	
At Work	At School
.9730	.7662
(t = 18.82)	(t = 5.3319)

This allowed a dichotomous arrangement of respondents' ratings into 'Leavers' - past - pupils of the school - and 'Stayers' - Those still attending school. Replies for each of these two groups were further summarised by the calculation of the mean score and variance for each of the twenty four items. These results are set out in Table A25 which also shows the total mean score of respondents' ratings. All mean scores must range between 1 and 3 - the nearer the mean score is to 1 the more important it is for respondents that the school should strive to achieve that objective. The variance highlights the degree of agreement in respondents' replies and the smaller the variance the greater the consensus of opinion.

Significant differences at the 5 per cent level, the mean and variance of leavers and stages are also shown. Furthermore, the items are listed in rank order according to the size of the total mean, indicating the degree to which respondents felt each objective should be given priority.

To further facilitate the discussion educational objectives have also been classified as belonging to one or other of three categories. The sole value of the classification is to facilitate discussion as the categories used are not empirically derived and neither are they mutually exclusive nor are they treated as such. But classification does help to identify the broad area to which respondents attach most importance.

AREA OF EDUCATIONAL OBJECTIVES INVESTIGATED

The twenty four items dealing with school objectives covered three broad areas as follows:

Self-development and preparation for everyday life - areas covered in this dimension include character formation, the development of competences and the provision of information considered useful in everyday life. Specific statements of objectives consider the extent to which school should provide religious and sex education; help students make the most of themselves, to become independent, capable of making and supporting their own decisions; teach about right and wrong, running a home, managing finances, how to behave with confidence and ease and how to express themselves verbally and in writing and in the overall development of personality and character.

Extra-curricular activities - specific items include cultural outings, general interest and career visits, cultivation of, and provision for,

interests and hobbies; development of extra-curricular aspects of school subjects as well as helping students get an understanding of current topics of interest.

Preparation for work and improvement of career prospects - this vocational dimension concentrates on such objectives as helping students make a smooth transition from school to work through the provision of work experience, providing information about jobs and careers, income tax and related aspects of employment. More directly related to increasing employment opportunities is the objective of teaching job related competencies and helping students to perform as well as possible in examinations.

DISCUSSION OF RESULTS

Self-development and preparation for everyday life - here we deal with the importance attached to the role of the school in ensuring that pupils leave school independent, self-confident and, socially and personally competent. Over half the statements of objectives in the interview were devoted to this important expressive dimension of school achievement. It can be seen from Table A25 that these objectives are represented in each interquartile range of the rankings with five above and nine below the median rank.

Significant differences exist between the two groups in their rating of four educational objectives. Competency in expressing oneself in writing was significantly more important for the leavers. There was also a significant difference in the variance scores on three of the objectives - teaching things that are useful in running a home, development of personality and character and personal appearances - indicating a wider range of opinion among leavers on the perceived importance of these objectives.

An overall examination of the ranking of objectives dealing with self-development and preparation for everyday life show that neither Leavers nor Stayers rate such outcomes as being very important for them personally. However, they do believe that the majority of the items listed are, to varying degrees, the legitimate concerns of the school. A look at the interquartile dispersion of the rankings, in the absence of a differential means test, helps to highlight some of the salient features of respondents' perceptions.

Two of the objectives, development of independence and financial management, are ranked in the first quartile. It would seem that respondents feel that school could have a meaningful impact in these two areas. Three of the objectives, personal grooming, religious education and sex education, are ranked in the fourth quartile. From this it would appear that most respondents believe that the school has little to contribute to pupils' development in these latter areas. Four and five of the objectives lie in the second and third quartiles respectively. The total mean scores for these objectives are clustered closely together making it difficult to discern any definite trend in the rankings. Furthermore, total group scores do not accurately reflect individual group ratings. At best one can conclude that each of the objectives, irrespective of their expressive or instrumental content, is considered to be equally and moderately important.

Extra-curricular activities - the degree of importance attached to this dimension as a necessary or desired part of the school programme was identified through respondents' ratings of four items. The first item - visits to learn about jobs and to make school subjects more interesting - had a total mean score of 1.05 indicating the high level of importance

attached to such visits. Agreement between Leavers and Stayers is shown by the identical mean scores. The very low variance scores highlight the consensus of opinion in intragroup responses. However, there was a significant inter-group difference in variation of replies with those at school expressing a wider range of opinion. Of the remaining items, understanding of current affairs was ranked eighteenth. The objectives concerning general interests and extra-curricular aspects of school subjects were ranked at the bottom of the fourth quartile.

It would appear from this that while the extra-curricular dimension is not perceived as being without value the weight attached to such activities, with the exception of educational and career-orientated outings, is not very great. Furthermore, it would seem that for the majority of respondents school subjects have very little intrinsic value - learning about aspects of school subjects not required for examinations was rated the least important of all educational objectives.

Preparation for work and improvement of career prospects - significant differences exist between the two groups in their rating of two of the six educational objectives included in this dimension. Having outside speakers on employment and educational topics was significantly more important for leavers. In addition, there was significantly more agreement amongst the latter on the perceived importance of being taught job-related competencies.

On the overall rating of this dimension it can be seen from Table A25 that five of the six items are ranked above the median value with three being placed in the uppermost quartile. That improvement of career prospects seems to be given greater emphasis than the transition from school to work is supported by the relatively higher rating given to the direct teaching and certification of vocationally relevant skills.

Respondents do not attach much importance to the provision of career talks by personnel and agencies from outside the school. However, they do believe, as we saw earlier, that educational and career visits could be of importance.

Perhaps the most striking thing about the responses to educational objectives is the extent to which the traditional goals of education - certification and improvement of career prospects - are given priority. For this group of young people the primary role of the school is to get them through examinations so that they can fulfil their vocational aspirations. Little intrinsic value is attached to present school subjects and, furthermore, there is a distinct preference for concrete and job-oriented competencies in the school curriculum. Respondents, on the whole, feel that they themselves can competently decide on the types of occupations suitable to their needs, interests, abilities and aspirations.

Generally respondents considered the development of basic skills such as writing and oral expression to be quite important aspects of the school curriculum. Responses on the character-development dimension were less clear-cut. A definite hierarchical arrangement of the perceived importance of objectives on this dimension would require a stronger statistical underpinning than the rank order of total mean scores and, at best, one can conclude that respondents believe most of the objectives in this area to be moderately important. Development of independence and self-confidence are exceptional in being considered quite important. Religious and sex education, on the other hand, are not given very much weight. Extra-curricular activities are similarly perceived, with the exception of educational visits, valued as education through out - of - school experiences, such activities and interests were rated as marginal to the true function of school.

PERCEPTIONS OF SCHOOL SUBJECTS

Another index of attitudes towards school was provided by respondents' reactions to their school subjects. Respondents were asked to say whether they found each of the subjects studied useful or useless, and interesting or boring. A summary of replies is shown in Table C. A further summary on the dimensions useful/interesting, useful/boring and useless/boring is presented in Table D.

As can be seen from Table D Mathematics was the only subject taken by all respondents that was considered as both useful and interesting by more than 50 per cent; very few rated it as being useless and boring. Thirty per cent perceived English to be useful and interesting with 23 per cent saying that while they believed it to be useful they personally had found it a boring subject. Speech and Drama was considered to be both useless and boring by 43 per cent of all respondents. Seventy five per cent of respondents at work and 43 per cent of those at school expressed similar feelings of dissatisfaction with Civics. Attitudes towards Religious Knowledge are more an expression of apathy than dissatisfaction.

Usefulness and interest are highly correlated for all practical subjects. Almost all boys perceived Metalwork and Woodwork to be both useful and interesting. The majority, if not as many, expressed similar feelings about Science and Mechanical Drawing. The girls' responses for Needlework, Cookery and Homecraft closely parallel the boys' attitudes towards practical subjects. None of the girls considered any of the Domestic Science subjects as being useless and boring. Secretarial subjects - Shorthand, Typewriting and Commerce-were very much less favourably perceived by the girls as were History and Geography (with the exception of History for respondents still at school).

Interrelationships for many of the subjects were diffuse and difficult to categorise but it would appear that there is a direct positive relationship for perceived usefulness and interest of practical subjects. On the other hand, English, Mathematics and Commerce were generally perceived as useful without necessarily being interesting.

MOST USEFUL SUBJECTS

In an open-ended question respondents were asked to state the subjects which they felt were the most useful. When the first three choices had been recorded each respondent was then asked to outline the way in which he had found the subject useful.

SUBJECTS CHOSEN AS BEING MOST USEFUL

Responses to this question, summarised in Table E, show that while there is a high overall degree of consistency between the ranking of subjects here and the earlier findings on the useful/useless dimension set out in Table C there is a noticeable and uniform drop in the numbers rating each subject as important. It seems that respondents accept the general usefulness of a subject while recognising that their studies may have proved of little advantage to them personally.

The subjects - Metalwork, Woodwork and Mathematics - were mentioned over 50 per cent of the time by boys still at school; Science and Mechanical Drawing were mentioned less frequently but 35 per cent did think that these were two of the most useful subjects they had studied. Responses of boys at work do not differ significantly from those at school with the exception of English which was mentioned almost three times as frequently by Leavers (a frequency of 31 per cent).

Over 50 per cent of all girl respondents considered Cookery and Housecraft to have been a worthwhile subject. Another practical subject, Needlework, was similarly rated by the girls who had left school. English was also considered useful by over 50 per cent of girls attending school. Less than one third of all the girls mentioned Secretarial Subjects. Of the remaining subjects only Mathematics received an equivalent rating.

WAYS IN WHICH SUBJECTS ARE PERCEIVED USEFUL

When asked to state the way in which subjects chosen were found to be useful many of the respondents were hesitant in their search for reasons. One got the impression that they just believed certain subjects to be useful without ever having considered why. Reasons given have been coded into seven categories which were as follows; interest in content/activities; promotes understanding of the environment; practicality; qualification for employment; self-expression/personal development; introduction to/understanding of world of work.

Responses were categorised irrespective of subject association and mean number of mentions calculated. These results are presented in Table F. As the results indicate most emphasis was placed on the vocational merits of the subject chosen. Almost equally important was the use-value of the practical subjects for everyday tasks such as home repairs in the case of boys and domestic chores for girls. Intrinsic satisfaction, personal, social and moral development and a better understanding of the environment were an important determinant for a minority of choices.

SUBJECTS WHICH PUPILS WISHED THEY WERE BETTER AT

Each group was next asked to record verbatim which of their subjects they were better at. This approach could account for the small number of subjects mentioned for as the E.S.R.I. Report observed, "had they been asked to say whether or not they wished they were better at each of the subjects it is possible that larger proportions of pupils would have indicated that they would like to be better at all their subjects."

In all, 84 per cent said that there were some subjects which they now wish they had been or were better at. Table G shows the subjects and the frequency with which they were mentioned. As this Table shows, there is a marked similarity in the responses of each group of boys. In general, it was in the subjects which they believed most useful that they now sought greater competency. The girls, in contrast, mentioned Mathematics and Secretarial Subjects.

SUMMARY OF RESPONDENTS' PERCEPTIONS OF SCHOOL SUBJECTS

Subjects perceived as useful by boys have a strong vocational bias and particularly towards the skilled occupations to which they aspire. It seems that the utility of a subject is gauged on the relevance of the knowledge-content to the world of work and adult life. For girls it appears that their perceived sex role is a major determinant in their rating of subjects. Interest, on the other hand, seems to be related to the concrete experiences of the subject. Perceived interest seems to increase pro rata with activity methods of study.

CHAPTER VII

CONCLUSION

While recognising the complex interrelationships between education and occupation in terms of both aspirations and achievements the present study focused on the extent to which occupational aspirations, for a group of working class adolescents, determined educational expectations and, in particular the extent to which the existing organisation of education catered for such aspirations and expectations.

The research concentrated on school leavers' entry into the world of work and their perceptions of the role of the school in this process. The enquiry obtained information from past pupils of the school in three main areas, namely, jobs entered on leaving school, perceptions of work satisfaction in contrast with school life and overall attitudes towards school and education.

SUMMARY OF THE FINDINGS

The majority of boys and girls entered unskilled manual work on leaving school. While 36 per cent of all boys entered some type of apprenticeship less than 15% were in a skilled trade. An analysis of the skill content of job tasks revealed that few of the apprentices had been given the opportunity to familiarise themselves with the skill aspects of their trade. In fact, this lack of formal training was evident in most of the other apprenticeships

When it came to finding a job similar methods were used by both boys and girls. Most frequently, family and friends made the initial contact with the employer, while speculative applications were used in 30 per cent of cases. The overall picture to emerge was one of ad hoc decisions with respondents accepting the first full-time job that became available.

Twenty per cent of respondents mentioned a prior interest in their present field of work as the most important determinant in their choice of job, while over a quarter mentioned job security. The relevance and value of such perceived determinants of job choice are limited by the finding, noted above, that most respondents had displayed little discrimination in their initial choice of work, and, furthermore, as Festinger has pointed out, when a choice has been made according to one set of motives, further reasons are brought in to justify and reinforce the main choice." Thirty per cent of the young leavers showed a frank recognition of their situation when they said they were in their present jobs for lack of a better alternative

The vocational school has traditionally been viewed in terms of the 'Group Certificate' examinations providing "passports to employment and apprenticeships to their holders" (I.C.E. Report) That this emphasis on qualifying for an apprenticeship has not changed is supported by the respondents expressed job preferences. While respondents are generally realistic in their job preferences the majority aspire to occupations which they have little chance of achieving, although most of the boys themselves were aware of this. But in their reasons for wanting an apprenticeship they did not seem to be aware that many of the former craft and trade jobs are now, to all intents and purposes, semi-skilled with machinery replacing operations previously done by hand.

Sources of work satisfaction in their present jobs included earning,

prospects and working companions. But the most important, for almost 40 per cent of respondents, was the variety of new tasks to be performed. As was argued in the main report the emphasis here seemed to be on changes in pace and routine rather than the specific content of the activity itself. Furthermore, when one considers the findings that most respondents had entered routine type jobs one could hypothesise that these feelings were more a negative reaction to school than a positive response to their work. This hypothesis is further supported by a number of other findings in the study. The first is the marked orientation towards starting work that was prevalent in respondents reasons for leaving school. Secondly, in outlining ways in which work was preferable to school the attractions mentioned closely paralleled responses on work satisfaction. Besides being more interesting many felt that the work situation was more relaxed and allowed them to play a new role with independence and responsibility.

The majority of respondents did not ostensibly object to school but few felt that their last year in attendance had been a rewarding or worthwhile experience. Moreover, in recollections of their school days only a minority of respondents showed a positive identification with school life. Apathy, as Sumner and Warburton have pointed out, is an outcome of general attitude towards school and its extent is affected by feelings adopted towards schoolwork, school subjects, teachers, friends and vocational aspirations. In the present study no more than half the respondents had definite positive attitudes towards school; fifty per cent found the daily routine to be boring and monotonous and less than 40 per cent looked forward to going to school each day. A similar proportion responded positively on perceived teacher help and interest but only one third accepted the legitimacy of teacher discipline. Overall, one could conclude that there was little identification with or interest in school life.

In their educational goal expectations respondents place greatest emphasis on the instrumental role of the school. They felt that the primary aim of the school should be the improvement of their occupational opportunities and career prospects, equally important was the provision of information considered to be useful in every day life. Less emphasis was placed on formal preparation for the transitional period between school and work, while the expressive role of the school was seen to be of only secondary importance. There was a strongly felt need among these young people that the school should prepare them adequately for the world outside and yet they rated very few of the objectives fundamental to this process as very important.

On the perceived usefulness of the curriculum practical subjects were valued as the most useful by both boys and girls. It seemed that usefulness was perceived in the subject content being of value outside an educational setting. Interest is related to activity methods of study and the development of an obviously useful skill.

Not surprisingly it was in the subjects which respondents believed most useful that they wished to improve.

What is clear from this latter part of the study is that a felt need exists amongst the respondents for the provision of an education which is relevant to the needs of the world beyond the school environment. However, school success is evaluated almost exclusively in terms of job achievement and there is little understanding or awareness of success in terms of the acquisition of cognitive skills and competencies. The school then seems to be failing these pupils on both perspectives of success, the sociological and psychological.

This is not to argue that education should become more vocationally biased. To seize on vocational interests is an abdication of responsibility and an admission of failure to make contact with or stimulate

other interests. Moreover, the present study bears witness to the findings of the Newsom Report in 1963 "that large numbers of young school-leavers at present enter employment which involves no skill or special knowledge which cannot be learned on the job."

Young leavers, as Ryan has highlighted, face special and difficult problems and neither a specifically vocational education nor a one year 'Transitional Period' can adequately prepare them for adult life, either inside or outside the world of work. The problem, as Husen, has pointed out calls for a rethinking of many of our traditional ideas about the direction, aims and content of education. While many of these may be long-term solutions, individual teachers and schools, as we noted earlier, through their receptiveness and sensitivity could make a vital contribution in the short - and long - terms.

APPENDICES

AND

BIBLIOGRAPHY

APPENDIX I

ADDITIONAL TABLES

Appendix 1 contains tables of results not contained in the actual text of the report. Some of the results in these tables have been referred to in the text.

T A B L E 1
PERCENTAGES OF BOYS AND GIRLS ENTERING VARIOUS JOBS

JOB DESCRIPTION	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER LEAVERS TOTAL	POST-INTER BOYS	TOTAL BOYS	GIRLS
FARMING	7.4 (2)	2.7 (1)	4.7 (3)	7.7 (3)	5.8 (6)	—
RADIO ELECTRICIAN	—	—	—	2.6 (1)	(1)	—
CARPENTER	—	—	—	2.6 (1)	(1)	—
WELDER	—	—	—	2.6 (1)	(1)	—
FITTER	—	2.7 (1)	1.5 (1)	—	(1)	—
MOTOR MECHANIC	—	2.7 (1)	1.5 (1)	15.4 (6)	6.8 (7)	—
SOLDIER	26.0 (7)	8.3 (3)	15.8 (10)	5.1 (2)	11.8 (12)	—
WAITRESS/COOK	3.2 (1)	5.6 (2)	4.7 (3)	5.1 (2)	4.9 (5)	16.1 (5)
GENERAL/FARM LABOURER	7.4 (2)	11.1 (4)	9.5 (6)	2.6 (1)	6.8 (7)	—
STABLEBOY	14.8 (4)	13.9 (5)	14.2 (9)	2.6 (1)	9.8 (10)	—
JOCKEY	3.7 (1)	13.9 (5)	9.5 (6)	2.6 (1)	6.8 (7)	—
BARMAN	—	11.1 (4)	6.3 (4)	10.2 (4)	7.8 (8)	—
BUTCHER	—	5.6 (2)	3.1 (2)	2.6 (1)	2.9 (3)	—
GARAGE ATTENDANT	3.7 (1)	2.7 (1)	3.1 (2)	—	1.9 (2)	—
SHOP ASSISTANT	3.7 (1)	2.7 (1)	3.1 (2)	5.1 (2)	3.9 (4)	16.1 (5)

T A B L E 1 (Cont.)

JOB DESCRIPTION	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER LEAVERS TOTAL	POST-INTER BOYS	TOTAL BOYS	GIRLS
PANEL BEATER	— (1)	2.7 (1)	1.5 (1)	2.5 (1)	1.9 (2)	—
TELEGRAM BOY	3.7 (1)	—	1.5 (1)	—	(1)	—
AIRCRAFT MECHANIC	—	—	—	5.1 (2)	1.9 (2)	—
FACTORY OPERATIVE	22.2 (6)	8.3 (3)	14.2 (9)	5.1 (2)	10.8 (11)	19.3 (6)
TOOLMAKER	—	—	—	2.6 (1)	(1)	—
FARM MANAGEMENT	—	—	—	2.6 (1)	(1)	—
HAIRDRESSING	—	—	—	—	—	3.2 (1)
CLERICAL	—	—	—	—	—	6.4 (2)
UNEMPLOYED	3.7 (1)	5.6 (2)	4.7 (3)	12.8 (5)	7.8 (8)	38.7 (12)
TOTAL	(27)	(36)	(63)	(39)	(102)	(31)

T A B L E 2

PERCENTAGES OF BOYS AND GIRLS ENTERING VARIOUS OCCUPATIONS

	A	B	C	D	E	F	G	H	I	J
PRE-INTER LEAVERS	12.7 (8)	3.2 (2)	—	1.5 (1)	15.9 (10)	22.2 (14)	1.5 (1)	14.3 (9)	23.8 (15)	—
POST-INTER LEAVERS	12.8 (5)	12.5 (5)	2.5 (1)	15.4 (6)	5.1 (2)	23.1 (9)	2.5 (1)	7.7 (3)	5.1 (2)	—
TOTAL BOYS	12.7 (13)	6.8 (7)	1.0 (1)	6.8 (7)	11.7 (12)	22.5 (23)	1.9 (2)	11.7 (12)	16.7 (17)	—
ALL GIRLS	—	—	—	—	—	35.4 (11)	—	19.3 (6)	—	6.4 (2)

A AGRICULTURE	E DEFENCE FORCES	I BLOODSTOCK INDUSTRY
B ENGINEERING	F DISTRIBUTION/CATERING	J CLERICAL
C ELECTRICAL	G CONSTRUCTION	
D MOTOR ENGINEERING	H MANUFACTURING & FOOD-PROCESSING	

T A B L E 3 *

SKILL-RATING OF JOBS ENTERED BY BOYS AND GIRLS

	A	B	C	D	E
PRE-INTER LEAVERS 1	—	3.7 (1)	11.1 (3)	—	81.5 (22)
PRE-INTER LEAVERS 2	—	8.3 (3)	25.0 (9)	—	61.1 (22)
TOTAL PRE-INTER	—	6.4 (4)	19.0 (12)	—	69.8 (44)
POST-INTER	7.7 (3)	28.2 (11)	20.5 (8)	2.5 (1)	28.2 (11)
TOTAL BOYS	2.9 (3)	14.7 (15)	16.6 (17)	(1)	53.9 (55)
TOTAL GIRLS	—	—	—	6.4 (2)	54.8 (17)

KEY TO TABLES

3 & 4

A HIGHLY SKILLED
 B SKILLED
 C SEMI-SKILLED
 D SOME RESPONSIBILITY
 E ROUTINE / UNSKILLED
 F FULL-TIME ATTENDANCE ON JOB-RELATED COURSES

* PERCENTAGES BASED ON TOTAL POPULATION.

TABLE 4

ACTUAL SKILL CONTENT OF JOB-TASKS

	A	B	C	D	E	F
PRE-INTER LEAVERS 1	—	—	3.7 (1)	3.7 (1)	88.9 (24)	—
PRE-INTER LEAVERS 2	—	5.6 (2)	22.2 (8)	—	66.6 (24)	—
TOTAL PRE-INTER	—	3.2 (2)	14.3 (9)	1.6 (1)	76.2 (48)	—
POST-INTER LEAVERS	2.6 (1)	15.4 (6)	10.2 (4)	5.1 (2)	43.6 (17)	10.2 (4)
TOTAL LEAVERS	— (1)	7.8 (8)	12.7 (13)	2.9 (3)	63.7 (65)	3.9 (4)
GIRLS	—	—	—	6.4 (2)	54.8 (17)	38.7 (12)

* PERCENTAGES BASED ON THE TOTAL POPULATION.

TABLE 5 *

NUMBER OF BOYS ENTERING APPRENTICESHIPS / TRAINING

	PRE-INTER LEAVERS	POST-INTER LEAVERS	TOTAL BOYS
TRADE APPRENTICESHIPS	4.7 (3)	28.2 (11)	13.7 (14)
HOTEL AND CATERING INDUSTRY (C.E.R.T.)	3.2 (2)	5.1 (2)	3.9 (4)
JOCKEY	7.9 (5)	2.5 (1)	5.9 (6)
MISCELLANEOUS	12.7 (8)	12.8 (5)	12.7 (13)
TOTAL	28.5 (18)	51.2 (19)	36.2 (37)
STILL TRAINING	28.5 (18)	46.1 (18)	35.3 (36)

* BASE: N = 102 ALL RESPONDENTS.

T A B L E 6

NUMBER OF BCYS INTERESTED IN APPRENTICESHIPS AND TRAINING

	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER TOTAL	POST-INTER LEAVERS	TOTAL BOYS
INTEREST IN TRADE APPRENTICESHIP	33.3 (9)	72.2 (26)	55.5 (35)	89.7 (35)	68.6 (70)
QUALIFIED FOR A TRADE APPRENTICESHIP	—	25.0 (9)	14.2 (9)	76.9 (30)	38.2 (39)
OBTAINED A TRADE APPRENTICESHIP	—	8.3 (3)	4.7 (3)	28.2 (11)	13.7 (14)
RATIO 2/1	—	.34	.25	.86	.55
RATIO 3/1	—	.11	.08	.31	.20
RATIO 3/2	—	.33	.33	.36	.35

T A B L E 7 *

REASONS FOR LACK OF SUCCESS IN OBTAINING APPRENTICESHIPS

	PRE-INTER LEAVERS	POST-INTER LEAVERS	TOTAL BOYS
TOO YOUNG TO APPLY	—	12.5 (2)	6.0 (2)
LACKING NECESSARY QUALIFICATIONS	58.8 (10)	18.7 (3)	39.4 (13)
NO VACANCIES AVAILABLE	35.3 (6)	62.5 (10)	48.5 (16)
LACKING IN CONFIDENCE	5.8 (1)	—	3.0 (1)
TOO OLD TO APPLY	—	6.2 (1)	3.0 (1)

* BASE : N = 33 : RESPONDENTS INTERESTED IN BUT NOT SERVING SOME SORT OF APPRENTICESHIP.

TABLE 8 *

METHODS USED BY BOYS AND GIRLS TO SECURE EMPLOYMENT

	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER TOTAL	POST-INTER LEAVERS	TOTAL BOYS	GIRLS
PARENTS AND FAMILY	23.0 (6)	32.3 (11)	28.3 (17)	29.7 (11)	28.8 (28)	26.3 (5)
FRIENDS	11.5 (3)	5.8 (2)	8.3 (5)	5.4 (2)	7.2 (7)	21.0 (4)
SCHOOL	—	—	—	16.2 (6)	6.1 (6)	—
ADVERTISEMENT	11.5 (3)	14.7 (5)	13.3 (8)	16.2 (6)	14.4 (14)	15.8 (3)
MAKING THE ROUNDS	46.1 (12)	20.6 (7)	31.6 (11)	29.7 (11)	30.9 (30)	31.5 (6)
PART-TIME WORK AS SOURCE	7.7 (2)	26.4 (9)	18.3 (11)	2.7 (1)	12.3 (12)	5.2 (1)
TOTAL	100 (26)	100 (34)	100 (60)	100 (37)	100 (97)	100 (19)

* BASE : RESPONDENTS WHO HOLD OR HAVE HELD A FULL-TIME JOB SINCE LEAVING SCHOOL.

TABLE 9 *

ASPECTS OF JOB - SATISFACTION FOR BOYS AND GIRLS

	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER TOTAL	POST-INTER LEAVERS	TOTAL BOYS	GIRLS
TRADITION - DIRECTED	—	—	—	11.4 (4)	4.2 (4)	—
INNER - DIRECTED	46.1 (12)	55.9 (19)	51.6 (31)	60.0 (21)	54.7 (52)	64.7 (11)
OUTER - DIRECTED	53.8 (14)	44.1 (15)	48.3 (29)	28.5 (10)	41.0 (39)	35.3 (6)
TOTAL	100 (26)	100 (34)	100 (60)	100 (35)	100 (95)	100 (12)

* BASE : RESPONDENTS WHO HOLD OR HAVE HELD A FULL-TIME JOB.

T A B L E 10

FACTORS DETERMINING CHOICE OF WORK FOR BOYS AND GIRLS

NUMBER AND PERCENTAGE OF MENTIONS

	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER TOTAL	POST-INTER BOYS	TOTAL BOYS	GIRLS
INTEREST IN A PARTICULAR FIELD OF WORK	19.2 (5)	20.5 (7)	20.0 (12)	27.6 (13)	23.3 (25)	24.1 (7)
PROSPECTS SECURITY, GOOD TRADE	34.6 (9)	35.3 (12)	35.0 (21)	14.9 (7)	26.1 (28)	6.9 (2)
EASY WORK; PLENTY OF FREE TIME	7.7 (2)	2.9 (1)	5.0 (3)	2.1 (1)	3.7 (4)	24.1 (7)
NO OTHER WORK AVAILABLE	26.9 (7)	32.3 (11)	30.0 (18)	34.0 (16)	31.7 (34)	17.2 (5)
WANTED TO START EARNING	3.8 (1)	—	1.6 (1)	14.9 (7)	7.5 (8)	27.6 (8)
INTEREST FROM PART-TIME JOB	7.7 (2)	8.3 (3)	8.3 (5)	6.3 (3)	7.5 (8)	—

T A B L E 11 *

FURTHER ANALYSIS OF ASPECTS OF JOB . SATISFACTION

	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER TOTAL	POST-INTER LEAVERS	TOTAL BOYS	GIRLS
VARIETY, INTERESTING THINGS TO DO; TRAVEL	23.5 (8)	39.0 (16)	32.0 (24)	39.2 (20)	34.9 (44)	23.3 (7)
WORKING COMPANIONS; MEETING PEOPLE	14.7 (5)	9.7 (4)	12.0 (9)	13.7 (7)	12.7 (16)	26.6 (8)
WORKING WITH MACHINES; USING ONES HANDS	—	4.8 (2)	2.6 (2)	13.7 (7)	7.1 (9)	16.6 (5)
SUCCESSFUL EXPERIENCES AT WORK	2.9 (1)	2.4 (1)	2.6 (2)	—	1.5 (2)	10.0 (3)
GOOD JOB; SECURITY; PROSPECTS	17.6 (6)	7.3 (3)	12.0 (9)	21.5 (11)	15.8 (20)	13.3 (4)

TABLE 11 (Cont.) *

	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER TOTAL	POST-INTER LEAVERS	TOTAL BOYS	GIRLS
EARNING MONEY	26.4 (9)	26.8 (11)	26.6 (20)	—	15.8 (20)	13.3 (2)
PLENTY OF FREE TIME; EASY WORK	14.7 (5)	9.7 (4)	12.0 (9)	3.9 (2)	8.7 (11)	3.3 (1)
TOTALS	100 (34)	100 (41)	100 (75)	100 (51)	100 (126)	100 (30)

* NUMBER AND PERCENTAGE OF MENTIONS.

TABLE 12

JOB PREFERENCES FOR BOYS - DIRECTION OF MOVEMENT

OUT OF	INTO													
	1	2	3	4	5	6	7	8	9	10	11	12		
	a	b	a	b	a	b	a	b	a	b	a	b		
AGRICULTURE			1				1	1		3				
ENGINEERING			1				1			1	2	1		
MOTOR	1									2	1			
SERVICE ETC.				1	2	2	3	1				1	1	1
UNSKILLED FACTORY			2	1		1			1	1				
BLOODSTOCK INDUSTRY			2	3		1	1		1					
DEFENCE FORCES			1	2	1							1	1	

* a PRE-INTER LEAVERS, b POST-INTER LEAVERS

+ CODE FOR NUMBERS;

- | | | |
|------------------|-----------------------|-----------------|
| 1 AGRICULTURE | 5 SERVICE ETC. | 9 TRANSPORT |
| 2 ENGINEERING | 6 SKILLED, FACTORY | 10 PROFESSIONAL |
| 3 MOTOR | 7 UNSKILLED, FACTORY | 11 ELECTRICIAN |
| 4 DEFENCE FORCES | 8 BLOODSTOCK INDUSTRY | 12 CONSTRUCTION |

T A B L E 13

RECOLLECTIONS OF SCHOOLDAYS

	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER TOTAL	POST-INTER LEAVERS	TOTAL BOYS	GIRLS
FILLED WITH FUN AND EXCITEMENT	14.8 (4)	13.9 (5)	14.3 (9)	5.1 (2)	10.7 (11)	19.3 (6)
INTERESTING AND FILLED WITH HARD WORK	11.1 (3)	19.4 (7)	15.8 (10)	17.9 (7)	16.6 (17)	19.3 (6)
FAIRLY PLEASANT	22.2 (6)	38.9 (14)	31.7 (20)	58.9 (23)	42.1 (43)	32.2 (10)
BORING	40.7 (11)	19.4 (7)	28.5 (18)	17.9 (7)	24.5 (25)	22.5 (7)
UNHAPPY	11.1 (3)	8.3 (3)	9.5 (6)	---	5.9 (6)	6.4 (2)
TOTAL	100 (27)	100 (36)	100 (63)	100 (39)	100 (102)	100 (31)

T A B L E 14 *

REASONS FOR LEAVING SCHOOL

	PRE-INTER LEAVERS	POST-INTER LEAVERS	TOTAL BOYS	GIRLS
RIGHT TIME TO LEAVE AND GET A JOB	47.1 (25)	41.6 (10)	45.4 (35)	(9)
'FED UP' / FAILING AT SCHOOL	43.4 (23)	---	29.9 (23)	(9)
JOB BECAME AVAILABLE	9.4 (5)	50.0 (12)	22.1 (17)	(1)
HAD FINISHED COURSE AVAILABLE AT SCHOOL	---	87.5 (21)	27.2 (21)	(1)

* AVERAGE NUMBER OF MENTIONS

BASE: THOSE ANSWERING -
'LEFT SCHOOL AT BEST TIME'.

TABLE 15 *

ADVANTAGES OF WORK OVER SCHOOL

	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER TOTAL	POST-INTER LEAVERS	TOTAL BOYS	GIRLS
HAPPIER. GOOD TO HAVE A JOB	34.8 (8)	33.3 (7)	34.1 (15)	15.3 (2)	29.8 (17)	--- (1)
MONEY, GET PAID FOR WHAT YOU DO	17.4 (4)	52.3 (11)	34.1 (15)	30.7 (4)	33.3 (19)	--- (6)
INDEPENDENCE, RESPONSIBILITY	17.4 (4)	14.2 (3)	15.9 (7)	61.5 (8)	26.3 (15)	--- (1)
MORE INTERESTING, MORE VARIETY	47.8 (11)	19.0 (4)	34.1 (15)	7.7 (1)	28.6 (16)	--- (2)
MORE FREE TIME	8.7 (2)	4.7 (1)	6.8 (3)	38.5 (5)	14.0 (8)	---
MEETING PEOPLE, WORK COMPANIONS	13.9 (3)	9.5 (2)	11.3 (5)	---	8.7 (5)	--- (2)

* AVERAGE NUMBER OF MENTIONS PER HEAD;

BASE : THOSE ANSWERING - 'WORK IN SOME WAYS BETTER / SOMEWAYS WORSE
THAN SCHOOL'.

TABLE 15 B*

ADVANTAGES OF WORK OVER SCHOOL

	PRE-INTER LEAVERS 1	PRE-INTER LEAVERS 2	PRE-INTER TOTAL	POST-INTER LEAVERS	TOTAL BOYS	GIRLS
HAPPIER, GOOD TO HAVE A JOB	---	38.4 (5)	31.2 (5)	16.6 (4)	22.5 (9)	---
MONEY, GET PAID FOR WHAT YOU DO	(2)	61.5 (8)	62.5 (10)	45.8 (11)	52.5 (21)	---
INDEPENDENCE, RESPONSIBILITY	---	15.4 (2)	12.5 (2)	25.0 (6)	20.0 (8)	---
MORE INTERESTING, MORE VARIETY	---	7.7 (1)	6.2 (1)	29.1 (7)	20.5 (8)	---
MORE FREE TIME	---	30.8 (4)	25.0 (4)	4.2 (1)	12.5 (5)	---
MEETING PEOPLE, WORK COMPANIONS	(3)	---	18.7 (3)	---	---	---

DISADVANTAGES OF WORK

LONG HOURS AND HARD WORK	(2)	30.7 (4)	37.5 (6)	---	15.0 (6)	---
DEPEND ON YOURSELF	---	(1)	(1)	12.5 (3)	10.0 (4)	---
BOREDOM	---	23.1 (3)	18.7 (3)	8.3 (2)	12.5 (5)	(2)
CONDITIONS OF WORK	---	38.4 (5)	31.2 (5)	---	15.0 (6)	(2)
GETTING UP EARLY	---	---	---	16.6 (7)	17.5 (7)	(1)
WORK QUICKLY, UNDER PRESSURE	(1)	(1)	12.5 (2)	83.3 (20)	55.0 (22)	(7)

* AVERAGE NUMBER OF MENTIONS ; BASE: THOSE ANSWERING 'WORK IN SOME WAYS BETTER / SOME WAYS WORSE THAN SCHOOL'.

TABLE A 1

'Visits to learn about jobs / make school subjects more interesting'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	94.7 (36)	89.4 (17)	93.6 (44)	91.6 (11)
Fairly Important	5.2 (2)	10.5 (2)	4.2 (2)	8.3 (1)
Not Important	—	—	2.1 (1)	—
Total	100 (38)	100 (19)	100 (47)	100 (12)

TABLE A 2

'Teach things that would help you get as good a job as possible.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	84.2 (32)	89.4 (17)	74.4 (35)	91.6 (11)
Fairly Important	13.1 (5)	10.5 (2)	19.1 (9)	8.3 (1)
Not Important	2.6 (1)	—	6.3 (3)	—
Total	100 (38)	100 (19)	100 (47)	100 (12)

* Numbers given in parentheses : upper figure gives percentage.

TABLE A 3

'Help you to do as well as possible in examinations.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	81.5 (31)	78.9 (15)	78.7 (37)	50.0 (6)
Fairly Important	18.4 (7)	15.7 (3)	17.0 (8)	50.0 (6)
Not Important	—	—	4.2 (2)	—
Total	100 (38)	94.7 (18)	100 (47)	100 (12)

TABLE A 4

'Teach things that will be of direct use to you in your job.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	86.8 (33)	78.9 (15)	74.4 (35)	100 (12)
Fairly Important	13.1 (5)	21.0 (4)	21.2 (10)	—
Not Important	—	—	2.1 (1)	—
Total	100 (38)	100 (19)	97.8 (46)	100 (12)

TABLE A 5

'Help you to become independent and able to stand on your own feet.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	60.5 (23)	73.6 (14)	44.6 (21)	66.6 (8)
Fairly Important	34.1 (13)	26.3 (5)	40.4 (19)	24.9 (3)
Not Important	2.6 (1)	—	6.3 (3)	—
Total	97.3 (37)	100 (19)	91.4 (43)	91.6 (11)

TABLE A 6

'Money management, rates and income tax.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	65.7 (25)	68.4 (13)	61.7 (29)	33.3 (4)
Fairly Important	28.9 (11)	26.3 (5)	31.9 (15)	58.3 (7)
Not Important	2.6 (1)	5.2 (1)	6.3 (3)	—
Total	97.3 (37)	100 (19)	100 (47)	91.6 (11)

T A B L E A 7

'To be confident when dealing with people.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	57.8 (22)	63.1 (12)	46.8 (22)	74.9 (9)
Fairly Important	36.8 (14)	31.5 (6)	36.1 (17)	24.9 (3)
Not Important	5.2 (2)	5.2 (1)	10.6 (5)	—
Total	100 (38)	100 (19)	93.6 (44)	100 (12)

T A B L E A 8

'Teach you to be able to put things into writing easily'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	60.5 (23)	73.6 (14)	44.6 (21)	58.3 (7)
Fairly Important	36.8 (14)	26.3 (5)	48.9 (23)	41.6 (5)
Not Important	2.6 (1)	—	6.3 (3)	—
Total	100 (38)	100 (19)	100 (47)	100 (12)

TABLE A 9

'Help you to know what it would be like when you started work

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	55.2 (21)	68.4 (13)	55.3 (26)	50.0 (6)
Fairly Important	39.4 (15)	26.3 (5)	38.2 (18)	50.0 (6)
Not Important	5.2 (2)	5.2 (1)	6.3 (3)	—
Total	100 (38)	100 (19)	100 (47)	100 (12)

TABLE A 10

'Teach you to speak well and easily.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	52.6 (20)	84.2 (16)	42.5 (20)	41.6 (5)
Fairly Important	34.2 (13)	10.5 (2)	44.6 (21)	58.3 (7)
Not Important	10.5 (4)	5.2 (1)	8.5 (4)	—
Total	97.3 (37)	100 (19)	95.7 (45)	100 (12)

T A B L E A 11

'Arrange work experience in the last year at school.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	39.4 (15)	57.9 (11)	25.5 (12)	25.0 (3)
Fairly Important	47.3 (18)	21.0 (4)	53.2 (25)	58.3 (7)
Not Important	10.5 (4)	15.7 (3)	10.6 (5)	16.6 (2)
Total	97.2 (37)	94.6 (18)	89.3 (42)	99.9 (12)

T A B L E A 12

'Teach about what is right and wrong.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	55.2 (21)	63.1 (12)	44.6 (21)	33.3 (4)
Fairly Important	28.9 (11)	21.0 (4)	38.2 (18)	66.6 (8)
Not Important	15.7 (6)	15.7 (3)	12.7 (6)	—
Total	100 (38)	100 (19)	95.7 (45)	100 (12)

T A B L E A 13

'Encourage you to have orinions of your own.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	44.7 (17)	57.8 (11)	21.2 (10)	33.3 (4)
Fairly Important	44.7 (17)	36.8 (7)	61.7 (29)	66.6 (8)
Not Important	7.8 (3)	5.2 (1)	8.5 (4)	—
Total	97.3 (37)	100 (19)	91.4 (43)	100 (12)

T A B L E A 14

'Help you to get on with other people.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	39.4 (15)	47.3 (9)	31.9 (15)	66.6 (8)
Fairly Important	44.7 (17)	47.3 (9)	61.7 (29)	33.3 (4)
Not Important	15.7 (6)	5.2 (1)	6.3 (3)	—
Total	100 (38)	100 (19)	100 (47)	100 (12)

TABLE A 15

'Teach things that are useful in running a home.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	23.6 (9)	63.1 (12)	34.0 (16)	16.6 (2)
Fairly Important	47.3 (18)	31.5 (6)	51.0 (24)	74.9 (9)
Not Important	26.3 (10)	5.2 (1)	6.3 (3)	8.3 (1)
Total	97.3 (37)	100 (19)	91.4 (43)	100 (12)

TABLE A 16

'Encourage you to enjoy yourself.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	28.9 (11)	42.1 (8)	29.7 (14)	24.9 (3)
Fairly Important	52.6 (20)	31.5 (6)	51.0 (24)	58.3 (7)
Not Important	15.7 (6)	15.7 (3)	12.7 (6)	8.3 (1)
Total	97.3 (37)	89.4 (17)	93.6 (44)	91.6 (11)

TABLE A 17

'Have outside speakers on employment and educational topics.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	42.1 (16)	57.8 (11)	25.5 (12)	8.3 (1)
Fairly Important	47.3 (18)	36.8 (7)	48.9 (23)	74.9 (9)
Not Important	10.5 (4)	5.2 (1)	21.2 (10)	8.3 (1)
Total	100 (38)	100 (19)	95.7 (45)	91.6 (11)

TABLE A 18

'Help you to know about what is going on in the world nowadays.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	31.5 (12)	47.3 (9)	25.5 (12)	16.6 (2)
Fairly Important	55.2 (21)	42.1 (8)	51.0 (24)	74.9 (9)
Not Important	7.8 (3)	10.5 (2)	19.1 (9)	8.3 (1)
Total	94.7 (36)	100 (19)	95.7 (45)	100 (12)

T A B L E A 19

'Help you to develop your personality and character.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	47.0 (18)	68.4 (13)	19.1 (9)	24.9 (3)
Fairly Important	31.5 (12)	26.3 (5)	65.9 (31)	50.0 (6)
Not Important	21.0 (8)	5.2 (1)	10.6 (5)	24.9 (3)
Total	100 (38)	100 (19)	95.7 (45)	100 (12)

T A B L E A 20

'Help you to make the most of yourself.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	34.2 (13)	63.1 (12)	10.6 (5)	16.6 (2)
Fairly Important	26.3 (10)	21.0 (4)	57.4 (27)	74.9 (9)
Not Important	36.8 (14)	15.7 (3)	25.5 (12)	8.3 (1)
Total	97.3 (37)	100 (19)	93.6 (44)	100 (12)

T A B L E A 21

'Give sex education.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	15.7 (6)	42.1 (8)	34.0 (16)	8.5 (1)
Fairly Important	49.9 (19)	36.8 (7)	48.9 (23)	41.6 (5)
Not Important	28.9 (11)	21.0 (4)	12.7 (6)	49.9 (6)
Total	94.7 (36)	100 (19)	95.7 (45)	100 (12)

T A B L E A 22

'Give a good religious education.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	21.0 (8)	36.8 (7)	19.1 (9)	8.3 (1)
Fairly Important	44.7 (17)	42.1 (8)	42.5 (20)	41.6 (5)
Not Important	28.9 (11)	15.7 (3)	36.1 (17)	33.3 (4)
Total	94.7 (36)	94.7 (18)	97.8 (46)	83.3 (10)

TABLE A 23

'Give interests and hobbies.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	26.3 (10)	15.7 (3)	8.5 (4)	16.6 (2)
Fairly Important	44.7 (17)	52.6 (10)	38.2 (18)	33.3 (4)
Not Important	26.3 (10)	26.3 (5)	40.4 (19)	33.3 (4)
Total	25.6 (37)	94.7 (18)	87.2 (41)	83.3 (10)

TABLE A 24

'Teach about aspects of school subjects not needed for examinations.'

	AT WORK		AT SCHOOL	
	BOYS	GIRLS	BOYS	GIRLS
Very Important	5.2 (2)	10.5 (2)	19.1 (9)	8.3 (1)
Fairly Important	60.5 (23)	47.3 (9)	31.9 (15)	50.0 (6)
Not Important	31.5 (12)	26.3 (5)	38.2 (18)	41.6 (5)
Total	97.3 (37)	84.2 (16)	89.3 (42)	100 (12)

TABLE A 2 5

MEAN (X) AND VARIANCE (V) OR RATED IMPORTANCE OF LEAVERS, STAYERS AND TOTAL ON EACH EDUCATIONAL OBJECTIVE

RANK ORDER	OBJECTIVES	STAYERS	LEAVERS	SIGNIFICANT DIFFERENCES	TOTAL
1.	Visits to learn about jobs / make school subjects more interesting.	\bar{X} 1.05 V 0.17	1.05 0.14	----- Sig.	1.051
2.	Teach you things that will help you to get as good a job as possible.	\bar{X} 1.27 V 0.03	1.15 0.17	----- Sig.	1.211
3.	Help you to do as well as possible in examinations like the Group and Inter.	\bar{X} 1.30 V 0.28	1.15 0.25	----- -----	1.226
4.	Teach things that will be of direct use to you in your job.	\bar{X} 1.18 V 0.19	1.31 0.15	----- -----	1.243
5.	Help you to become independent and able to stand on your own feet.	\bar{X} 1.44 V 0.38	1.33 0.26	----- -----	1.386
6.	Teach you how to manage your money when you are earning and about things like rates and income tax.	\bar{X} 1.45 V 0.35	1.33 0.30	----- -----	1.391
7.	To be confident and at ease when dealing with people.	\bar{X} 1.45 V 0.41	1.45 0.35	----- -----	1.450
8.	To be able to put things in writing easily.	\bar{X} 1.57 V 0.35	1.36 0.27	Sig. -----	1.466
9.	Help you to know what it would be like when you started work, e.g. about hours and conditions.	\bar{X} 1.50 V 0.35	1.45. 0.35	----- -----	1.475
10.	Teach you to speak well and easily.	\bar{X} 1.57 V 0.37	1.42 0.42	----- -----	1.496

TABLE A 25 (Cont.)

RANK ORDER	OBJECTIVES		STAYERS	LEAVERS	SIGNIFICANT* DIFFERENCES	TOTAL
11.	Arrange work experience in the last year at school.	\bar{X}	1.52	1.56	----	1.547
		V	0.43	0.46	----	
12.	Teach you about what is right and wrong.	\bar{X}	1.61	1.57	----	1.590
		V	0.42	0.56	----	
13.	Encourage you to have opinions of your own.	\bar{X}	1.69	1.54	----	1.616
		V	0.29	0.38	----	
14.	Help you to get on with other people.	\bar{X}	1.66	1.70	----	1.679
		V	0.33	0.46	----	
15.	Teach you things that are useful in running a home, e.g. about bringing up children, home repairs.	\bar{X}	1.62	1.78	----	1.698
		V	0.33	0.54	Sig.	
16.	Encourage you to enjoy yourself.	\bar{X}	1.75	1.71	----	1.730
		V	0.38	0.37	----	
17.	Have outside speakers on employment and educational topics.	\bar{X}	1.86	1.61	Sig.	1.737
		V	0.40	0.41	----	
18.	Help you to know about what is going on in the world nowadays e.g. about things in the news.	\bar{X}	1.86	1.64	----	1.752
		V	0.41	0.38	----	
19.	Help you to develop your personality and character.	\bar{X}	1.86	1.64	----	1.752
		V	0.34	0.56	Sig.	
20.	Help you to make the most of yourself, e.g. with your appearance	\bar{X}	1.93	1.82	----	1.876
		V	0.36	0.62	Sig.	

TABLE A 25 (Cont.)

RANK ORDER	OBJECTIVES	STAYERS	LEAVERS	SIGNIFICANT DIFFERENCES	TOTAL
21.	To give you sex education.	\bar{X} 1.84 V 0.49	1.94 0.52	----- -----	1.889
22.	To give you a good religious education.	\bar{X} 2.08 V 0.51	1.87 0.52	----- -----	1.977
23.	Give you interests and hobbies that you can enjoy in your spare time.	\bar{X} 2.01 V 0.49	1.96 0.50	----- -----	1.985
24.	Teach you about aspects of school subjects which you do not have to know for examinations.	\bar{X} 2.05 V 0.54	2.08 0.34	----- Sig.	2.064

* Sig. difference at 5% level.

TABLE C

PERCEIVED USEFULNESS AND INTEREST OF SCHOOL SUBJECTS

	USEFUL		USELESS		INTERESTING		BORING	
	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK
SHORTHAND / * TYPING	36 (4)	47 (8)	27 (3)	24 (4)	18 (2)	53 (9)	54 (6)	29 (5)
COMMERCE *	55 (5)	50 (9)	22 (2)	33 (6)	33 (3)	55 (10)	11 (1)	33 (6)
COOKERY / HOUSECRAFT	100 (11)	89 (17)	—	5 (1)	55 (6)	100 (19)	18 (2)	—
CIVICS	46 (18)	25 (9)	28 (11)	50 (18)	33 (13)	30 (11)	41 (16)	44 (16)
ENGLISH	79 (46)	84 (48)	12 (7)	12 (7)	25 (15)	40 (23)	34 (20)	33 (19)
IRISH	43 (25)	28 (16)	42 (24)	55 (31)	19 (11)	12 (7)	36 (21)	69 (39)
GEOGRAPHY *	36 (4)	31 (6)	54 (6)	37 (7)	36 (4)	31 (6)	64 (7)	58 (11)
HISTORY *	64 (7)	16 (3)	18 (2)	63 (12)	73 (8)	31 (6)	9 (1)	42 (8)
MATHEMATICS	87 (50)	84 (48)	3 (2)	3 (2)	52 (30)	49 (28)	24 (14)	33 (19)
METALWORK +	98 (46)	95 (36)	—	5 (2)	94 (44)	97 (37)	—	—
SPEECH & DRAMA	38 (21)	36 (18)	43 (24)	51 (25)	7 (4)	22 (11)	65 (36)	61 (30)
NEEDLEWORK *	91 (10)	100 (19)	—	—	82 (9)	89 (17)	9 (1)	5 (1)
PHYSICAL EDUCATION +	75 (9)	23 (7)	17 (2)	50 (15)	42 (5)	27 (8)	17 (2)	30 (9)
RELIGIOUS KNOWLEDGE	38 (22)	31 (18)	42 (24)	33 (19)	24 (14)	26 (15)	22 (13)	45 (26)
SCIENCE +	89 (41)	68 (26)	2 (1)	16 (6)	85 (39)	74 (28)	6 (3)	18 (7)

TABLE C (Cont.)

	USEFUL		USELESS		INTERESTING		BORING	
	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK
MECHANICAL ⁺ DRAWING	81 (38)	76 (29)	13 (6)	18 (7)	70 (33)	80 (30)	13 (6)	18 (7)
WOODWORK ⁺	96 (45)	79 (30)	4 (2)	5 (2)	83 (39)	84 (34)	4 (2)	8 (3)
CAREERS	71 (41)	63 (12)	8 (5)	26 (5)	73 (42)	42 (8)	8 (5)	26 (5)

* GIRLS ONLY.

+ BOYS ONLY.

TABLE D

SCHOOL SUBJECTS

CROSS TABULATIONS OF USEFUL - USELESS - BORING - DIMENSIONS

	USEFUL / INTERESTING		USEFUL / BORING		USELESS / BORING	
	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK
SHORTHAND / TYPING *	18 (2)	41 (7)	— (1)	— (1)	18 (2)	17 (3)
COMMERCE *	33 (3)	44 (8)	—	— (1)	—	16 (3)
COOKERY / HOUSECRAFT *	54 (6)	89 (17)	18 (2)	—	—	—
CIVICS	20 (8)	19 (7)	20 (8)	5 (2)	43 (17)	77 (28)
ENGLISH	24 (14)	38 (22)	22 (13)	24 (14)	6 (4)	3 (2)
IRISH	17 (10)	5 (3)	10 (6)	19 (11)	24 (14)	44 (25)
GEOGRAPHY *	27 (3)	15 (3)	— (1)	10 (2)	45 (5)	36 (7)

T A B L E D (Cont.)

	USEFUL / INTERESTING		USEFUL / BORING		USELESS / BORING	
	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK
HISTORY *	54 (6)	10 (2)	—	— (1)	— (1)	31 (6)
MATHEMATICS	51 (29)	49 (28)	14 (8)	21 (12)	— (1)	3 (2)
METALWORK +	93 (44)	92 (35)	—	—	—	—
SPEECH & DRAMA	7 (4)	18 (9)	16 (9)	18 (9)	43 (24)	38 (19)
NEEDLEWORK *	72 (8)	89 (17)	— (1)	— (1)	—	—
RELIGIOUS KNOWLEDGE	19 (11)	21 (12)	— (1)	5 (3)	20 (12)	22 (13)
SCIENCE +	80 (37)	60 (23)	— (1)	5 (2)	— (1)	10 (4)
MECHANICAL + DRAWING	70 (33)	71 (27)	—	5 (2)	12 (6)	13 (5)
WOODWORK +	83 (39)	76 (29)	—	—	4 (2)	8 (3)
CAREERS	66 (38)	—	— (1)	—	— (1)	—

* PERCENTAGES CALCULATED ON BASE OF THOSE ANSWERING THAT THEY HAD TAKEN THE SUBJECT.

+ PHYSICAL EDUCATION OMITTED.

TABLE E⁺

SCHOOL SUBJECTS RESPONDENTS CONSIDERED WORTHWHILE TO LEARN

	BOYS		GIRLS	
	AT SCHOOL	AT WORK	AT SCHOOL	AT WORK
SHORTHAND / TYPING	/	/	.25	.31
COMMERCE	/	/	.33	.26
COOKERY / HOUSECRAFT	/	/	.66	.79
ENGLISH	.12	.31	.50	.36
MATHEMATICS	.57	.52	.33	.21
METALWORK	.74	.76	/	/
SPEECH & DRAMA	/	.07	.08	.16
NEEDLEWORK	/	/	.16	.52
RELIGIOUS KNOWLEDGE	/	.05	/	.10
SCIENCE	.36	.29	/	/
MECHANICAL DRAWING:	.42	.39	/	/
WOODWORK	.57	.47	/	/
CAREERS *	.12	/	.16	/

⁺ NUMBER OF MENTIONS PER HEAD.

* SOME RESPONDENTS AT WORK HAD NOT TAKEN THIS SUBJECT.

T A B L E F

WAYS IN WHICH SUBJECTS WERE FOUND USEFUL
(MEAN NUMBER OF MENTIONS)

	BOYS		GIRLS	
	AT WORK	AT SCHOOL	AT WORK	AT SCHOOL
INTEREST IN CONTENT / ACTIVITIES	.12	.38	.05	—
PROMOTE UNDERSTANDING OF THE ENVIRONMENT	.05	.19	.05	—
PRACTICALITY *	1.63	1.14	1.68	1.00
QUALIFICATIONS FOR * EMPLOYMENT	1.63	1.42	.89	1.33
SELF-EXPRESSION / PERSONAL DEVELOPMENT	.05	.06	.15	.16
USEFUL IN UNDERSTANDING OTHER SUBJECTS	.10	.12	—	—
HELP IN TRANSITION TO WORK	.13	.04	.05	.08

* SOME RESPONDENTS GAVE THE SAME USE FOR ALL THREE CHOICES.

T A B L E G

SUBJECTS AT WHICH RESPONDENTS WISHED TO IMPROVE

	BOYS		GIRLS	
	AT WORK	AT SCHOOL	AT WORK	AT SCHOOL
SHORTHAND / TYPEWRITING	—	—	21.0 (4)	—
COMMERCE	—	—	31.4 (6)	—
ENGLISH	18.4 (7)	23.4 (11)	15.7 (3)	8.3 (1)
IRISH	18.4 (7)	23.4 (11)	15.7 (3)	25.0 (3)
MATHEMATICS	44.7 (17)	40.4 (15)	52.4 (10)	75.0 (9)

T A B L E K

OVERALL REACTIONS TO SCHOOL

	AT WORK	AT SCHOOL	CHI-SQUARE (p)	TOTAL RESPONSES
MOST DAYS YOU LOOKED FORWARD TO GOING TO SCHOOL	35.0 (20)	47.4 (28)	1.33 (NS)	41.3 (48)
YOU GOT FED UP WITH TEACHERS TELLING YOU WHAT YOU COULD AND COULD NOT DO	31.5 (18)	37.2 (22)	0.40 (NS)	34.0 (40)
SCHOOL WAS THE SAME DAY AFTER DAY, WEEK AFTER WEEK	50.8 (29)	40.6 (24)	0.47 (NS)	45.0 (53)
THE TEACHERS TOOK A GREAT DEAL OF INTEREST IN YOU AND HELPED YOU A LOT	52.6 (30)	57.6 (34)	0.25 (NS)	55.1 (64)
YOU WERE DELIGHTED WHEN YOU HAD AN EXCUSE TO STAY AWAY FROM SCHOOL	47.3 (27)	35.6 (21)	0.75 (NS)	41.2 (48)
THERE WAS A LOT OF INTERESTING THINGS GOING ON IN SCHOOL	50.0 (29)	54.2 (32)	0.15 (NS)	52.5 (61)
TEACHERS FORGOT YOU WERE GROWING UP AND TREATED YOU LIKE A CHILD	50.8 (29)	57.8 (34)	0.40 (NS)	54.3 (63)
MOST OF WHAT THEY TAUGHT YOU AT SCHOOL IS VERY USEFUL TO YOU	89.4 (51)	89.8 (53)	0.02 (NS)	89.6 (104)

2. What does your father do for a living?

3. Does your mother go out to work?

If 'Yes'

Full-time job 1 Part-time 2

4. Including yourself, how many children in the family?

POST-INTERMEDIATE LEAVERS ONLY

OTHERS TO Q. 13

5. One of the main things that I want to find out in this enquiry is what people think the schools should be doing now. I will read out some things that people have said that they think schools should be doing. I would like you to tell me for each whether it is something that you, now, think the school should have done for you or not. Will you say for each statement whether it is very important, fairly important or not important.

SHOW CARD 'A'. READ LIST AND CODE SEPARATELY FOR EACH STATEMENT

- a Help you become independent and able to stand on your own feet?
 - b Help you do as well as possible in examinations like the Intermediate and Group?
 - c Help you develop your personality and character?
 - d Help you to know what is going on in the world nowadays? (Prompt: about things in the news)
 - e Teach you about aspects of school subjects which you do not have to know for examinations?
 - f Teach you things that would help you get as good a job as possible?
 - g Encourage you to enjoy yourself?
 - h Have speakers coming to your school to talk on employment and educational topics?
6. (Give set of cards showing school subjects)
- a Will you tell me which of these subjects you are fairly sure you took at the Vocational School. RECORD IN COL. (a)
 - b I'm going to ask you which subjects you now think were useful for you to learn at school, which ones were not useful, and which ones fall into the middle as being neither useful nor useless.
 - c
 - 1. First will you pick out the ones which you think were useful to learn. RECORD IN COL. (b).
 - 2. Next will you pick out the ones which you think were not useful? RECORD IN COL. (b).

THOSE NOT PICKED OUT AT ALL TO BE RECORDED AS 'NEITHER' WITHOUT FURTHER CHECKING - REPLACE CARDS OF SUBJECTS TAKEN.

c I would like to know now which of these subjects you found interesting when you were at school, which were boring, and which were just middling.

1 First will you pick out those subjects which you found interesting? RECORD IN COL. (c).

2 Next will you pick out the ones which you found boring. RECORD IN COL. (c).

7. a You said that these subjects were useful. (READ THEM OUT) Would you pick out the three which you think were the most useful for you yourself at school?

RECORD SUBJECTS MENTIONED THEN ASK FOR EACH.

b In what way is useful to you? PROMPT: In any other ways?

(a)
Subject

(b)
Ways in which useful

8. a Are there any subjects at school that you wish now you were better at?

If 'Yes'

b Which subjects do you wish you were better at?

PROMPT UP TO THREE ONLY:

SHOW CARD 'A'

9. Do you think it is very important, fairly important or not important that the school should teach you: READ LIST AND CODE FOR EACH.

a. To speak well and easily?

b. To be able to put things in writing easily?

c. Things that will be of direct use to you in your job?

d. To be confident and at ease when dealing with people?

SHOW CARD 'A'

10. I am going to read out a few more things that other young people have said that they thought the schools should do. Some of these you may think that you learn at home, but I would like you to tell me whether you think that the school should have done them as well.

For each one would you tell me whether this is something you yourself now think that your school should have done or not? Will you say for each statement whether you think it is very important, fairly important or not important for the school to do this.

READ LIST AND CODE FOR EACH:

1. Teach you things that are useful in running a home, e.g. about bringing up children, home repairs.
2. Teach you how to manage your money when you are earning and about things like rates and income tax:
3. To give you sex education:
4. Help you to get on with other people.
5. Help you to make the most of yourself, for example, with your appearance.
6. Give you interests and hobbies that you can do in your spare time.
7. Encourage you to have opinions of your own:
8. Teach you about right and wrong.
9. Give you a good religious education.
10. Help you to know what it would be like when you started work, for example about hours and conditions.
11. Some schools take their pupils out on visits during school hours to learn about jobs or to make their school subjects more interesting. Do you think schools should take pupils on these visits and would you say how important it is to you.
12. Some schools arrange for their pupils to go out into an office, factory, shop or warehouse during term-time so that they can get some experience of workplaces. Do you think that it is very important, fairly important or not important for the school to arrange work of this sort.

ASK ALL

13. Looking back on your schooldays would you say that at the time they were

Filled with fun and excitement	1
Interesting and filled with hard work	2
Fairly pleasant	3
Boring	4
Unhappy	5

14. POST-INTERMEDIATE LEAVERS ONLY

OTHERS TO Q. 15

I am going to read out some things that other young people have said about their schools. Would you tell me whether you felt the same way about your school or not.

	Yes	No	DK
a Most days you looked forward to going to school	1	2	3
b You got fed up with teachers telling you what you could do and could not do?	1	2	3
c School was the same day after day, week after week?	1	2	3
d The teachers took a great deal of interest in you and helped you a lot?	1	2	3
e You were delighted when you had an excuse to stay away from school?	1	2	3
f There was a lot of interesting things going on in school?	1	2	3
g Teachers forgot you were growing up and treated you like a child?	1	2	3
h Most of what they taught you at school is very useful to you?	1	2	3

ASK ALL

15. Would you tell me what age you were when you left the vocational school.

16. a Do you now think that you left school at the best age or would it have been better if you had left sooner or stayed longer?

Left sooner 1 Best age 2 Stayed longer 3 DK 4

b What are your reasons for saying that?

17. a Are you at present serving an apprenticeship or did you at any stage after leaving school start to serve an apprenticeship?

If 'Yes'

b What type of apprenticeship?

If 'No'

c Did you have any interest in an apprenticeship after you left school?

If 'Yes'

d What type of apprenticeships were you interested in?

e What do you see as the reasons that prevented you getting an apprenticeship?

SHOW SET OF CARDS 'B'

18. Here is a number of things which people at work have listed as important things about their job. What I want you to do is to arrange these in order from 1 to 4 - put first that which you would most prefer in a job, putting second the next preference and so on putting last / fourth that which you would consider to be least important to you.

High wages

No danger of being fired

Chances of promotion

The work is important and gives a feeling of something well-done

IF IN FULL-TIME PAID EMPLOYMENT

OTHERS TO Q 25

19. a Can we talk a little about the sort of work you are doing at present? What job are you in at present?
- b What exactly do you do in that job?
20. What other full-time jobs have you held since leaving school?
21. How do you feel about the firm or employer you are working with at present? Do you like or dislike working there?
22. On the whole do you find your present job interesting or boring?
23. a Do you like the sort of work you are doing at present or are you wanting to get some quite different sort of work?

IF 'LIKES PRESENT SORT OF WORK'

- b What is it about your work that you like particularly?
- c Is there anything about your work that you particularly dislike?

IF 'WANTS DIFFERENT SORT OF WORK'

- d What sort of work do you wish you had?
- e What is it about that sort of work that you would prefer?
- f Is there anything that makes it difficult for you to get that sort of work?
24. How long was it before you got a full-time job?

TO Q. 32

IF NOT IN FULL-TIME EMPLOYMENT

25. Have you had any full-time paid jobs since leaving school - I don't mean vacation jobs or jobs to fill in time while you were waiting to take a full-time course?

IF 'NO' GO TO Q. 32

IF HAS HAD FULL-TIME EMPLOYMENT

26. How many full-time paid jobs have you had since leaving school?
27. a What was your last full-time job?
b What did you actually do in that job?
28. On the whole did you find it interesting?
29. a What sort of job are you hoping to do?
b What will you actually do in that job?
30. What is it about that sort of work that you think you will like? PROMPT:
Is there anything else about it?
31. a Do you think that there is anything that might make it difficult for you to get the sort of job or work you hope to do?

If 'Yes'

- b What is that?

ASK ALL

32. a How many jobs did you apply for after leaving school?
b What sort of jobs?

'If in full-time paid job' OTHERS TO Q. 37

34. What made you decide to take this job?

PROMPT: Any other reasons?

35. a What sort of job would you really like to get?
b Why this sort of job?
c What would you see as preventing you from getting this sort of work?

36. a When you first started work would you say that you found life at work better or worse than school?

Better 1 Worse 2 Bit of both 3

- b In what ways did you find it better?
c In what ways did you find it worse?

ASK ALL

37. What sort of job do you think you will have in 15 years time?

38. What sort of job would you really like to have in 15 years time?

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